

**Combined
3-Year Education Plan 2018-2019 to 2020-2021
And
Annual Education Results Report (AERR) for 2017-2018**



Message from the Principal

I am very pleased to share some thoughts on the results from our current AERR report. We are very proud of the great results we see in many areas and we are excited at the opportunity for growth in other areas as presented by this report.

At Holy Trinity Academy we place a strong emphasis on our Safe and Caring results which are consistently above the provincial average. Through our unrelenting focus on supporting students' emotional and academic needs, we are proud to see that 95.7% of our staff, students and parents feel that our school is a safe and caring place. As our community continues to struggle in these economic times, parent stress easily becomes student stress and the need for students to access emotional supports becomes foundational to learning. This year we have added a Family School Liaison Worker to our staff in order to provide more targeted emotional support for students, and to free up our Learning Support Facilitator to focus solely on academic supports.

In order to support student well-being, we have implemented several school wide strategies that aim to build a positive school culture through relationship. We are now in our second year of running family teams. These multi-grade teams compete all year long for prizes and privileges, building relationships between students of different grades as well as with their teacher leader. Our weekly faculty advising also increases opportunity for students to build relationship with staff.

As a staff our focus for this year is to be more responsive to student needs, academically, emotionally and spiritually. As a small school we are blessed with the ability to be flexible in the supports that we provide for our students. This year we are pushing the limits of how flexible we can be by constantly re-evaluating supports and adjusting as needed. In order to give the widest variety of supports ever offered here at HTA, we are using Educational Assistants for one on one, small group, whole class and transitional support. We are also accessing expertise in our students through peer tutoring as well as peer mentorship strategies.

All of our efforts are centered on making students feel safe, cared for, and academically successful. We are proud of the student-centered decisions we make and the positive impact those decisions have on our students and shown in our AERR results. We look forward to continued success.

Sincerely,

Jamie Beauchamp

School Profile

Principal: Jamie Beauchamp

Vice Principal: Keri-Lynn Clark

Phone: 780 621-5735

Student Population: 139

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Number of Teachers 10

Email: jamie.beauchamp@starcatholic.ab.ca

Grades Served: 9-12

Web Page: <http://ht.starcatholic.ab.ca>

Emerging Issues

At the beginning of the 2018 2019 school year Holy Trinity Academy in influx of unexpected grade 9 students resulted in a much larger grade 9 group than anticipated.

This year we saw a decline in School Improvement from 84.5% in 2017 to 77.2% in 2018.

As a small school we can see fluctuations in academic results based on the group we have that year. This fact is evident with our 2018 results as we saw a significant drop in PAT acceptable (from 82.1% in 2017 to 69.5% in 2018) and excellence (from 8% in 2017 to 7% in 2018) as well as Diploma acceptable (from 86.1% in 2017 to 74.7% in 2018) and excellence (from 13% in 2017 to 6.6% in 2018).

We have seen an increase in the numbers of students requiring academic supports here at HTA.

Our aggregated result of 71% in Faith Permeation indicates that some continued work is needed to ensure that our faith is discussed in all classes.

Trends

Drayton Valley continues to struggle economically resulting in anxious families and anxious students. We continue to see a rise in the number of students looking to access mental health supports. We are challenged to connect students with Registered Apprenticeship opportunities.

More and more students are now deciding to take a year off to work and save money before moving on to post-secondary.

4 year upward trend in citizenship from 81.2% in 2015 to 91.5% in 2018. We attribute this to our strong social justice programming as well as to our school-wide focus on relationship building.

5 year upward trend in Parental Involvement from 71.4 in 2014 to 95% in 2018.

Strategies to Address Issues and Trends

We are very excited to see that more students are choosing to attend Holy Trinity Academy for their grade 9 year. Growth is very positive but does present some challenges. In order to continue offering a high quality of education we have increased teaching staff and added one Educational Assistant.

Although our scores in Quality of Education and Program of Studies have improved we still see a drop in School Improvement. When digging deeper into this data point it becomes apparent that the low score is a result of parents choosing "I don't know". Before parents receive the survey this year we will proactively send out a communication to inform parents and students of all the good work we are doing so that they have enough information to make a selection other than "I don't know".

Since learning is at the heart of everything we do, staff at HTA have an ongoing focus on academic improvement. In order to increase the number of students achieving the acceptable standard, we continue to become more targeted in the help we give students. Most of our academic interventions are "by outcome, by student", meaning that each student is receiving support on the curricular outcomes that they are struggling with. Our goal is to produce students who can assess their own learning so that students can understand and can advocate for the type of support that they require. To this end we continue to rework our Learning Strategies course, this year incorporating John Hattie's "Becoming an Assessment Capable Visible Learner" materials.

We are doing several things in order to move students from acceptable level to the excellence level on the Provincial Diplomas. Teachers are setting up peer tutoring opportunities for students sitting just below the level of excellence. We also continue to provide PD opportunities for teachers to ensure that students are accessing deeper levels of knowledge.

In order to meet the increasing demand for academic supports we have added one Educational Assistant to our staff and have become much more responsive to ever-changing student needs through creative EA timetabling. We have also implemented digital readers for students who require a reader for assessments. This means that our EAs remain in the classroom where they can support students rather than being pulled out of class to read test.

Anxiety and depression in our students remain prevalent topics again this year. In order to successfully support our students with their mental health struggles we have added a Family School Liaison Worker to our staff who provides emotional support through counseling sessions and connects families with external supports in the community.

As a Catholic school, permeation of our faith into the curriculum is of the utmost importance. Through the inclusion of a faith component into our PD days we continue to support teacher in deepening their understanding of and love for their faith so that they can honestly discuss faith in all their classes.

Combined 2018 Accountability Pillar Overall Summary

Measure Category	Measure	Holy Trinity Academy			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	95.7	92.2	91.1	89.0	89.5	89.4	Very High	Improved	Excellent
Student Learning Opportunities	Program of Studies	78.6	67.3	68.5	81.8	81.9	81.7	High	Improved	Good
	Education Quality	92.3	89.2	89.9	90.0	90.1	89.9	Very High	Maintained	Excellent
	Drop Out Rate	2.0	0.0	2.0	2.3	3.0	3.3	Very High	Maintained	Excellent
	High School Completion Rate (3 yr)	83.9	84.1	87.3	78.0	78.0	77.0	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	69.5	82.1	76.0	73.6	73.4	73.3	Low	Maintained	Issue
	PAT: Excellence	7.0	8.0	9.2	19.9	19.5	19.2	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	74.7	86.1	83.5	83.7	83.0	83.0	Low	Declined	Issue
	Diploma: Excellence	6.6	13.0	16.3	24.2	22.2	21.7	Very Low	Declined	Concern
	Diploma Exam Participation Rate (4+ Exams)	51.6	60.5	62.6	55.7	54.9	54.7	Intermediate	Maintained	Acceptable
	Rutherford Scholarship Eligibility Rate	67.9	68.0	72.5	63.4	62.3	61.5	n/a	Maintained	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	48.8	61.5	53.3	58.7	57.9	59.0	Intermediate	Maintained	Acceptable
	Work Preparation	100.0	74.1	84.7	82.4	82.7	82.4	Very High	Improved	Excellent
	Citizenship	91.5	87.5	85.3	83.0	83.7	83.7	Very High	Improved	Excellent
Parental Involvement	Parental Involvement	95.0	84.3	79.6	81.2	81.2	81.0	Very High	Improved	Excellent
Continuous Improvement	School Improvement	77.2	84.5	85.8	80.3	81.4	80.7	High	Declined	Acceptable

Notes:

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

Measure Evaluation Reference

Achievement Evaluation

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

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

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

Notes:

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

Improvement Table

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

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

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

Overall Evaluation Table

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

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

Category Evaluation

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

Divisional Goal: Growing Catholic Identity

Measure Category	Holy Trinity Academy			St. Thomas Aquinas RCSR D No 38		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Staff Survey						
Staff at school uphold the dignity of every student as a child of God.	100	100	100	98	98	97.3
The school provides students with opportunities to pray and to grow in their faith.	100	100	100	98	99	98.3
Staff at the school take the opportunity to permeate and infuse faith into what they teach.	92	92	91	92	96	91.7
Staff at the school, through their words and actions, help students to better know Christ.	100	100	96.3	95	94	93
The school helps those less fortunate. Examples: Charity, Good Works, and Social Justice.	100	100	100	98	99	98
Parent Survey	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
My child's school upholds the dignity of every student as a child of God.	85	86	87.7	91	92	92
I am pleased with the opportunity my child has to pray and to grow in his or her faith.	89	86	89	92	92	92.7
My child learns about faith throughout the school day, not just in religion class.	56	79	67.7	82	82	82.3
The staff at the school, through their words and actions, help students to better know Christ.	70	50	64	82	82	82.7
The school helps those less fortunate. Examples: Charity, Good Works, and Social Justice.	96	96	97.3	86	84	85.3
Student Survey	Current Result	Prev Year Result	Prev 3 Year Average	Current Result*	Prev Year Result	Prev 3 Year Average
The school treats me with dignity and as a child of God.	87	61	72	87 78	83 73	86 77
We pray as a class or school every day.	81	81	83.3	95 87	90 88	92 88
Teachers talk about faith in other classes, not just religion class.	65	56	60.5	84 72	72 64	78 68
The adults at my school help me, by their words and actions, to better know God.	70	38	58	84 64	81 60	85 68
My school helps those less fortunate through charity, good works and social justice.	96	70	82.7	95 86	83 75	89 82
Aggregate Measure	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Mark 1: Dignity and Respect	91	82	86.6	91	89	89.7
Mark 2: Opportunities for Prayer	90	89	90.6	94	93	93.7
Mark 3: Permeation of Faith	71	76	75.3	84	82	81.7
Mark 4: Witnessing to the Gospel	80	63	73	84	82	84
Mark 5: Charity and Social Justice	97	89	93.3	92	87	89.7

*Grades 4-6 | Grades 7-12

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

Faith Strategy Example #1: Increase Cross-Curricular Faith Permeation

The major board priority to *Growing & Affirm Catholic Identity*, continues to be a major focus moving forward. It is still the lowest of our scores in this divisional goal at 71%. We have maintained our staff in its entirety, allowing for growth beyond teaching curriculum, to real, genuine faith permeation. Although it is a focus and staff understand the necessity to nurture faith formation in all subjects, faith permeation in core academic subjects remains a challenge. As such, we are attempting to acquire materials suggesting links between curriculum outcomes and faith formation. We are seeking the expertise of the district Religious Education Coordinator, Clare Ganton.

It is important permeation becomes part of the vernacular and an easy integration into lesson planning. Initially this will not be the case and teachers will need to take time and seek materials to aid them, as well as make intentional connections in the lesson planning process. We are continuing to provide educational opportunities for the staff on ways faith can be brought into already content heavy curriculums. We are incorporating faith exploration and discussion into all professional development days.

Link to Board Priority – Key Indicator:

Encourage teachers to incorporate the Catholic faith in areas of curriculum, apart from Religion class, in an effort to continuously improve upon the permeation of all school activities and curriculum with gospel values and the love of Jesus Christ.

Faith Strategy Example #2: Create Opportunities for Staff to Serve as Gospel Witnesses

Creating opportunities for staff at Holy Trinity Academy serve as *Witnesses to the Gospel* is a continued area of focus, as it is still below the excellent mark at 80%. Although it is still a focus, it is important to note Holy Trinity Academy’s outstanding improvement, as we have increased our overall score by 17% from the previous year. It is clear the staff, students, and parents believe *“the staff in the school help the students to better know God through their words and actions.”*

This improvement is a direct result of the staff’s increased confidence and willingness to share and promote individual faith. As staff, we will continue to incorporate religious professional development into professional development days, giving the teachers an opportunity to explore faith, strengthen understanding, and discuss ways to better demonstrate it in and outside the classroom. We will also continue to display faith at significant times in the liturgical calendar, as well as during school wide and classroom masses. It is important the students at Holy Trinity Academy understand the school’s relationship with the parish. It is because of this importance we take the students to St. Anthony’s Parish at minimum once during the school year to experience the peace and love of God in his own house. During Advent and Lent the school goes beyond individual classroom prayer, instead praying together as a school in chapel. This allows the student body to experience prayer and the faith sharing with the staff as a whole, as we come together as a faith community. We also provide weekly Advent and Lenten prayer home to parents, encouraging parents to pray with the children at home.

