



(St. Francis)
Alberta Assurance Statement for the Superintendent
November

Area	School	AB	Diff	Analysis
Student Learning & Engagement <i>The literacy and numeracy skills your child is learning at school are useful, and your child is learning what they need to know.</i>	89.9%	83.7%	+6.2%	Parent agreement regarding student engagement in learning at school has risen significantly, improving from 79.5% to 96.2%. Additionally, overall satisfaction among parents, students, and teachers has increased from 85.9% to 89.9%. At St. Francis, academic rigor and expectations are upheld at a high standard, ensuring that the literacy and numeracy skills students develop are relevant, valuable, and essential for their continued growth.
Citizenship <i>Students at your child's school: follow the rules; help each other when they can; respect each other; are encouraged at school to be involved in activities that help the community; and are encouraged at school to try their best</i>	84.4%	79.4%	+5%	Students, teachers, and parents have expressed satisfaction with the extent to which students at St. Francis model the characteristics of active citizenship. Our school's satisfaction rate is well above the provincial average, standing at 84.4% compared to the provincial average of 79.4%. Additionally, our three-year rolling average reflects steady improvement, showcasing our ongoing commitment to fostering responsible and engaged citizens. At St. Francis, students are encouraged to get involved in activities that contribute to the community, treat one another with respect, offer help and support to their peers, and always strive to do their best. These values are central to nurturing a positive school culture and preparing students to make meaningful contributions beyond the classroom. Our education quality satisfaction rate has risen to 92%, up from 85.5% and well above the provincial average. This sustained high level of satisfaction reflects the St. Francis School Community's dedication to delivering exceptional teaching and learning experiences. The effectiveness of our educational strategies and the commitment of our educators and staff highlights our shared focus on meeting the needs and expectations of our students, parents, and the wider community. Parental involvement has significantly increased from 76.2% to 88.7%, putting us



				around 10% above the provincial average. This growth reflects our commitment to fostering intentional communication and encouraging parents to actively engage as partners in their child's learning and education journey.
3-Year HS Completion <i>The % of students who graduate high school within 3 years of entering grade 10.</i>	N/A	80.4%		
5-Year HS Completion <i>The % of students who graduate high school within 5 years of entering grade 10.</i>	N/A	88.1%		
6 PAT: Acceptable	N/A	68.5%		
6 PAT: Excellence	N/A	19.8%		
9 PAT: Acceptable	73.5%	62.5%	+11%	At St. Francis, our students consistently excel on the Provincial Achievement Tests (PATs), achieving results at the Acceptable Standard that significantly surpass provincial averages. Notably, in English Language Arts, 83.1% of our students achieved the Acceptable Standard compared to the provincial average of 71.4%. Similarly, our Science results are exceptional, with 78.8% of students meeting the Acceptable Standard compared to the provincial average of 66.3%. These achievements reflect the unwavering dedication of our staff to upholding high academic expectations, fostering accountability, and supporting the success of every student. Acknowledging the unique context and demographics of our school community, we are proud to report that our Acceptable Standard ratings are predominantly Intermediate or High, with several core subject areas receiving Excellent ratings. These results highlight our collective commitment to preparing students for academic success and future opportunities.



<u>9 PAT: Excellence</u>	15.1%	15.4%	+0.3%	Standard of Excellence does not match provincial levels, we excel in bringing more students to the Acceptable Standard. This accomplishment is indicative to the combined efforts and dedication of both our educators and students.
<u>Diploma: Acceptable</u>	N/A	81.5%		
<u>Diploma: Excellence</u>	N/A	22.6%		
Education Quality <i>Your child: clearly understands what they are expected to learn at school; finds school work challenging; finds school work interesting; and is learning what they need to know. You are satisfied with the quality of education your child is receiving at school.</i>	92%	87.6%	+4.4%	The percentage of teachers, parents, and students satisfied with the overall quality of basic education at St. Francis stands at an impressive 92%, compared to the provincial average of 87.6%. Staff at St. Francis is ensuring students receive a high-quality education. Parents express confidence that their children clearly understand what is expected of them academically, reflecting the effectiveness of our teaching practices and communication. These outcomes underscore our dedication to fostering a learning environment where every student thrives.
Welcoming, Caring, Respectful, Safe and Caring Learning Environments <i>Students at your child's school: care about each other; respect each other; treat each other well. Teachers care about your child. Your child is safe at school and on the way to and from school and is treated fairly by adults at your school. Your child's school is a welcoming place to be.</i>	88.7%	84%	+4.7%	Our focus on fostering a welcoming, caring, respectful, and safe learning environment (WCRSLE) has led to significant progress, with our score improving from 78.6 to 88.7 over the past few years. This increase reflects our commitment to creating a supportive, inclusive, and secure environment for students, staff, and the school community. This positive shift emphasizes the impact of culture building rooted in respect and overall well-being, enhancing the learning atmosphere for all. Students demonstrate kindness and fairness toward one another, creating a supportive and inclusive environment. Our teachers care for their students, and staff ensure that students are treated equitably and with respect.
Access to Supports and Services <i>At school, there are appropriate supports and services available to your</i>	80.2%	79.9%	+0.3%	At St. Francis, we prioritize providing appropriate supports and services to help students succeed in their learning. Teachers are dedicated to offering additional assistance when needed, ensuring every student has the opportunity to excel. Students benefit from access to a wide range of programs and learning supports



