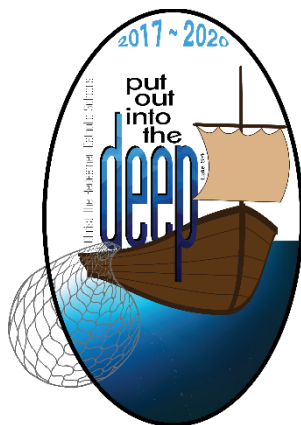


Notre Dame Collegiate Annual Education Plan 2017-2018



Notre Dame Collegiate continues to see tremendous growth in our enrollment. Over the last 4 years, NDC has grown from just under 300 students before the flood of 2013 and at the start of the 2017-2018 school year, we had just over 500 students. There are many reasons for this growth, however, there is a constant stream of comments from those choosing to come to our school and stay at our school that it is a safe, caring, inclusive, and compassionate environment. They speak to the reputation and results that demonstrate an academic focus with high expectations and extensive supports.

Each morning we share our motto as part of our opening routine: *“The Latin motto of Notre Dame Collegiate is “Spiritu et Veritate” -- “Spirit and Truth” – We are strong in our belief and our faith is reflected in our thoughts, words and actions.”* This declaration of who we are sets the tone for our day and reminds us that as a Christian community, we must serve as the hands, feet and mouth of Christ for everyone we encounter. As a Catholic School, we are called to provide an excellent academic education permeated by our Faith. Based on the statistical data and the numerous anecdotal comments from alumni, guests, students and parents, we feel that we are doing good work towards our part of the salvific mission of the Church and the goals laid out by Alberta Education in this report.

Specific to Faith, the annual Faith Survey results acknowledge our commitment to providing students with an authentic Catholic Education. The satisfaction of our staff, students and parents is found in those survey results: 96% for Religious Celebration; 97% for Religious Studies classes; 92% for doing things as Jesus would; 93% for growth as a Christian; 95% for the school-parish relationship; and 82% for a meaningful prayer life in students.

We are very proud of the Christian culture of our school. While far from perfect, we believe that our students are provided with excellent instruction in the Faith, wonderful models of the Faith, and an experience, in every interaction with staff and peers, which strives to celebrate the wonders of God’s creation, solidarity and love.

Specific to this year’s efforts to help *nurture a love of Christ and a commitment to Catholic ideals*, we have:

- Added excellent teachers in Religious Studies
- Welcomed the NET team to our school community for 16 days of retreats. Grade level retreats, leadership retreats, music ministry training, and the creation of our own mini-Net team will be the focus.
- Two Faith Leaders have been identified and have created a strong Faith Team to lead initiatives and liturgies in the school.
- Weekly Adoration began in the Chapel in October. Classes sign up to spend 30 mins in Adoration
- Father James and Father Malcolm have been great resources for our classes and staff.

Combined 2017 Accountability Pillar Overall Summary

Measure Category	Measure	Notre Dame Collegiate			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	93.3	90.0	90.4	89.5	89.5	89.3	Very High	Improved	Excellent
Student Learning Opportunities	Program of Studies	92.6	88.1	86.8	81.9	81.9	81.5	Very High	Improved	Excellent
	Education Quality	93.6	90.6	92.1	90.1	90.1	89.6	Very High	Maintained	Excellent
	Drop Out Rate	1.0	0.0	1.3	3.0	3.2	3.3	Very High	Maintained	Excellent
	High School Completion Rate (3 yr)	90.6	84.6	85.2	77.9	76.5	76.1	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	72.6	70.2	63.7	73.4	73.6	73.2	Intermediate	Improved	Good
	PAT: Excellence	20.8	17.6	13.7	19.5	19.4	18.8	High	Improved	Good
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	76.9	84.7	87.0	83.0	82.7	83.1	Low	Declined	Issue
	Diploma: Excellence	14.9	19.0	21.3	22.2	21.2	21.5	Intermediate	Maintained	Acceptable
	Diploma Exam Participation Rate (4+ Exams)	58.8	48.7	49.6	54.9	54.6	53.1	High	Maintained	Good
	Rutherford Scholarship Eligibility Rate	72.7	55.9	55.9	62.3	60.8	60.8	n/a	Improved	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	69.1	65.6	66.3	57.9	59.4	59.3	Very High	Maintained	Excellent
	Work Preparation	95.8	89.1	87.3	82.7	82.6	81.9	Very High	Improved	Excellent
	Citizenship	91.6	85.5	86.2	83.7	83.9	83.6	Very High	Improved	Excellent
Parental Involvement	Parental Involvement	92.0	87.3	83.9	81.2	80.9	80.7	Very High	Improved	Excellent
Continuous Improvement	School Improvement	89.3	84.0	79.6	81.4	81.2	80.2	Very High	Improved Significantly	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
6. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
11. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.

Measure Evaluation Reference

Achievement Evaluation

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

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

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

Notes:

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

Improvement Table

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

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

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

Overall Evaluation Table

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

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

Category Evaluation

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

Outcome One: Alberta’s students are successful

Performance Measure	Results (in percentages)					Target 2017	Evaluation			Targets		
	2013	2014	2015	2016	2017		Achievement	Improvement	Overall	2018	2019	2020
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	n/a	54.1	66.8	70.2	72.6	82	Intermediate	Improved	Good	85	85	85
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	n/a	8.2	15.3	17.6	20.8	20	High	Improved	Good	20	22	22

Comment on Results

We are very pleased with the progress that has been made over the last 5 years with respect to this category. There have been steady improvements in student success on the Provincial Achievement Tests and we expect that this will continue in a positive direction.

We are particularly pleased to see that interventions that have been put in place over the last few years are bearing fruit. Specifically, we believe that there is a strong correlation between our focus on Literacy and English Language Learning and the increasing success on these standardized tests. With our ELL population having grown significantly over the last 5 years, we have evolved in our capacity and strategies for helping our ELL students increase their knowledge and mastery of the English language as they tackle the academic rigour of their courses. Borrowing from the SIOP protocol and exploring best practices in ELL instruction have allowed our staff to provide supportive instruction in the regular classroom as well as specific instruction in ELL classes.

One of the most significant changes, which is not highlighted in these specific sets of data is the fact that we were above provincial average for our participation rates on each Provincial Achievement Test. Considering many of our students arrived in Canada in recent months or years, to be above average for participation on each test is significant.

Strategies

There are multiple strategies that we continue to use in order to help our students achieve success:

- Staffing – over the last few years, as we have grown and had some staffing changes, we have been able to hire more specialist teachers. As a result, we are now able to ensure that the vast majority of our teachers are teaching in their specialized area. We have Math teachers teaching Math as opposed to a generalist. We have an excellent staff who are talented and dedicated. Much of the progress made over the last few years is a direct result of their skill, talent and hard work. Moving forward with our current staff, I expect that the results will continue to trend upwards.
- Intervention – Specific intervention programs to address Reading and basic Math skills are in place to serve our students who struggle with those areas.
- Math Intervention – this was a program developed by our Math Department Head, Mr. Ryan Fox. Students who struggle with Math basics and haven’t developed automaticity in this area are giving extra support in small groups outside of class. The support is specific to developing automaticity in key foundational concepts. The program is much like a numeracy take on Precision Reading.

- Enhanced Reading – students who are significantly lower than grade level in reading see limited growth while in the regular classroom doing work that is beyond their abilities. The ER program is designed to engage students in reading at their level and build from there. Students have seen significant growth in their reading ability over the last several years that we have provided this program. Some have jumped up as many as two-three grade levels in a single year.
- English Language Learning – Students are provided with the opportunity to take specific English Language Learning classes to support their development of interactive and academic English. Students transition out of ELL programming as their Benchmark levels indicate they are ready to succeed into the supportive differentiation of regular classes.
- SIOP – A cohort of teachers have joined with Cora-Leah Schmidt to train under the Sheltered Instruction Observation Protocol model. A series of workshops will provide these teachers with the training to move forward in their own practice and to help lead others in the various components of SIOP as a best practice for ELL instruction.
- ELL Benchmarking – teachers have been working diligently to better understand and assess the language skills of our ELL students. Through individual assessment and collegial discussion, a consensus is reached on the levels of each student in their Reading, Writing, Listening and Speaking. The staff is feeling much more confident in their understanding of the benchmarks and the calibration of assessment. With that understanding on solid footing, the focus is now shifting to how to specifically utilize the benchmark data in planning and lesson delivery. This next step will be the most significant in improving academic success for our ELL students.
- Academic Vocabulary – one of the learning focuses for our staff this year is the development of effective vocabulary strategies that will support all of our students but, in particular, our ELL students. Best practices in vocabulary instruction – Tier II and Tier III, are being explored and incorporated across the curriculum.
- Mindset and Meta-cognition – Our staff has been learning from the work of Carol Dweck with respect to Growth and Fixed Mindsets. We have been reflecting on our school, as departments and as individual teachers to see what ways we support the growth mindset and in what ways we can adjust our practices and processes to further support a focus on learning. As a staff, we have identified that what is needed for student success in learning is the following:
Mindset + Skillset = Success.
- Skillsets – in our discussions around the needs of our students, it has become evident that many of our students are in need of support to develop a number of important skillsets that support learning but aren't necessarily addressed directly in any program of studies. Again this year, we are using the weeks allocated for TAP (Teacher Advisory Program) in SDL (Self-Directed Learning) in order to address a variety of skills that all students could benefit from. Specifically, students will learn about metacognitive strategies, notetaking skills, study skills, memory skills, organizational skills, self-assessment skills and goal setting. These sessions run every 5 weeks. The skills addressed in the SDL classes will then be intentionally addressed and applied in various classes. For example, after learning the Cornell Notetaking System and practicing it in SDL, teachers will provide opportunities to use the strategy and get feedback on their use of the strategy.
- Self-Directed Learning – the sessions offered during SDL provide a range of opportunities for extra support and enrichment. By providing a broad range of sessions that enrich curricular areas, develop specific skills that are needed in class, provide opportunities to be active and learn a variety of different things, we believe that students will demonstrate stronger engagement and higher levels of learning which will translate into success in the classroom and on standardized tests.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017		2017	Achievement	Improvement	Overall	2018	2019
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	91.7	90.5	85.8	84.7	76.9	92	Low	Declined	Issue	92	94	94
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	14.7	23.6	21.3	19.0	14.9	24	Intermediate	Maintained	Acceptable	22	24	24

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016		2017	Achievement	Improvement	Overall	2018	2019
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	85.7	82.0	88.8	84.6	90.6	90	Very High	Maintained	Excellent	90	92	92
Drop Out Rate - annual dropout rate of students aged 14 to 18	0.0	2.0	1.9	0.0	1.0	0	Very High	Maintained	Excellent	0	0	0
High school to post-secondary transition rate of students within six years of entering Grade 10.	44.6	62.9	70.4	65.6	69.1	68	Very High	Maintained	Excellent	73	75	75
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	55.9	72.7	62	n/a	Improved	n/a	73	75	75
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	57.8	28.1	50.5	48.7	58.8	53	High	Maintained	Good	60	62	62

Comment on Results

In much the same way that we are happy with our steady progress in our Provincial Achievement Test results, we are similarly displeased with the decline in our diploma exam results. In particular, we were very disappointed in our English 30-1 diploma results and we certainly see opportunities for improvement in several areas. With a third of our students body comprised of English Language Learners, we are hopeful that school-wide initiatives such as the focus on developing a better understanding of Academic English will help students demonstrate their knowledge more accurately on language-based exams.