Link to Board Priority – Key Indicator:

Encourage work to build relationships and collaboration between church, school and home, enhancing teacher ability to serve as Witnesses to the Gospel.

Outcome One: Alberta’s students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	75.4	79.1	66.9	82.1	69.5	75	Low	Maintained	Issue	77	79	82
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	16.7	8.2	11.3	8.0	7.0	10	Very Low	Maintained	Concern	13	16	20

Comment on Results

(an assessment of progress toward achieving the target)

There was a decrease in “the overall percentage of students in Grade 9 who achieved acceptable standard on Provincial Achievement Tests.” This is a major concern going forward. With extensive data analysis the portion of the low score can be attributed to the 4 zeros incorporated into our overall score. These zeros were a result of 2 student exemptions, 1 student injury, and an error in the registration of a student challenging the exam from another school. Although these are contributing factors, they are in no way an excuse for the 69.5% of students who met the minimum standard. There also needs to be a concentrated effort to pull those student achieving the acceptable standard into the standard of excellence.

Strategies

In an effort to better prepare the students for their Provincial Achievement Tests, our Grade 9 teachers in both Math and Science are participating in a vertical PLC with the Grade 8 staff of our sister school. It is imperative the students come to us prepared with knowledge of the Grade 9 Curriculum outcomes. This preparation, teamed with targeted instruction and intervention ‘by student by outcome’, will better meet needs of all students, thus boosting our achievement. We will also renew our focus on the essential outcomes we unpacked into “I CAN” statements in previous years. These outcomes and statements will guide teaching practice, and culminate in student self-assessment, which John Hattie’s research proves to be the number one influence on student learning.

In an effort to increase the number of students achieving excellence Holy Trinity Academy we are reinvigorating our peer tutoring program. There is no better demonstration of knowledge than the ability to teach, thus peer tutoring will elevate student achievement. A peer tutoring program has been established allowing students to work together, improve skills, and enhance relationships. This performance measure and PAT results will be closely monitored.

Teachers will also be using tutorials, not just to help struggling students, but elevate the achievement of those on the cusp of excellence.

Notes:

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

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

Performance Measure	Results (in percentages)					Target 2018	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	76.8	87.4	76.9	86.1	74.7	77	Low	Declined	Issue	79	81	83
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	14.1	22.3	13.6	13.0	6.6	10	Very Low	Declined	Concern	14	18	22

Performance Measure	Results (in percentages)					Target 2018	Evaluation			Targets		
	2013	2014	2015	2016	2017		Achievement	Improvement	Overall	2019	2020	2021
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	79.8	83.1	94.7	84.1	83.9		Very High	Maintained	Excellent			
Drop Out Rate - annual dropout rate of students aged 14 to 18	1.7	3.7	2.2	0.0	2.0		Very High	Maintained	Excellent			
High school to post-secondary transition rate of students within six years of entering Grade 10.	59.9	36.0	62.3	61.5	48.8		Intermediate	Maintained	Acceptable			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	76.9	68.0	67.9		n/a	Maintained	n/a			
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	44.0	58.9	68.4	60.5	51.6		Intermediate	Maintained	Acceptable			

Comment on Results

(an assessment of progress toward achieving the target)

There was a decrease in both students who achieved the minimum standard on Diploma exams, as well as students who achieved the standard of excellence. These results need to be analyzed in conjunction with 3 year rolling averages. Holy Trinity Academy is a small school and does fluctuate based on the demographic of the students in grade 12.

Holy Trinity Academy hired multiple new teachers, some out of province, teaching the curriculum for the first time. Teacher support was present, yet the teachers still struggled with the level of rigor needed. Having worked through the curriculum once, and analyzing diploma results, teachers are aware of areas which need concentration, and are working to improve lessons and increase rigor.

Strategies

Teacher support and professional development addressing content and rigor will be implemented in consultation with the Director of Curriculum. The teachers will be meeting with the Director of Curriculum to review curriculum and plan lessons, as well as develop assessments to address rigor. The board directed development of Math Common Assessments are a great way to ensure teachers are meeting district standards, as well as providing opportunities for the teachers to work with master teachers across the district.

Peer tutoring has also been implemented at the grade 12 level. Peer tutoring is an excellent way to elevate students to achieve the standard of excellence.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
5. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
6. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
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.
9. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

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

Performance Measure	Results (in percentages)					Target 2018	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	83.8	81.3	86.9	87.5	91.5		Very High	Improved	Excellent			
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	83.3	88.2	91.7	74.1	100.0		Very High	Improved	Excellent			

Comment on Results

(an assessment of progress toward achieving the target)

These performance measures are looking at active citizenship and building skills to create success in the workforce. There is a significant increase in this measure from last year resulting in 100% of teachers, students and parents who agree that students are taught behaviors that will help them in the workforce. This is a reflection of the emphasis put on the Work Experience Programming as well as an outstanding Social Justice Program.

Strategies

In an effort to achieve a *Very High* score in this performance measure, the school made changes to the Academic Counselling Programming, providing post-secondary and scholarship information in a timely fashion, as well as providing extended office hours to those students who need additional aid. The response from parents and students is extremely positive.

To remedy the slight drop from the previous year in the same measure, we reintroduced the CTR program in grades 10, 11, and 12. This program went from a rotational, with a break in grades 10 and 11 to school wide.

Citizenship is highly promoted through our Social Justice program. Social Justice is extremely important to our school. Over the course of 3 years, it has morphed from an internationally based program to one where students are creating real change within the community and province. Some of the campaigns include: Trinity for Teens, a program helping teens in a mental health ward of a hospital in Calgary, adopting the ministry, St. Joseph's Home, for the homeless in palliative care, hosting the community supper, as well as building home in the community for Humans Helping Humans. All of these wonderful causes gained recognition, as the students were honoured with The Youth Empowerment Award at the Mayor's Gala. Local initiatives allow the students to see that their care creates real change.

Notes:

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

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

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

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

Comment on Results

(an assessment of progress toward achieving the target)

We do not have a large enough FNMI population for significant results.

Strategies

HTA recognizes FNMI culture, we will infuse FNMI awareness into the curriculum, bringing in speakers and initiatives to promote cultural issues. Our small FNMI population is treated with dignity, respect, and understanding. We provide the help and programming necessary to help FNMI students succeed.

Notes:

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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2018	Achievement	Improvement	Overall	2019	2020	2021
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			
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	10.9	15.1	0.0	*	*		*	*	*			
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	*	*	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			
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			

Comment on Results

(an assessment of progress toward achieving the target)

We do not have a large enough FNMI population for significant results.

Strategies

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 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.
7. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	90.7	88.2	93.1	92.2	95.7		Very High	Improved	Excellent			

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

HTA is very proud of its ability to create a safe and caring school, where students know the importance of care and respect for others. This is shown in the very high achievement of 95.7%, the best score in 5 years. All decisions that administration and staff make work to answer the question, “How does this benefit students?” Building relationships and making the school student-centered environment where their voices are heard, is imperative to continued success in this area.

Strategies

HTA will continue its work in RTI, which is ingrained in everything we do. The strategies are constantly evolving as a result of effective professional development, instructional best practices, SLT implementation, and focused PLCs. HTA is continuing to revamp scheduling to incorporate more time for teacher collaboration and student help. A peer tutoring program was reinvigorated this year to allow struggling students additional access to help, as well as peer interaction to build positive relationships.

HTA created a Faculty Advising block during its flex time as a means to create a positive connection to teachers who build relationships as well as monitor academics. The FA is constantly evolving as we recognize ways to better address student needs, and strengthen positive relationships. We see student well-being as a team effort, and all teachers at HTA understanding the importance and impact of positive student relationships.

We hired an FSLW for this school year as a way to better address student’s emotional needs. The addition of an in-house counsellor, who students can easily access, as well as the creation of programming to address specific issues such as anxiety, will extend our ability to deal with students’ emotional needs.

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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	72.3	64.9	73.3	67.3	78.6		High	Improved	Good			

Comment on Results

(an assessment of progress toward achieving the target)

This performance measure addressing the ability for students to receive a broad program of studies, is a measure that, because of our small population and number of teachers, must constantly ‘think outside the box’ to give students quality options to meet their desires. We are constantly introducing new options and programming, thus this is our best score in 5 years.

Strategies

With the introduction of new staff with new talents we were able to ‘amp up’ our programming, offering students French, Robotics, and Band. Although many students did not sign-up for Band, the ability for us to offer it was profound. Students were excited for the opportunity to study a second language and we received nothing but positive feedback in this area.

Academically we offered a Science 20 and 30 class, something HTA could not do in the past. The introduction of these courses met the need of a growing population who wanted a 30 Level Science, but did not want traditional Chemistry, Biology, and Physics.

Notes:

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

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

Performance Measure	Results (in percentages)					Target 2018	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	81.2	84.7	88.3	84.5	77.2		High	Declined	Acceptable			
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	71.4	75.4	79.2	84.3	95.0		Very High	Improved	Excellent			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	85.8	89.8	90.8	89.2	92.3		Very High	Maintained	Excellent			

Comment on Results

(an assessment of progress toward achieving the target)

The results in this area are very interesting, as we had a 10.7% improvement in the “percentage of parents satisfied with the parental involvement in decision making.” This is by far the best result in 5 years and can be attributed to the conscientious efforts of the administration and staff to communicate with parents and initiatives and changes in the school.

We also see a rise in the “percentage of teachers, parents, and students satisfied with the quality of basic education.” This score is also the best it has been in 5 years. With these increases, it is difficult to understand the decline in the belief the school has improved or stayed the same in the last three years. When examining the data, the questions pertaining to the score ask if their school or schools in the jurisdiction have improved. This is a difficult question to answer for any new students coming to the school. They would have no idea whether the school worked to make improvements, hurting the overall score.

Strategies

In order to maintain or improve scores in these areas we must continue our focus on communication. Parents need to see what the school is offering, and acknowledge the improvements made; this can only happen with increased communication on even small issues. We are proud of HTA, and want to instill that same pride in our students as well as their parents.

Communication will come in many forms: Facebook, Instagram, as well as emails and phone calls will increase our reach. We are living in a digital age and must embrace it wholeheartedly.

Notes:

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

APPENDIX – Measure Details

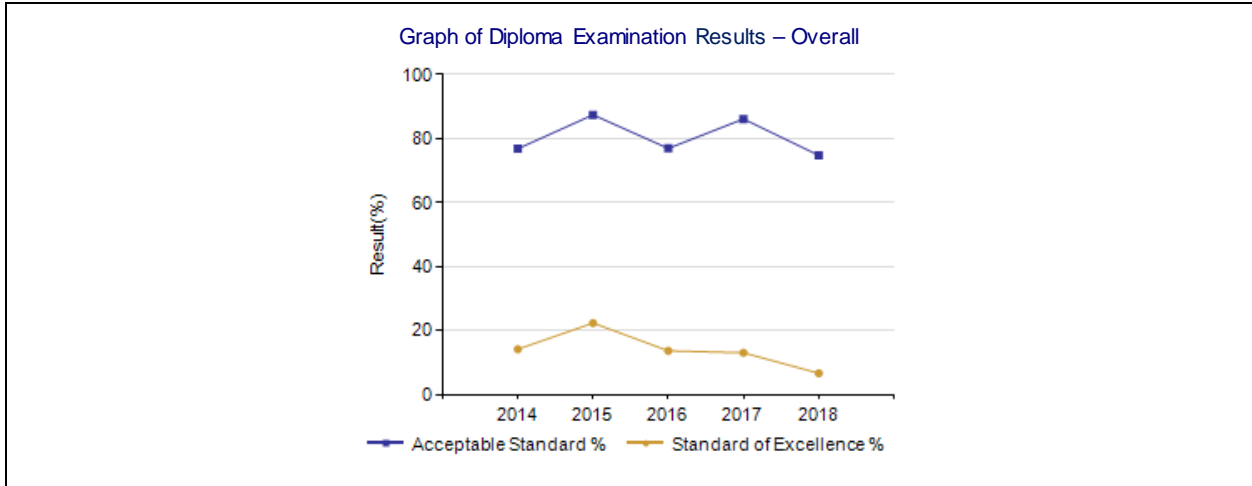
The following pages include tables and graphs that provide detailed data for the performance measures. Schools may include these under each measure/outcome to provide context and help in interpreting the results.