<i>child to help with their learning. When your child needs it, teachers at your child's school are available to help them. You can get the support you need from the school to help your child be successful in their learning. Your child can easily access programs and services at school to get help with school work and can get help at school with problems that are not related to school work.</i>				tailored to their diverse needs. Beyond academics, we also provide access to social-emotional resources and connect students with external agencies when necessary, supporting their overall well-being and personal growth.
Parental Involvement <i>To what extent are you involved in decisions about your child's education and decisions at your child's school? How satisfied or dissatisfied are you that your input into decisions at your child's school is considered and you have the opportunity to be involved in decisions about your child's education. How satisfied or dissatisfied are you with the opportunity to be involved in decisions and at your child's school.</i>	88.7%	79.5%	+9.2%	The percentage of teachers and parents satisfied with parental involvement in decisions about their child's education has significantly improved, achieving an overall excellent rating. Our satisfaction rate increased from 76.2% to 88.7%, reflecting the success of our efforts to strengthen parent engagement. Parents are provided with various opportunities to share their feedback through surveys, school council meetings, and family evenings. Additionally, teachers offer flexible times for parents to meet and discuss their child's needs, ensuring open communication and collaboration to support student success.



Alberta Education Assurance Measures Report 2023-2024

St. Francis Junior High

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Motto

"Bringing To Light The Best We Can Become"

Mission Statement

We are a Catholic Faith community dedicated to educating and fostering the growth of responsible citizens who are lifelong learners encouraged to live and celebrate our faith.

Vision Statement

St. Francis Junior High School is a Christ-centered learning community where all achieve their potential.



ST. FRANCIS JUNIOR HIGH

The approximately 616 students in grades 7-9 at St. Francis come from all over the city of Lethbridge, its neighboring towns, and First Nations reserves. We are a diverse group of staff and students. We also have a number of new Canadians learning English in our classes. Lethbridge is a very close-knit community, and many of our students' parents went to St. Francis, too.





Summary



Learning Through High-Quality Instruction

Identifying and Responding to student achievement

- More core time focused on Literacy and Numeracy
- Structure of 'what is needed' class to specifically target numeracy and literacy interventions
- Introduced a literacy intervention class for all Grade 8 classes
- Analyze all PAT results
- Work with French Immersion teachers on differentiation, assessment, and instructional practice to continue providing a high standard of French education.

Professional Development on Assessment and Assessment practices with greatest impact on student learning.

Collaborative Response conversations to look at individual student data and implementation of research based strategies to improve student learning and teacher pedagogy.

Belonging in our Diverse Community

Collaborate with all stakeholders in education to provide various pathways of support for all students.

Continue to cultivate an academic culture with high expectations and rigor while meeting all learners where they are at to celebrate individual successes.

Provide research based programming support to promote the wellbeing of all learners and staff.

Students, parents and school authorities have responsibilities for ensuring welcoming, caring, respectful and safe learning environments that respect diversity and nurture a sense of belonging and a positive sense of self. When students feel like they belong at St. Francis, it encourages them to attend, learn and succeed.

Living Truth and Reconciliation

Creating a Culture of accompaniment and recognition of the ongoing impacts of the past.

- Provide opportunities for staff and students to participate in cultural activities: Learn, Build and Go; Blood Reserve Bus experience, Teachings of the Metis.
- Partnership with the U of L to provide FNMI mentors to students.

