

St. Stephen's Catholic School Education Plan 2019-2022

“Creating an atmosphere of respect and a tradition of academic excellence in a Christ centered environment”

Combined 2019 Accountability Pillar Overall Summary

Measure Category	Measure	St. Stephens Catholic School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	93.2	91.2	91.4	89.0	89.0	89.3	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	85.5	92.5	86.8	82.2	81.8	81.9	Very High	Maintained	Excellent
	Education Quality	92.4	95.0	92.8	90.2	90.0	90.1	Very High	Maintained	Excellent
	Drop Out Rate	0.0	0.0	0.5	2.6	2.3	2.9	Very High	Maintained	Excellent
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.1	78.0	77.5	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	54.7	50.0	45.0	73.8	73.6	73.6	Very Low	Maintained	Concern
	PAT: Excellence	8.9	2.7	4.1	20.6	19.9	19.6	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.6	83.7	83.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24.0	24.2	22.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.3	55.7	55.1	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	64.8	63.4	62.2	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	59.0	58.7	58.7	n/a	n/a	n/a
	Work Preparation	90.0	94.4	87.3	83.0	82.4	82.6	Very High	Maintained	Excellent
	Citizenship	89.0	87.6	88.0	82.9	83.0	83.5	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	92.7	96.6	86.1	81.3	81.2	81.1	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	90.8	96.0	88.7	81.0	80.3	81.0	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. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
6. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
11. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Measure Evaluation Reference

Achievement Evaluation

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

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

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

Notes:

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

Improvement Table

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

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

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

Overall Evaluation Table

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

	Achievement				
Improvement	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)

OVERRIDING GOAL: Build Catholic citizenship for all Students and Staff

OUTCOME: Maintain and expand faith development opportunities for students.

Performance Measure	Results		2016-17	Targets		
	2014-15	2015-16		2017	2018	2019
Overall percentage of students who feel Religion class is helping them grow in their faith.				87%	81%	81%
Overall percentage of students who feel Faith Day experiences are helping them grow in their faith.				76%	80%	79%

Comment on Results
Strategies -Religion is a core subject which means teachers do not pull time from it -Put a strong teacher doing all Jr High Religion classes and some elementary classes -Creating a Christian Leadership CTS option for Jr High -Exposing students to outside school events like WE Day -Building relationship with the Parish by having Father come into the school and inviting CWL into classrooms -participating in Division organized Faith retreats -organized choir practice for School Masses during lunch hour -CWL Bible presentation to Grade 4's -Classes attending Adoration once a month at church -Sacramental preparation done during school hours -Support after school Youth Group at church -Having the NET ministries team present in our school multiple times throughout the year engaging with our youth.

OUTCOME: Maintain and expand faith development opportunities and evangelization of staff.

Performance Measure	Results		2016-17	Targets		
	2014-15	2015-16		2017	2018	2019
Number of new hires who are Catholic				70%	33%	100%
Number of staff who participated in Division supported Faith Development activities.				3	2	0
Number of staff entering RCIA				1	0	0

Comment on Results
Strategies -support and promote Faith Development opportunities and RCIA -Staff teams are in charge of Sunday Mass readings, collection, offertory and greeting – once a month -morning prayer in chapel every morning -support and promote all staff to come to Commissioning Mass -Support our GRace team by attending in the meetings and activities

Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	46.8	43.9	41.0	50.0	54.7		Very Low	Maintained	Concern			
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	4.2	5.5	4.2	2.7	8.9		Very Low	Maintained	Concern			

Comment on Results

Our school will continue to focus on improving our student results. We are dedicated to having all students be successful and we are seeing improvement in the data we collect.