In drilling down on the diploma results, most of the failures were not a total surprise. Of the 42 exams failed, 60% of them were ELL students who were at a Benchmark level 3 or 4. Several of the students had only arrived in Canada this year and wrote four or five diploma exams. In some cases, courses were taken with full awareness that the course would be taken again in the next semester. We had several students determined to take and pass English 30-1. As a result, we had 9 of the 42 failed exams at the English 30-1 level which were ELL students. Our challenge is to continue to grow in our skillset to help our students prepare for the linguistic and academic rigour of the diploma exams.

The significant positive stemming from the diploma exams in general is the academic focus of our students which is demonstrated in the participation rates for the diploma courses. Notre Dame Collegiate is provincial average in participation rate for every category of exams and for most specific exams. For many of our ELL students, however, those diploma exams are taken in a four-year program as opposed to the reported three-year high school program.

The non-diploma measures are something that we are very proud of. We are thrilled that students who commit to an education at Notre Dame Collegiate will typically achieve their goal of completion. A significant part of the success in our drop-out rate and high-school completion, would be the level of support that our students receive for their academic, social and emotional issues. We have a large number of students who take part in our Learning Support program and there is absolutely no stigma attached to taking LS as an option in High School. The students taking Learning Strategies range from the student who struggles and needs extra review to the valedictorian who is trying to push their academic success to a higher level. In both instances, students benefit from the time, structure and support offered in that program. In addition, we offer a wealth of counselling supports for our students. Between our Family School Liaison Worker, Connections Worker and a variety of additional supports, we have been able to help students navigate the myriad of issues that can sometimes derail their academic plans. Finally, having our outreach school, St. Luke's, in town has provided an option for the students who aren't finding success in the regular school structure. Many students who would have dropped out a decade ago are finding success at St. Luke's. We have a great relationship with St. Luke's and work together to provide the best program for each student.

We are not only very pleased with our students' completion of high school but with their focus on continuing their education at a variety of post-secondary institutions. We are thrilled that such a significant percentage of our students are transitioning to post-secondary and doing so with Rutherford Scholarship money. We expect that these numbers will continue to grow due to the excellent work being done by our Career and Post-Secondary Counsellor, Mr. Sekura. His efforts to get students thinking about life after high school, has allowed them to get focused early on and to explore many institutions outside of our typical few.

In some respects, while the numbers in this category are above average, they are not a true indication of the level of success being achieved by NDC's students. With approximately one-third of our students being English Language Learners and many of them having only been in Canada for a few years, it is not realistic that they will complete high school, receive an Alberta Diploma, and gain entrance into their post-secondary program of choice after only three years of high school. Most students arriving during or after Grade 9 are encouraged to plan for a four-year high school program. With most of our students arriving in Canada at a Benchmark of 3 or below, it is critical that they have time to focus on English language development as well as their academic courses. We have seen great success in having our students return for a fourth year of high school and, as a result, graduate with a higher level of English and stronger diploma marks. Ultimately, we want our students to avoid rushing through school and settling for a program or career that is a scaled-back version of what they really want to do. Because we instill the idea that a four-year high school experience is the norm, we don't tend to have students rush to finish.

Strategies

Many of the same strategies mentioned in the previous section apply to the plans for improved success on diploma exams. Specifically, Notre Dame Collegiate's high school students benefit from:

- Literacy – a continued focus on the importance of practicing and using literacy skills on an ongoing basis in all programs of study helps students in their academic success. Being in year four of our independent reading program, we have seen student reading time and volume continue to increase. This exposure to literature will translate into improved reading and writing skills.
- Skillsets – the focus on improving study habits is critical for our high school students. Many of them simply don't know how to study properly. They put time and effort into review and test preparation, however, that time isn't as productive as it could be. The series of sessions on study skills, note-taking, etc..... will provide them with more tools for success.
- Mindset – understanding the fixed and growth mindset is empowering to students. Being able to identify the lens that you look at learning through, allows you to be intentional about shifting that lens.
- Extra-curricular Activities – over the last few years we have seen tremendous growth in more academic/learning focused extra-curricular opportunities. Through the introduction of concepts in SDL, we have seen students accept the low-risk challenge presented in self-directed learning and embrace that challenge further through club and team format. Specifically, we have seen the introduction of AP English, Robotics, Computer Programming, Forensics, Philosophy, Military History, and Synthetic Biology to NDC by way of SDL. By providing opportunities to engage in a subject area, the student experience has been enriched and, we believe, there is a correlation between that engagement and enrichment and academic success. Students have been engaged in Science Fair, Science Olympics and Synthetic Biology; Math contests and Programming; student literature has been submitted for and accepted for publication; student government has expanded to include multiple groups with multiple leadership opportunities; and students continue to delve into the Fine Arts through Drama, Art and the various Bands. All of these learning-focused activities provide students with an opportunity to enrich their educational experience, develop a stronger connection to the school community, and fuel their passion for learning.

Another area of focus that has been a priority over the last few years is the role of the career and post-secondary counsellor. Having signed on with MyBlueprint.ca, our students all have access to this program and they are introduced to different parts of it from Grade 7 through Grade 12. Our career and post-secondary counsellor also has a series of initiatives, guest speakers, events, and classroom presentations that help to get students thinking through and beyond high school. Our hope would be that by exploring desires for the future, students will engage in a more thoughtful way during their school years.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
5. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
6. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
8. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	78.0	87.0	86.2	85.5	91.6	88	Very High	Improved	Excellent	92	93	94
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.	90.6	84.8	88.0	89.1	95.8	92	Very High	Improved	Excellent	92	93	93

Comment on Results

We are very happy with the results in these two measures. It is very important to us that we teach much more than the program of studies and that the knowledge, skills and attitudes developed while at NDC prepare them to be successful, contributing members of local and global communities.

Our mission statement includes a commitment to supporting our students to be well-rounded, active citizens. Specifically, we commit to “supporting students in the pursuit of excellence in academics, extra-curricular activities, and service to the community.” Each of our students is expected to complete a minimum of 10 hours of community service each year. Our student body is active in the local and global community through our student leadership group, VOICE, and our connection to Me to We initiatives. Specifically, early this year, our Student Leadership team completed the fundraising to build a school in Madagascar. This \$10 000 fundraising achievement now becomes the second school that NDC students have built in the last four year – one in Kenya and, now, one in Madagascar.

Our school approach to academics, management and discipline focus on developing the virtues that will make each individual a productive member of society. Professionalism is modeled by the staff and our students follow suit. While we are far from perfect, Notre Dame Collegiate has a very positive school culture. Students and teachers work hard and the vast majority of our students recognize the blessing that they have in their education and respond accordingly. Through our management and discipline, we ensure that students recognize the importance of being productive, collaborative, receptive to feedback, organized, focused, and punctual. By drawing attention to the importance of these things, we trust that our students will reflect those attributes and skills when they graduate into post-secondary or the workforce.

Our focus on helping students understand and recognize their own mindset and its impact on their learning experience will also help to emphasize the attitudes needed for longterm success.

Strategies

We will continue to provide students with a learning context that has high expectations for learning and for all of the virtues and attributes that contribute to a high functioning community. More specifically, we will maintain and improve in this area by:

- Continuing to expect, encourage and support students in their community service. Service opportunities have been created at the school with things like our new Welcoming Committee and Soup Club. Student leadership will continue to have social justice as a top priority and our school will continue to support Me to We through projects such as We Scare Hunger.
- With the addition of an activity bus at NDC, we now have the capacity to send TAP groups or classes on service missions during the school day. This will allow our students to be more active in the local community without the significant busing cost.

- This year, the athletic department has adopted a character-first philosophy. Sessions were offered during SDL for any student-athletes who might try-out for or participate in a sport. Hundreds of potential student athletes were instructed about character in sport and were given very specific instructions about how to conduct themselves as members of a team and as ambassadors of our school.
- Self-Directed Learning sessions are being offered on some of the essential skills needed for success in school and beyond. Time management, organizational skills, self-assessment, goal setting and collaborative skills will all be explicitly taught to every student in the school during TAP SDL weeks.
- St. Mary’s University will be providing sessions again for interested students on the skills needed for success in post-secondary. A variety of other colleges and universities are scheduled to visit and work with the students to understand what is necessary for success.

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

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

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

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

Comment on Results
 Our FNMI numbers don't provide us enough data to report in this section.

Strategies
 Several staff members have joined the CTR FNMI focus group and have signed up for a series of classes to help better understand the FNMI perspective and experience. That learning is being shared with the rest of the staff throughout the year. Having all teachers familiar with the FNMI experience in Canadian history will allow for a greater empathy towards our FNMI students.
 To help our students get a deeper sense of FNMI culture, an overnight trip to Writing-on-Stone has been organized with the help of one of the Elders.

Notes:

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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2017	Achievement	Improvement	Overall	2018	2019	2020
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			
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	*	0.0	*	*	*		*	*	*			
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			
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			
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			

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
5. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
6. Student demographic data used when calculating Student Outcome Measures and Provincial Achievement Tests results was updated in October 2016. This impacted results based on enrolment (e.g., self-identified First Nations, Metis and Inuit), exception (e.g., learning disability) and grant program codes (e.g., English as Second Language students) reported in previous years.

Outcome Three: Alberta’s education system is inclusive

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	86.0	89.4	91.9	90.0	93.3	94	Very High	Improved	Excellent	94	95	95

Comment on Results

We are pleased with the view that our school is safe, caring and respectful. Beyond the statistical data, we are continuously getting feedback from visitors to the school – guest teachers, guest speakers, spectators at sporting and fine arts events, and parents about the positive experiences they have with our students. In addition, we continue to have a steady stream of students who are choosing our school or transferring to our school based on its reputation for being caring, supportive, and community minded.

We strive to provide our students with a context of learning that emphasizes the importance of cooperation, collaboration and a focus on solidarity. Each morning, in our opening routine, we talk about the need for our community to be one that recognizes and celebrates the uniqueness of every individual and strives for a community of respect, solidarity and peace. We share a sign of peace with each other at the beginning of the day. These gestures and shared words set a tone for the day and the students live up to challenge of treating each other well. In those instances, when students don’t live up to our expectations of how to treat others, those matters are dealt with in the context of what type of community we strive to be. Every staff member, and even the students, share the responsibility for maintaining our positive school culture. We don’t claim to be perfect, nor do we ever expect to be perfect; however, we do promise our students, staff, and parents that we will work hard to nurture a strong Catholic learning environment and that when things don’t live up to our expectations, we will work diligently to resolve those issues.

Strategies

We plan to continue our focus on building a strong Catholic learning community. It is always disappointing that any individual doesn’t feel safe at school, so we will continue to strive to improve on these results and work with our staff and students to nurture our safe, engaging, empathetic, loving, committed and inclusive school environment. Specifically, we will do this by:

- Maintaining a strong Student Services Team – Family School Liaison Worker, Connections Worker, Learning Support Team, and administration, along with all of the teaching and support staff. Students will be supported academically, emotionally, socially and spiritually. Regular intervention meetings with the Student Services Team allow us to identify and initiate support plans for students.
- NDC has received a substantial grant, along with other local schools, to add a full-time therapist to our counselling staff for the next two years. This addition support will be greatly appreciated.
- Regular communication with parents – Our partnership with parents is critical to the success of our students. Our teachers are committed to regular communication with parents and for prompt communication of any issues or concerns. Working together, we are able to identify issues and address them holistically. This year, a new newsletter format will be introduced which will be designed to focus on important topics in research that parents should know about. For example, information will be shared on the importance of sleep, the destructive technology habits of many of our children, and how to identify and support children through stress and anxiety.

