



Combined Three Year Education Plan (3 YEP) 2018 - 2019 to 2020 - 2021 & Annual Education Results Report 2017 - 2018



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Principal's Message

Bienvenue à l'École Notre Dame School

Notre Dame is a dual track (French Immersion) Pre-Kindergarten to Grade Six School located in the South Park area of Leduc. We are the designated elementary school for the communities of Willow Park, Linsford, Telford Lake, Caledonia, Meadowview, Tribute, Robinson and Leduc County. We also offer an Athletics Excellence program for Grades 4 – 6. As well, we offer Before and After School Care and Kindercare.

Fulfilling our goal of providing a quality Catholic Education for all students requires the collaborative teamwork of the administration, staff, students, parents and parish. We are able to provide an enriched program for all of our students as a result of this great teamwork. Our staff is committed to working together to provide engaging learning opportunities for all students and supporting them with our Response to Intervention (RTI) program. We work closely with Father Leduc Catholic School to ensure our grade 6 students experience a positive transition to Grade 7. We are very fortunate to have a mutually supportive and positive relationship with our School Council and parent community. We also work closely with St. Michael Parish to ensure that our students grow in their faith life. The surrounding business community shows continuous generosity in support of various school activities and social justice projects.

Ecole Notre Dame School is a community rooted in Jesus Christ. Together we are called to believe, achieve, and serve.

Monique Tellier-Phillips, Principal

School Profile

Principal	Monique Tellier-Philips	Vice Principal	Colette Chamulka
Phone:	780.986.9300	Student Population	399
Fax:	780.986.9322	Number of Teachers	20 (FTE of 20)
Email	monique.philips@starcatholic.ab.ca colette.chamulka@starcatholic.ab.ca	Number of Support Staff	20 FTE of 15
Webpage	https://nd.starcatholic.ab.ca/	Grades Served	Pre-School, K-6



Emerging Issues and Trends

- Continuous improvement is an emerging issue. This is likely due to the restructuring of our Resource Room Program into a Response to Intervention focused program. Response to Intervention (RTI) is a program in which struggling learners are provided with targeted interventions to increase their rate of learning.
- The Athletics Excellence Program (Grades 4 – 6) is a very popular program. In the past students who enrolled in Athletics Excellence in Grade 4 and/or 5 were allowed to register early for the program the following year, which took up the majority of the spots. This was a deterrent to new registrants because they did not know if, by the time they got to Grade 5 and 6, there would be a place for them.
- According to the Our School Survey (Grades 4 – 6 students) , compared to the Canadian norm of 86% of students having a high sense of belonging, Ecole Notre Dame School is at 71%. Last year was 75% (Canadian Norm 86%)
- Also on the Our School Survey, the Canadian Norm for students with moderate or high levels of anxiety (intense feelings of fear, intense anxiety, or worry about particular events or social situations) is 16%. Ecole Notre Dame School is at 24%
- Parent response to the Accountability Pillar survey has been low for a number of years.

Strategies to Address Issues and Trends

- We provided two differentiated instruction which focused on how to teach the same material to all students using a variety of instructional strategies and giving ideas on how to deliver lessons at varying levels of difficulty based on the ability of each student. Students that are in a lower academic level are with their classes receiving differentiated instruction and are also pulled out for targeted interventions for approximately twenty minutes per day. Literacy reps are engaging in professional development that focuses on programs such as Newsela which adjusts reading passages to suit the varying reading levels within the classroom. As well, Accelerated Reader is a program that focuses on reading at level with comprehension as a focus. In the French Immersion program, we use the on-line program Lecture Enfant - Livre Video. Another on-line reading program we are using for the English stream is RAZ Kids.
- With the Athletics Excellence Program, we will be opening up registrations to all students from Grades 4 – 6 on opening registration day.

- We have diversified the clubs that we offer even more and teachers who run the clubs are not only advertising the clubs in announcements, but also by asking students individually if they want to join. Some of this year's clubs include Pokemon Club, Playground Pals, School Patrollers, Kindness Club, Book Club, Art Club, Dance Club, French Conversation Club, and Poetry Club.
- We will provide 2 half-day workshops for teachers with a focus on social-emotional well-being. Teachers will transfer their knowledge to the students. Anxiety will be a topic in health classes. Character Education classes will use the videos for "Growth Mindset" which will focus on trying without fear of failure. As well, we have started a virtues program which often centers around trying our best, but we will never be perfect. We also do the Mind Up Program and at our school, modelled by our Family School Liaison Worker. Students also participate in Zones of Regulation, which helps them recognize when they are becoming dysregulated. In addition, each grade level has a Health and Wellness kit to use with their classes. Part of the kit is a Hoberman Sphere which acts as a guide for breathing in and out when a student is experiencing anxiety.
- School Council will work with the Principal to generate ideas on how to get more parents to fill in the Accountability Pillar Survey.



Combined 2018 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	90.8	91.0	91.4	89.0	89.5	89.4	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	80.8	83.0	86.1	81.8	81.9	81.7	High	Maintained	Good
	Education Quality	94.8	95.6	94.5	90.0	90.1	89.9	Very High	Maintained	Excellent
	Drop Out Rate	n/a	n/a	n/a	2.3	3.0	3.3	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	78.0	78.0	77.0	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	86.5	77.6	84.0	73.6	73.4	73.3	Very High	Maintained	Excellent
	PAT: Excellence	17.9	19.4	22.6	19.9	19.5	19.2	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.7	83.0	83.0	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24.2	22.2	21.7	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	55.7	54.9	54.7	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	63.4	62.3	61.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	58.7	57.9	59.0	n/a	n/a	n/a
	Work Preparation	76.5	80.0	81.5	82.4	82.7	82.4	Intermediate	Maintained	Acceptable
	Citizenship	84.1	84.1	86.2	83.0	83.7	83.7	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	79.3	76.9	84.4	81.2	81.2	81.0	High	Maintained	Good
Continuous Improvement	School Improvement	75.6	88.6	91.8	80.3	81.4	80.7	Intermediate	Declined Significantly	Issue

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
6. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
11. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
12. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Measure Evaluation Reference

Achievement Evaluation

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

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

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

Notes:

- 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%.
- 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 Notre Dame School			St. Thomas Aquinas RCSR No 38		
Staff Survey	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Staff at school uphold the dignity of every student as a child of God.	100	97	97	98	98	97.3
The school provides students with opportunities to pray and to grow in their faith.	100	100	100	98	99	98.3
Staff at the school take the opportunity to permeate and infuse faith into what they teach.	100	97	94.3	92	96	91.7
Staff at the school, through their words and actions, help students to better know Christ.	90	94	91.7	95	94	93
The school helps those less fortunate. Examples: Charity, Good Works, and Social Justice.	100	100	100	98	99	98
Parent Survey	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
My child's school upholds the dignity of every student as a child of God.	89	94	91.3	91	92	92
I am pleased with the opportunity my child has to pray and to grow in his or her faith.	86	97	92.7	92	92	92.7
My child learns about faith throughout the school day, not just in religion class.	76	76	80	82	82	82.3
The staff at the school, through their words and actions, help students to better know Christ.	75	79	79	82	82	82.7
The school helps those less fortunate. Examples: Charity, Good Works, and Social Justice.	92	88	87.7	86	84	85.3
Student Survey	Current Result	Prev Year Result	Prev 3 Year Average	Current Result *	Prev Year Result	Prev 3 Year Average