Diploma Examination Results – Measure Details

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2014		2015		2016		2017		2018		2018	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	School	100.0	13.3	100.0	23.1	95.8	16.7	95.5	13.6	88.2	5.9		
	Authority	95.2	17.5	84.8	10.6	94.0	8.4	95.1	8.5	95.5	17.9		
	Province	87.6	11.8	86.5	11.4	86.8	10.7	86.5	11.7	87.5	13.2		
English Lang Arts 30-2	School	100.0	14.3	*	*	90.9	0.0	100.0	25.0	100.0	16.7		
	Authority	97.6	11.9	89.4	10.6	89.7	7.7	90.5	20.6	95.3	11.6		
	Province	89.8	13.1	88.6	11.2	89.1	12.3	89.5	11.4	88.0	13.1		
French Lang Arts 30-1	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	96.6	14.6	95.5	9.9	93.8	8.7	94.7	9.4	93.8	11.0		
Français 30-1	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	99.3	29.2	95.3	17.1	99.3	20.3	98.1	18.6	97.4	23.0		
Mathematics 30-1	School	12.5	0.0	87.5	12.5	40.0	10.0	77.8	11.1	16.7	0.0		
	Authority	57.1	19.0	75.6	26.8	57.1	17.1	60.0	20.0	77.5	27.5		
	Province	75.1	27.9	76.1	31.6	70.7	25.9	73.1	30.7	77.8	35.3		
Mathematics 30-2	School	81.8	18.2	*	*	70.0	15.0	87.5	0.0	44.4	0.0		
	Authority	72.2	22.2	66.7	5.6	69.2	13.8	83.3	8.3	80.5	9.8		
	Province	71.3	15.0	73.9	15.5	75.4	16.8	74.7	15.9	74.2	16.4		
Social Studies 30-1	School	*	*	100.0	14.3	84.2	5.3	90.9	9.1	73.3	0.0		
	Authority	87.3	9.1	94.1	16.2	86.1	6.9	93.9	16.7	91.4	22.4		
	Province	85.6	14.2	87.1	16.2	84.9	14.3	86.0	14.8	86.2	17.7		
Social Studies 30-2	School	60.0	0.0	50.0	0.0	100.0	0.0	55.6	0.0	81.8	0.0		
	Authority	82.6	8.7	78.6	8.9	86.5	2.7	76.5	8.8	83.3	4.2		
	Province	83.9	14.8	81.3	12.5	81.1	13.1	80.6	12.6	78.8	12.2		
Biology 30	School	81.3	50.0	88.2	35.3	72.7	18.2	80.0	20.0	100.0	37.5		
	Authority	80.0	30.7	81.0	35.7	75.6	14.4	76.3	28.8	100.0	66.7		
	Province	85.2	31.8	85.8	33.0	85.1	32.4	84.2	32.3	86.6	36.6		
Chemistry 30	School	71.4	0.0	72.7	27.3	57.9	10.5	83.3	16.7	66.7	0.0		
	Authority	71.2	21.2	73.5	35.3	68.7	17.9	89.8	33.9	73.8	32.3		
	Province	81.5	35.2	82.1	34.2	81.5	34.5	83.1	38.6	83.6	38.3		
Physics 30	School	71.4	0.0	100.0	14.3	66.7	22.2	*	*	n/a	n/a		
	Authority	78.3	26.1	65.7	17.1	76.9	30.8	70.6	20.6	94.4	44.4		
	Province	83.2	34.3	83.9	35.8	85.8	39.8	85.7	41.8	86.2	43.6		
Science 30	School	100.0	16.7	93.8	43.8	100.0	50.0	n/a	n/a	57.1	0.0		
	Authority	87.5	29.2	89.5	38.6	80.6	25.0	73.0	18.9	80.9	31.9		
	Province	85.0	25.4	83.9	26.6	84.4	27.6	84.9	28.4	85.4	31.5		

Notes:

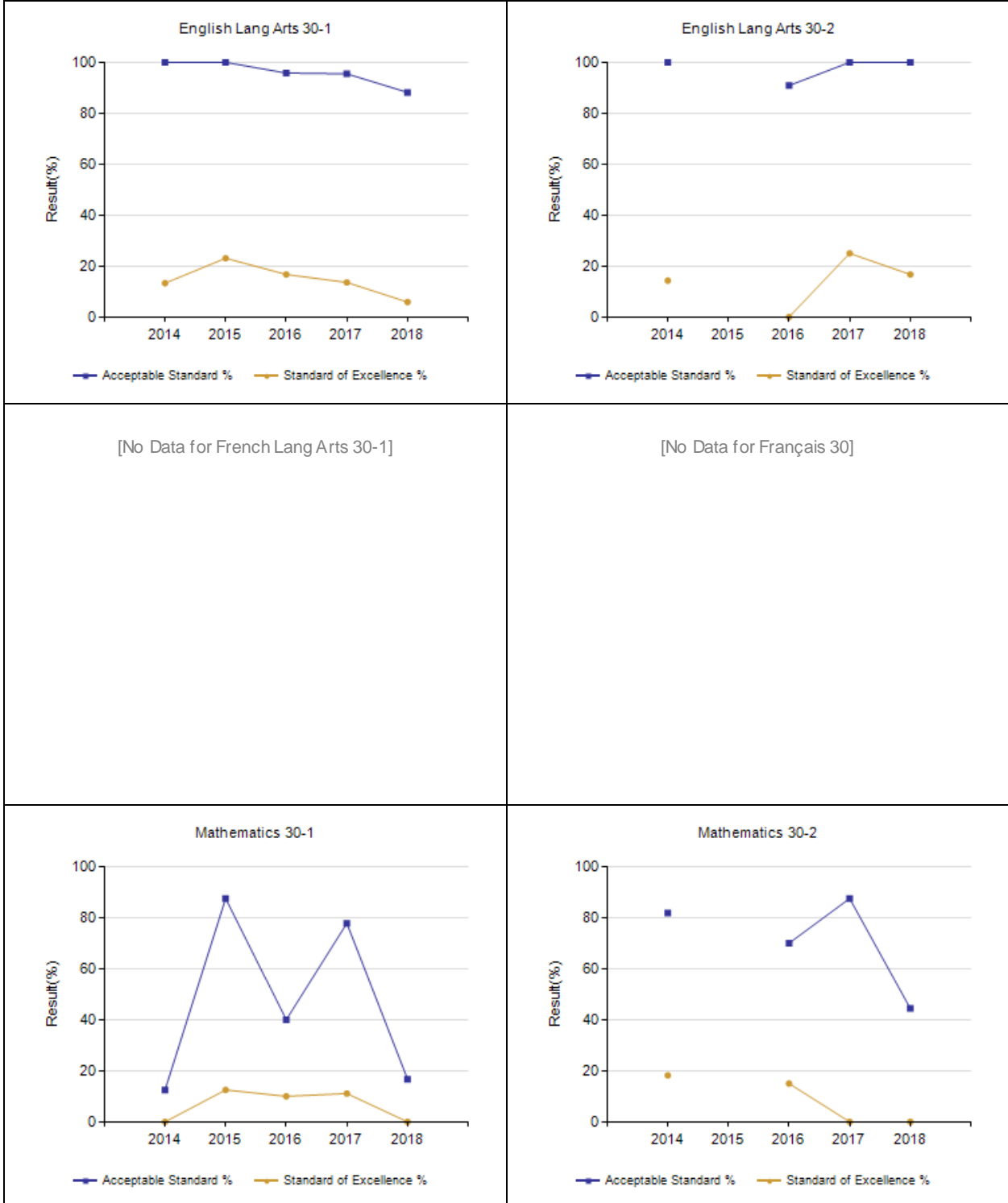
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Caution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



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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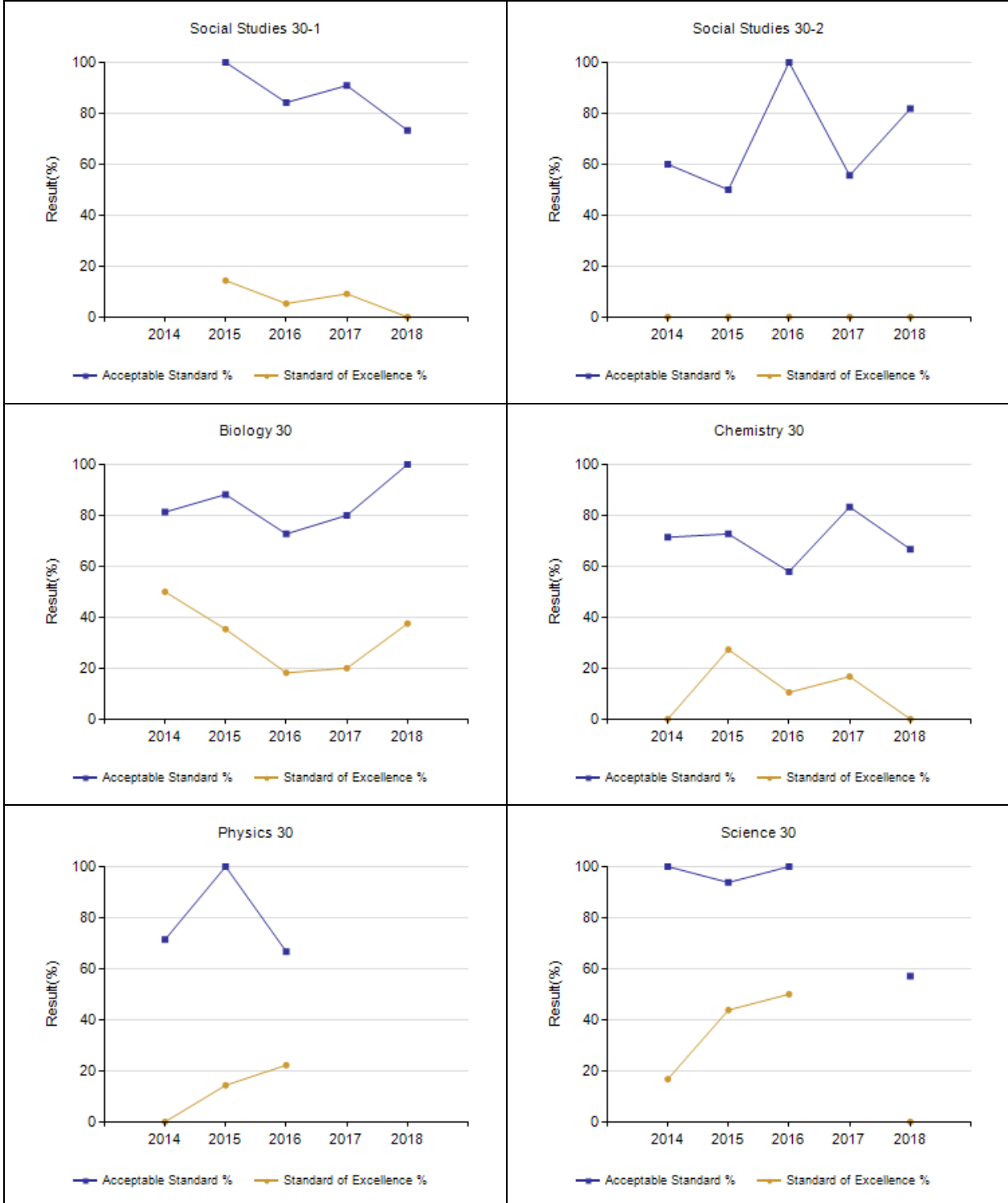
Diploma Examination Results by Course



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.
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Diploma Examination Results by Course



Notes:

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

Diploma Examination Results Course By Course Summary With Measure Evaluation

		Holy Trinity Academy								Alberta			
		Achievement	Improvement	Overall	2018		Prev 3 Year Average		2018		Prev 3 Year Average		
Course	Measure				N	%	N	%	N	%	N	%	
English Lang Arts 30-1	Acceptable Standard	Intermediate	Declined	Issue	17	88.2	20	97.1	30,393	87.5	29,349	86.6	
	Standard of Excellence	Low	Declined	Issue	17	5.9	20	17.8	30,393	13.2	29,349	11.3	
English Lang Arts 30-2	Acceptable Standard	Very High	Maintained	Excellent	12	100.0	12	95.5	16,184	88.0	16,632	89.1	
	Standard of Excellence	High	Maintained	Good	12	16.7	12	12.5	16,184	13.1	16,632	11.7	
French Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,230	93.8	1,312	94.6	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,230	11.0	1,312	9.3	
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	152	97.4	146	97.6	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	152	23.0	146	18.6	
Mathematics 30-1	Acceptable Standard	n/a	n/a	n/a	6	16.7	9	68.4	20,148	77.8	20,605	73.3	
	Standard of Excellence	n/a	n/a	n/a	6	0.0	9	11.2	20,148	35.3	20,605	29.4	
Mathematics 30-2	Acceptable Standard	n/a	n/a	n/a	9	44.4	14	78.8	14,362	74.2	13,516	74.7	
	Standard of Excellence	n/a	n/a	n/a	9	0.0	14	7.5	14,362	16.4	13,516	16.1	
Social Studies 30-1	Acceptable Standard	Low	Declined	Issue	15	73.3	18	91.7	21,793	86.2	21,941	86.0	
	Standard of Excellence	Very Low	Declined	Concern	15	0.0	18	9.5	21,793	17.7	21,941	15.1	
Social Studies 30-2	Acceptable Standard	Intermediate	Maintained	Acceptable	11	81.8	9	68.5	20,391	78.8	19,847	81.0	
	Standard of Excellence	Very Low	Maintained	Concern	11	0.0	9	0.0	20,391	12.2	19,847	12.7	
Biology 30	Acceptable Standard	Very High	Improved	Excellent	8	100.0	16	80.3	23,026	86.6	22,263	85.0	
	Standard of Excellence	Very High	Maintained	Excellent	8	37.5	16	24.5	23,026	36.6	22,263	32.6	
Chemistry 30	Acceptable Standard	Low	Maintained	Issue	6	66.7	14	71.3	18,770	83.6	19,031	82.3	
	Standard of Excellence	Very Low	Declined	Concern	6	0.0	14	18.2	18,770	38.3	19,031	35.8	
Physics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	8	83.3	9,679	86.2	10,276	85.1	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	8	18.3	9,679	43.6	10,276	39.1	
Science 30	Acceptable Standard	Very Low	Declined Significantly	Concern	7	57.1	11	96.9	9,426	85.4	8,651	84.4	
	Standard of Excellence	Low	Declined Significantly	Concern	7	0.0	11	46.9	9,426	31.5	8,651	27.6	

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 fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.

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

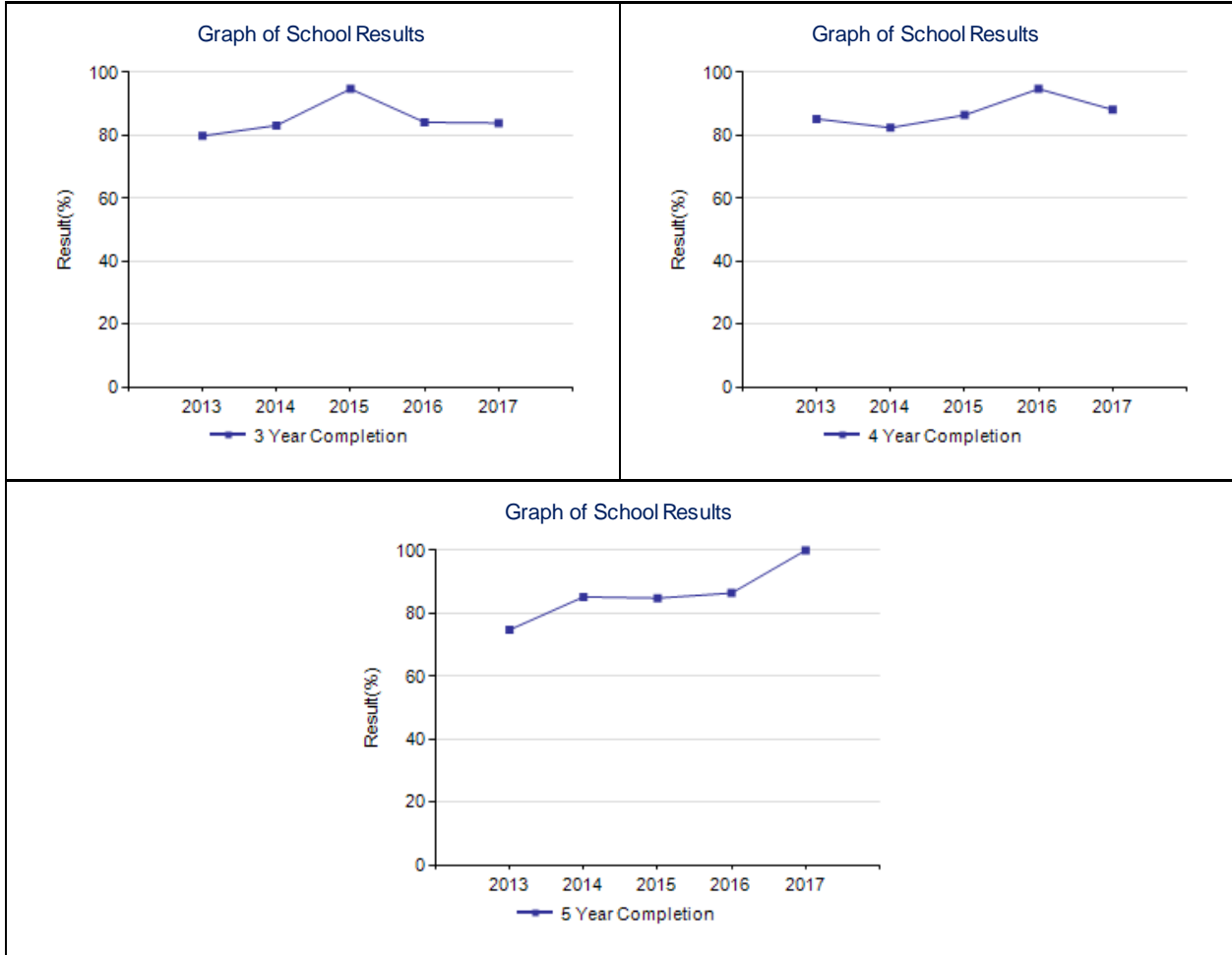
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	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				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
3 Year Completion	79.8	83.1	94.7	84.1	83.9	83.3	81.7	86.8	87.5	83.1	75.3	76.5	76.5	78.0	78.0
4 Year Completion	85.2	82.4	86.4	94.7	88.1	80.7	86.9	82.8	90.3	91.3	79.6	79.9	81.0	81.2	82.6
5 Year Completion	74.7	85.2	84.8	86.4	100.0	83.6	82.0	89.8	83.5	93.4	81.5	82.0	82.1	83.2	83.4

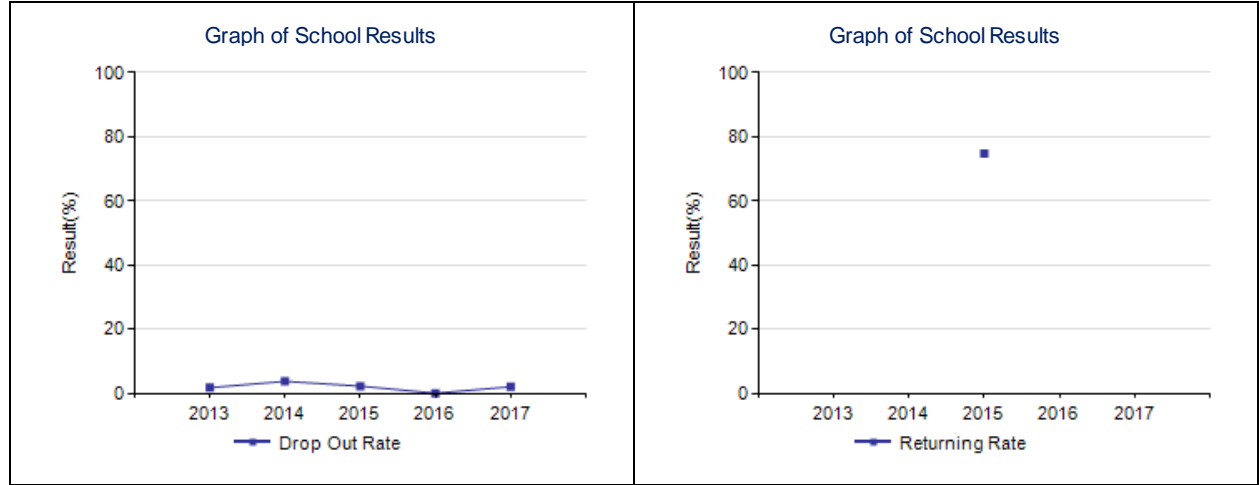


Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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. 2016 results for 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort caused by one authority.

Drop Out Rate – Measure Details

Drop Out Rate - annual dropout rate of students aged 14 to 18															
	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Drop Out Rate	1.7	3.7	2.2	0.0	2.0	1.7	2.0	1.8	1.5	0.3	3.3	3.5	3.2	3.0	2.3
Returning Rate	*	*	74.7	*	n/a	11.8	0.0	42.5	10.2	0.0	20.7	20.9	18.2	18.9	19.9



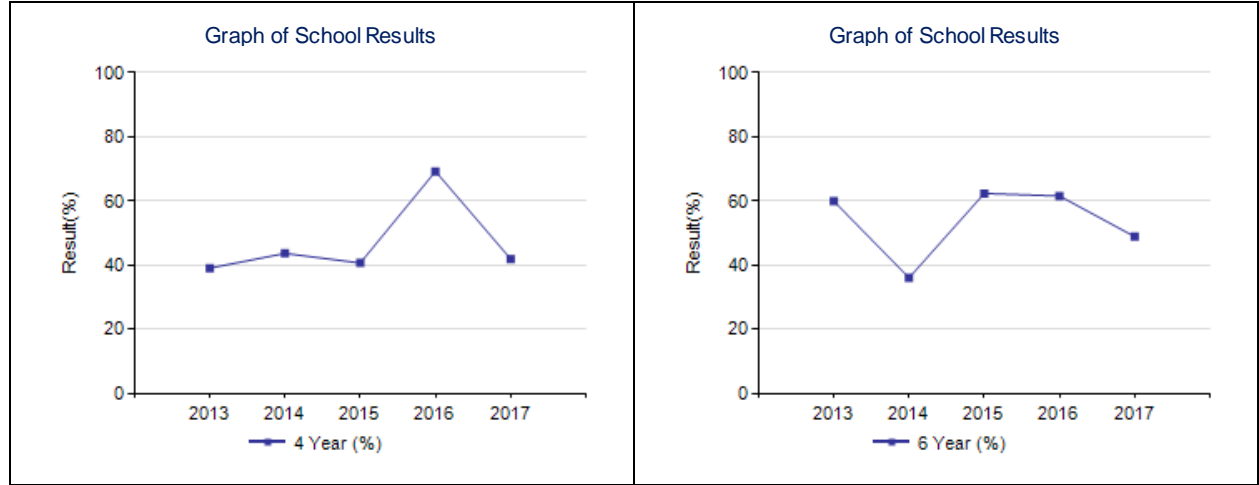
Notes:

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				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
4 Year Rate	39.0	43.6	40.6	69.2	41.8	37.4	37.9	38.0	39.5	47.5	39.7	38.3	37.0	37.0	39.3
6 Year Rate	59.9	36.0	62.3	61.5	48.8	61.6	56.7	54.8	61.2	54.0	59.0	59.7	59.4	57.9	58.7