- Our TAP program is designed to give each student an adult in the building that they meet with daily and develop a relationship with over the six years that they attend NDC. These TAP teachers are able to monitor students and serve as their advocates and advisors when necessary.
- Despite our best efforts, there are feelings of anxiety and depression in a significant number of our students. As a result, our FSLW is conducting small group and individual counselling focused on taking control over your feelings of anxiety. Calm AM is one such group. They meet casually each morning and set the tone for the day, learn strategies for managing stress and anxiety, and further intervention can be implemented immediately if a student is elevated at the end of the session.
- NDC has added a Sensory Room to the school. This space, which is controlled by counsellors and administrators, is a wonderful place to decompress. Students can access the Sensory Room for 15 minute sessions which allow them to get refocused enough to return to class.

Notes:

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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	81.9	85.3	87.1	88.1	92.6	90	Very High	Improved	Excellent	92	94	94

Comment on Results

We brand ourselves Notre Dame Collegiate as having small school community and big school opportunity. We have worked hard to provide students with a diverse selection of courses to choose from, strong programs, and a multitude of learning experiences that take place beyond the classroom. These efforts are reflected in the steady climb in this category.

The process for building our schedule starts with student interest. Students are surveyed about the courses they want to take and those courses become our schedule. Self-Directed Learning has provided us with the opportunity to promote different areas where student interest has been limited due to a lack of exposure. SDL has allowed us to run low-risk, minimal commitment learning opportunities in areas such as robotics, computer programming and military history which have now found enough interest in the survey to be offered in the regular schedule. It is very exciting to see students broadening their interests.

We have very dedicated staff members and community volunteers who have stepped up to make sure that we can provide an incredible number of athletic, artistic and academic extra-curricular activities.

This year we expect to run over 25 teams that consist of well over half of our student body. Fine Arts opportunities include concert, stage and steel pan bands; music ministry, art shows, and a major drama production. Students will compete in CTS Skills and Design competitions. We will have students take part in Science Fairs, Science Olympics, Math contests, writing competitions and workshops, and Synthetic Biology. Clubs include leadership, social justice, archery, girl’s run club, cycling, fitness and a variety of lunch hour activities.

Strategies

We will continue to offer a wide variety of courses within the schedule and a plethora of opportunities beyond the classroom through our extra-curricular programming and self-directed learning block. In addition to this, we will ensure continued satisfaction in this area by:

- Regularly surveying students to be responsive in our course offerings and self-directed learning.
- Expand the SDL program to include at least one full-day session. This 3-4 hour session will allow us to offer a different type of program and to include more community experts to lead sessions. For example, a menu of longer sessions could include art, design, and construction projects; learn how to skate; basic car mechanics; intensive language introduction and outdoor survival skills.
- With the increase in enrollment we are faced with a decision about allowing class sizes in physical education to grow beyond our norm or split classes and share the gym. The PE teachers would rather have more kids in a class and a full gym. We will reassess this situation throughout the year for student and teacher feedback. Other class sizes have grown to uncomfortable numbers for Semester II, so we are hiring to alleviate that stress.

- In order to help parents understand the wide array of program possibilities, we will be intentional about providing information through direct parent contact as well as our presentations/information evenings, newsletter and website.

Notes:

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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	86.0	74.8	79.8	84.0	89.3	88	Very High	Improved Significantly	Excellent	90	90	92
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	84.1	80.4	84.1	87.3	92.0	90	Very High	Improved	Excellent	90	92	92
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	86.9	91.7	94.0	90.6	93.6	94	Very High	Maintained	Excellent	94	95	95

Comment on Results

We are pleased that our parents, students and staff feel that our school is moving in the right direction with respect to the quality of education that currently exists and the programs and processes that have been put in place to support continued growth. As educators, we have been involved in professional learning in the areas of assessment, literacy, numeracy, ELL strategies, educational technology, mindset, metacognition, and faith formation over the last several years. This learning has been responsive to the needs of our school and has been informed by current educational research. As part of the High School Redesign movement, NDC has embraced the principles of redesign and, through several changes to the structure of the school and various shifts in how we make decisions; we are bringing those principles to life. Examples of the creative changes brought about through redesign include the creation of Linear Math 10C which allows an extended timeline for the completion of the course objectives in order to support our ELL students and those who wish to pursue higher levels of Math but didn't enter high school with the proper pre-requisite skills and knowledge.

We have a very supportive parent community. Lines of communication have been established that allow parents to feel well-connected to their child's education. Parents have expressed a satisfaction with the opportunity to be involved, however, there is still limited engagement with many of our parents. They know that they can be involved, they simply choose not to be overly involved. There is a small but strong group of parents that provide direction and support through School Council and there are many parents who support the school in various roles. Parent input is encouraged and solicited, however, even in the collection of survey data for this report, the sample size - while having grown over the last several years - does not correlate to the most accurate feedback on parent perspective.

The level of satisfaction with the overall quality of basic education is something that we expect to be stronger each year. We work diligently as lifelong learning professionals to reflect on our educational decisions and seek better ways to deal with issues - both complex and simple.

Strategies

In order to provide the best education possible, we must continue to reflect on our practice and commit to growth. Specifically, at Notre Dame Collegiate we will:

- Provide means and opportunity to engage in professional learning which satisfies areas of focus identified by Alberta Education, Christ the Redeemer, Notre Dame Collegiate, curricular departments and individual areas of interest or growth.

- Teachers have decided between two areas of focus: assessment practice and visible learning. These two groups meet on a monthly basis to share their experience utilizing a new teaching strategy; to learn the next strategy; and to plan for the implementation of that strategy. Colleagues observe each other in action to provide feedback about the effectiveness of each strategy.
- Continued efforts will be made to engage our ELL parent community and solicit their feedback on issues and involvement in discussions about the educational experience of their children. Personal invitation to join committees and to get involved in different events at the school, we hope, will bear fruit with increased presence.
- A focus on skill develop, as outlined earlier, will provide students with the capacity to engage on a deeper level and find greater academic success. If done well, this skill development should be reflected in greater satisfaction with the quality of education at NDC.
- A focus on effective assessment practice in relation to supporting growth mindset should also be of benefit. Feedback is critical to growth and we are working on the most effective types of feedback and how it is best delivered. Several strategies are being practiced which should also have an impact on student learning in a very positive way.

Notes:

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

APPENDIX – Measure Details

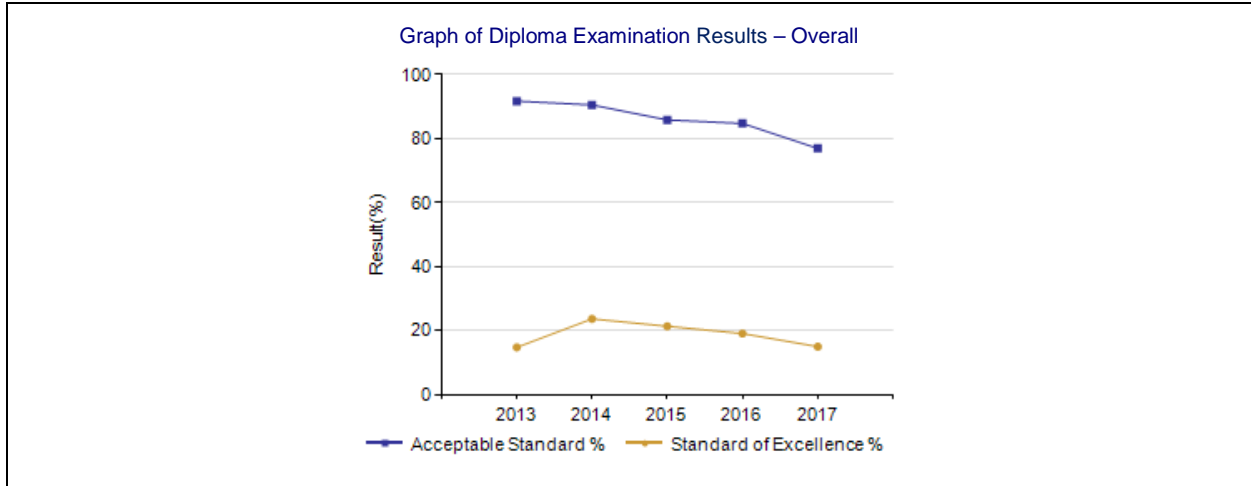
The following pages include tables and graphs that provide detailed data for the performance measures. Schools may include these under each measure/outcome to provide context and help in interpreting the results.

Diploma Examination Results – Measure Details

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2013		2014		2015		2016		2017		2017	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	School	100.0	0.0	97.0	12.1	100.0	33.3	96.0	8.0	67.4	4.3	95	12
	Authority	98.2	15.8	96.1	17.6	94.7	17.7	96.2	15.0	90.6	17.0		
	Province	85.9	10.4	87.6	11.8	86.5	11.4	86.8	10.7	86.5	11.7		
English Lang Arts 30-2	School	94.4	11.1	85.7	14.3	90.5	9.5	88.2	5.9	85.2	3.7	90	12
	Authority	95.1	19.1	92.3	18.4	94.0	18.4	93.6	14.2	87.8	15.2		
	Province	89.4	10.9	89.8	13.1	88.6	11.2	89.1	12.3	89.5	11.4		
Mathematics 30-1	School	92.3	30.8	77.3	36.4	80.0	20.0	62.5	12.5	84.2	36.8	90	32
	Authority	89.9	41.0	82.6	26.4	84.6	33.5	78.1	29.1	84.3	37.6		
	Province	80.9	35.9	75.1	27.9	76.1	31.6	70.7	25.9	73.1	30.7		
Mathematics 30-2	School	86.7	13.3	90.0	40.0	53.8	7.7	93.3	26.7	78.9	7.9	90	18
	Authority	83.8	21.5	78.8	16.5	83.8	21.9	88.2	28.5	86.7	22.3		
	Province	69.5	9.7	71.3	15.0	73.9	15.5	75.4	16.8	74.7	15.9		
Social Studies 30-1	School	89.5	10.5	97.1	2.9	93.3	20.0	100.0	14.3	82.8	10.3	92	16
	Authority	96.7	21.1	95.0	16.0	96.3	22.7	96.7	24.8	96.2	25.6		
	Province	85.4	15.2	85.6	14.2	87.1	16.2	84.9	14.3	86.0	14.8		
Social Studies 30-2	School	85.7	28.6	92.9	0.0	78.3	8.7	63.6	4.5	70.6	5.9	85	14
	Authority	87.0	17.5	89.9	19.7	88.1	13.1	86.7	18.9	83.2	11.2		
	Province	82.2	13.7	83.9	14.8	81.3	12.5	81.1	13.1	80.6	12.6		
Biology 30	School	n/a	n/a	83.9	29.0	100.0	53.3	86.2	31.0	71.8	20.5	88	25
	Authority	87.1	29.4	87.2	32.5	86.9	26.2	89.5	33.0	83.2	30.4		
	Province	84.4	32.2	85.2	31.8	85.8	33.0	85.1	32.4	84.2	32.3		
Chemistry 30	School	n/a	n/a	92.6	48.1	100.0	18.2	84.6	46.2	84.6	30.8	88	32
	Authority	88.2	36.2	88.5	38.1	87.5	29.6	83.5	33.5	84.4	33.4		
	Province	78.8	31.8	81.5	35.2	82.1	34.2	81.5	34.5	83.1	38.6		
Physics 30	School	n/a	n/a	100.0	83.3	76.9	30.8	*	*	80.0	60.0	88	40
	Authority	86.0	29.1	81.7	32.7	81.4	30.4	86.4	40.0	83.6	33.3		
	Province	81.5	30.4	83.2	34.3	83.9	35.8	85.8	39.8	85.7	41.8		