						A v e r a g e
The school treats me with dignity and as a child of God.	86	74	81.7	87 78	83 73	86 77
We pray as a class or school every day.	93	72	85.7	95 87	90 88	92 88
Teachers talk about faith in other classes, not just religion class.	77	58	67.5	84 72	72 64	78 68
The adults at my school help me, by their words and actions, to better know God.	81	70	80.7	84 64	81 60	85 68
My school helps those less fortunate through charity, good works and social justice.	89	78	86	95 86	83 75	89 82
Aggregate Measure	Curre nt Resu lt	Prev Year Resu lt	Prev 3 Year Avera ge	Curren t Result	Prev Year Resu lt	Pr ev 3 Y ea r A ve ra g e
Mark 1: Dignity and Respect	92	88	90	91	89	89.7
Mark 2: Opportunities for Prayer	93	90	93	94	93	93.7
Mark 3: Permeation of Faith	84	77	82.6	84	82	81.7
Mark 4: Witnessing to the Gospel	82	81	83.6	84	82	84
Mark 5: Charity and Social Justice	94	89	91.3	92	87	89.7

*Grades 4-6 | Grades 7-12

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

Faith Strategy Example #1:

- Engaging students in responding decisively to the survey statement “Teachers talk about faith in other classes, not just religion class.” 19% of students said “don’t know” to this statement. Teachers will speak to their classes about how faith is brought up in other subjects areas and give examples.
- Our Grade 3’s will be hosting a retreat for all Leduc STAR Catholic Schools in the spring. As well, Our Grade 6’s will participate in a retreat for all Leduc STAR Catholic Schools at Fr. Leduc School.
- Reminding teachers at the beginning of the year that daily prayer will happen on announcements, but should be part of their routine (i.e. grace before lunch; in-class prayer using the Children’s Daily Prayer book).
- Work closely with St. Michael Parish to organize classroom visits for sacramental preparation.
- Working with the St. Michael Parish Knights of Columbus who purchase bibles for all Grade 4 students
- Purchase of Bibles for all of our Grades 2 and 3 classes
- Visits from parish priest Fr. Silvichan
- One Mass at the parish (bus all staff and students)
- Staff invited by parish to attend sacramental events at the church (i.e. first reconciliation celebration, etc.)
- Encourage staff to get involved in EXCEL and Newman course offerings.
- Host a Grade 3 Retreat at our school for all the Catholic schools in Leduc.

Link to Board Priority – Key Indicator:

Growth & Affirm Catholic Identity: Mentor and encourage ongoing faith formation, study and practice in the Catholic faith.



Faith Strategy Example #2:

A part of our staff retreat experience over the past two years, our staff has done Acts of Kindness. They organize where they will be going and invite others who may be interested. One of the new ideas this year was that some staff visited various parking lots and left cards with a kind of message and a treat attached under the wiper blade. The students in Kindergarten and Grade One created the cards. Some staff members participated in a morning of prayer for all unborn children and their parents. A third new idea this year was that some staff helped Leduc Linx with self-defense class for adults with developmental disabilities. Staff shared what they did for retreat day with their classes. Also, pictures were shared throughout Social Media.

One of first goals was to get our chapel operational – screens, projectors, sound system – so that we can use it for liturgical celebrations, Masses, and events. In November, we hosted a Blanket Exercise which was preceded by a prayer that focuses on both “Creator” and “God. Invited were senior administration, board members, staff and parents from all Leduc schools. This took place in the chapel. In December we will have two Advent Liturgies of the Word, and an Advent Mass all in the chapel. We will also invite families to our school to celebrate Christmas Concerts with concerts on Monday, Tuesday, Wednesday, and Thursday so that everyone that wants to come can make it and will have a seat.

Many teachers also post their Religion art projects on their bulletin boards. As well, they talk about virtues with their class (as per virtues program). Also, student art work and bible verses are posted on Social Media.

Parents are always invited to attend liturgies, Masses and celebrations. As well, parents are notified if their child will be a part of any of the ministries. We see many proud parents at our Masses and celebrations. We try to have our Masses as early as possible so that the St. Michael parishioners who attend weekday Mass are able to attend.

Staff are involved as volunteers in the church in RCIA programs, Children’s Liturgy, as Lectors, Eucharistic Ministers, and Music Ministers.

Our school’s Week at a Glance is used to invite parents to upcoming activities and to thank them for helping with social justice projects the school has been involved in.

We have staff prayer on Mondays during Advent. We also have a staff prayer in the staff room on Fridays after school at 3:30.

Link to Board Priority – Key Indicator:

School communities will incorporate a spirituality of communion through invitation and hospitality so all are welcomed and respected.



Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target 2018	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	76.8	89.9	84.6	77.6	86.5		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).	18.9	20.3	28.1	19.4	17.9		Intermediate	Maintained	Acceptable			

Comment on Results

(an assessment of progress toward achieving the target)

Our acceptable standard went up by almost 10% compared to the year before. However, our overall percentage of students in Grade 6 who achieved the standard of excellence went down by 1.5%. Part A of the Mathematics achievement test proved to be difficult for the students. For the first time in many years, 100% of our students wrote all of the provincial achievement tests.

Strategies

We continue to be involved with the district's numeracy cohort, sending one division I teacher and one division II teacher to each of these professional development opportunities as they take place regularly throughout the year. Each of these staff members then shares what they have learned with the staff on meeting and PD days.

We are continuing with Professional Learning Communities (PLC's) which are embedded into the schedule. During these blocks teachers collaborate to analyze data and discuss strategies for student success. Part of what they do is to plan together blocks of time in which they can work with small groups. For example, on Friday morning for two blocks, the Grade 6 teachers, Vice Principal, and an Educational Assistant work with students in groups targeting areas in which they need help. Other grades have started to do a What I Need (WIN) block with their students with a focus on literacy. Teachers are also using Daily 5 / Café in both the English and French Immersion programs. A program called "Nana" is used by the French students to help in decoding and comprehension.



Notes:

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

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

Performance Measure	Results (in percentages)					Target 2018	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	87.3	87.8	86.5	84.1	84.1		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.	75.0	81.1	83.3	80.0	76.5		Intermediate	Maintained	Acceptable			

Comment on Results

(an assessment of progress toward achieving the target)

Achievement was very high and overall excellent in the area of students modeling the characteristics of active citizenship, which has been maintained over the years. There was a 3.5% drop in the area of teachers and parents who agree that students are taught attitudes and behaviors that will make them successful at work when they finish school. Still, this drop isn't alarming, falling in the maintained category of improvement.

