



**Combined  
Three Year Education Plan 2019-2020 to 2021-2022  
and  
Annual Education Results Report (AERR) 2018 – 2019**

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# Message from the Principal

We are blessed at St. Augustine School to partner with our local parish, a wide range of community resources and growing family base to offer a Christ – centered, well-rounded, high quality education for the students and the families of Ponoka and surrounding area. Our school dynamically includes many students from the Four Nations of Maskwacis as well as a flourishing immigrant population primarily from the Philippines. We remain grounded in our mission as a STAR Catholic School:

**“Let your light shine, today, tomorrow, forever.”**

Our mission is three-fold:

Provide an enriched, well-rounded educational program in academics, arts, technology and athletics in which all students may explore God given talents and potential within a safe and caring and socially just environment. It is our hope that our students utilize these gifts for the greater good, giving praise and gratitude with humble and pious hearts.

*‘You are the light of the world. A city set on a mountain cannot be hidden. And they do not light a lamp and put it under a basket, but on a lampstand, so that it may shine to all who are in the house. So then, let your light shine in the sight of men, so that they may see your good works, and may glorify your Father, who is in heaven.’*

*Matthew 5:14-16*

To prepare our students to walk in the footsteps of the Lord; to love our God with all our hearts, soul and mind and to love one another as the same. To serve and love one another as Jesus taught us.

*Jesus replied: “Love the Lord your God with all your heart and with all your soul and with all your mind. This is the first and greatest commandment. And the second is like it: ‘Love your neighbor as yourself.’*

*Matthew 22: 37-39*

To assist our students in reaching the end goal; eternal salvation.

*‘Jesus said: I am the Way; I am Truth and Life. No one can come to the Father except through me.’*

*John 14:6*

*‘Not everyone who says to me, ‘Lord, Lord,’ will enter the kingdom of heaven, but only the one who does the will of my Father in heaven.’*

*Matthew 7:21*

## School Profile

Acting Principal:	Ms. Kari Davidson
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Student Population:	704
Grades:	Preschool – Grade 12
Number of Teachers:	37.25
Support Staff:	23.62

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## Emerging Issues and Trends

St. Augustine is the division's only pre-kindergarten to grade 12 school. We are granted the gift of educating students throughout the full continuum of their academic years. From children as young as three to mature young adults of nineteen, we strive to meet the needs of all these students. The range of academic, social, emotional, physical and spiritual needs presents both opportunity and challenge.

St. Augustine is an ever-evolving story rooted in connections. Constant vigilance, reflection, vision and planning is required to continue to excel across the breadth of a pre-k to grade 12 environments. Some emerging issues and trends include:

- maintain the academic rigor necessary for students to reach their potential, qualify for scholarships and pursue their post-secondary dreams
- aligning essential outcomes with strong formative and summative assessment strategies to improve results on PAT and DIP exams
- grow efficacy of multifaceted high functioning, collaborative professional learning communities
- continued implementation the five foundational strategies of the High School Completion Framework with an emphasis on individualizing program to meet each student's needs.
- ensuring a balance of physical, intellectual, emotional and spiritual stability with an emphasis on faith enrichment and addressing the needs of students expressing issues with anxiety.
- supporting and providing inclusive education in which all students will learn to the best of their ability
- accessing community supports and advocating for our high risk / high need students and families
- supporting English Language Learners in an inclusive setting
- promoting, through the lens of our Catholic Faith, an understanding of and whole school participation in acts of charity and social justice
- continuing to respect, support and celebrate the cultures of Indigenous students who make St. Augustine School their school of choice
- providing staff with ongoing professional development opportunities in Faith, Indigenous cultural awareness and best teaching practices, subject area mastery and technologies to enhance learning

- working with the increase in students enrolling into St. Augustine in grade 10 from other local K-9 schools
- supporting, funding and building teacher capacity to deliver a wide range of programming for students in pre-kindergarten to grade 12

The following report will provide in depth analysis and strategies for continuous school improvements in these areas.

## Strategies to Address Issues and Trends

Multiple strategies are implemented simultaneously woven through tier one, two and three teaching and learning practices. We view strategies holistically, using the Circle of Courage model to embed under our school goals as academic rigor (mastery and independence) and positive relationships (belonging and generosity) among all.