Strategies

Our school will offer full day every day ECS
 Our school will offer Read Well
 Our school will continue to work with HFCRD Quality Core Instruction Continuum
 Our school will continue to work with Instructional Learning Team
 Our school will participate in Division wide PD with teachers who teach the same level students
 Our school will continue with school wide PLC that are focused on DIBELS data and developing strategies
 Our school will continue to track and develop supports to improve attendance
 Our school will incorporate DIBELS to improve Quality Core Instruction
 Our school will progress monitor all students who are not at grade level in literacy using our DIBELS data.
 Our school is having all core subjects being scheduled only in the mornings for Junior High
 Our school is accessing the Divisions Learning Coach to help develop strategies to improve the math skills of all students
 Our school will offer a math intervention for at-risk students in Grade 4-6
 Our school will utilize the Ipads/chromebooks and computer programs to enrich programming or accommodate student needs.
 Our school will utilize Chromebooks (one to one device) to enhance learning and be able to offer web based access from home
 Our school will have our ILT focus on improving Math skills
 Our school will have common flex time for Math
 Our school will do a Math screen for Grade 6-9 to see areas needed for intervention
 Our school will place staff to teach in their areas of strength
 Our school will dissect our PAT results and develop strategies which will strengthen student learning
 Our school will host a Family Math Night to help support parents and students with Math Standards
 Our school will consult with Kim Baker-Kay to help close our gaps
 Our school will schedule a weekly guidance block for Junior High students
 Our school will organize a Gr 9 focus group for PAT practise which runs for the whole year
 Our school will utilize accommodations in class and on PATs
 Our School will continue to have staff receive PD about Trauma and Learning
 Our School will offer a Grade 3-6 Flex Block teaching students Robotics

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2019	Achievement	Improvement	Overall	2020	2021	2022
High School Completion Rate – Percentage of students who completed high school within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Drop Out Rate - annual dropout rate of students aged 14 to 18	4.0	0.0	1.6	0.0	0.0		Very High	Maintained	Excellent			
High school to post-secondary transition rate of students within six years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			

Comment on Results
<p>Strategies</p> <p>Our school will continue to develop our transition plan to grade 10.</p> <p>Our school will offer a leadership team as a CTS option.</p> <p>Our school will continue to inform our Grade 9 student's parents of information meetings that are offered at Hillside High School.</p> <p>Our school will continue to partner with Hillside for transition to Grade 10.</p> <p>Our school will continue to make individual transition plans for students who need extra support.</p> <p>Our school will continue to build partnerships with Child and Family Services and Hillside to support these "at risk" students.</p>

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	81.8	87.5	88.8	87.6	89.0		Very High	Maintained	Excellent			

Comment on Results
<p>Strategies</p> <p>Our school will continue to use a school wide buddy system</p> <p>Our school will continue to participate in fundraising projects</p> <p>Our school will continue to develop a strong program for Woodworking skills and a Student Leadership Group as a CTS option. Because of these programs students are making relationships within the community.</p> <p>Our school will continue to promote service projects.</p> <p>Our school added a Christian Leadership CTS course and a School Leadership CTS to provide students experiences in stewardship</p> <p>Our school will engage in conversations on indicators of success</p> <p>Our school will support NET ministries for our Grade 6 – 9 students</p> <p>Our school will send students to WE Day</p> <p>Our school will have ice cream sales for varies charities, special Lenten projects for those less fortunate, food drive @ Christmas and Easter for food bank</p> <p>Our school will have a Grade 6 student council</p>

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

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

Performance Measure	Results (in percentages)					Target 2019	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	37.8	37.1	35.8	35.3	41.7		Very Low	Maintained	Concern			
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).	2.2	2.4	4.2	2.2	2.5		Very Low	Maintained	Concern			
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

Our school will continue to focus on improving our student results. We are dedicated to having all students be successful and we are seeing improvement in the data we collect.