Strategies

Our students are involved in a number of programs that help others: Salem Manor visits, Drive Sober Liquor Bag Campaign, creating Anti-Bullying posters, involvement in AMA School Patrollers, and Playground Pals. Whole school campaigns are food bank drives, two cancer research fundraising drives, Santa's Helpers, Tree of Warmth, Holy Childhood Mission fundraising and St Zita foundation.

We prepare our students for the future in all of our health classes. A few education-based evening events that we host at our school also are excellent for preparing students for the future. One is the Wax Museum, where students research and make a display about a famous person. We also have a Science Fair in which students prepare various displays which focus on Science. All of the students have a chance to visit the Wax Museum and the Science Fair.

Notes:

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

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

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

Performance Measure	Results (in percentages)					Target 2018	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	*	*	*	70.0	*		*	*	*			
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).	*	*	*	12.5	*		*	*	*			
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)

N/A

Strategies

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).

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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	88.2	92.0	91.0	91.0	90.8		Very High	Maintained	Excellent			

Comment on Results

(an assessment of progress toward achieving the target)

We have maintained very high and overall excellence in the performance measure 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. This is an area that is a part of our culture and that we are proud of.

Strategies

One of our newer clubs is "The Kindness Club" in which students brainstorm and carry out acts of kindness towards others, like sending anonymous kind messages to others or creating posters that promote the importance of being kind to others. As well, we have a "Bucket Filler" program by which students can receive a special wristband at our monthly assembly which recognizes that they have done something good toward someone else. French Immersion students are also recognized for their excellent attitude when they receive an "Amis du Français" certificate. One of our classes also created a beautiful video for a former staff member in palliative care. As a school, we also pray daily for her health and the health of others. Each year we also have an Adaptive Abilities week where students all of the chance to do activities while in a wheelchair. In this way, students better understand what life in a wheelchair is like for the two wheelchair students in our school and other individuals in wheelchairs that they might encounter.

All grades also receive forty minutes of instruction each week in character education where topics like caring for and respect of others are part of the program.

We also bring in presenters that focus on bullying. This year we had Safire, a motivational circus show. The students really enjoyed the performance and took away many messages about caring for and respect of others. Every second year our students create an anti-bullying logo that they submit for consideration for the pink shirt offered for sale. It is also nice to see so many students participate in pink shirt day which is a focus of discussion in all classrooms and in an assembly that day. Constable Muz also speaks at one of our assemblies on the topic of bullying.

The Virtues Program which was introduced this year focuses on one virtue per month. Staff concentrate on the virtue of the month when they submit names to the Bucket Filler program. Our new Religious Studies Program (up to Grade 4) is also an excellent way for our students to connect with Catholic values that translate well with caring for and respect of others.

Notes:

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



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

Performance Measure	Results (in percentages)					Target 2018	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	80.2	90.8	84.5	83.0	80.8		High	Maintained	Good			

Comment on Results

(an assessment of progress toward achieving the target)

Over the past five years, results have ranged from 80.2% to 90.8%, evaluated as high, overall good, and maintained. Our achievement is high in this area, but we are always working on broadening our program of studies.

Strategies

We have added some Fine Arts experiences and have continued to offer excellent physical education experience. Teachers have access to professional development in technology. We also have a laptop cart and 14 iPads. Students have access to Chromebooks in our library too.

We are proud of our excellent Physical Education Program. Students receive some of their Physical Education with our specialist and some with their homeroom teacher. We also offer an off campus program called Athletics Excellence which takes place on Tuesday and Thursday afternoons. In this program students experience a variety of unique physical education experiences on Tuesdays, and are in either hockey or soccer on Thursday afternoon. This year we will continue with a Dance Club offered at lunchtime recess. This club is more of a “jazz” style club. However, we also have another teacher who will be offering African Dance as a club.

This year one of our French Immersion teachers is starting a French Conversational Club for students who are not in French Immersion. Students also have the option at lunch hour recess on Mondays, Wednesdays, and Fridays, to go to Coding Club. We also have an Art Club. For Fine Arts, we hosted a play at our school that was presented by Grade 8 drama students from Father Leduc Catholic School. Will Stroet, a bilingual musician, will also perform at our school during the week we have “Carnaval”. Each year, as well, our Kindercare students go from class to class to perform a song and dance.

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/TTFM (Tell Them From Me) survey tool.



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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	86.7	96.2	90.6	88.6	75.6		Intermediate	Declined Significantly	Issue	85.0	87.0	89.0
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	71.5	87.5	88.8	76.9	79.3		High	Maintained	Good			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	92.8	96.8	91.2	95.6	94.8		Very High	Maintained	Excellent			

Comment on Results

(an assessment of progress toward achieving the target)

Teachers and parents satisfied with parental involvement in decisions about their child's education ranged from 71.5% to 88.8% over the past five years. Results in 2018 were 79.3, rating achievement as high and overall good, maintaining this performance measure.

Teachers, parents and students satisfied with the overall quality of basic education was very high, ranging from 91.2% to 95.6%. This is overall excellent and maintained as such.

The one area in which we have declined significantly, therefore making the performance measure an issue, was the 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. This area has ranged from 75.6% - 96.2%. We dropped from last year's score of 88.6% to this year's score of 75.6%, a decrease of 13%. The drop in score, for the most part, comes from a "Don't know" from 30% of the teachers, which registers as a negative response in the survey.

Strategies. Notre Dame continues with the support and implementation of Response to Intervention. Change is the biggest challenge, as there are some staff members who have been at Notre Dame since the Resource Room began. We try to focus on the positives of why this change was important. One of the improvements is that we are now able to offer 60 students in the school daily interventions of approximately 20 minutes each. Also, with continued professional learning community (PLC) meetings weekly, teachers can work on plans together that will allow for them to share data and ideas and to plan for how to respond to where each student is at. Over time, their dedication to the RTI philosophy, should allow for an increase in

this percentage. As well, a reminder to teachers to respond decisively on the survey, should help to increase this percentage.

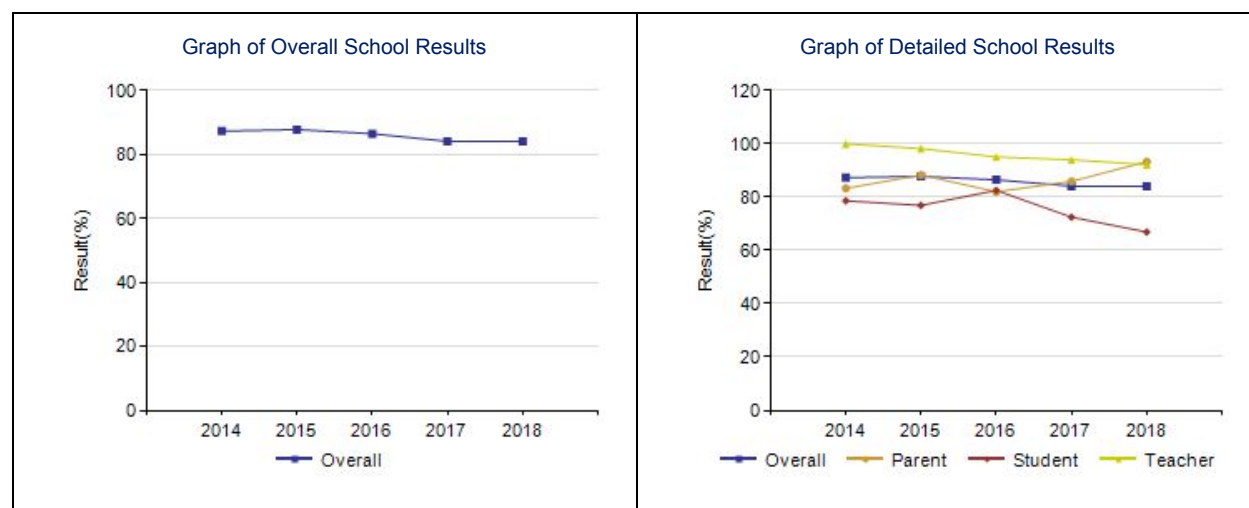


Notes:

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

Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	87.3	87.8	86.5	84.1	84.1	86.7	85.4	85.3	86.7	85.0	83.4	83.5	83.9	83.7	83.0
Teacher	100.0	98.2	95.1	94.0	92.2	96.8	98.2	96.8	97.2	94.7	93.8	94.2	94.5	94.0	93.4
Parent	83.3	88.3	82.0	85.9	93.3	83.8	81.6	84.1	87.5	88.1	81.9	82.1	82.9	82.7	81.7
Student	78.6	76.9	82.5	72.5	66.9	79.5	76.5	75.1	75.2	72.1	74.5	74.2	74.5	74.4	73.9

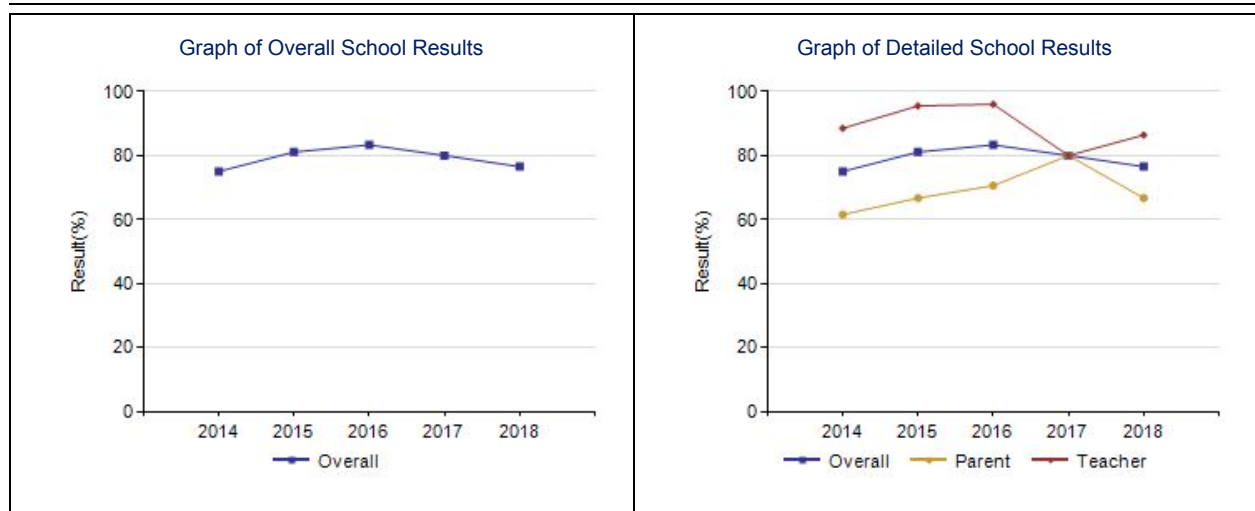


Notes:

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

Work Preparation – Measure Details

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.															
	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	75.0	81.1	83.3	80.0	76.5	82.2	85.6	85.2	86.8	86.3	81.2	82.0	82.6	82.7	82.4
Teacher	88.5	95.5	96.0	80.0	86.4	89.6	93.6	93.9	92.9	92.9	89.3	89.7	90.5	90.4	90.3
Parent	61.5	66.7	70.6	80.0	66.7	74.8	77.6	76.5	80.7	79.6	73.1	74.2	74.8	75.1	74.6



Notes:

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

Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2014		2015		2016		2017		2018		2018	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	83.8	24.2	91.9	20.3	88.9	27.2	87.9	13.8	93.7	14.3		
	Authority	79.7	18.7	87.4	21.9	88.1	22.6	92.3	13.8	92.9	16.3		
	Province	81.9	17.6	82.8	19.5	82.9	20.4	82.5	18.9	83.5	17.9		
French Language Arts 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	*	*	100.0	27.3	92.3	0.0	87.1	12.9		
	Province	88.0	15.6	87.5	13.6	87.7	14.2	85.1	13.5	85.2	12.3		
Français 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	90.6	17.1	89.0	15.0	91.4	17.2	92.1	21.6	93.3	23.1		
Mathematics 6	School	71.7	10.1	85.1	10.8	81.5	14.8	70.7	8.6	76.2	6.3		
	Authority	71.1	13.4	78.1	13.3	76.5	12.6	73.4	8.1	76.8	10.8		
	Province	73.5	15.4	73.2	14.1	72.2	14.0	69.4	12.6	72.9	14.0		
Science 6	School	81.8	28.3	97.3	35.1	85.2	38.3	77.6	34.5	90.5	28.6		
	Authority	78.5	30.1	86.4	28.9	84.2	29.0	85.5	29.3	86.6	27.6		
	Province	75.9	24.9	76.3	25.3	78.0	27.1	76.9	29.0	78.8	30.5		
Social Studies 6	School	69.7	13.1	85.1	14.9	82.7	32.1	74.1	20.7	85.7	22.2		
	Authority	68.3	13.8	79.7	17.6	72.6	21.3	80.1	15.8	82.1	21.1		
	Province	70.4	16.6	69.8	18.1	71.4	22.0	72.9	21.7	75.1	23.2		
English Language Arts 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	84.6	15.9	82.6	15.6	83.3	12.4	85.3	18.2	80.8	12.8		
	Province	76.3	15.0	75.6	14.4	77.0	15.2	76.8	14.9	76.1	14.7		
English Lang Arts 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	58.3	12.5	*	*	50.0	10.0	66.7	11.1	*	*		
	Province	62.8	3.5	63.0	4.5	59.8	6.2	58.8	5.9	55.7	5.9		
French Language Arts 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	86.5	11.1	85.8	10.1	83.0	10.8	83.1	11.2	81.4	9.8		
Français 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	86.1	17.8	88.5	20.2	86.4	26.8	88.9	26.1	82.7	22.3		
Mathematics 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		

