

**Accountability Pillar Overall Summary
3-Year Plan - May 2020
School: 6970 St. Michaels School**

Measure Category	Measure	St. Michaels School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	91.0	94.4	96.3	89.4	89.0	89.2	Very High	Declined	Good
	Program of Studies	66.4	75.8	74.9	82.4	82.2	82.0	Low	Declined	Issue
Student Learning Opportunities	Education Quality	86.9	94.6	96.2	90.3	90.2	90.1	Intermediate	Declined Significantly	Issue
	Drop Out Rate	0.0	0.0	1.1	2.7	2.6	2.7	Very High	n/a	n/a
Student Learning Achievement (Grades K-9)	High School Completion Rate (3 yr)	*	100.0	100.0	79.7	79.1	78.4	*	*	*
	PAT: Acceptable	92.6	90.6	89.2	73.8	73.6	73.6	Very High	Maintained	Excellent
Student Learning Achievement (Grades 10-12)	PAT: Excellence	26.5	31.3	22.9	20.6	19.9	19.6	Very High	Maintained	Excellent
	Diploma: Acceptable	90.9	75.0	67.7	83.6	83.7	83.1	Very High	Improved	Excellent
Preparation for Lifelong Learning, World of Work, Citizenship	Diploma: Excellence	18.2	14.3	7.8	24.0	24.2	22.5	Intermediate	Maintained	Acceptable
	Diploma Exam Participation Rate (4+ Exams)	*	85.7	76.2	56.4	56.3	55.6	*	*	*
Parental Involvement	Rutherford Scholarship Eligibility Rate	*	100.0	94.4	66.6	64.8	63.5	*	*	*
	Transition Rate (6 yr)	*	73.3	66.1	60.1	59.0	58.5	*	*	*
Continuous Improvement	Work Preparation	75.0	84.1	89.8	84.1	83.0	82.7	Intermediate	Declined	Issue
	Citizenship	87.8	93.7	96.2	83.3	82.9	83.2	Very High	Declined Significantly	Acceptable
Continuous Improvement	Parental Involvement	79.2	88.9	92.3	81.8	81.3	81.2	High	Declined	Acceptable
	School Improvement	71.6	84.1	88.6	81.5	81.0	80.9	Intermediate	Declined Significantly	Issue

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- 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.
- 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), French (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- 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, Français 30-2, Chemistry 30-2, Mathematics 30-1, Mathematics 30-2.
- Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
- 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.
- Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.