Celebrate/witness all FNMI honour days as a school community

- Week of Living Truth and Reconciliation
- Authentic Content integration

Create a "sharing of resources" of cross-curricular FNMI content through Google community

- Use of inclusive language
- Visual display of Resources

Supporting FNMI learners in achieving equitable outcomes

- Regular meetings with both Grad Coach and FNMI family worker to foster connections.
- School Elder involvement
- Attendance information sharing by social media, school messenger
- Connecting with First Nations, Metis, Inuit Elder, Role Models, Societies to create connections for students and staff.

Created and Fostered Through...

- Respectful and healthy relationships focused on the whole individual
- Students feel that adults care for them as a group and as individuals
- Positive mental health is promoted - collaboration with Mental Health team to provide supports for staff and students
- Values, rights, and responsibilities are respected
- Support is demonstrated through collaboration, high expectations, mutual trust and caring diversity is respected, celebrated and understood as a strength.
- Culture of communication is paramount; expectations are clear, consistent, and regularly communicated.
- Consequences of unacceptable behaviour take into account the students age, maturity, and individual circumstances
- Partnerships exist to provide support for those impacted by inappropriate behaviour as well as for those who engage in inappropriate behaviours
- Partnerships and mentorship programs to provide children, youth and adults model positive social-emotional skills, including empathy and compassion.



Results - Student Learning Engagement



Assurance Domain	Measure	St. Francis Junior High 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
Student Growth and Achievement	Student Learning Engagement	89.9	85.9	84.4	83.7	84.4	84.8	n/a	Improved	n/a
	Citizenship	84.4	84.7	80.0	79.4	80.3	80.9	Very High	Improved	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	n/a	n/a	n/a	68.5	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	19.8	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	73.5	70.5	70.5	62.5	62.6	62.6	Intermediate	Maintained	Acceptable
	PAT9: Excellence	15.1	17.8	17.8	15.4	15.5	15.5	Intermediate	Maintained	Acceptable
	Diploma: Acceptable	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	92.0	89.4	88.3	87.6	88.1	88.6	Very High	Improved	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	88.7	85.5	82.0	84.0	84.7	85.4	n/a	Improved	n/a
	Access to Supports and Services	80.2	82.6	78.8	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	88.7	76.2	72.0	79.5	79.1	78.9	Very High	Improved Significantly	Excellent

Comments on Results

Our results show a positive upward trend, and we are committed to building on this progress. Celebrating our successes is essential, but so is evaluating our practices to ensure we advance with purpose and accountability.

We will continue to support teachers through targeted professional learning and research-based teaching methods, fostering a culture of continuous improvement.

Engaging our parent community remains a priority. Through school council meetings, parent information evenings, social media updates, emails, and newsletters, we invite and value parent input and involvement to support our students' success.

Strategies Moving Forward

Our results show a positive upward trend, and we are committed to building on this progress. Celebrating our successes is essential, but so is evaluating our practices to ensure we advance with purpose and accountability.

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Results - Citizenship, Education Quality, WCRSLE



Assurance Domain	Measure	St. Francis Junior High 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
Student Growth and Achievement	Student Learning Engagement	89.9	85.9	84.4	83.7	84.4	84.8	n/a	Improved	n/a
	Citizenship	84.4	84.7	80.0	79.4	80.3	80.9	Very High	Improved	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	n/a	n/a	n/a	68.5	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	19.8	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	73.5	70.5	70.5	62.5	62.6	62.6	Intermediate	Maintained	Acceptable
	PAT9: Excellence	15.1	17.8	17.8	15.4	15.5	15.5	Intermediate	Maintained	Acceptable
	Diploma: Acceptable	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	92.0	89.4	88.3	87.6	88.1	88.6	Very High	Improved	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	88.7	85.5	82.0	84.0	84.7	85.4	n/a	Improved	n/a
	Access to Supports and Services	80.2	82.6	78.8	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	88.7	76.2	72.0	79.5	79.1	78.9	Very High	Improved Significantly	Excellent

Comments on Results

We have seen a positive increase in student learning engagement, ensuring that learning remains meaningful and relevant for all students.