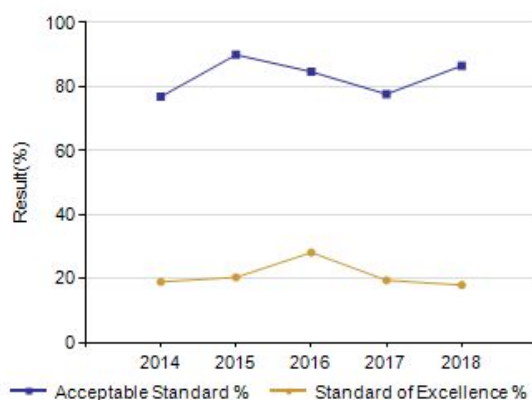
	Authority	74.8	15.9	76.6	19.8	78.3	17.0	80.0	23.1	64.6	11.8		
	Province	67.1	17.3	65.3	17.9	67.8	17.5	67.2	19.0	59.2	15.0		
Mathematics 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	44.0	12.0	66.7	33.3	64.3	7.1	61.5	15.4	50.0	0.0		
	Province	63.4	14.5	60.9	14.4	61.2	13.0	57.5	13.3	57.4	13.6		
Science 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	79.0	21.0	83.9	26.5	76.9	19.7	81.0	26.0	79.1	20.9		
	Province	73.2	22.1	74.1	22.8	74.2	22.4	74.0	21.4	75.7	24.4		
Science 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	54.2	20.8	*	*	60.0	10.0	88.9	0.0	*	*		
	Province	64.1	14.9	64.5	15.1	63.8	14.3	63.9	13.3	64.6	12.3		
Social Studies 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	69.0	22.2	81.2	30.5	71.4	20.9	73.6	27.5	67.7	22.6		
	Province	65.5	19.9	65.1	19.8	64.7	18.0	67.0	20.2	66.7	21.5		
Social Studies 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	43.5	13.0	*	*	60.0	20.0	50.0	0.0	*	*		
	Province	61.8	10.7	57.3	11.2	58.0	11.6	56.3	12.7	55.2	14.2		

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/2017 and Mathematics 9 in 2017/2018, respectively.



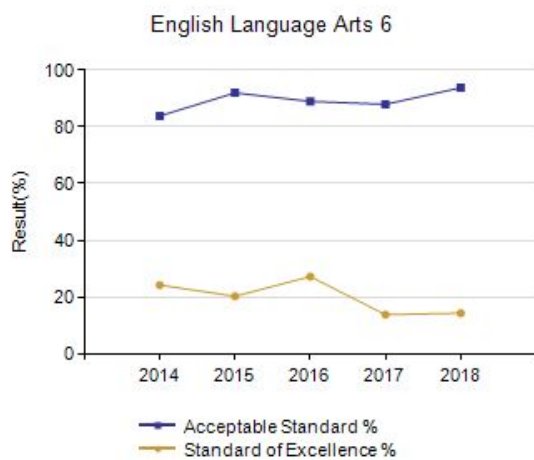
Graph of Overall Provincial Achievement Test Results



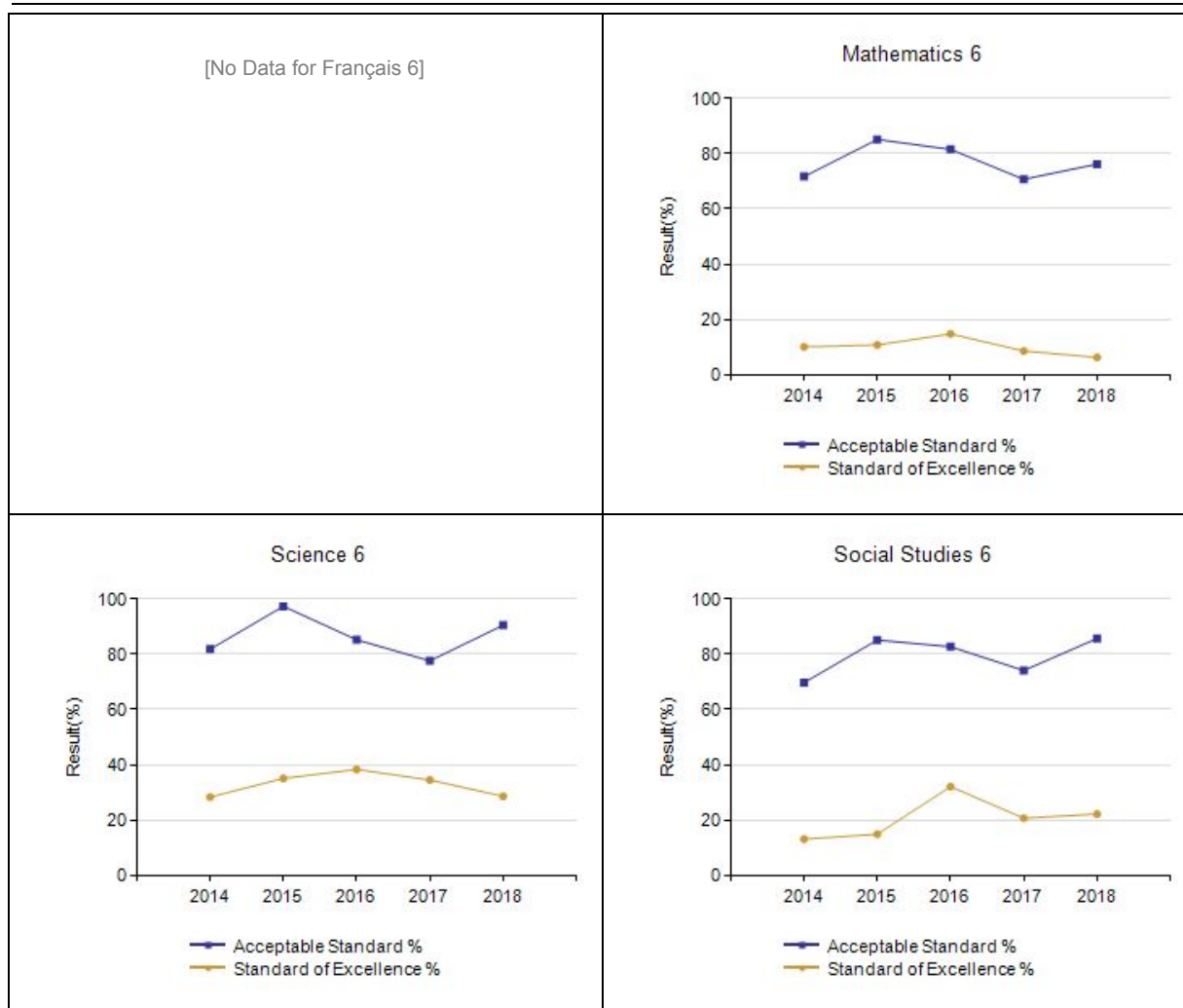
Notes:

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

Graph of Provincial Achievement Test Results by Course



[No Data for French Language Arts 6]



Notes:

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

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

		Notre Dame School							Alberta			
		Achievem ent	Improvem ent	Overall	2018		Prev 3 Year Average		2018		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	Very High	Maintaine d	Excellen t	63	93.7	71	89.6	51,540	83.5	48,248	82.7
	Standard of Excellence	Intermedia te	Maintaine d	Accepta ble	63	14.3	71	20.4	51,540	17.9	48,248	19.6
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,326	85.2	3,007	86.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,326	12.3	3,007	13.7
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	611	93.3	528	90.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	611	23.1	528	18.0
Mathematics 6	Acceptable Standard	Intermedia te	Maintaine d	Accepta ble	63	76.2	71	79.1	51,486	72.9	48,172	71.6
	Standard of Excellence	Very Low	Declined	Concern	63	6.3	71	11.4	51,486	14.0	48,172	13.6
Science 6	Acceptable Standard	High	Maintaine d	Good	63	90.5	71	86.7	51,517	78.8	48,180	77.1
	Standard of Excellence	High	Maintaine d	Good	63	28.6	71	36.0	51,517	30.5	48,180	27.1
Social Studies 6	Acceptable Standard	Very High	Maintaine d	Excellen t	63	85.7	71	80.7	51,525	75.1	48,170	71.4
	Standard of Excellence	High	Maintaine d	Good	63	22.2	71	22.6	51,525	23.2	48,170	20.6
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46,822	76.1	44,296	76.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46,822	14.7	44,296	14.9
English Lang Arts 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,588	55.7	1,543	60.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,588	5.9	1,543	5.6
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,899	81.4	2,660	84.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,899	9.8	2,660	10.7

Français 9	Acceptable Standard	n/a	n/a	n/a	n / a	n / a	n/a	n/a	358	82.7	391	87.9
	Standard of Excellence	n/a	n/a	n/a	n / a	n / a	n/a	n/a	358	22.3	391	24.4
Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n / a	n / a	n/a	n/a	46,603	59.2	43,851	66.8
	Standard of Excellence	n/a	n/a	n/a	n / a	n / a	n/a	n/a	46,603	15.0	43,851	18.1
Mathematics 9 KAE	Acceptable Standard	n/a	n/a	n/a	n / a	n / a	n/a	n/a	2,049	57.4	1,983	59.9
	Standard of Excellence	n/a	n/a	n/a	n / a	n / a	n/a	n/a	2,049	13.6	1,983	13.6
Science 9	Acceptable Standard	n/a	n/a	n/a	n / a	n / a	n/a	n/a	46,810	75.7	44,341	74.1
	Standard of Excellence	n/a	n/a	n/a	n / a	n / a	n/a	n/a	46,810	24.4	44,341	22.2
Science 9 KAE	Acceptable Standard	n/a	n/a	n/a	n / a	n / a	n/a	n/a	1,528	64.6	1,522	64.1
	Standard of Excellence	n/a	n/a	n/a	n / a	n / a	n/a	n/a	1,528	12.3	1,522	14.3
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n / a	n / a	n/a	n/a	46,840	66.7	44,267	65.6
	Standard of Excellence	n/a	n/a	n/a	n / a	n / a	n/a	n/a	46,840	21.5	44,267	19.4
Social Studies 9 KAE	Acceptable Standard	n/a	n/a	n/a	n / a	n / a	n/a	n/a	1,501	55.2	1,493	57.2
	Standard of Excellence	n/a	n/a	n/a	n / a	n / a	n/a	n/a	1,501	14.2	1,493	11.8

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/2017 and Mathematics 9 in 2017/2018, respectively.

Measure Evaluation Reference - Achievement Evaluation

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

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

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

Notes:

- 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%.
- Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.

Improvement Table

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

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

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

Overall Evaluation Table

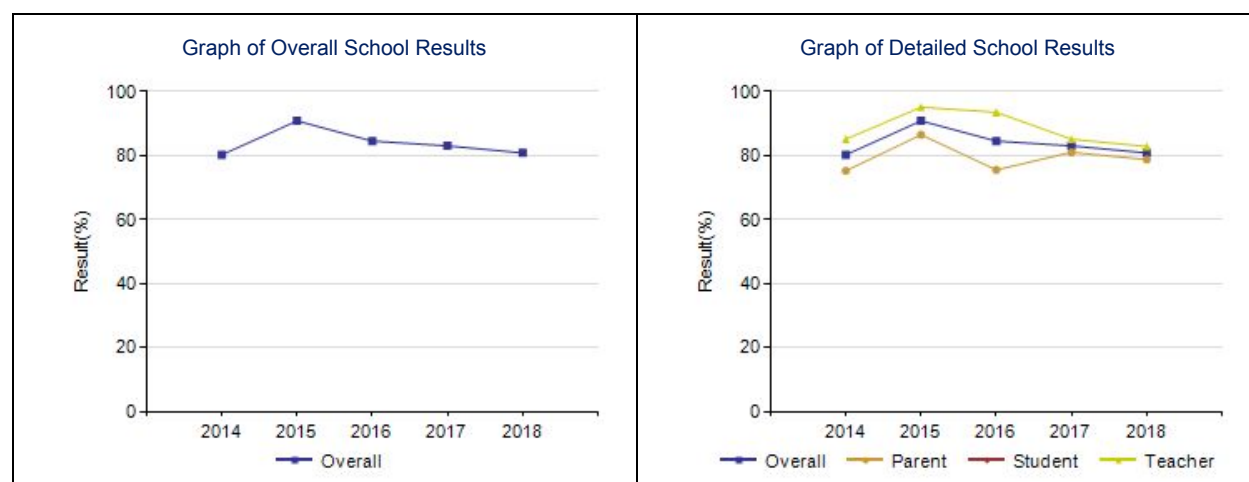
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

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

Program of Studies – Measure Details

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

	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	80.2	90.8	84.5	83.0	80.8	78.4	76.3	77.8	78.6	80.6	81.3	81.3	81.9	81.9	81.8
Teacher	85.1	95.1	93.5	85.1	82.8	84.8	86.3	87.6	88.1	88.3	87.5	87.2	88.1	88.0	88.4
Parent	75.2	86.5	75.5	81.0	78.7	78.1	72.5	77.1	74.5	80.4	79.9	79.9	80.1	80.1	79.9
Student	n/a	n/a	n/a	n/a	n/a	72.2	70.0	68.6	73.2	73.2	76.6	76.9	77.5	77.7	77.2