Notes:

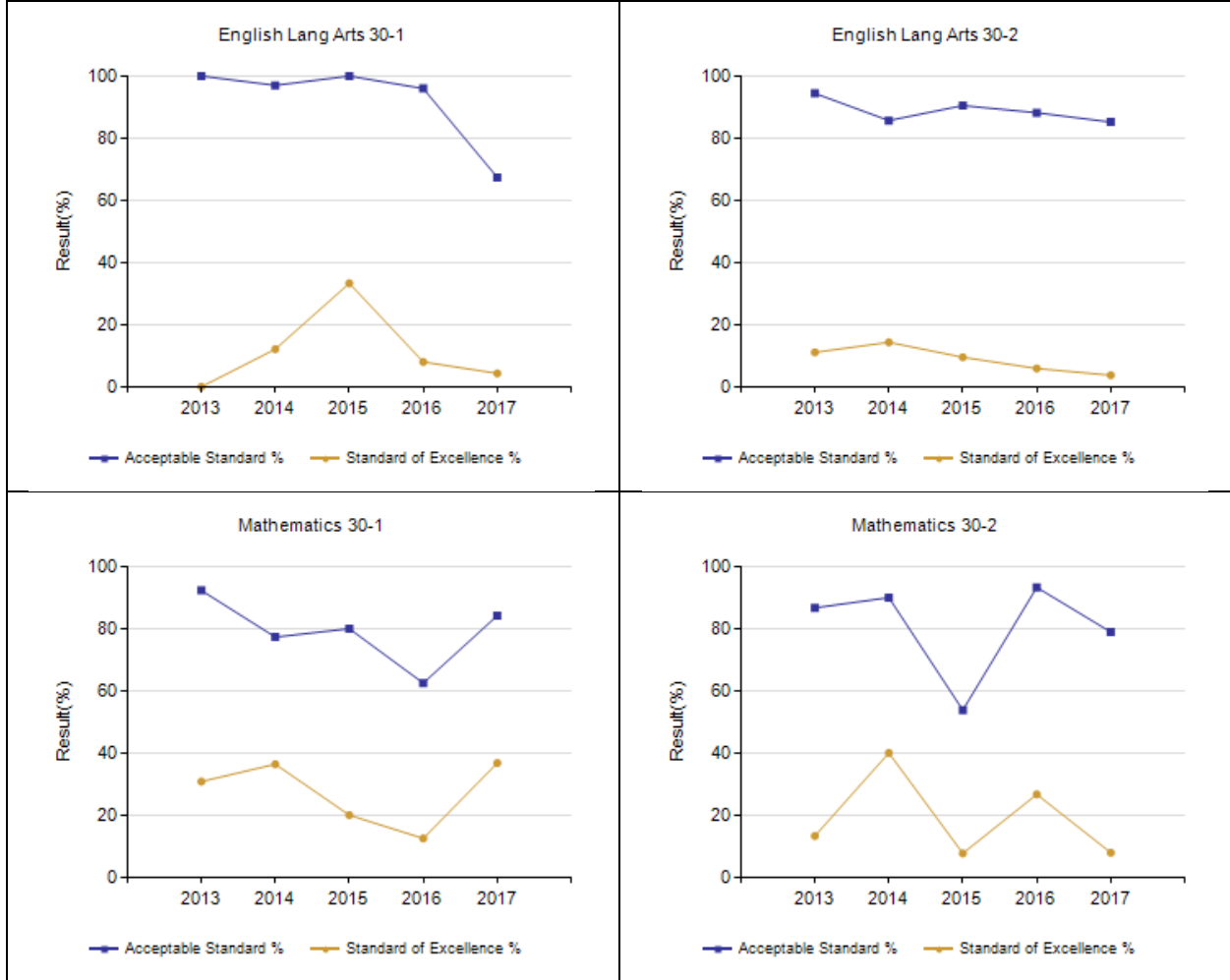
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
4. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
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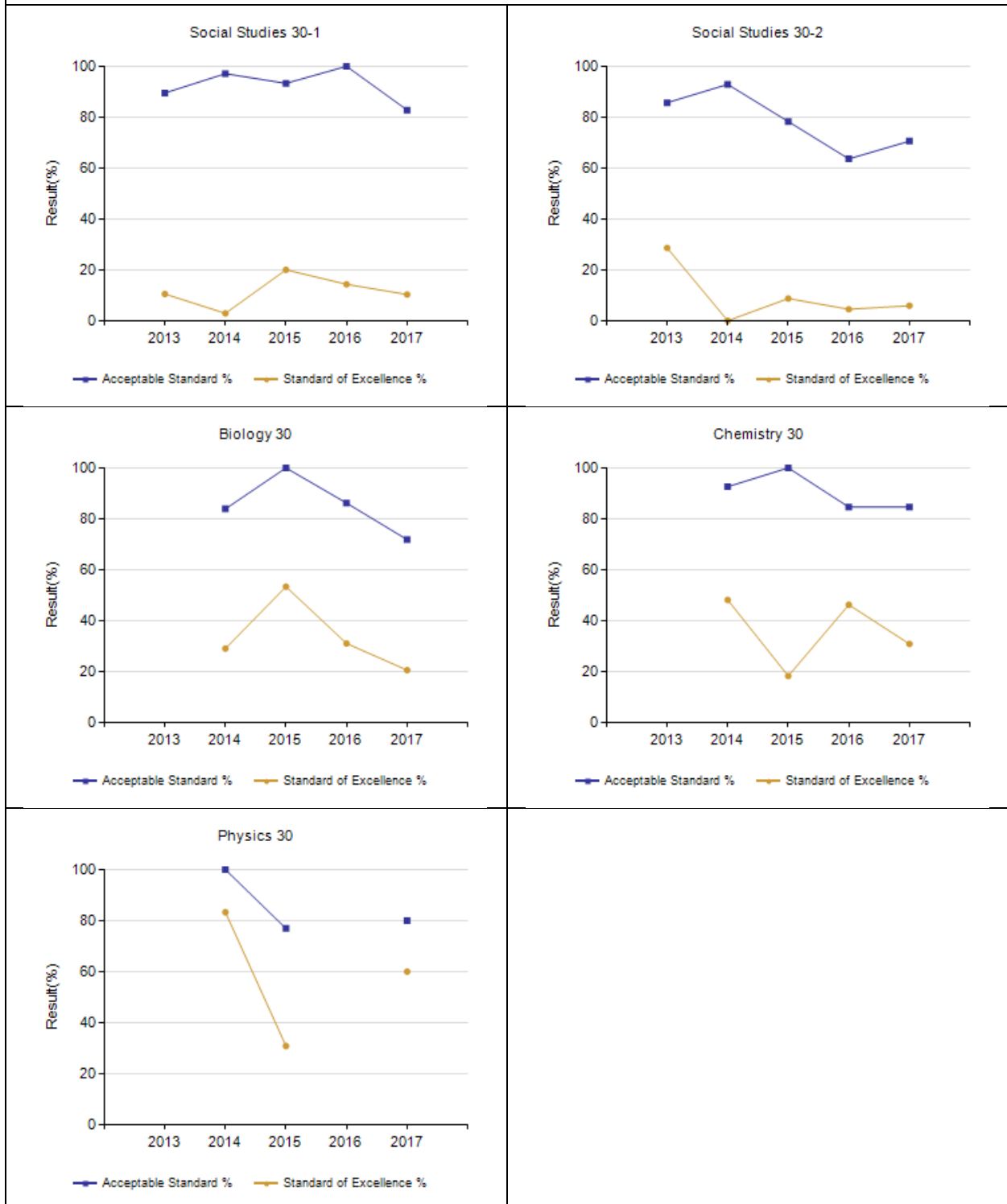
Diploma Examination Results by Course



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
3. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Diploma Examination Results by Course



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*). Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Diploma Examination Results Course By Course Summary With Measure Evaluation

		Notre Dame Collegiate								Alberta				
		Achievement		Improvement		Overall		2017		Prev 3 Year Average		2017		Prev 3 Year Average
Course	Measure				N	%	N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	Very Low	Declined Significantly	Concern	46	67.4	24	97.7	30,150	86.5	28,895	87.0		
	Standard of Excellence	Low	Declined	Issue	46	4.3	24	17.8	30,150	11.7	28,895	11.3		
English Lang Arts 30-2	Acceptable Standard	Low	Maintained	Issue	27	85.2	20	88.1	16,797	89.5	16,361	89.2		
	Standard of Excellence	Low	Maintained	Issue	27	3.7	20	9.9	16,797	11.4	16,361	12.2		
Social Studies 30-1	Acceptable Standard	Intermediate	Declined	Issue	29	82.8	24	96.8	22,249	86.0	21,875	85.9		
	Standard of Excellence	Intermediate	Maintained	Acceptable	29	10.3	24	12.4	22,249	14.8	21,875	14.9		
Social Studies 30-2	Acceptable Standard	Very Low	Maintained	Concern	34	70.6	20	78.3	20,054	80.6	19,579	82.1		
	Standard of Excellence	Low	Maintained	Issue	34	5.9	20	4.4	20,054	12.6	19,579	13.5		
Biology 30	Acceptable Standard	Low	Declined	Issue	39	71.8	25	90.0	22,993	84.2	21,843	85.4		
	Standard of Excellence	Low	Declined	Issue	39	20.5	25	37.8	22,993	32.3	21,843	32.4		
Chemistry 30	Acceptable Standard	High	Maintained	Good	26	84.6	17	92.4	18,751	83.1	19,161	81.7		
	Standard of Excellence	High	Maintained	Good	26	30.8	17	37.5	18,751	38.6	19,161	34.6		
Physics 30	Acceptable Standard	Intermediate	Maintained	Acceptable	10	80.0	10	88.5	9,952	85.7	10,553	84.3		
	Standard of Excellence	Very High	Maintained	Excellent	10	60.0	10	57.1	9,952	41.8	10,553	36.6		

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.
3. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
4. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