Our focus on fostering a welcoming, caring, respectful, and safe learning environment (WCRSLE) has led to significant progress, with our score improving from 78.6 to 88.7 over the past few years. This increase reflects our commitment to creating a supportive, inclusive, and secure environment for students, staff, and the school community. This positive shift demonstrates the effectiveness in building a culture rooted in respect and overall well-being, enhancing the learning atmosphere for all.

Our education quality satisfaction rate has risen to 92%, up from 85.5% and well above the provincial average. This sustained high level of satisfaction reflects the St. Francis School Community's dedication to delivering exceptional teaching and learning experiences. The effectiveness of our educational strategies and the commitment of our educators and staff highlights our shared focus on meeting the needs and expectations of our students, parents, and the wider community.

Parental involvement has significantly increased from 76.2% to 88.7%, putting us around 10% above the provincial average. This growth reflects our commitment to fostering intentional communication and encouraging parents to actively engage as partners in their child's learning and education journey.

Strategies Moving Forward

Continued Focus on Citizenship Education: Develop and implement structured programs or initiatives that specifically target citizenship and being a positive contributing member of society.

Continue to Strengthen partnerships with local communities, organisations, and leaders to provide students with more opportunities for meaningful engagement. Partnerships with the U of L, City of Lethbridge and Helen Schuler Nature Center, Lethbridge Polytechnic.

Student Leadership Development: Foster student leadership programs that encourage responsibility, critical thinking, and decision-making.

Promote Inclusive and Diverse Perspectives and collaboration: Encourage discussions and activities that embrace diverse perspectives on citizenship and societal issues. Create a safe space for open dialogue that respects differing viewpoints, promoting understanding and empathy among students.

Celebrating and Showcasing Success: Recognize and celebrate instances where students demonstrate exemplary citizenship values. Highlight success stories and achievements related to community engagement, ethical behaviour, and responsible citizenship within the school and wider community. Local Media, citizenship awards.

Parent and Community Involvement through communication and messaging: Encourage family participation in events, workshops, or volunteer opportunities that reinforce values and strengthen community ties.

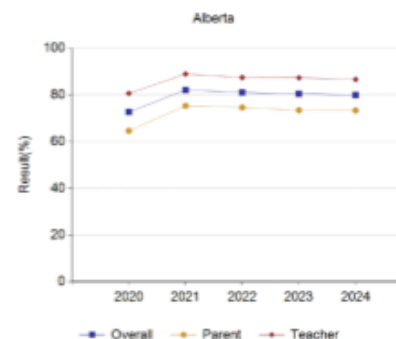
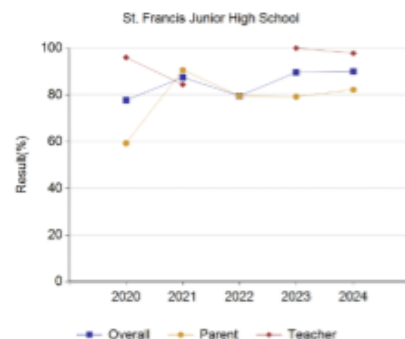


Results - Lifelong Learners



Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

	St. Francis Junior High School										Alberta									
	2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	57	77.7	47	87.5	24	79.5	44	89.8	50	90.0	66,182	72.6	59,478	82.1	60,822	81.0	62,082	80.4	62,712	79.9
Parent	30	59.3	30	90.6	24	79.5	14	79.2	25	82.2	35,454	64.6	29,680	75.3	30,314	74.6	30,381	73.4	31,456	73.3
Teacher	27	96.0	17	94.4	n/a	n/a	30	100.0	25	97.8	33,728	80.6	29,793	88.9	30,508	87.4	31,651	87.3	31,254	86.6



Comments on Results

The satisfaction levels among parents and teachers regarding students' demonstration of knowledge, skills, and attitudes necessary for lifelong learning have a notably high level of satisfaction. The measure evaluation of achievement is now rated as very high, with an overall assessment indicating excellence. This result is substantially higher than those of the province. This showcases the concerted efforts and effective strategies implemented to enhance students' readiness for lifelong learning.