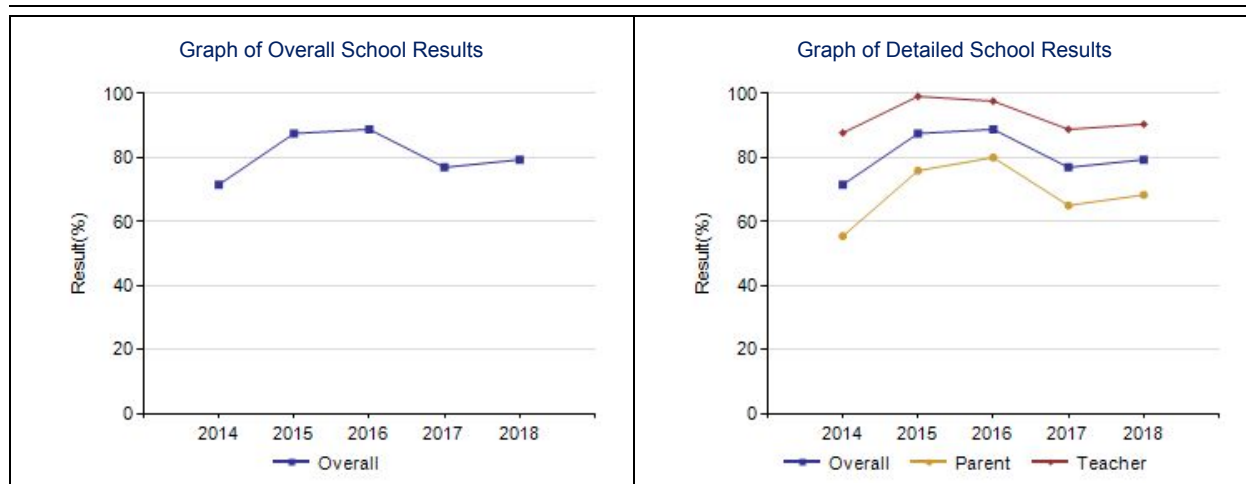
Notes:

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

Parental Involvement – Measure Details

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

	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	71.5	87.5	88.8	76.9	79.3	79.3	80.0	82.4	84.4	84.9	80.6	80.7	80.9	81.2	81.2
Teacher	87.7	99.1	97.6	88.8	90.4	86.6	90.9	90.2	92.3	90.7	88.0	88.1	88.4	88.5	88.9
Parent	55.4	75.9	80.0	65.0	68.3	71.9	69.1	74.7	76.5	79.0	73.1	73.4	73.5	73.9	73.4



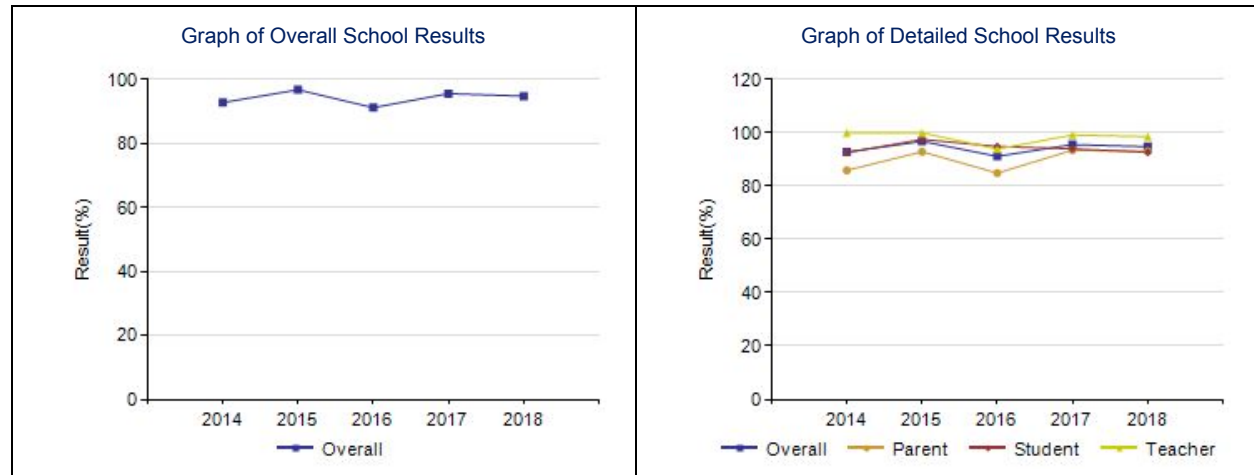
Notes:

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Education Quality – Measure Details

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

	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	92.8	96.8	91.2	95.6	94.8	90.9	91.2	90.5	92.8	92.5	89.2	89.5	90.1	90.1	90.0
Teacher	100.0	100.0	93.9	99.2	98.6	97.7	97.6	96.3	97.9	96.9	95.5	95.9	96.0	95.9	95.8
Parent	85.9	92.9	84.9	93.5	93.1	85.3	86.3	87.4	91.5	92.3	84.7	85.4	86.1	86.4	86.0
Student	92.6	97.5	94.9	94.0	92.7	89.6	89.8	87.8	88.9	88.3	87.3	87.4	88.0	88.1	88.2



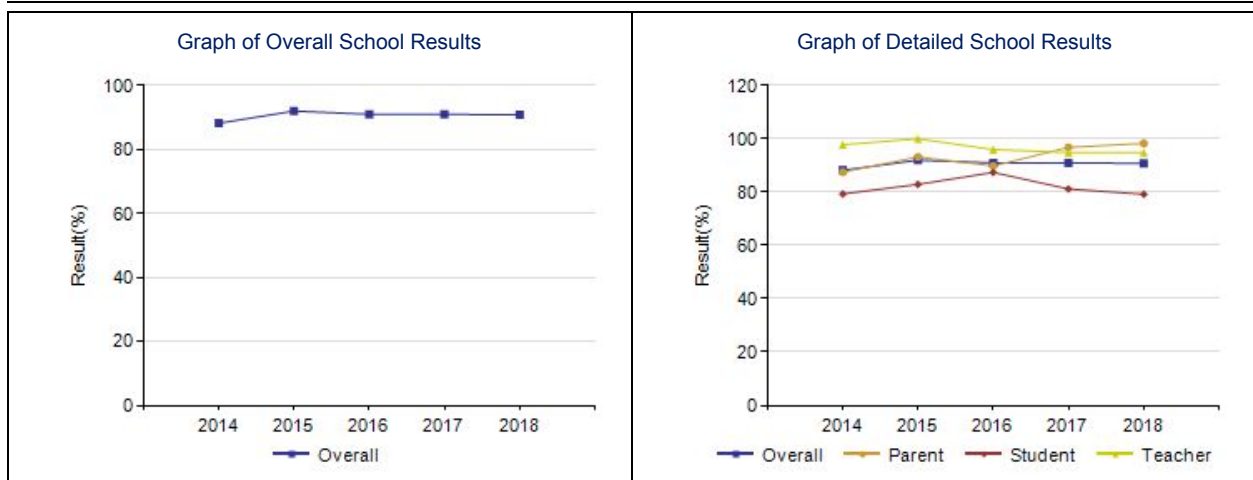
Notes:

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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				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	88.2	92.0	91.0	91.0	90.8	90.5	91.0	89.7	91.5	90.7	89.1	89.2	89.5	89.5	89.0
Teacher	97.8	100.0	96.0	94.9	94.8	97.1	97.4	96.4	96.7	95.7	95.3	95.4	95.4	95.3	95.0
Parent	87.5	93.2	89.8	96.8	98.3	88.4	89.0	88.8	92.6	94.0	88.9	89.3	89.8	89.9	89.4
Student	79.3	82.9	87.4	81.2	79.2	86.0	86.5	84.0	85.3	82.5	83.1	83.0	83.4	83.3	82.5