Strategies

Our school will offer full day every day ECS
 Our school will offer Read Well
 Our school will continue to work with HFCRD Quality Core Instruction Continuum
 Our school will support any Divisional wide PD with teachers who teach the same level students
 Our school will continue with school wide PLC that are focused on DIBELS data and developing literacy strategies
 Our school will continue to track and develop supports to improve attendance
 Our school will incorporate DIBELS to improve Quality Core Instruction
 Our school will progress monitor all students who are not at grade level using our DIBELS data.
 Our school is having all core subjects being scheduled only in the mornings for Junior High
 Our school is offering one flex block every day for every grade.
 Our school is accessing the Divisions Learning Coach to help improve Quality Core Instruction in the classroom
 Our school will continue to support a full time Indigenous coordinator
 Our Indigenous coordinator will continue to partner with Sturgeon Lake and Hillside High School to offer programs and presentations
 Our school will have our ILT focus on improving Math skills
 Our school will have common flex time for Math
 Our school will do a Math screen for Grade 6-9 to see areas needed for intervention
 Our school will continue to support Cree Language/Aboriginal Studies teacher
 Our school will continue to support students by having EA support available in the classrooms
 Our school will dissect our PAT results and develop strategies which will strengthen student learning
 Our school will host a Family Math Night to help support parents and students with Math Standards
 Our school will work with Kim Barker-Kay with "Closing the Achievement Gap".
 Our school student services coordinator will attend HUB meeting held at SLCN. She will be a member of this committee.
 Our school will schedule a weekly guidance block for Junior High students
 Our school will organize a Gr 9 focus group for PAT practise which runs for the whole year
 Our school will utilize accommodations in class and on PATs
 Our School will continue to have staff receive PD about Trauma and Learning
 Our School will offer a Grade 3-6 Flex Block teaching students Robotics

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2019	Achievement	Improvement	Overall	2020	2021	2022
High School Completion Rate – Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	0.0	0.0	2.1	0.0	0.0		Very High	Maintained	Excellent			
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			

Comment on Results
<p>Strategies</p> <p>Our school will continue to develop our transition plan to grade 10.</p> <p>Our school will offer a leadership team as a CTS option.</p> <p>Our school will continue to inform our Grade 9 student's parents of information meetings that are offered at Hillside High School.</p> <p>Our school will continue to partner with Hillside for transition to Grade 10.</p> <p>Our school will continue to make individual transition plans for students who need extra support.</p> <p>Our school will continue to build partnerships with Child and Family Services and Hillside High School to support these "at risk" students</p> <p>Our school will continue to monitor and develop improvement plans for student attendance. This is following AP 330.</p>

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	68.6	82.2	85.8	92.5	85.5		Very High	Maintained	Excellent			

Comment on Results

Strategies

Our school will continue to develop our Shop program and CTS courses.

Our school has offered a choice from 10 options and programmed so students can take a different one each term for Junior High CTS

Our school will continue to partner with FCSS to deliver different programming

Our school continues to have a less than 2:1 computer to student ratio

Our school will continue to offer a student choir

Our school will continue to do a school wide Christmas Concert

Our school will continue to offer opportunities through our CTS programming for Junior High

Our school will continue to ensure each grade level receives access to our gymnasium for 32 minutes each day as part of our Daily Physical Activity program

Our school will utilize our staff and offer a drama opportunity for students.

Our school will offer an Art CTS option for the Junior High students.

Our school will multiple forms of technology (ipads/laptops/desk tops/chromebooks)

Our school will expand our CTS options to include pottery and laser engraving

Our school will provide music instruction by hiring a qualified music instructor for K-Gr 6

Our school will have gr 6 participate in after school sports if they would like

Our school will run clubs for K-gr 6

Our school will have a art teacher come and teach a formal art lesson to the class twice a year

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	90.3	90.6	92.3	91.2	93.2		Very High	Maintained	Excellent			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	90.8	94.4	89.0	95.0	92.4		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.	93.3	90.0	77.5	94.4	90.0		Very High	Maintained	Excellent			
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning. <i>(This measure is required for charter and private school authorities that do not have grades 10-12.)</i>	65.8	71.2	54.2	91.4	77.9		n/a	n/a	n/a			
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	74.8	70.8	90.9	96.6	92.7		Very High	Maintained	Excellent			
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.	92.4	89.3	80.9	96.0	90.8		Very High	Maintained	Excellent			

Comment on Results

Strategies

Our school will continue to support Professional Development in accordance to our School Division's Administrative Procedures.