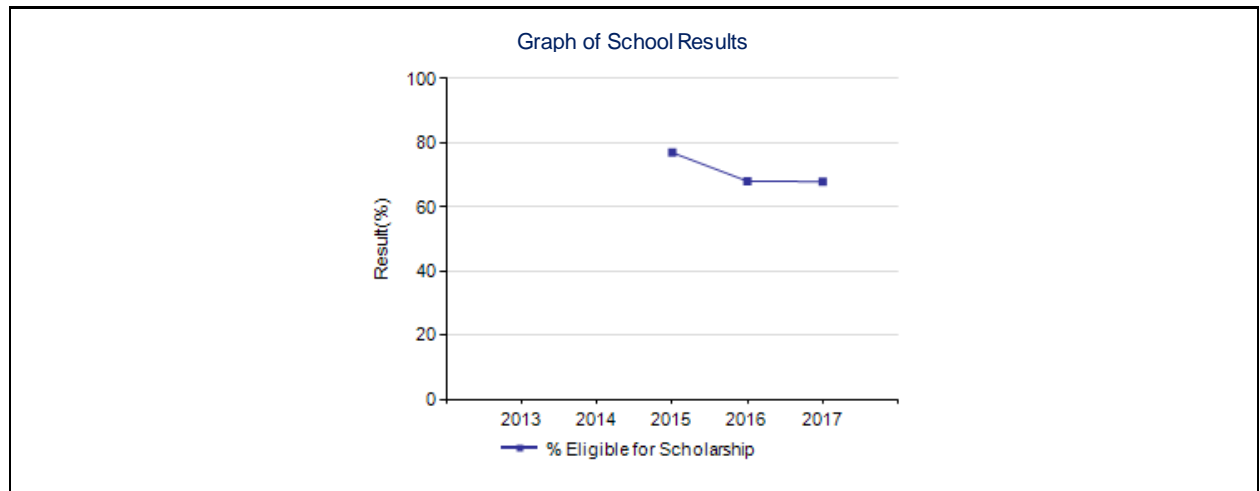
Notes:

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				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Rutherford Scholarship Eligibility Rate	n/a	n/a	76.9	68.0	67.9	n/a	n/a	61.9	72.5	62.7	n/a	n/a	60.8	62.3	63.4

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
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	13	9	69.2	10	76.9	5	38.5	10	76.9
2016	25	15	60.0	14	56.0	9	36.0	17	68.0
2017	28	18	64.3	15	53.6	10	35.7	19	67.9



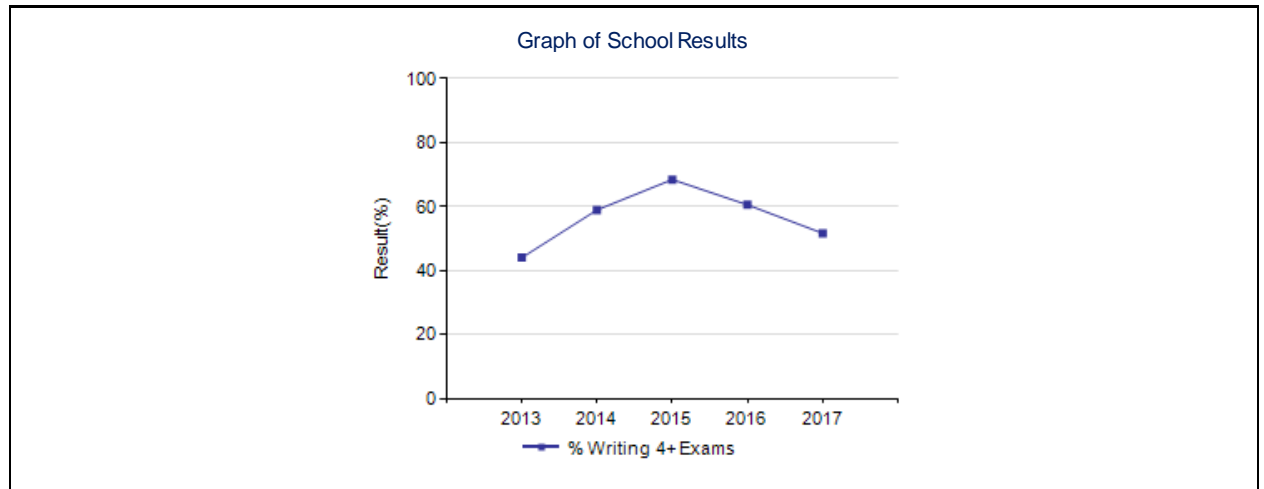
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
% Writing 0 Exams	12.4	17.0	0.0	10.6	9.7	12.2	17.6	9.2	8.5	8.0	16.6	15.7	15.7	15.0	14.8
% Writing 1+ Exams	87.6	83.0	100.0	89.4	90.3	87.8	82.4	90.8	91.5	92.0	83.4	84.3	84.3	85.0	85.2
% Writing 2+ Exams	82.5	83.0	100.0	86.7	90.3	84.8	81.6	89.2	89.1	89.8	80.3	81.4	81.2	82.0	82.3
% Writing 3+ Exams	60.5	62.3	73.7	73.6	74.2	62.3	59.8	61.9	77.9	71.0	63.3	65.0	64.7	65.2	66.1
% Writing 4+ Exams	44.0	58.9	68.4	60.5	51.6	54.5	54.8	55.5	65.8	57.4	50.1	54.4	54.6	54.9	55.7
% Writing 5+ Exams	38.5	45.0	63.2	49.9	29.0	37.4	42.1	40.2	49.8	37.0	31.5	36.3	37.1	37.5	37.8
% Writing 6+ Exams	5.5	27.7	52.6	23.7	3.2	14.8	26.1	22.5	20.9	9.8	11.4	13.1	13.8	13.6	13.9



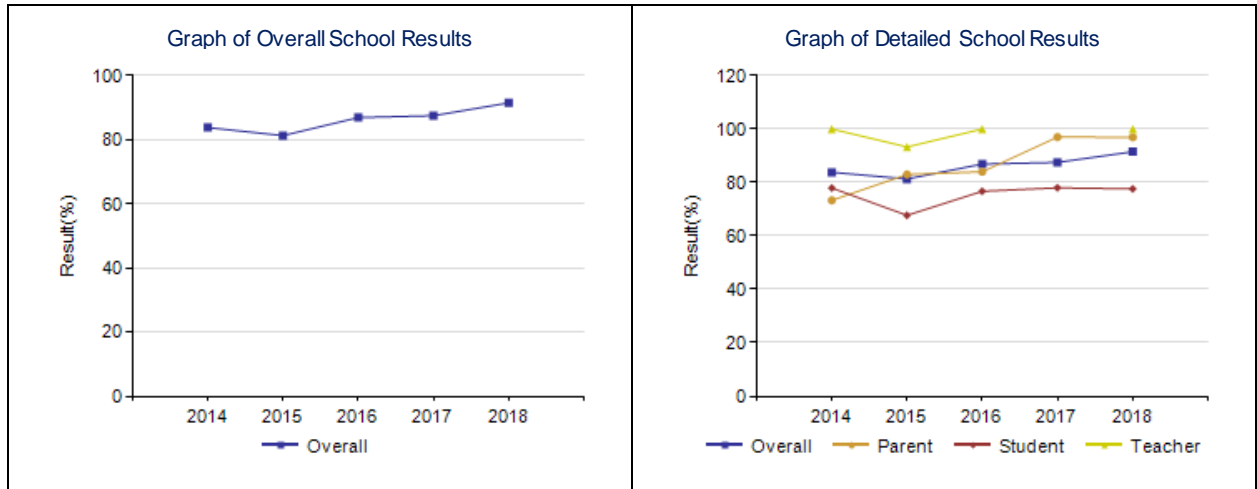
Percentage of students writing 1 or more Diploma Examinations by the end of their 3rd year of high school, by course and subject.															
	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
English Language Arts 30-1	48.6	48.3	78.9	59.0	64.5	48.5	49.6	52.4	59.1	54.9	53.9	54.0	53.2	54.0	55.0
English Language Arts 30-2	32.4	31.0	15.8	25.6	25.8	33.8	30.6	35.7	28.3	38.3	27.1	28.0	28.7	28.7	28.8
Total of 1 or more English Diploma Exams	81.1	79.3	94.7	84.6	90.3	82.3	80.2	87.3	87.4	89.5	78.7	79.7	79.5	80.1	80.9
Social Studies 30-1	51.4	58.6	78.9	51.3	61.3	48.5	48.8	48.4	57.5	48.9	45.8	45.1	43.5	45.1	44.9
Social Studies 30-2	32.4	24.1	21.1	35.9	29.0	36.9	31.4	42.1	30.7	39.1	33.7	35.2	36.7	35.8	36.4
Total of 1 or more Social Diploma Exams	83.8	82.8	100.0	87.2	90.3	85.4	80.2	88.9	88.2	88.0	78.8	79.6	79.5	80.3	80.7
Pure Mathematics 30	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	7.2	0.1	0.0	0.0	0.0
Applied Mathematics 30	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.2	0.0	0.0	0.0	0.0
Mathematics 30-1	35.1	27.6	52.6	20.5	25.8	37.7	31.4	34.1	26.0	24.8	29.7	37.3	37.1	36.4	35.5
Mathematics 30-2	18.9	37.9	10.5	41.0	25.8	20.8	25.6	23.0	40.2	36.8	16.7	21.4	22.4	23.7	25.1
Total of 1 or more Math Diploma Exams	54.1	62.1	63.2	59.0	48.4	57.7	55.4	56.3	65.4	59.4	52.1	57.0	57.6	58.3	58.6
Biology 30	45.9	51.7	73.7	46.2	67.7	37.7	44.6	38.1	52.0	39.1	42.2	41.4	40.6	40.7	41.7
Chemistry 30	40.5	48.3	63.2	43.6	32.3	36.9	38.0	39.7	37.8	33.8	31.5	34.7	35.7	35.6	35.1
Physics 30	5.4	24.1	42.1	20.5	6.5	23.1	21.5	21.4	25.2	17.3	17.3	20.0	19.9	19.3	18.6
Science 30	2.7	27.6	52.6	51.3	3.2	14.6	25.6	29.4	37.0	28.6	9.8	12.8	14.1	15.7	16.9
Total of 1 or more Science Diploma Exams	51.4	62.1	78.9	69.2	74.2	58.5	57.0	59.5	75.6	70.7	57.3	59.4	59.8	60.5	61.2
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	0.2	0.3	0.3
French Language Arts 30	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.7	2.7	2.8	2.8	3.0
Total of 1 or more French Diploma Exams	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	3.0	2.9	3.0	3.1	3.3

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
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.
4. 2016 results for 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort caused by one authority.