**Combined 2019 Accountability Pillar Overall Summary**

Measure Category	Measure	St. Augustine 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	92.1	91.8	92.8	89.0	89.0	89.3	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	87.9	85.0	82.6	82.2	81.8	81.9	Very High	Improved	Excellent
	Education Quality	94.6	96.1	95.8	90.2	90.0	90.1	Very High	Maintained	Excellent
	Drop Out Rate	0.6	0.0	0.9	2.6	2.3	2.9	Very High	Maintained	Excellent
	High School Completion Rate (3 yr)	88.6	70.2	79.7	79.1	78.0	77.5	Very High	Improved	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	82.2	80.0	76.9	73.8	73.6	73.6	High	Maintained	Good
	PAT: Excellence	19.7	19.6	18.0	20.6	19.9	19.6	High	Maintained	Good
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	69.5	85.9	77.3	83.6	83.7	83.1	Very Low	Maintained	Concern
	Diploma: Excellence	16.3	22.2	16.1	24.0	24.2	22.5	Intermediate	Maintained	Acceptable
	Diploma Exam Participation Rate (4+ Exams)	54.2	62.4	64.3	56.3	55.7	55.1	Intermediate	Maintained	Acceptable
	Rutherford Scholarship Eligibility Rate	73.3	64.0	70.4	64.8	63.4	62.2	High	Maintained	Good
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	71.6	75.9	59.4	59.0	58.7	58.7	Very High	Improved	Excellent
	Work Preparation	88.2	93.3	90.1	83.0	82.4	82.6	Very High	Maintained	Excellent
	Citizenship	89.6	88.6	90.8	82.9	83.0	83.5	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	84.5	89.8	90.1	81.3	81.2	81.1	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	90.1	90.0	88.6	81.0	80.3	81.0	Very High	Maintained	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
6. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
11. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

## Measure Evaluation Reference

### Achievement Evaluation

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

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

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

#### Notes:

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

### Improvement Table

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

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

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

### Overall Evaluation Table

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

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**

Parent Survey	St. Augustine School			St. Thomas Aquinas RCSSD		
	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.	91.5	96	93.9	89	91	90.7
I am pleased with the opportunity my child has, to pray and to grow in his or her faith.	90.5	97	94.1	90	92	92
My child learns about faith throughout the school day, not just in religion class.	84	90	87	78	82	80.7
The staff at the school, through their words and actions, help students to better know God.	89	87	87.3	80	82	81.3
The school helps those less fortunate. Examples: Charity, Good Works, and Social Justice.	86	87	85.3	85	86	85
Staff Survey	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Staff at school uphold the dignity of every student as a child of God.	100	96	98.7	98	98	98
The school provides students with opportunities to pray and to grow in their faith.	100	96	98.7	99	98	98.7
Staff at the school take the opportunity to permeate and infuse faith into what they teach.	100	92	93.5	96	92	94.7
Staff at the school, through their words and actions, help students to better know Christ.	100	96	97.7	98	95	95.7
The school helps those less fortunate. Examples: Charity, Good Works, and Social Justice.	100	96	98.7	97	98	98
Student Survey	Current Result	Prev Year Result	Prev 3 Year Average	Current Result*	Prev Year Result	Prev 3 Year Average
The adults in my school treat me with respect.	87   87	84   92	86   82	83   73	87   78	84   75
We pray as a class or school every day.	96   87	93   93	92   90	94   82	95   87	93   86
Teachers talk about faith in other classes, not just religion class.	82   73	80   83	76   80	73   62	84   72	76   66
The adults at my school help me, by their words and actions, to better know God.	88   68	86   79	87   76	81   56	84   64	82   60
My school organizes activities to help people who are in need, such as, support a foodbank or collect clothes	94   89	92   91	83   83	88   86	95   86	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	92.8	93.3	92.2	88.3	90.5	89.4
Mark 2: Opportunities for Prayer	94	95.3	94.6	92.3	93.7	93.4
Mark 3: Permeation of Faith	87.2	87.8	86.2	80.5	84	82.1
Mark 4: Witnessing to the Gospel	89	89	88.8	82.2	83.7	82.7
Mark 5: Charity and Social Justice	92.5	92	89	89.7	91.5	89.5

\*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:**

**St. Augustine is a Prayer First School**

We have always started our day, began lunch and ended our day with prayer. As Catholics we have strong, memorized rote prayers. While impactful, we can lose sight of the meaning, context and power of the words, in learned prayers. This year, we focus our intention on praying often throughout the day, with students prior to meetings, prior to sporting events and with each other, making all prayer meaningful, modelling to students how we



speak with God. In addition to our traditional Catholic prayers we are learning, taking risks and being vulnerable with free verse prayer using the structure presented in one of our staff 45-minute Faith retreats (Gratitude / Self-Awareness/ Significant Moments / Forgiveness / Freedom / Request Virtue / Others / “Our Father”. Teachers and support staff will participate in three 45-minute retreats as well as one full day retreat this year. Coach and club leaders are given a prayer booklet. Teachers are encouraged, reminded to use the wide range of resources including Religious Education Committee work and recommendations from our Division Faith Life Coordinator. Gospel values begin with prayer, as a school living our gospel values, we begin all we do with prayer.

**Link to Board Priority – Key Indicator: Grow and Affirm Catholic Identity**

Staff are provided with faith formation opportunities.

Outcome: Staff articulate and witness the faith and permeate all school curriculum and activities with Gospel values and love of Jesus Christ.

Students learn what it means to live in a relationship with Jesus Christ.

Outcome: Students will hear and learn about how adults live their lives guided by faith and the Church.