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 Lang Arts 30-1	Acceptable Standard	0.00 - 81.51	81.51 - 85.05	85.05 - 90.15	90.15 - 94.10	94.10 - 100.00
	Standard of Excellence	0.00 - 2.28	2.28 - 6.43	6.43 - 11.18	11.18 - 15.71	15.71 - 100.00
English Lang Arts 30-2	Acceptable Standard	0.00 - 81.90	81.90 - 88.81	88.81 - 94.35	94.35 - 97.10	97.10 - 100.00
	Standard of Excellence	0.00 - 3.70	3.70 - 8.52	8.52 - 14.55	14.55 - 18.92	18.92 - 100.00
French Lang Arts 30-1	Acceptable Standard	0.00 - 78.73	78.73 - 92.86	92.86 - 100.00	100.00 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.21	5.21 - 16.67	16.67 - 23.04	23.04 - 100.00
Social Studies 30-1	Acceptable Standard	0.00 - 69.65	69.65 - 80.38	80.38 - 87.98	87.98 - 95.79	95.79 - 100.00
	Standard of Excellence	0.00 - 2.27	2.27 - 8.63	8.63 - 14.51	14.51 - 19.76	19.76 - 100.00
Social Studies 30-2	Acceptable Standard	0.00 - 71.97	71.97 - 79.85	79.85 - 87.56	87.56 - 91.42	91.42 - 100.00
	Standard of Excellence	0.00 - 3.94	3.94 - 8.65	8.65 - 14.07	14.07 - 23.34	23.34 - 100.00
Biology 30	Acceptable Standard	0.00 - 68.26	68.26 - 79.41	79.41 - 85.59	85.59 - 92.33	92.33 - 100.00
	Standard of Excellence	0.00 - 10.75	10.75 - 21.84	21.84 - 29.26	29.26 - 33.42	33.42 - 100.00
Chemistry 30	Acceptable Standard	0.00 - 58.10	58.10 - 69.51	69.51 - 80.34	80.34 - 84.74	84.74 - 100.00
	Standard of Excellence	0.00 - 11.22	11.22 - 20.47	20.47 - 30.47	30.47 - 35.07	35.07 - 100.00
Physics 30	Acceptable Standard	0.00 - 50.06	50.06 - 71.77	71.77 - 83.00	83.00 - 88.67	88.67 - 100.00
	Standard of Excellence	0.00 - 5.61	5.61 - 18.10	18.10 - 31.88	31.88 - 41.10	41.10 - 100.00
Science 30	Acceptable Standard	0.00 - 64.19	64.19 - 77.66	77.66 - 86.33	86.33 - 98.50	98.50 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 14.69	14.69 - 25.03	25.03 - 38.93	38.93 - 100.00

Notes:

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

Improvement Table

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

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

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

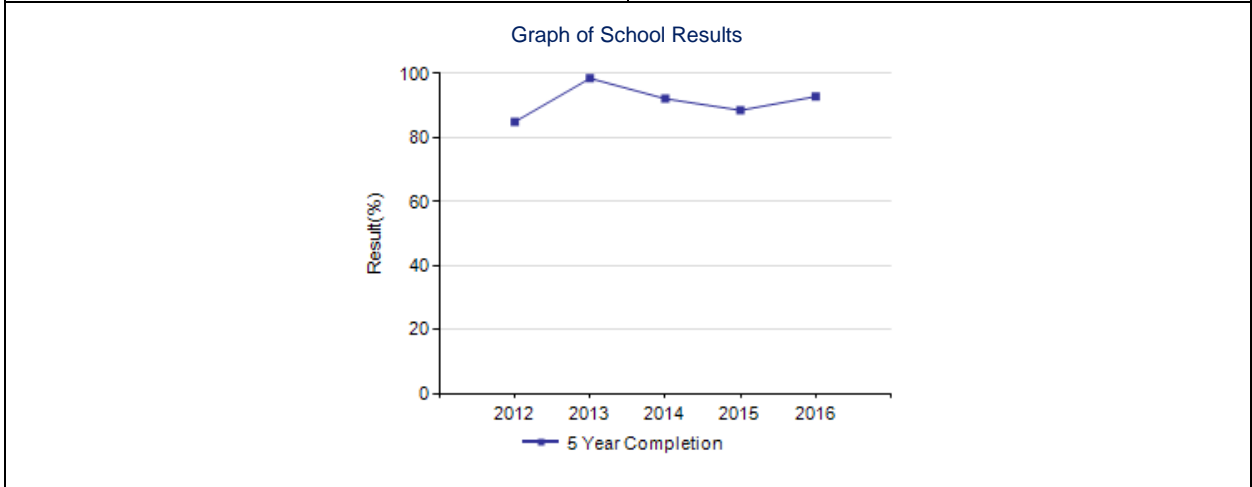
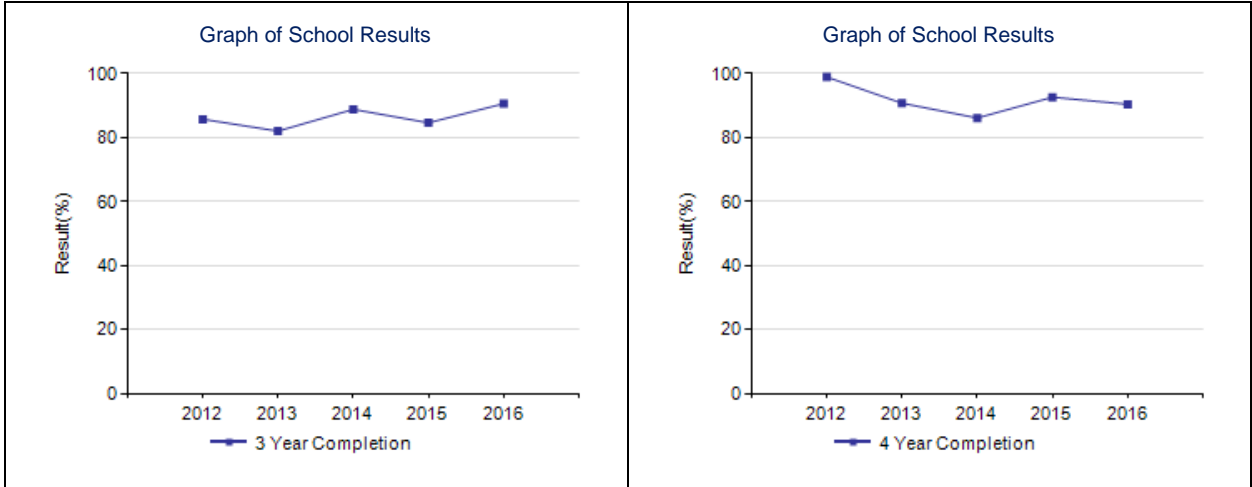
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	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

High School Completion Rate – Measure Details

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.

	School					Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
3 Year Completion	85.7	82.0	88.8	84.6	90.6	82.5	83.7	82.7	81.4	82.7	74.8	75.3	76.5	76.5	77.9
4 Year Completion	98.9	90.7	86.1	92.6	90.4	87.2	87.0	88.2	87.2	85.3	79.2	79.6	79.9	81.0	81.2
5 Year Completion	84.9	98.5	92.1	88.5	92.8	86.0	89.4	88.8	89.4	89.3	80.6	81.5	82.0	82.1	83.2



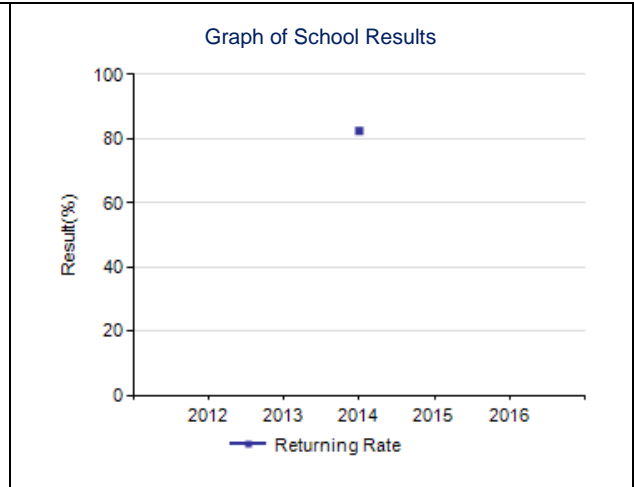
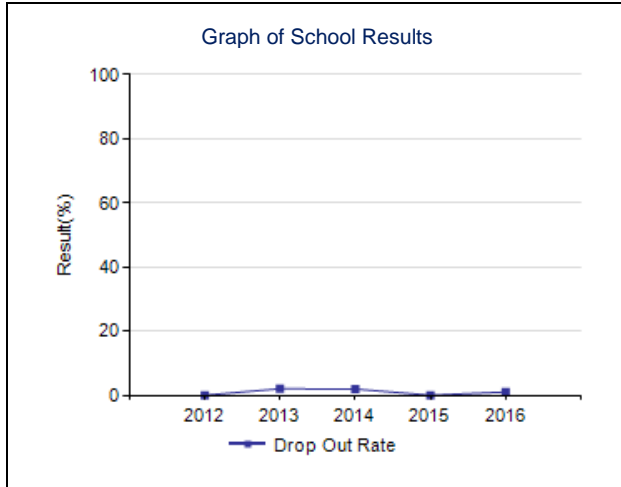
Notes:

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

Drop Out Rate – Measure Details

Drop Out Rate - annual dropout rate of students aged 14 to 18

	School					Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Drop Out Rate	0.0	2.0	1.9	0.0	1.0	2.4	1.7	2.3	2.7	2.3	3.6	3.3	3.5	3.2	3.0
Returning Rate	*	n/a	82.4	*	*	15.1	16.1	22.0	16.7	16.5	22.8	20.7	20.9	18.2	18.9



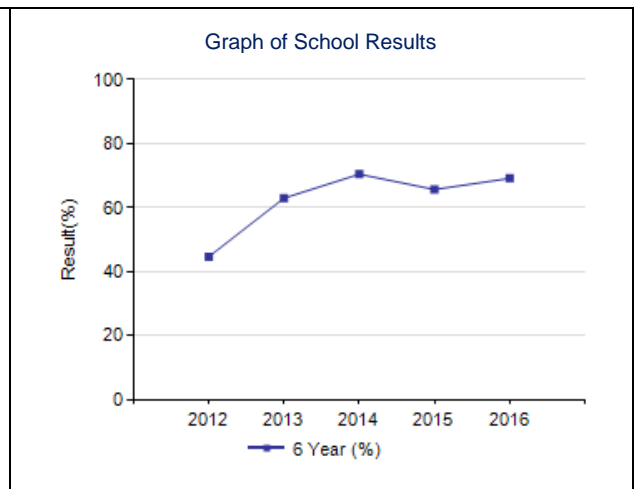
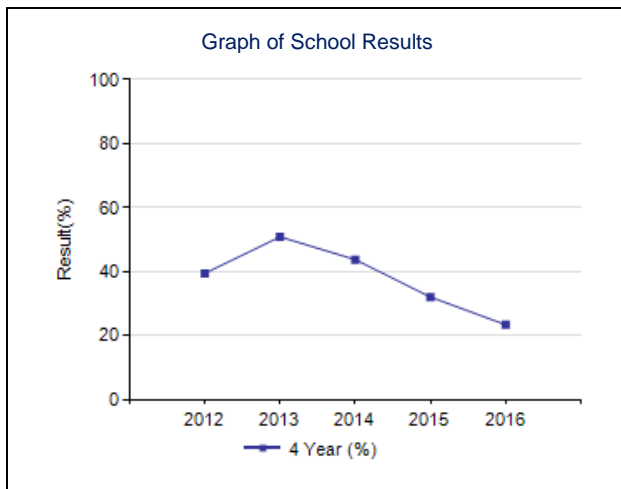
Notes:

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

High School to Post-secondary Transition Rate – Measure Details

High school to post-secondary transition rate of students within four and six years of entering Grade 10.