Strategies Moving Forward

- ◆ Integrated Lifelong Learning Skills into Curriculum: Embed skills like critical thinking, problem-solving, communication, and self-directed learning within the curriculum across subjects and grade levels. Emphasize practical application of knowledge rather than rote memorization.
- ◆ Concept-Based Learning and Real-World Applications: Implement concept-based learning approaches that encourage students to explore real-world problems, fostering a hands-on and inquiry-based learning environment. Engage students in activities that connect classroom learning to practical, everyday situations. Thinking Classrooms, Thinking Routines.
- ◆ Encourage Self-Reflection: Introduce regular self-assessment to help students understand their strengths, weaknesses, and areas for improvement.
- ◆ Technology Integration and Digital Literacy: Incorporate technology into learning experiences, teaching students digital literacy skills and how to use technology as a tool for lifelong learning. Google Classroom, Gradecam, Mathletics, Read Write Google.
- ◆ Collaborative and Cooperative Learning: Foster collaborative learning environments where students work in teams, exchange ideas, and solve problems together.
- ◆ Parent Engagement and Communication: Establish clear communication channels between teachers and parents to keep them informed about their child's progress, and strategies for lifelong learning. Encourage parental involvement in supporting learning activities at home. School Council, Parent information nights (Digital Technology, money matters parent workshops)
- ◆ Assessment for Learning Growth: Use formative assessments and feedback to track students' progress, providing personalized guidance and support tailored to individual learning needs. Review District Admin Procedure on Assessment, District Assessment PD. Collaborative Response Assessment Conversations, outcome based assessment pilots.
- ◆ Celebrating Learning Milestones: Acknowledge and celebrate students' achievements and learning milestones, fostering a positive learning culture that encourages continuous improvement and growth. Academic Awards, FNMI Awards

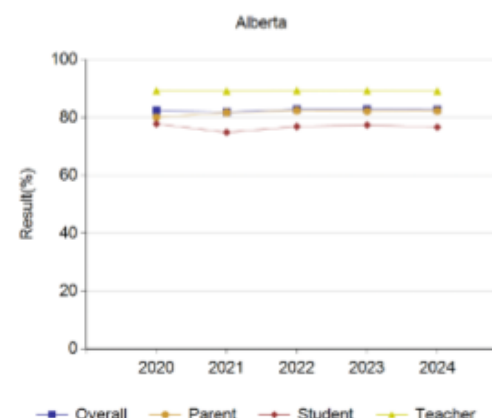
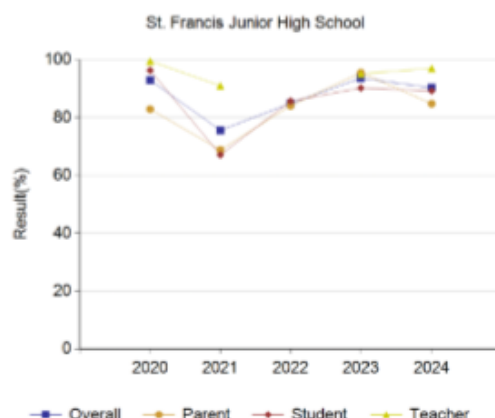


Results - Program of Studies



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.

	St. Francis Junior High School													Alberta									
	2020		2021		2022		2023		2024					Measure Evaluation			2020		2021		2022		2023
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	208	92.9	195	75.6	182	84.9	186	93.6	228	90.3	Very High	Maintained	Excellent	184,393	82.4	157,680	81.9	172,339	82.9	179,589	82.9	184,554	82.8
Parent	31	82.9	30	68.8	24	84.1	15	95.5	26	84.6	Very High	Maintained	Excellent	36,901	80.1	30,817	81.7	31,625	82.4	31,780	82.2	33,145	82.3
Student	150	96.3	147	87.1	158	85.7	140	90.2	177	89.2	Very High	Maintained	Excellent	113,541	77.8	96,878	74.9	109,776	76.9	115,487	77.4	119,382	76.7
Teacher	27	99.5	18	91.0	n/a	n/a	31	95.1	25	97.0	Very High	Maintained	Excellent	33,951	89.3	30,187	89.2	30,938	89.3	32,322	89.3	32,027	89.2



Comments on Results

Satisfaction among teachers, parents, and students has remained consistently high regarding student access to a well-rounded program of studies, including fine arts, career education, technology, and health and physical education. The achievement measure for this area now stands at a very high level, with an overall rating of excellence. This improvement highlights the successful delivery of a diverse curriculum, meeting the holistic needs of students and acknowledging the school's efforts to provide enriching educational experiences. This demonstrates our commitment to equipping students with versatile skills and knowledge that support their future success across a range of fields and interests.