Our school will continue to develop PowerSchool and the parent's understanding on how to use this tool of communication

Our school will continue using Synervoice to communicate to parents

Our school will continue to utilize our Indigenous coordinator to help get information out to parents

Our school will Facebook and Twitter to communicate to parents

Our school will use a large electronic sign outside to inform parents and a large tv in the hallway with parental/&student information.

Our school will continue to recruit parents to be on our School Council.

Our school will have information displays during PTI for parents to see when in the school for interviews.

Our school will showcase student learning more effectively during eventing in the school.

Our Junior High Leadership CTS be responsible to do school stories to be published in the town newspaper.

Our school will use some of our PD days to develop ways as a staff we will try and involve our parents.

Our school will have ILT develop FB videos to encourage math strategies to be used at home.

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

		St. Stephens Catholic School							Alberta			
		Achievement	Improvement	Overall	2019		Prev 3 Year Average		2019		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	Low	Maintained	Issue	28	71.4	26	75.7	54,820	83.2	49,573	82.9
	Standard of Excellence	Very Low	Maintained	Concern	28	3.6	26	6.4	54,820	17.8	49,573	19.1
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,559	87.7	3,122	86.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,559	15.7	3,122	13.3
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	663	90.3	574	92.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	663	24.6	574	20.6
Mathematics 6	Acceptable Standard	Very Low	Improved	Issue	28	53.6	26	36.1	54,778	72.5	49,502	71.5
	Standard of Excellence	Very Low	Maintained	Concern	28	3.6	26	2.7	54,778	15.0	49,502	13.5
Science 6	Acceptable Standard	Low	Maintained	Issue	28	67.9	26	56.5	54,879	77.6	49,520	77.9
	Standard of Excellence	Intermediate	Improved	Good	28	25.0	26	10.3	54,879	28.6	49,520	28.9
Social Studies 6	Acceptable Standard	Low	Improved	Acceptable	28	64.3	26	47.0	54,802	76.2	49,511	73.1
	Standard of Excellence	Low	Maintained	Issue	28	10.7	26	5.4	54,802	24.4	49,511	22.3
English Language Arts 9	Acceptable Standard	Very Low	Maintained	Concern	20	55.0	15	43.2	47,465	75.1	45,363	76.6
	Standard of Excellence	Very Low	Maintained	Concern	20	0.0	15	0.0	47,465	14.7	45,363	14.9
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,569	57.4	1,551	58.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,569	5.4	1,551	6.0
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,811	82.9	2,758	82.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,811	12.3	2,758	10.6
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	396	88.6	380	86.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	396	26.0	380	25.1
Mathematics 9	Acceptable Standard	Very Low	Maintained	Concern	20	25.0	15	23.6	46,764	60.0	44,959	64.7
	Standard of Excellence	Very Low	Maintained	Concern	20	5.0	15	0.0	46,764	19.0	44,959	17.1
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,190	59.6	2,007	58.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,190	13.2	2,007	13.3
Science 9	Acceptable Standard	Very Low	Improved	Issue	20	50.0	15	33.0	47,489	75.2	45,363	74.6
	Standard of Excellence	High	Improved	Good	20	15.0	15	1.8	47,489	26.4	45,363	22.7
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,536	61.7	1,520	64.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,536	10.7	1,520	13.3
Social Studies 9	Acceptable Standard	Very Low	Improved	Issue	20	35.0	15	17.9	47,496	68.7	45,366	66.1
	Standard of Excellence	Very Low	Maintained	Concern	20	5.0	15	0.0	47,496	20.6	45,366	19.9
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,466	55.9	1,501	56.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,466	15.0	1,501	12.8

Measure Evaluation Reference - Achievement Evaluation

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

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

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

Notes:

- 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