	School					Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
4 Year Rate	39.4	50.8	43.7	32.0	23.3	38.8	41.3	37.8	34.9	35.7	39.4	39.7	38.3	37.0	37.0
6 Year Rate	44.6	62.9	70.4	65.6	69.1	62.2	61.5	63.9	62.2	59.3	59.3	59.0	59.7	59.4	57.9



Notes:

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

Rutherford Eligibility Rate – Measure Details

Percentage of Grade 12 students eligible for a Rutherford Scholarship.															
	School					Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	55.9	72.7	n/a	n/a	n/a	72.3	74.9	n/a	n/a	n/a	60.8	62.3

Rutherford eligibility rate details.									
Reporting School Year	Total Students	Grade 10 Rutherford		Grade 11 Rutherford		Grade 12 Rutherford		Overall	
		Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible
2012	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2013	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2014	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2015	34	16	47.1	17	50.0	10	29.4	19	55.9
2016	33	16	48.5	22	66.7	16	48.5	24	72.7

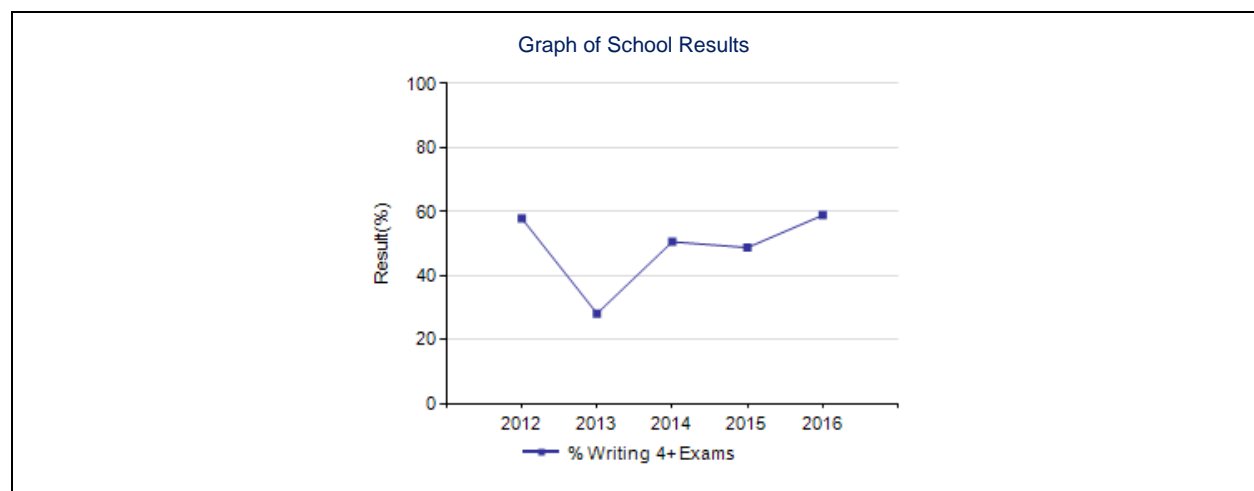
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
3. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.

Diploma Examination Participation Rate – Measure Details

Diploma examination participation rate: Percentage of students writing 0 to 6 or more Diploma Examinations by the end of their 3rd year of high school.

	School					Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
% Writing 0 Exams	3.6	6.3	2.5	2.6	9.4	12.7	11.4	11.2	12.9	11.7	16.5	16.6	15.7	15.7	15.0
% Writing 1+ Exams	96.4	93.7	97.5	97.4	90.6	87.3	88.6	88.8	87.1	88.3	83.5	83.4	84.3	84.3	85.0
% Writing 2+ Exams	92.1	89.0	90.6	94.9	90.6	85.7	85.8	84.7	83.9	85.5	80.5	80.3	81.4	81.2	81.9
% Writing 3+ Exams	77.1	65.6	64.5	56.4	71.0	74.2	69.9	70.3	66.3	67.5	66.8	63.3	65.0	64.7	65.2
% Writing 4+ Exams	57.8	28.1	50.5	48.7	58.8	63.1	53.7	59.4	55.3	56.2	55.9	50.1	54.4	54.6	54.9
% Writing 5+ Exams	47.1	0.0	27.9	28.2	31.8	40.3	25.5	37.1	35.8	37.0	37.5	31.5	36.3	37.1	37.5
% Writing 6+ Exams	10.7	0.0	0.0	20.5	12.2	13.3	6.7	11.6	11.6	16.2	14.3	11.4	13.1	13.8	13.6



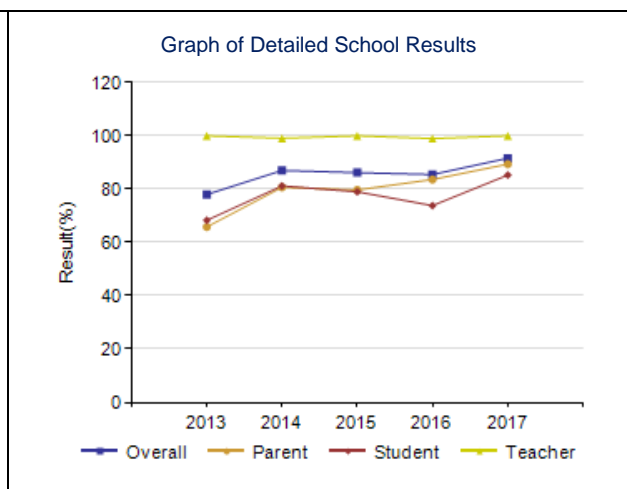
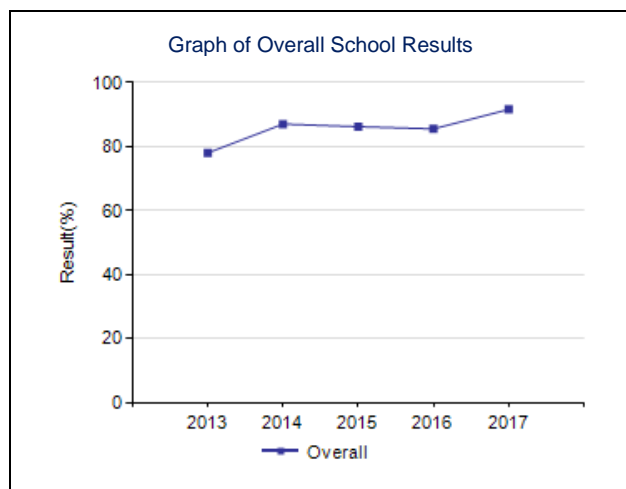
Percentage of students writing 1 or more Diploma Examinations by the end of their 3rd year of high school, by course and subject.															
	School					Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
English Language Arts 30-1	62.5	53.5	58.6	43.6	57.1	62.9	60.6	61.2	53.8	56.3	54.7	53.9	54.0	53.2	53.9
English Language Arts 30-2	35.4	41.9	37.9	53.8	31.0	24.1	24.9	25.5	29.8	29.3	25.9	27.1	28.0	28.7	28.7
Total of 1 or more English Diploma Exams	93.8	93.0	94.8	97.4	88.1	83.2	84.0	85.1	81.9	84.5	78.6	78.7	79.7	79.5	80.0
Social Studies 30-1	56.3	41.9	63.8	38.5	47.6	57.2	54.9	54.8	48.3	48.0	47.6	45.8	45.1	43.5	45.1
Social Studies 30-2	33.3	46.5	25.9	56.4	40.5	26.5	29.9	27.8	33.4	37.0	31.9	33.7	35.2	36.7	35.8
Total of 1 or more Social Diploma Exams	89.6	88.4	89.7	94.9	88.1	82.4	84.1	82.4	81.3	84.3	78.7	78.8	79.6	79.5	80.2
Pure Mathematics 30	35.4	2.3	0.0	0.0	0.0	44.6	1.0	0.0	0.0	0.0	42.2	7.2	0.1	0.0	0.0
Applied Mathematics 30	37.5	0.0	0.0	0.0	0.0	26.9	0.3	0.0	0.0	0.0	19.5	0.2	0.0	0.0	0.0
Mathematics 30-1	n/a	30.2	39.7	38.5	35.7	n/a	33.6	41.4	35.1	36.0	n/a	29.7	37.3	37.1	36.4
Mathematics 30-2	n/a	32.6	13.8	15.4	28.6	n/a	21.3	23.2	27.9	27.0	n/a	16.7	21.4	22.4	23.6
Total of 1 or more Math Diploma Exams	68.8	65.1	53.4	53.8	64.3	70.5	56.0	64.2	60.7	62.2	61.1	52.1	57.0	57.6	58.3
Biology 30	52.1	25.6	36.2	43.6	54.8	51.7	53.8	47.5	46.0	51.4	42.8	42.2	41.4	40.6	40.7
Chemistry 30	47.9	0.0	43.1	33.3	31.0	40.5	26.3	40.5	37.5	38.0	36.5	31.5	34.7	35.7	35.5
Physics 30	18.8	2.3	10.3	23.1	16.7	22.7	14.0	22.3	20.8	22.3	20.2	17.3	20.0	19.9	19.3
Science 30	0.0	0.0	0.0	0.0	2.4	3.3	1.7	1.1	1.0	1.0	10.3	9.8	12.8	14.1	15.7
Total of 1 or more Science Diploma Exams	62.5	27.9	62.1	51.3	61.9	65.9	60.9	63.4	58.8	60.6	59.2	57.3	59.4	59.8	60.5
Français 30-1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.3	0.3	0.3	0.2	0.3
French Language Arts 30	0.0	0.0	0.0	0.0	0.0	1.8	1.4	1.8	1.2	1.3	2.6	2.7	2.7	2.8	2.8
Total of 1 or more French Diploma Exams	0.0	0.0	0.0	0.0	0.0	1.8	1.4	1.8	1.2	1.3	2.9	3.0	2.9	3.0	3.1

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
3. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.

Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	78.0	87.0	86.2	85.5	91.6	88.9	89.3	90.5	89.3	91.2	83.4	83.4	83.5	83.9	83.7
Teacher	100.0	99.1	100.0	99.0	100.0	97.9	98.0	98.3	98.3	98.8	93.6	93.8	94.2	94.5	94.0
Parent	65.8	80.7	79.7	83.6	89.4	84.4	85.3	89.3	87.5	89.1	80.3	81.9	82.1	82.9	82.7
Student	68.3	81.2	79.0	73.8	85.3	84.5	84.7	84.0	82.0	85.6	76.2	74.5	74.2	74.5	74.4



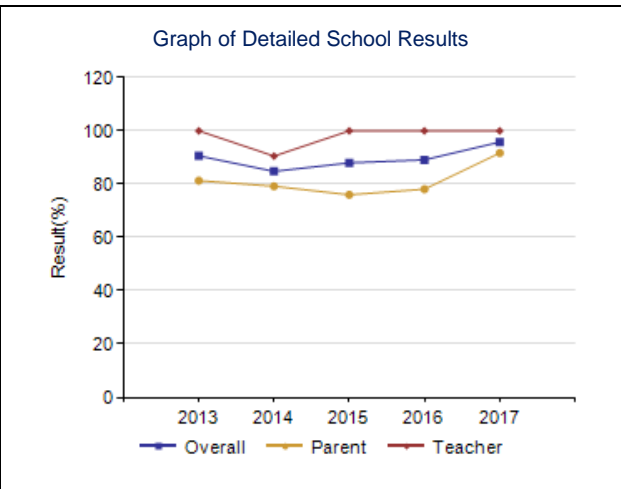
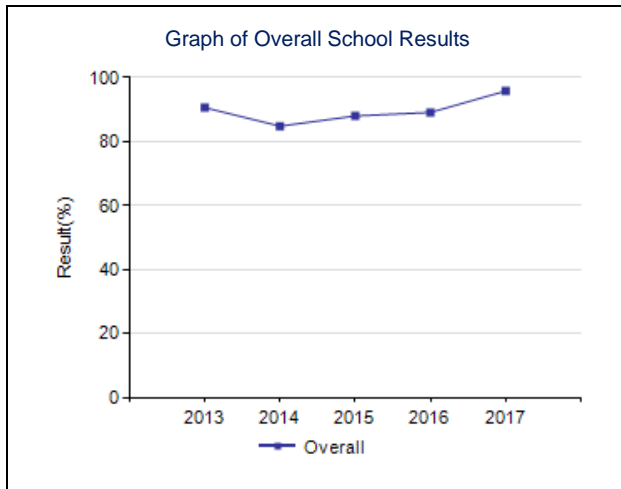
Notes:

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

Work Preparation – Measure Details

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

	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	90.6	84.8	88.0	89.1	95.8	83.7	85.5	87.5	89.2	88.3	80.3	81.2	82.0	82.6	82.7
Teacher	100.0	90.5	100.0	100.0	100.0	90.7	91.8	91.8	95.4	94.6	89.4	89.3	89.7	90.5	90.4
Parent	81.3	79.2	76.0	78.1	91.7	76.7	79.2	83.2	83.0	82.0	71.1	73.1	74.2	74.8	75.1



Notes:

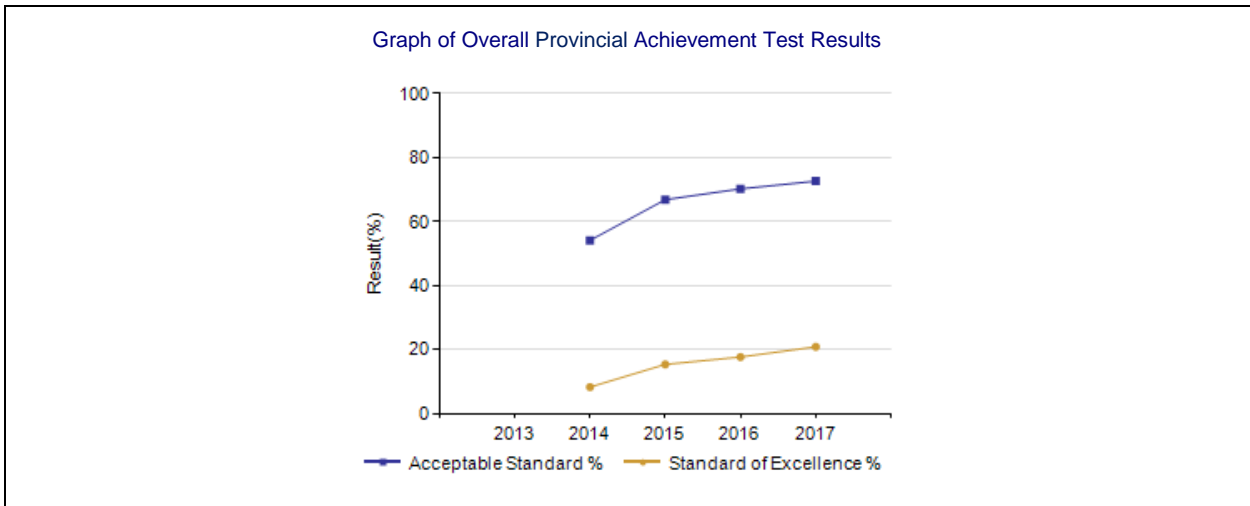
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2013		2014		2015		2016		2017		2017	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 9	School	n/a	n/a	58.5	1.9	71.2	15.4	70.5	14.1	73.8	13.1	85	15
	Authority	79.2	23.3	78.4	18.2	71.7	20.1	78.8	22.4	82.1	22.9		
	Province	76.7	14.8	76.3	15.0	75.6	14.4	77.0	15.2	76.8	14.9		
Mathematics 9	School	n/a	n/a	54.7	7.5	61.5	9.6	73.1	16.7	75.0	25.0	80	25
	Authority	68.5	21.2	70.0	20.6	66.5	21.8	71.7	19.8	78.3	25.2		
	Province	66.8	18.3	67.1	17.3	65.3	17.9	67.8	17.5	67.2	19.0		
Science 9	School	n/a	n/a	62.3	15.1	71.2	19.2	76.9	23.1	73.8	23.8	85	22
	Authority	85.2	31.3	72.9	26.6	75.7	28.0	76.0	27.8	83.1	29.7		
	Province	72.9	20.0	73.2	22.1	74.1	22.8	74.2	22.4	74.0	21.4		
Social Studies 9	School	n/a	n/a	43.3	8.3	63.0	17.4	60.3	16.7	67.9	21.4	80	22
	Authority	81.1	24.5	64.9	22.8	71.2	25.4	65.8	20.9	74.1	25.1		
	Province	65.5	18.8	65.5	19.9	65.1	19.8	64.7	18.0	67.0	20.2		

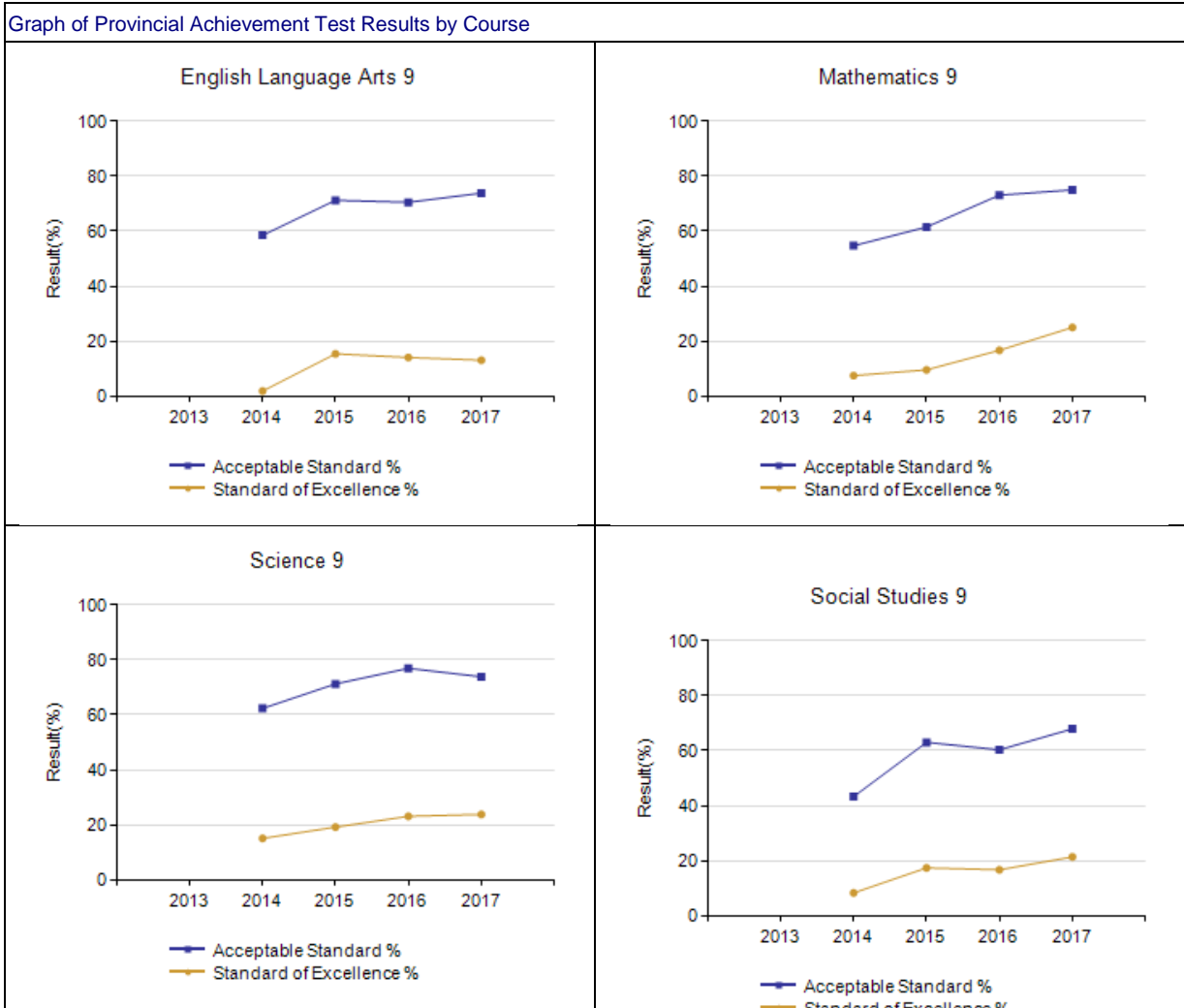
Notes:

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 flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.



Notes:

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

- Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Course	Measure	Notre Dame Collegiate						Alberta				
		Achievement	Improvement	Overall	2017		Prev 3 Year Average		2017		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Language Arts 9	Acceptable Standard	Low	Maintained	Issue	84	73.8	61	66.7	45,487	76.8	43,746	76.3
	Standard of Excellence	Intermediate	Maintained	Acceptable	84	13.1	61	10.5	45,487	14.9	43,746	14.9
Mathematics 9	Acceptable Standard	High	Improved	Good	84	75.0	61	63.1	45,020	67.2	43,295	66.7
	Standard of Excellence	Very High	Improved Significantly	Excellent	84	25.0	61	11.3	45,020	19.0	43,295	17.6
Science 9	Acceptable Standard	High	Maintained	Good	84	73.8	61	70.1	45,445	74.0	43,808	73.8
	Standard of Excellence	Very High	Maintained	Excellent	84	23.8	61	19.1	45,445	21.4	43,808	22.4
Social Studies 9	Acceptable Standard	Intermediate	Improved	Good	84	67.9	61	55.5	45,484	67.0	43,722	65.1
	Standard of Excellence	High	Improved	Good	84	21.4	61	14.1	45,484	20.2	43,722	19.2

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- 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.
- Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Measure Evaluation Reference - Achievement Evaluation

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

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

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Language Arts 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
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
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
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

Notes:

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

Improvement Table

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

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

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

Overall Evaluation Table

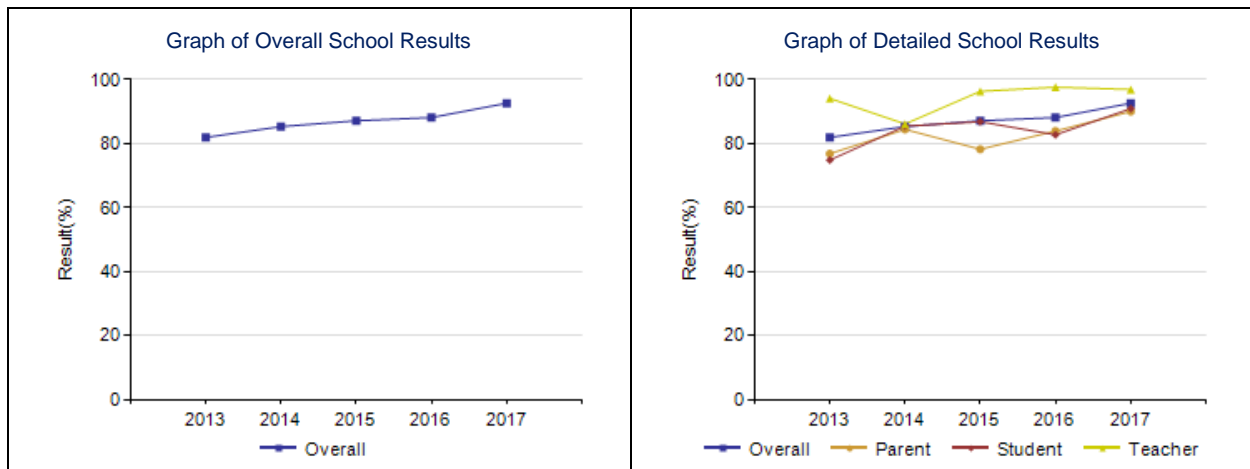
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