Strategies Moving Forward

- ◆ **Curriculum Enrichment and Integration:** Regularly review and update the courses taught to ensure a broad range of subjects, such as fine arts, career education, technology, and health and physical education, are seamlessly incorporated. Foster interdisciplinary learning through cross-curricular projects that provide students with holistic, meaningful experiences.
- ◆ **Resource and Facility Expansion:** Invest in specialized resources and facilities that support each subject area, including music rooms for fine arts, STEM and other items for technology, and sports equipment and fitness centers for health and physical education, sport academies. Continue to advocate and support robust one-to-one device initiatives to enhance access to updated technology tools across the curriculum.
- ◆ **Collaborative Teaching and Teacher efficacy:** Encourage collaboration among teachers across departments to develop cross-curricular projects that align learning outcomes and foster cohesive, integrated learning experiences.
- ◆ **Career Education and Exploration:** Promote career exploration opportunities through initiatives such as Developmental and Investigative Options, FNMI Grad Coach support, STEM clubs, and partnerships with the University of Lethbridge. Provide workshops and guest speakers to give students exposure to a variety of career paths.
- ◆ **Focus on Health and Well-being:** Implement comprehensive health and wellness programs that support physical and mental well-being, including daily physical education, participation in Hockey, Soccer, and Dance academies, and activities that encourage a healthy lifestyle.
- ◆ **Parent and Community Engagement:** Host information sessions, workshops, and open houses, such as Showcase Evening and School Council meetings, to keep parents and the community informed about the program's offerings and the benefits of an enriched curriculum.
- ◆ **Ongoing Assessment and Feedback:** Regularly gather feedback from teachers, parents, and students to evaluate the effectiveness and relevance of the program of studies. Pilot of outcomes based assessments and impact on learning.

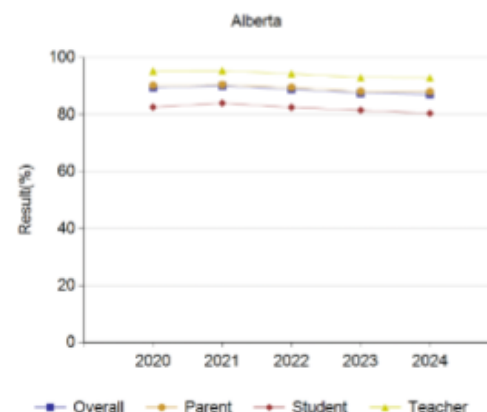
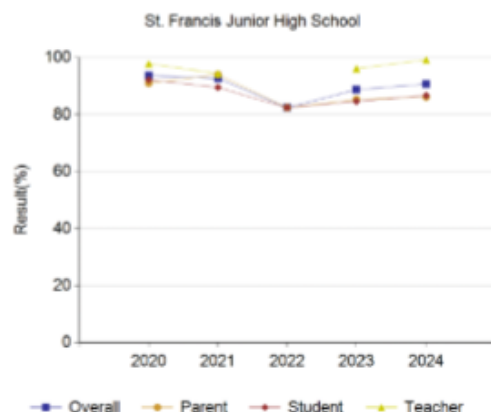


Results - Safe and Caring Schools



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.

	St. Francis Junior High School													Alberta									
	2020		2021		2022		2023		2024					Measure Evaluation			2020		2021		2022		2023
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	209	93.7	201	92.7	182	82.4	186	88.7	228	90.7	Very High	Improved	Excellent	264,204	89.4	230,987	90.0	249,835	88.8	257,278	87.5	265,150	87.1
Parent	32	91.0	30	94.0	24	82.4	15	85.3	26	86.2	High	Maintained	Good	36,899	90.2	30,969	90.5	31,707	89.5	31,879	88.1	33,225	88.0
Student	150	92.2	153	89.5	158	82.4	140	84.6	177	86.7	Very High	Maintained	Excellent	193,364	82.6	169,813	84.0	187,165	82.5	193,049	81.5	199,865	80.4
Teacher	27	97.8	18	94.4	n/a	n/a	31	96.1	25	99.2	Very High	Maintained	Excellent	33,941	95.3	30,205	95.4	30,963	94.3	32,350	93.0	32,090	92.9



Comments on Results

The level of agreement among teachers, parents, and students that students feel safe, understand the importance of empathy, learn respect, and experience fair treatment in our school remains strong, achieving an overall rating of excellence. This progress highlights our shared commitment to creating a safe, inclusive, and caring school environment. The consistent improvement in this area celebrates the success of our efforts to prioritize safety, encourage empathy, reinforce respectful behavior, and maintain fairness throughout the school. This positive trend demonstrates our dedication to nurturing a school culture where everyone feels valued, respected, and empowered to succeed.