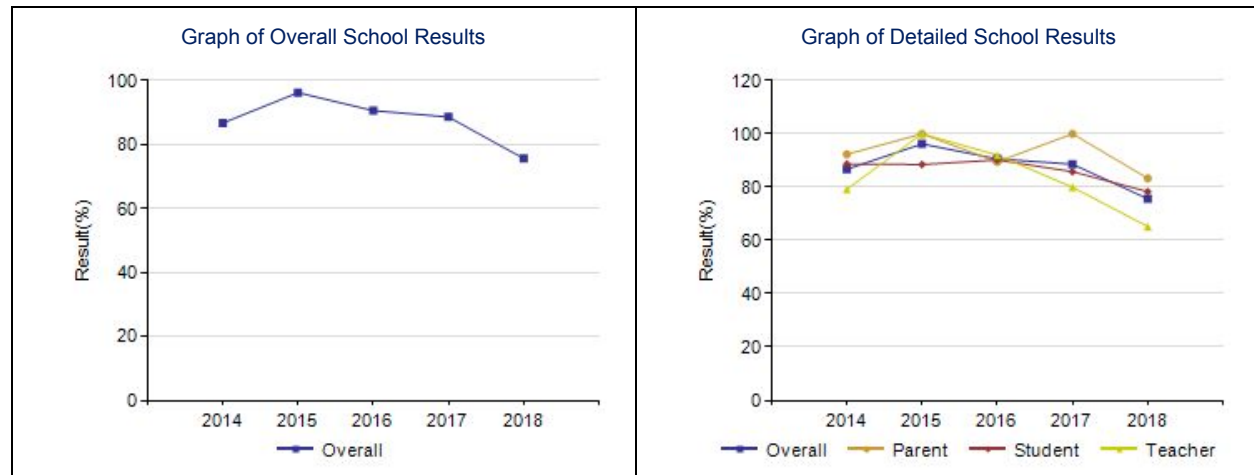
Notes:

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

School Improvement – Measure Details

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

	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	86.7	96.2	90.6	88.6	75.6	83.3	82.9	82.4	84.1	81.4	79.8	79.6	81.2	81.4	80.3
Teacher	79.2	100.0	92.0	80.0	65.2	83.2	86.5	87.6	87.6	81.3	81.3	79.8	82.3	82.2	81.5
Parent	92.3	100.0	89.5	100.0	83.3	78.9	79.9	78.8	82.8	84.1	77.0	78.5	79.7	80.8	79.3
Student	88.7	88.5	90.2	85.8	78.3	87.9	82.4	80.7	81.7	78.9	81.2	80.7	81.5	81.1	80.2



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/TTFM (Tell Them From Me) survey tool.

Calendar of School Professional Development 2018-2019

Date	Professional Development
August 31	Division Reflection Day
September 14	Learning Day
October 19	Staff Retreat - morning will be community service work; afternoon in chapel for Sacred Heart blanket exercise (Natalie Bear)
November 9	ATA Institute Day
December 7	Health & Wellness: Supporting the DPA Initiative
February 1	Numeracy / Literacy
February 7 & 8	Alberta North Central Teachers' Convention
March 1	Positive Mental Health in Schools
April 12	Technology PD (Staff Sharing)
May 17	Empowering Writers (Staff Sharing)

Liturgies and Masses for 2018-2019

Theme	Date and Time
Opening Mass	September 13th at 10:00 a.m.
Grade 4 Bible Commissioning Mass at St. Michael Parish	September 26th - 9:30 a.m.
Thanksgiving Mass	October 5th at 1:30 p.m.
Remembrance Day Ceremony	November 6th at 9:00 a.m.
Advent Week One Liturgy of the Word	December 3rd at 8:45 a.m.
Advent Week Two Liturgy of the Word	December 10th at 8:45 a.m.
Advent Mass	December 18th at 10:00 a.m.

Ash Wednesday Liturgy of the Word (with Fr. Silvichan)	March 6th, 2019 at 1:30 p.m.
Easter Mass at St. Michael Parish	April 25th at 10:00 a.m.
Holy Childhood Association Mass - Holy Family Parish in St. Albert.	May 1. Time TBA
Year End Mass	June 11th at 10:00 a.m.

Budget Report

Notre Dame

Revenue And Allocations To Budget Center

Instruction Program Allocations	2018-2019 Play Budget (Nov)	
Total Instruction Program Allocations	\$2,711,905	
% of Revenue And Allocations To Budget Center	90%	
Faith Development Allocations	2018-2019 Play Budget (Nov)	
Total Faith Development Allocations	\$14,370	
% of Revenue And Allocations To Budget Center	0%	
Other Program Allocations	2018-2019 Play Budget (Nov)	
Total Other Program Allocations	\$306	
% of Revenue And Allocations To Budget Center	0%	
Instruction Block Provincial Priority Targeted Grants	2018-2019 Play Budget (Nov)	
Total Instruction Block Provincial Priority Targeted	\$48,909	
% of Revenue And Allocations To Budget Center	2%	
Previous Year Unspent and Surplus Allocations	2018-2019 Play Budget (Nov)	
Total Previous Year Unspent and Surplus Allocation	(\$4,109)	
% of Revenue And Allocations To Budget Center	0%	

Local Revenues & Fees	2018-2019 Play Budget (Nov)	
Total Local Revenues & Fees	\$236,444	
% of Revenue And Allocations To Budget Center	8%	

Total Revenue And Allocations To Budget Center	\$3,007,825
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Expenditures

200 - Regular ECS Instruction	2018-2019 Play Budget (Nov)	
Total 200 - Regular ECS Instruction	\$100,940	
% of Expenditures	3%	

201 - PUF	2018-2019 Play Budget (Nov)	
Total 201 - PUF	\$106,281	
% of Expenditures	4%	

301 - Regular Instruction 1 -12	2018-2019 Play Budget (Nov)	
Total 301 - Regular Instruction 1 -12	\$1,775,105	
% of Expenditures	59%	

301A - Faith Development	2018-2019 Play Budget (Nov)	
Total 301A - Faith Development	\$2,025	
% of Expenditures	0%	

305 - Library	2018-2019 Play Budget (Nov)	
Total 305 - Library	\$27,005	
% of Expenditures	1%	

325 - Inclusive Education	2018-2019 Play Budget (Nov)	
Total 325 - Inclusive Education	\$387,433	
% of Expenditures	13%	

355 - School Administration	2018-2019 Play Budget (Nov)	
Total 355 - School Administration	\$289,417	
% of Expenditures	10%	

386 - Small Class Size Initiative	2018-2019 Play Budget (Nov)	
Total 386 - Small Class Size Initiative	\$199,200	
% of Expenditures	7%	

700 - General External Services	2018-2019 Play Budget (Nov)	
Total 700 - General External Services	\$120,419	
% of Expenditures	4%	

Total Expenditures	\$3,007,825
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Summary

	2018-2019 Play Budget (Nov)	
Total Revenues and Allocations To Budget	\$3,007,825	\$0
Total Expenditures	\$3,007,825	\$0
Variance	\$0	\$0

Notes