Citizenship – Measure Details

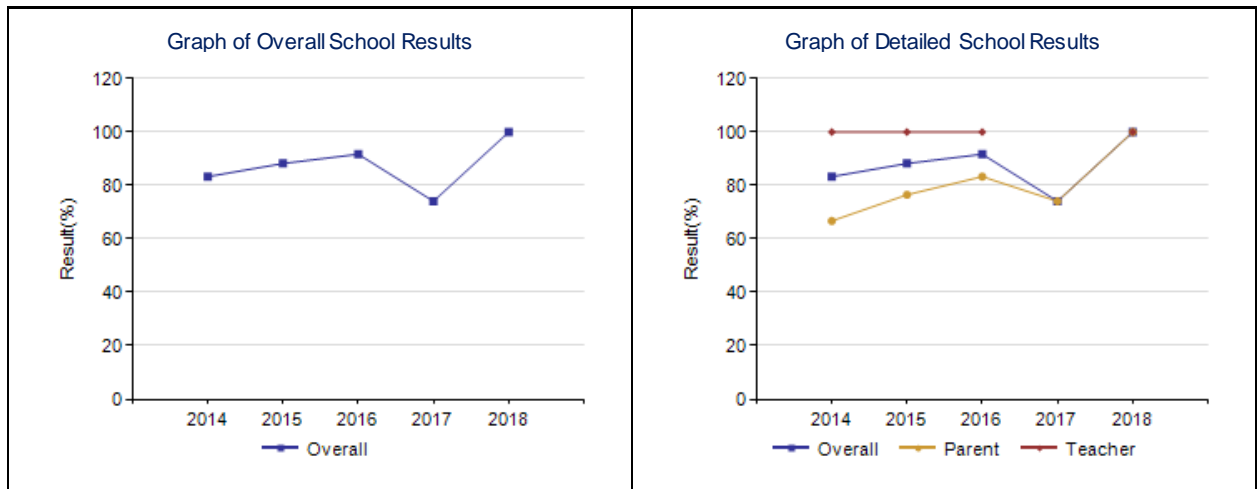
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	83.8	81.3	86.9	87.5	91.5	86.7	85.4	85.3	86.7	85.0	83.4	83.5	83.9	83.7	83.0
Teacher	100.0	93.3	100.0	n/a	100.0	96.8	98.2	96.8	97.2	94.7	93.8	94.2	94.5	94.0	93.4
Parent	73.3	83.0	84.0	97.0	96.9	83.8	81.6	84.1	87.5	88.1	81.9	82.1	82.9	82.7	81.7
Student	77.9	67.7	76.7	78.0	77.6	79.5	76.5	75.1	75.2	72.1	74.5	74.2	74.5	74.4	73.9



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

Work Preparation – Measure Details

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.															
	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	83.3	88.2	91.7	74.1	100.0	82.2	85.6	85.2	86.8	86.3	81.2	82.0	82.6	82.7	82.4
Teacher	100.0	100.0	100.0	n/a	100.0	89.6	93.6	93.9	92.9	92.9	89.3	89.7	90.5	90.4	90.3
Parent	66.7	76.5	83.3	74.1	100.0	74.8	77.6	76.5	80.7	79.6	73.1	74.2	74.8	75.1	74.6



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

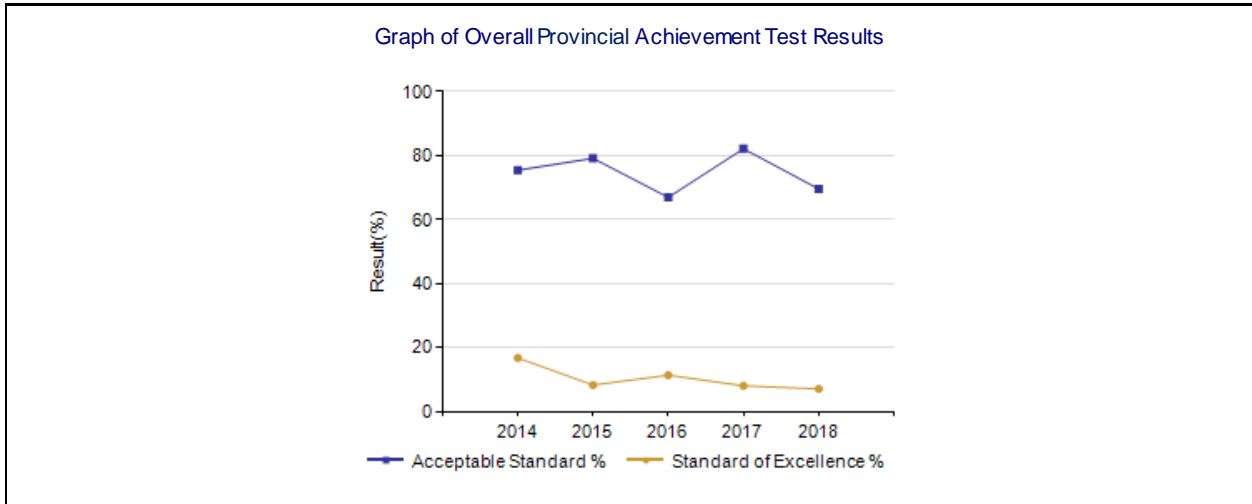
Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2014		2015		2016		2017		2018		2018	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	79.7	18.7	87.4	21.9	88.1	22.6	92.3	13.8	92.9	16.3		
	Province	81.9	17.6	82.8	19.5	82.9	20.4	82.5	18.9	83.5	17.9		
French Language Arts 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	*	*	100.0	27.3	92.3	0.0	87.1	12.9		
	Province	88.0	15.6	87.5	13.6	87.7	14.2	85.1	13.5	85.2	12.3		
Français 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	90.6	17.1	89.0	15.0	91.4	17.2	92.1	21.6	93.3	23.1		
Mathematics 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	71.1	13.4	78.1	13.3	76.5	12.6	73.4	8.1	76.8	10.8		
	Province	73.5	15.4	73.2	14.1	72.2	14.0	69.4	12.6	72.9	14.0		
Science 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	78.5	30.1	86.4	28.9	84.2	29.0	85.5	29.3	86.6	27.6		
	Province	75.9	24.9	76.3	25.3	78.0	27.1	76.9	29.0	78.8	30.5		
Social Studies 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	68.3	13.8	79.7	17.6	72.6	21.3	80.1	15.8	82.1	21.1		
	Province	70.4	16.6	69.8	18.1	71.4	22.0	72.9	21.7	75.1	23.2		
English Language Arts 9	School	96.3	14.8	85.7	0.0	75.0	5.0	92.6	3.7	76.7	0.0		
	Authority	84.6	15.9	82.6	15.6	83.3	12.4	85.3	18.2	80.8	12.8		
	Province	76.3	15.0	75.6	14.4	77.0	15.2	76.8	14.9	76.1	14.7		
English Lang Arts 9 KAE	School	*	*	n/a	n/a	n/a	n/a	*	*	*	*		
	Authority	58.3	12.5	*	*	50.0	10.0	66.7	11.1	*	*		
	Province	62.8	3.5	63.0	4.5	59.8	6.2	58.8	5.9	55.7	5.9		
French Language Arts 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	86.5	11.1	85.8	10.1	83.0	10.8	83.1	11.2	81.4	9.8		
Français 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	86.1	17.8	88.5	20.2	86.4	26.8	88.9	26.1	82.7	22.3		
Mathematics 9	School	55.2	17.2	61.5	3.8	67.5	12.5	70.4	3.7	62.1	10.3		
	Authority	74.8	15.9	76.6	19.8	78.3	17.0	80.0	23.1	64.6	11.8		
	Province	67.1	17.3	65.3	17.9	67.8	17.5	67.2	19.0	59.2	15.0		
Mathematics 9 KAE	School	*	*	*	*	n/a	n/a	*	*	*	*		
	Authority	44.0	12.0	66.7	33.3	64.3	7.1	61.5	15.4	50.0	0.0		
	Province	63.4	14.5	60.9	14.4	61.2	13.0	57.5	13.3	57.4	13.6		
Science 9	School	88.9	22.2	88.9	14.8	65.0	12.5	85.2	14.8	75.0	6.3		
	Authority	79.0	21.0	83.9	26.5	76.9	19.7	81.0	26.0	79.1	20.9		
	Province	73.2	22.1	74.1	22.8	74.2	22.4	74.0	21.4	75.7	24.4		
Science 9 KAE	School	*	*	n/a	n/a	n/a	n/a	*	*	n/a	n/a		
	Authority	54.2	20.8	*	*	60.0	10.0	88.9	0.0	*	*		
	Province	64.1	14.9	64.5	15.1	63.8	14.3	63.9	13.3	64.6	12.3		
Social Studies 9	School	79.3	20.7	77.8	14.8	60.0	15.0	82.1	10.7	66.7	13.3		
	Authority	69.0	22.2	81.2	30.5	71.4	20.9	73.6	27.5	67.7	22.6		
	Province	65.5	19.9	65.1	19.8	64.7	18.0	67.0	20.2	66.7	21.5		
Social Studies 9 KAE	School	*	*	n/a	n/a	n/a	n/a	n/a	n/a	*	*		
	Authority	43.5	13.0	*	*	60.0	20.0	50.0	0.0	*	*		
	Province	61.8	10.7	57.3	11.2	58.0	11.6	56.3	12.7	55.2	14.2		

Notes:

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

2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/2017 and Mathematics 9 in 2017/2018, respectively.



Notes:

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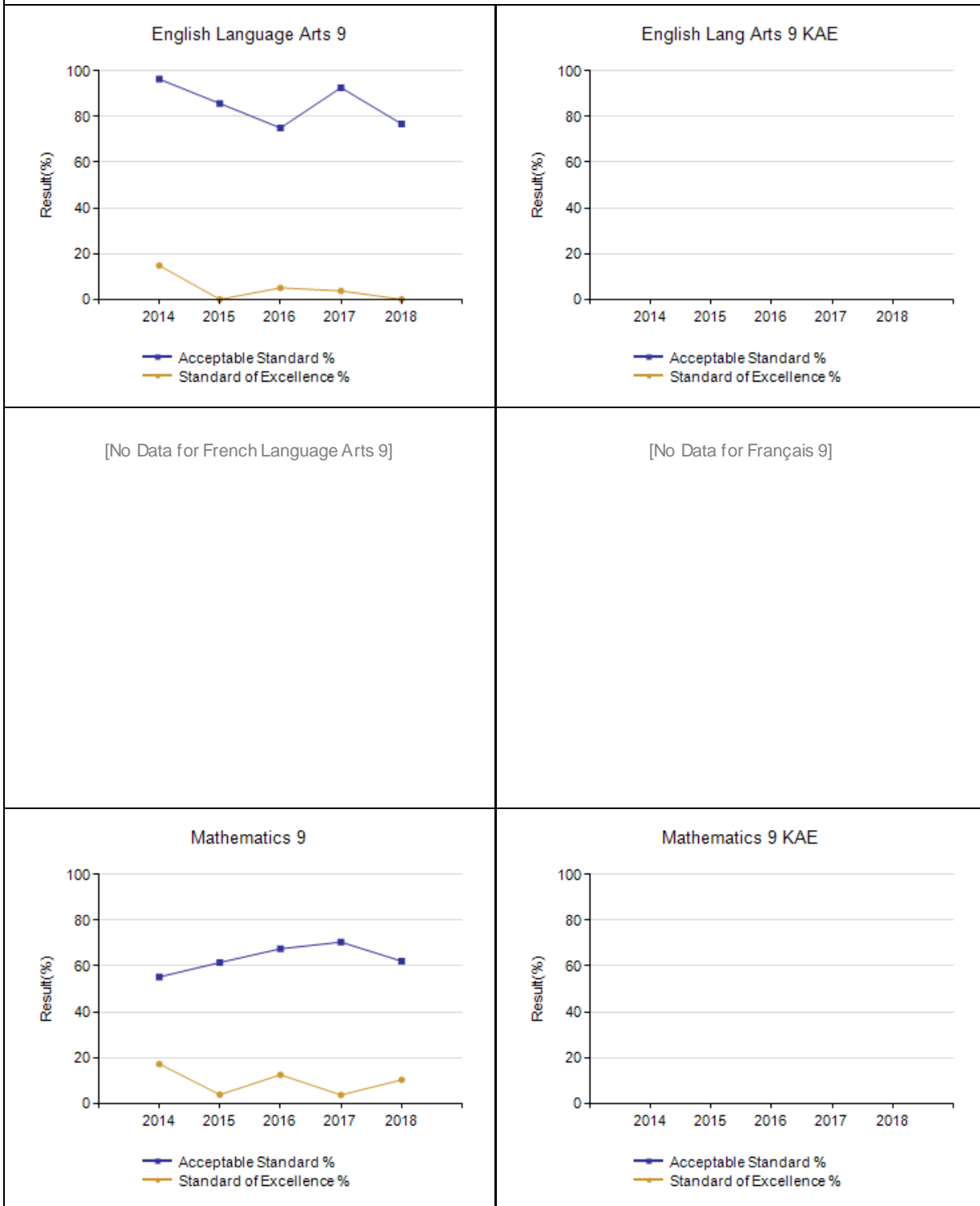
Graph of Provincial Achievement Test Results by Course

<p>[No Data for English Language Arts 6]</p>	<p>[No Data for French Language Arts 6]</p>
<p>[No Data for Français 6]</p>	<p>[No Data for Mathematics 6]</p>
<p>[No Data for Science 6]</p>	<p>[No Data for Social Studies 6]</p>

Notes:

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

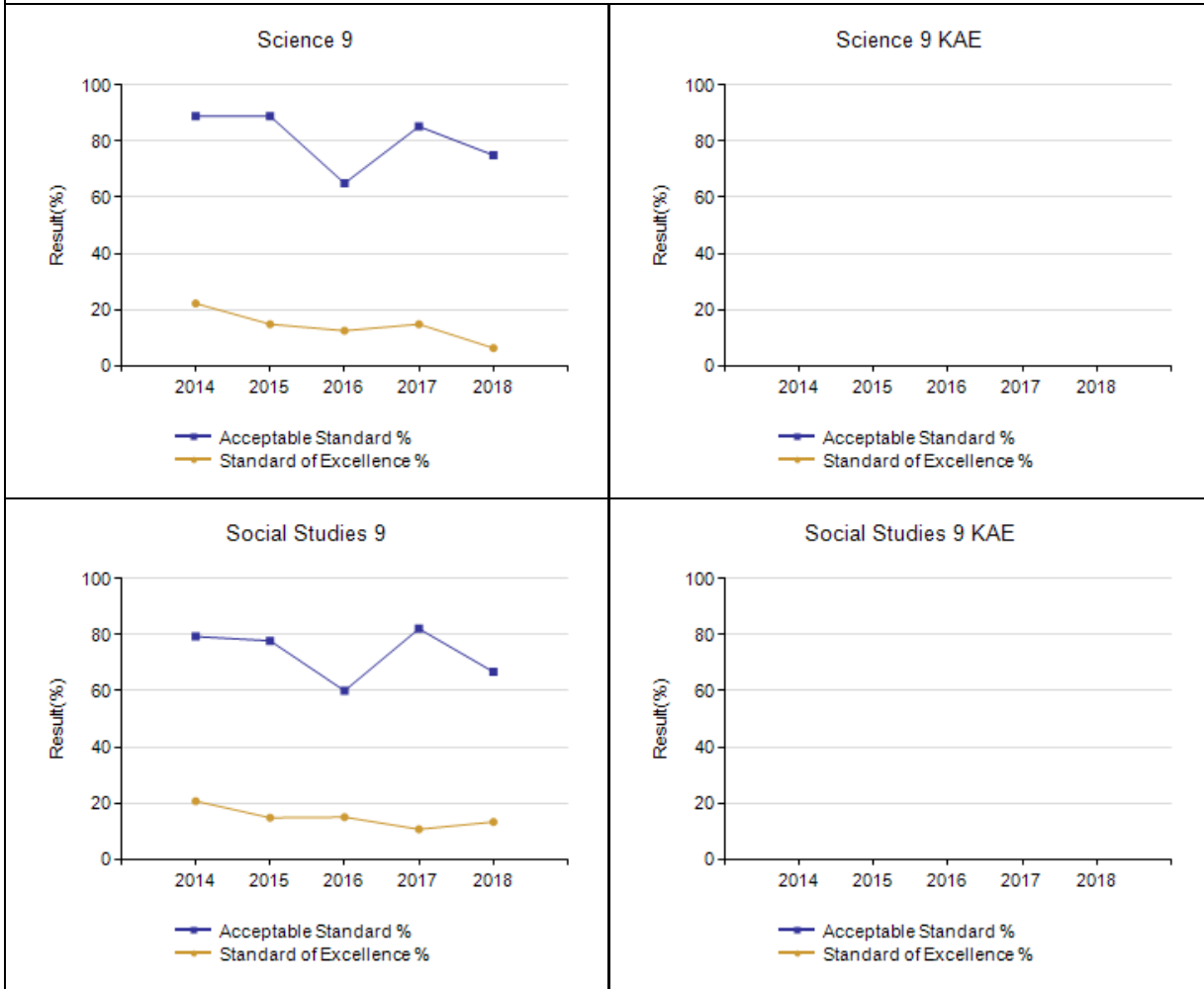
Graph of Provincial Achievement Test Results by Course



Notes:

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3. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/2017 and Mathematics 9 in 2017/2018, respectively.

Graph of Provincial Achievement Test Results by Course



Notes:

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

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

		Holy Trinity Academy							Alberta			
		Achievement		Improvement	Overall	2018		Prev 3 Year Average		2018		Prev 3 Year Average
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	51,540	83.5	48,248	82.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	51,540	17.9	48,248	19.6
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,326	85.2	3,007	86.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,326	12.3	3,007	13.7
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	611	93.3	528	90.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	611	23.1	528	18.0
Mathematics 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	51,486	72.9	48,172	71.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	51,486	14.0	48,172	13.6
Science 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	51,517	78.8	48,180	77.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	51,517	30.5	48,180	27.1
Social Studies 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	51,525	75.1	48,170	71.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	51,525	23.2	48,170	20.6
English Language Arts 9	Acceptable Standard	Intermediate	Maintained	Acceptable	30	76.7	32	84.4	46,822	76.1	44,296	76.5
	Standard of Excellence	Very Low	Maintained	Concern	30	0.0	32	2.9	46,822	14.7	44,296	14.9
English Lang Arts 9 KAE	Acceptable Standard	*	*	*	2	*	n/a	n/a	1,588	55.7	1,543	60.5
	Standard of Excellence	*	*	*	2	*	n/a	n/a	1,588	5.9	1,543	5.6
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,899	81.4	2,660	84.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,899	9.8	2,660	10.7
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	358	82.7	391	87.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	358	22.3	391	24.4
Mathematics 9	Acceptable Standard	Intermediate	Maintained	Acceptable	29	62.1	31	66.5	46,603	59.2	43,851	66.8
	Standard of Excellence	Low	Maintained	Issue	29	10.3	31	6.7	46,603	15.0	43,851	18.1
Mathematics 9 KAE	Acceptable Standard	*	*	*	3	*	n/a	n/a	2,049	57.4	1,983	59.9
	Standard of Excellence	*	*	*	3	*	n/a	n/a	2,049	13.6	1,983	13.6
Science 9	Acceptable Standard	High	Maintained	Good	32	75.0	31	79.7	46,810	75.7	44,341	74.1
	Standard of Excellence	Low	Declined	Issue	32	6.3	31	14.0	46,810	24.4	44,341	22.2
Science 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,528	64.6	1,522	64.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,528	12.3	1,522	14.3
Social Studies 9	Acceptable Standard	Intermediate	Maintained	Acceptable	30	66.7	32	73.3	46,840	66.7	44,267	65.6
	Standard of Excellence	Intermediate	Maintained	Acceptable	30	13.3	32	13.5	46,840	21.5	44,267	19.4
Social Studies 9 KAE	Acceptable Standard	*	*	*	2	*	n/a	n/a	1,501	55.2	1,493	57.2
	Standard of Excellence	*	*	*	2	*	n/a	n/a	1,501	14.2	1,493	11.8

Notes:

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

Measure Evaluation Reference - Achievement Evaluation

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

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

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

Notes:

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

Improvement Table

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

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

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

Overall Evaluation Table

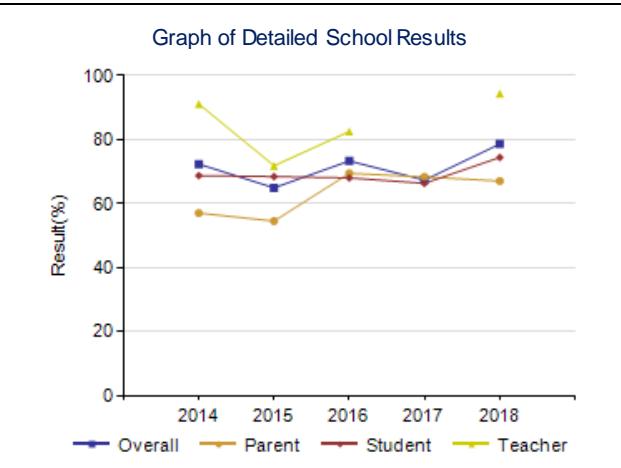
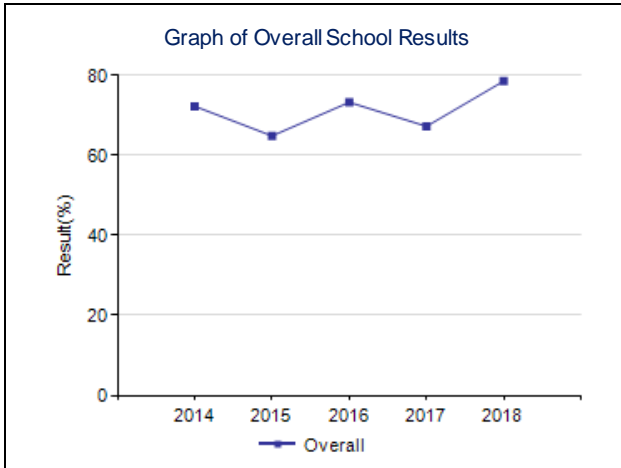
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

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

Program of Studies – Measure Details

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

	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	72.3	64.9	73.3	67.3	78.6	78.4	76.3	77.8	78.6	80.6	81.3	81.3	81.9	81.9	81.8
Teacher	91.1	71.8	82.5	n/a	94.4	84.8	86.3	87.6	88.1	88.3	87.5	87.2	88.1	88.0	88.4
Parent	57.0	54.5	69.4	68.3	67.0	78.1	72.5	77.1	74.5	80.4	79.9	79.9	80.1	80.1	79.9
Student	68.7	68.4	68.0	66.3	74.4	72.2	70.0	68.6	73.2	73.2	76.6	76.9	77.5	77.7	77.2



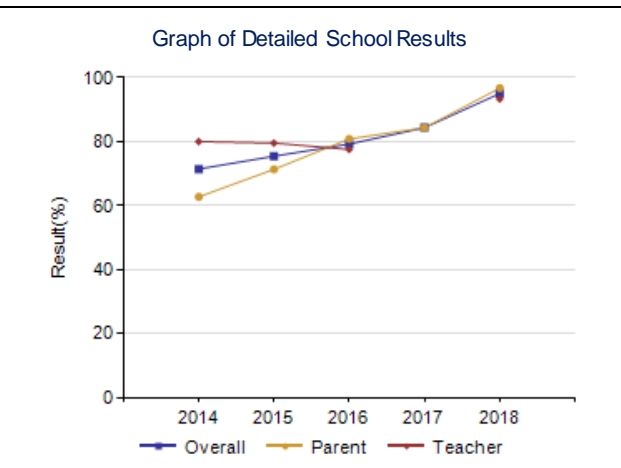
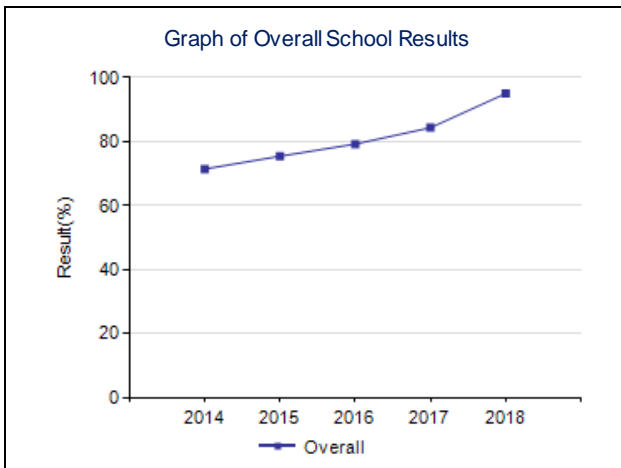
Notes:

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

Parental Involvement – Measure Details

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

	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	71.4	75.4	79.2	84.3	95.0	79.3	80.0	82.4	84.4	84.9	80.6	80.7	80.9	81.2	81.2
Teacher	80.0	79.5	77.5	n/a	93.3	86.6	90.9	90.2	92.3	90.7	88.0	88.1	88.4	88.5	88.9
Parent	62.7	71.3	80.8	84.3	96.7	71.9	69.1	74.7	76.5	79.0	73.1	73.4	73.5	73.9	73.4