Strategies Moving Forward

- ◆ Comprehensive Safety Measures: Implement and regularly review student code of conduct, Discipline Policy, and procedures for handling conflicts or disciplinary issues.
- ◆ Fostering Inclusivity and Diversity: Build an inviting and inclusive school culture that embraces diversity in all its forms. Offer students opportunities to explore and appreciate various cultures, backgrounds, and perspectives.
- ◆ Restorative Justice Practices: Implement restorative justice approaches to address conflicts and disciplinary issues, emphasizing dialogue, understanding, and repairing harm. YMCA alternative suspension program. FSLC (Social Work) practicum student proactive work with classes.
- ◆ Mentoring Programs: Partnership with the University of Lethbridge.
- ◆ Transparent Communication and Feedback: Encourage open communication between students, teachers, parents, and administrators to address concerns and ensure everyone feels heard and valued through Office Hours, PowerSchool, and Google Classroom.

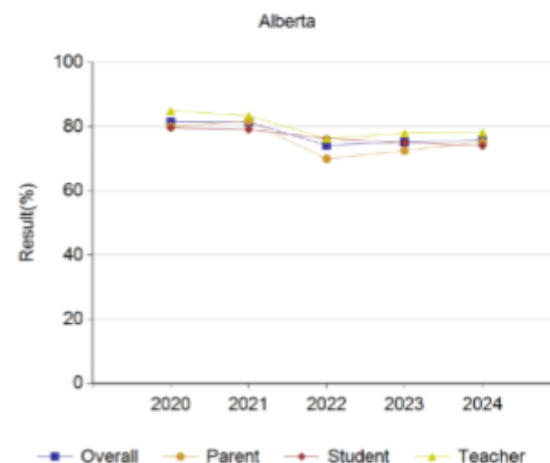
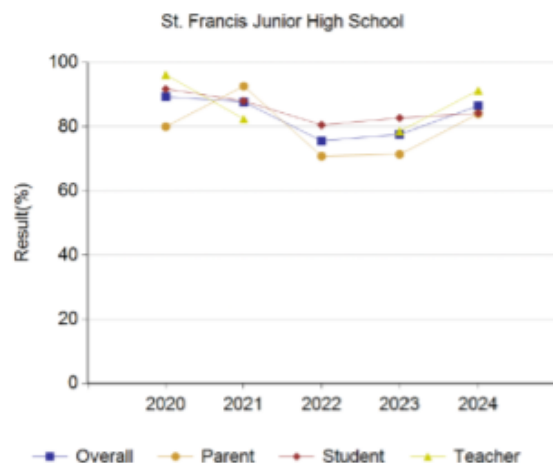


Results - School Improvement



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.

	St. Francis Junior High School										Alberta												
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	206	89.3	197	87.7	180	75.6	181	77.6	224	86.5	Very High	Improved Significantly	Excellent	262,079	81.5	224,041	81.4	243,980	74.2	251,355	75.2	258,502	75.8
Parent	30	80.0	27	92.6	24	70.8	14	71.4	25	84.0	Very High	Improved	Excellent	35,896	80.0	28,016	81.7	30,147	70.0	30,371	72.5	31,538	75.2
Student	150	91.7	153	88.0	156	80.5	139	82.7	176	84.2	Very High	Maintained	Excellent	192,917	79.6	167,992	79.1	185,107	76.3	191,142	75.0	197,479	74.0
Teacher	26	96.2	17	82.4	n/a	n/a	28	78.6	23	91.3	Very High	Improved	Excellent	33,266	85.0	28,033	83.4	28,726	76.3	29,842	78.0	29,485	78.2



Comments on Results

The percentage of teachers, parents, and students expressing that their school and schools within the jurisdiction have either shown improvement or remained consistent over the last three years has shown a decline in the measure of overall achievement. This decline in the evaluation aligns with concerns primarily attributed to the age and condition of our existing infrastructure. Specifically, the lack of necessary facilities such as a band room, foods lab, and the outdated aesthetics of the building are contributing factors affecting perceptions.