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

Program of Studies – Measure Details

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

	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	81.9	85.3	87.1	88.1	92.6	84.7	85.6	86.2	84.5	85.7	81.5	81.3	81.3	81.9	81.9
Teacher	94.1	86.1	96.3	97.6	96.9	91.5	90.3	91.4	91.8	90.7	87.9	87.5	87.2	88.1	88.0
Parent	76.8	84.4	78.2	83.9	90.0	78.8	82.8	82.1	81.0	83.0	78.9	79.9	79.9	80.1	80.1
Student	74.8	85.4	86.8	82.7	90.9	83.7	83.8	85.0	80.8	83.5	77.8	76.6	76.9	77.5	77.7



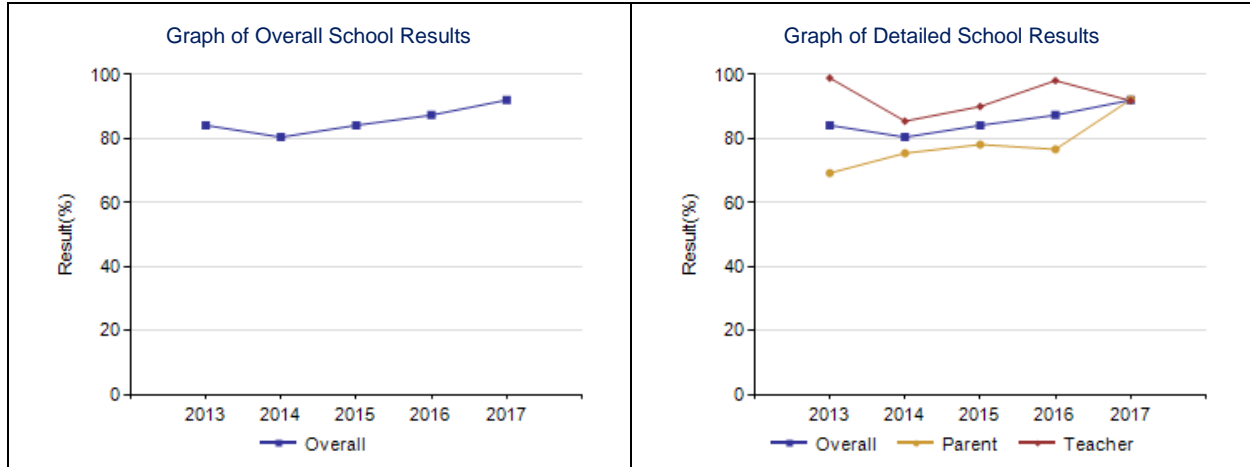
Notes:

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

Parental Involvement – Measure Details

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

	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	84.1	80.4	84.1	87.3	92.0	85.3	86.9	88.6	87.4	87.8	80.3	80.6	80.7	80.9	81.2
Teacher	98.9	85.4	90.0	98.1	91.8	96.0	93.9	95.7	95.6	95.6	88.5	88.0	88.1	88.4	88.5
Parent	69.2	75.4	78.1	76.6	92.2	74.5	79.8	81.6	79.1	80.0	72.2	73.1	73.4	73.5	73.9



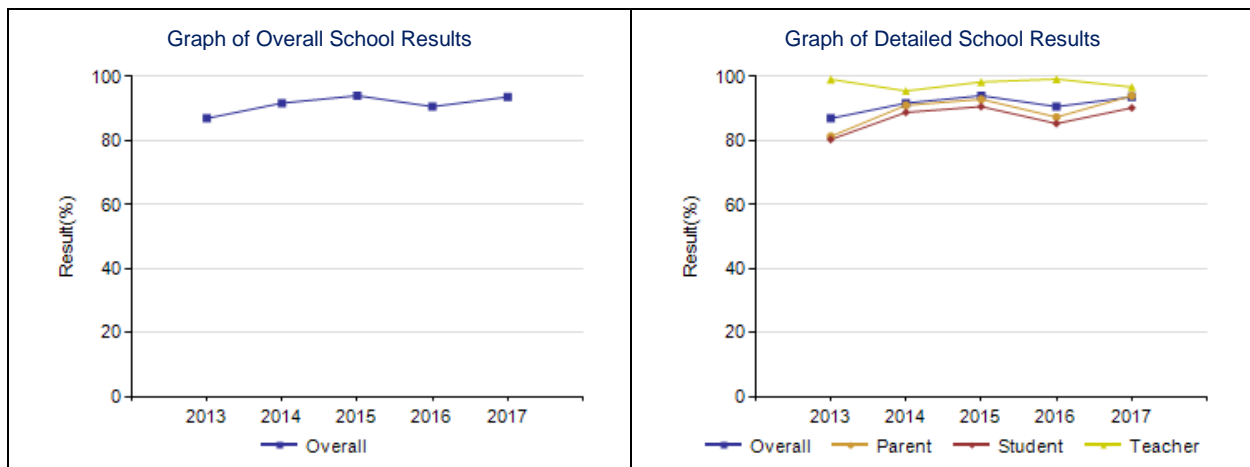
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Education Quality – Measure Details

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

	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	86.9	91.7	94.0	90.6	93.6	92.8	93.9	94.6	94.1	94.1	89.8	89.2	89.5	90.1	90.1
Teacher	99.1	95.5	98.3	99.2	96.7	97.3	97.9	98.1	98.9	98.7	95.7	95.5	95.9	96.0	95.9
Parent	81.3	91.0	92.9	87.3	94.0	88.8	91.1	92.8	91.9	91.3	84.9	84.7	85.4	86.1	86.4
Student	80.3	88.8	90.6	85.3	90.2	92.2	92.8	92.9	91.5	92.4	88.7	87.3	87.4	88.0	88.1



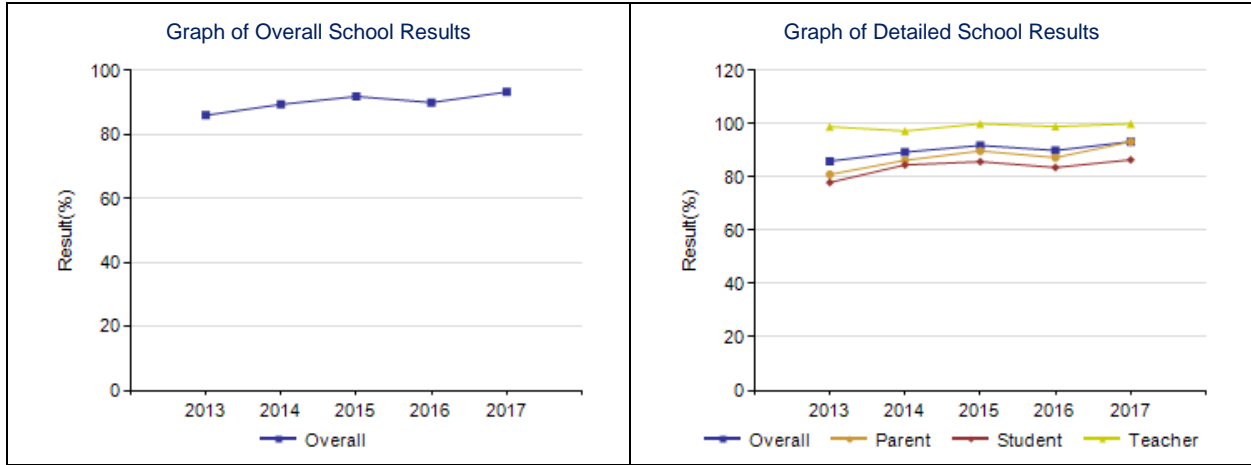
Notes:

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Safe and Caring – Measure Details

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

	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	86.0	89.4	91.9	90.0	93.3	92.6	93.4	94.4	93.9	94.3	89.0	89.1	89.2	89.5	89.5
Teacher	98.9	97.3	100.0	99.0	100.0	98.3	98.2	97.9	98.8	98.3	95.0	95.3	95.4	95.4	95.3
Parent	81.0	86.3	89.8	87.3	93.3	90.3	91.9	95.5	93.5	94.0	87.8	88.9	89.3	89.8	89.9
Student	78.0	84.6	85.8	83.6	86.5	89.4	90.1	89.7	89.5	90.7	84.2	83.1	83.0	83.4	83.3



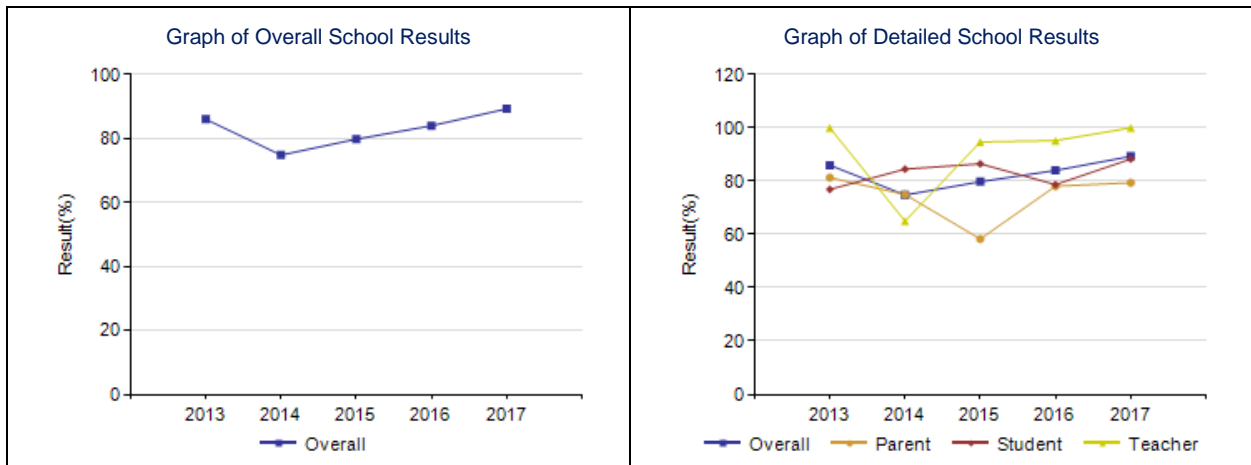
Notes:

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

School Improvement – Measure Details

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

	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	86.0	74.8	79.8	84.0	89.3	87.7	87.6	88.8	88.7	90.0	80.6	79.8	79.6	81.2	81.4
Teacher	100.0	65.0	94.7	95.2	100.0	88.9	88.4	88.8	92.1	91.2	80.9	81.3	79.8	82.3	82.2
Parent	81.3	75.0	58.3	78.1	79.4	83.3	82.7	86.6	85.6	87.3	77.9	77.0	78.5	79.7	80.8
Student	76.9	84.5	86.5	78.7	88.3	91.1	91.7	90.9	88.5	91.6	82.9	81.2	80.7	81.5	81.1



Notes:

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