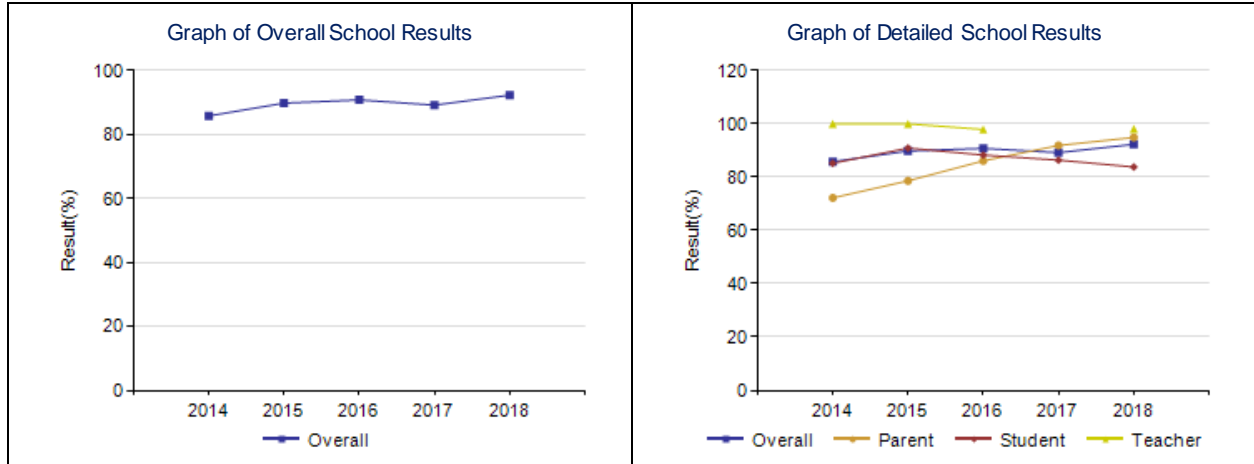
Notes:

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Education Quality – Measure Details

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

	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	85.8	89.8	90.8	89.2	92.3	90.9	91.2	90.5	92.8	92.5	89.2	89.5	90.1	90.1	90.0
Teacher	100.0	100.0	97.9	n/a	98.1	97.7	97.6	96.3	97.9	96.9	95.5	95.9	96.0	95.9	95.8
Parent	72.2	78.6	86.1	91.9	94.9	85.3	86.3	87.4	91.5	92.3	84.7	85.4	86.1	86.4	86.0
Student	85.2	90.9	88.3	86.4	83.8	89.6	89.8	87.8	88.9	88.3	87.3	87.4	88.0	88.1	88.2

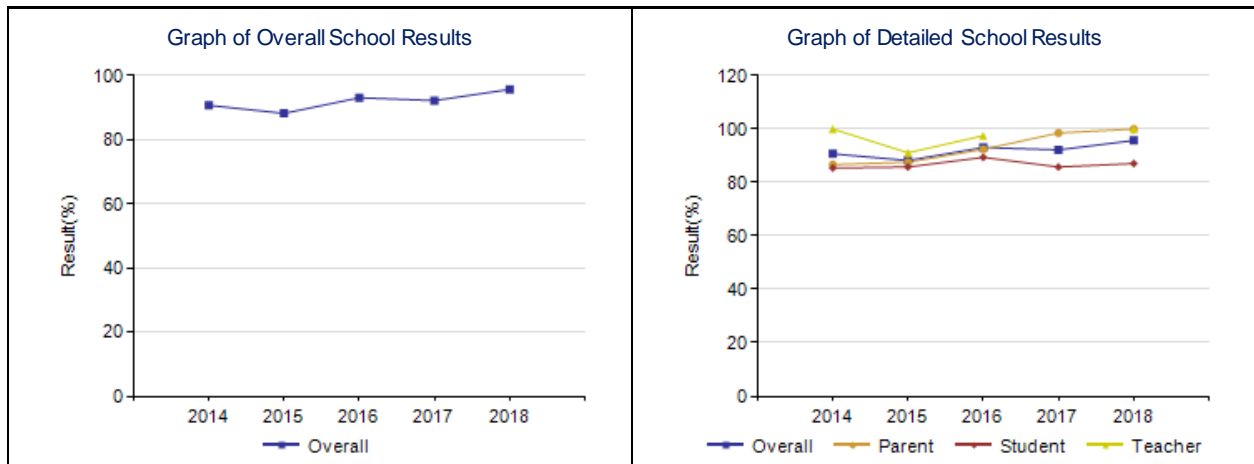


- Notes:
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Safe and Caring – Measure Details

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

	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	90.7	88.2	93.1	92.2	95.7	90.5	91.0	89.7	91.5	90.7	89.1	89.2	89.5	89.5	89.0
Teacher	100.0	91.1	97.5	n/a	100.0	97.1	97.4	96.4	96.7	95.7	95.3	95.4	95.4	95.3	95.0
Parent	86.7	87.6	92.4	98.5	100.0	88.4	89.0	88.8	92.6	94.0	88.9	89.3	89.8	89.9	89.4
Student	85.4	85.8	89.4	85.8	87.1	86.0	86.5	84.0	85.3	82.5	83.1	83.0	83.4	83.3	82.5

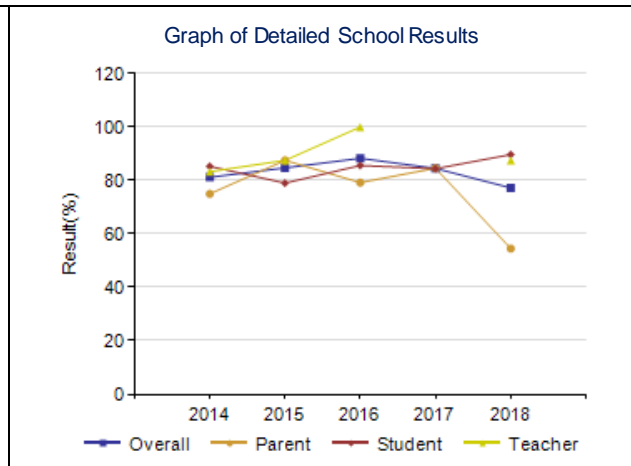
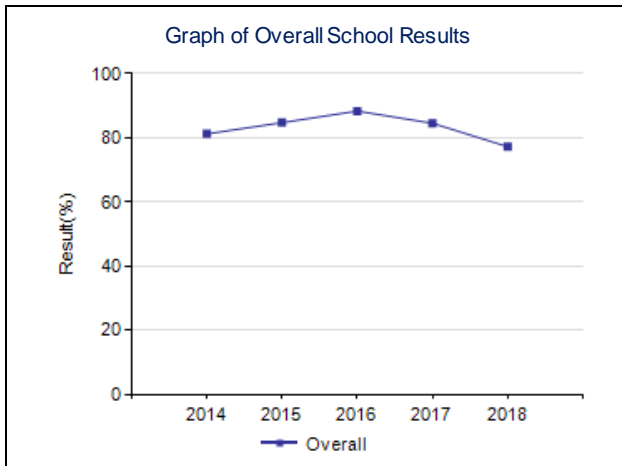


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School Improvement – Measure Details

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

	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	81.2	84.7	88.3	84.5	77.2	83.3	82.9	82.4	84.1	81.4	79.8	79.6	81.2	81.4	80.3
Teacher	83.3	87.5	100.0	n/a	87.5	83.2	86.5	87.6	87.6	81.3	81.3	79.8	82.3	82.2	81.5
Parent	75.0	87.5	79.2	84.6	54.5	78.9	79.9	78.8	82.8	84.1	77.0	78.5	79.7	80.8	79.3
Student	85.3	79.0	85.6	84.4	89.7	87.9	82.4	80.7	81.7	78.9	81.2	80.7	81.5	81.1	80.2



Notes:

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Calendar of School Professional Development 2018-2019

August 29, 2018	Staff Meeting & Organizational Day
August 30, 2018	Organizational & Teacher Preparation Day
August 31, 2018	Reflection Day - Father Leduc School
September 14, 2018	STAR Learning Day - Wetaskiwin
September 21, 2018	Engagement Level 3 (Zarski) & SLT Meeting
October 19, 2018	Engagement Level 4 (Zarski) & PGP Meetings
November 9, 2018	ATA Teachers Institute Day
November 23, 2018	Staff Retreat with Clare Ganton - Live the Way
February 7-8, 2019	Teachers Convention
February 11, 2019	Teacher PGP time
March 8, 2019	Faith PD - Sharing love through gratitude
April 12, 2019	Open Yourself to the Love of God: <i>Catholicism and Mindfulness</i>
May 10, 2019	When Students Get in Trouble – Alternatives to Consider - ATA
June 28, 2019	Teachers Work Day - Year End

Liturgies and Masses for 2018-2019

September 19, 2018	Opening School Mass at HTA 11:00AM Father Jaya Rajan- Presider
October 5, 2018	Thanksgiving Liturgical Celebration at HTA 10:30am Administration in place of Father Jaya
November 8, 2018	Remembrance Day Liturgical Celebration at HTA 10:45am Administration in place of Father Jaya
November 23, 2018	Annual HTA Staff Retreat at Star of the North with Clare Ganton. Afternoon- team building.
November 30, 2018	Advent Liturgical Celebration at HTA 11:00 Father Jaya Rajan - Presider Advent Wreath & Nativity Blessing following Liturgy
January 16, 2019	Grade 11 Eucharistic Celebration at HTA Chapel 12:30pm Grade 10 Eucharistic Celebration at HTA Chapel 2:30pm Father Jaya Rajan - Presider
March 6, 2019	Ash Wednesday Eucharistic Celebration at St. Anthony Parish 10:30am Father Jaya Rajan- Presider
March 15, 2019	Grade 9 Eucharistic Celebration at HTA Chapel 10:00 Father Jaya Rajan - Presider
May 2-3, 2019	Grade 12 Graduation Retreat (YOWOCHAS) Eucharistic Celebration at Retreat Center 1:00pm
May 14, 2019	Grade 9 Retreat at Covenant Bay Bible Camp - Liturgical Celebration will take place. Administration in place of Father Jaya
May 15, 2019	Grade 10/11 Retreat at Covenant Bay Bible Camp - Liturgical Celebration will take place. Administration in place of Father Jaya
May 30, 2019	Graduation Mass 7:00 pm Father Jaya Rajan - Presider
May 31, 2019	Graduation Ceremony & Dinner 4:00pm

Budget Report

*St. Thomas Aquinas Roman Catholic Schools
2018-2019 Play Budget (Nov)*

Expenditures

CategoryName	Holy Trinity	Total
Local Revenues & Fees	\$0	\$0
301 - Regular Instruction 1 - 12	\$1,039,475	\$1,039,475
301A - Faith Development	\$10,000	\$10,000
302 - Distance Education	\$250	\$250
305 - Library	\$0	\$0
323 - First Aid	\$0	\$0
324 - Counselling	\$500	\$500
325 - Inclusive Education	\$63,754	\$63,754
330 - ESL	\$0	\$0
355 - School Administration	\$226,261	\$226,261
386 - Small Class Size Initiative	\$0	\$0
700 - General External Services	\$0	\$0
Instruction Program Allocations	\$1,211,843	\$1,211,843
Faith Development Allocations	\$20,240	\$20,240
Other Program Allocations	\$7,464	\$7,464
Instruction Block Provincial Priority Targeted Grants	\$36,337	\$36,337
Total	\$2,616,124	\$2,616,124

Revenue And Allocations To Budget Center

CategoryName	Holy Trinity	Total
Local Revenues & Fees	\$0	\$0
301 - Regular Instruction 1 - 12	\$1,039,475	\$1,039,475
301A - Faith Development	\$10,000	\$10,000
302 - Distance Education	\$250	\$250
305 - Library	\$0	\$0
323 - First Aid	\$0	\$0
324 - Counselling	\$500	\$500
325 - Inclusive Education	\$63,754	\$63,754
330 - ESL	\$0	\$0
355 - School Administration	\$226,261	\$226,261
386 - Small Class Size Initiative	\$0	\$0
700 - General External Services	\$0	\$0
Instruction Program Allocations	\$1,211,843	\$1,211,843
Faith Development Allocations	\$20,240	\$20,240
Other Program Allocations	\$7,464	\$7,464
Instruction Block Provincial Priority Targeted Grants	\$36,337	\$36,337
Total	\$2,616,124	\$2,616,124