Strategies Moving Forward

- ♦ Infrastructure Upgrade Plan: Develop a comprehensive plan to address aging infrastructure, prioritizing improvements in critical areas like facilities for arts, labs, and general building aesthetics.
- ♦ Advocacy for Funding and Grants: Advocate for increased funding from local authorities, state or federal grants, and community partnerships to support infrastructure upgrades and facility expansion projects. Trustees are advocating for funds and we are now their number one priority.
- ♦ We have also repurposed a former storage area into an additional space for Physical Education classes and our newly introduced academies. This expanded space will help alleviate some of the demand on our current gym and fitness spaces.



Results - Provincial Achievement Tests



Course	Measure	St. Francis Junior High School							Alberta			
		Achievement	Improvement	Overall	2024		Prev 3 Year Average		2024		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,870	69.9	3,131	77.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,870	9.3	3,131	12.5
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	504	80.4	578	78.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	504	18.5	578	19.4
Science 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	53,806	68.8	54,859	66.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	53,806	24.8	54,859	21.8
Social Studies 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	60,804	68.5	57,655	66.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	60,804	19.8	57,655	18.0
English Language Arts 9	Acceptable Standard	Intermediate	Maintained	Acceptable	166	83.1	177	85.3	59,096	69.5	56,255	71.4
	Standard of Excellence	Low	Declined Significantly	Concern	166	8.4	177	16.4	59,096	11.8	56,255	13.4
K&E English Language Arts 9	Acceptable Standard	Intermediate	Maintained	Acceptable	20	60.0	31	48.4	1,465	49.6	1,254	50.2
	Standard of Excellence	Very High	Improved	Excellent	20	25.0	31	12.9	1,465	5.6	1,254	5.7
French Language Arts 9 année	Acceptable Standard	Intermediate	Maintained	Acceptable	30	83.3	19	84.2	3,308	76.6	3,215	76.1
	Standard of Excellence	Low	Maintained	Issue	30	3.3	19	5.3	3,308	10.6	3,215	10.9
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	615	83.1	575	81.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	615	19.7	575	22.3
Mathematics 9	Acceptable Standard	Intermediate	Maintained	Acceptable	164	63.4	169	63.9	58,577	52.7	55,447	54.4
	Standard of Excellence	Low	Declined	Issue	164	11.0	169	16.0	58,577	14.0	55,447	13.5
K&E Mathematics 9	Acceptable Standard	Low	Declined Significantly	Concern	22	45.5	40	72.5	1,967	52.2	1,815	52.7
	Standard of Excellence	Intermediate	Maintained	Acceptable	22	13.6	40	15.0	1,967	9.9	1,815	11.3
Science 9	Acceptable Standard	Very High	Improved	Excellent	165	78.8	177	72.3	59,072	67.6	56,311	66.3
	Standard of Excellence	Very High	Maintained	Excellent	165	20.0	177	22.6	59,072	20.8	56,311	20.1
K&E Science 9	Acceptable Standard	Intermediate	Maintained	Acceptable	21	61.9	31	64.5	1,411	52.3	1,197	52.9
	Standard of Excellence	High	Maintained	Good	21	23.8	31	29.0	1,411	8.9	1,197	10.9
Social Studies 9	Acceptable Standard	Intermediate	Improved	Good	165	72.7	177	66.7	59,125	60.5	56,309	58.4
	Standard of Excellence	High	Maintained	Good	165	20.0	177	18.6	59,125	15.8	56,309	15.9
K&E Social Studies 9	Acceptable Standard	High	Improved Significantly	Good	21	81.0	32	50.0	1,351	50.4	1,140	49.6
	Standard of Excellence	High	Improved	Good	21	23.8	32	9.4	1,351	11.3	1,140	10.6

Comments on Results

At St. Francis, our achievement levels on the Provincial Achievement Tests at the Acceptable Standard stand significantly higher than the provincial averages. This data reflects the dedication and commitment of our staff to upholding high standards, fostering accountability, and supporting student success while recognizing our school's unique demographics and context. Although the number of students meeting the Standard of Excellence does not match provincial levels, we excel in bringing more students to the Acceptable Standard. This accomplishment is indicative to the combined efforts and dedication of both our educators and students. The table highlights St. Francis' Acceptable Standard percentage compared to the Provincial Standards.