Reconciliation with Father

**Faith Strategy Example #2:**

**St. Augustine School – Parish Partnerships**

St. Augustine has been blessed with strong school – parish partnerships. Class masses, class rosary, whole school celebrations, teacher led sacramental preparation and Sunday Children’s Liturgy are traditional embedded events in our calendar. We continue to host reconciliation, (talks with Father for those who are not Catholic), during Advent and Lent. The goal to build a new church has provided increased opportunities to work together and build closer relationships, including using school facilities, staff and student

volunteers to fundraise in a variety of ways, from running a basketball tournament, helping with a bottle drive, preparing a parish turkey supper, pie making, and hosting RCIA. Our school has brought in the NET Team for grades 7-12 student retreats and invited the parish to host a retreat as well. Our communications are linked with shared feeds between parish and school improving open invitations to increasingly participate in each other's work.

Through an analysis of 'Our School' data we see parents rate the category of, Growing Catholic Identity, lower than both teachers and students. Not only do we see fewer than 15 respondents, we see this as revealing a lack of understanding of faith formation and parish partnerships in our school. Using a multilayered approach including the larger context of GRACE, classroom teachers communicating faith education and events through agendas, newsletters, remind and email as well as global social media visual and written posts we will enhance the role of parents in the triad of home, school and parish.

**Link to Board Priority – Key Indicator: Grow and Affirm Catholic Identity**

Strong home, school and parish partnerships.

Outcome: Relationships and opportunities to collaborate between parish, school, and home exist and strengthen the faith community and life of the division.

**Faith Strategy Example #3**

**St. Augustine Whole School Social Justice and Acts of Charity Awareness**

We continue to be conscious of all Social Justice and Acts of Charity. Our endeavors are strategic and intentional in providing a Catholic lens within each division to educate our students with more in depth on the programs we support. We know providing our students with a rich, well rounded understanding of a critical social justice issues and why we as Catholics are empathetic to the cause (Catholic Social Thought). We continue to reflect upon 'why we do what we do' and develop a scope and sequence for all our school supported Social Justice and Acts of Charity. This document outlines who is providing general school promotion of these events, and which classes at each Division will be drilling deeper into this and providing the Catholic Social Thought perspective.



Students Run Terry Fox, following week long learning led by grade 3 and whole school prayer.



Grade 3's study Terry Fox, being Catholic means participating justly in public life.

**Link to Board Priority – Key Indicator: Grow and Affirm Catholic Identity**

**Staff and Students witness the gospel.**

Outcome: Staff and students understand Catholic Social teaching and witness the Gospel through acts of Social Justice and Charity.

## Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	79.3	75.5	75.1	80.0	82.2		High	Maintained	Good			
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	21.0	16.9	17.5	19.6	19.7		High	Maintained	Good			

### Comment on Results

*(an assessment of progress toward achieving the target)*

We are proud of our Grade 6 results yet identify areas of needed improvement. Acceptable standard in Math is low, just under provincial standard. Staff have analyzed Provincial Achievement data by outcome and identified computation as an area in need of improvement and have developed a divisional plan including formative, summative assessments, tiered resources, interventions and intervention activities to fill gaps and enrichment to address this concern. Excellence in writing is also low. Teachers continue to build on the writing process with multiple opportunities for individual feedback, making sensory details rich, and enhancing vocabulary. FNMI students and those new to St. Augustine continue to need more targeted academic support in elementary. Intervention strategies and instructional pedagogy are continually being revised, reflected upon and revisited.

Overall Grade 9 results are on par with the province. Our small group interventions and work on convergent assessment during Professional Learning Communities continues to allow teachers to reflect on what they are doing and different ways to teach and approach content. We continue a voluntary enrichment program for each grade at the junior high level to support students seeking a Standard of Excellence in math. Daily English and Social Studies small group language interventions (reading comprehension, writing tutorials) continue to be offered in six-week waves for all students as well as those seeking extra assistance. Teachers are encouraged to sign up for Alberta Learning working groups, field testing as well as PAT and DIP marking to align assessment practices with the province.

High School continues to be an area of focus. Individual programming for students affected results in English 30-2 and Social 30-2 as four students worked towards a high school diploma rather than a K&E certificate. Although the results appear to be concerning, we are proud of the efforts taken to support individuals. Teacher transition requires continual professional development and investment in resources to support higher level questioning and assessment practices. We continue to seek support and collaboration to assist in our Biology 30 and Physics 30 programming. Physics support (PD and resources) are being addressed. The 5 STARTing points of high school completion (Tracking Progress, Student Engagement, Successful Transitions, Collaborative Partnerships and Positive Connections) continue to be a point of emphasis and support by our Faculty Advisors, Counselors and a flexible timetable allowing for credit recovery, review and targeted interventions.

### **Division 1 Strategies**

Response to Intervention at the tier one, two and three levels is the umbrella for all we do, strategies for enrichment and intervention included. Response to Intervention is transitioning from a one block per day implementation to a 'how we do all things at all levels' pathway. Teachers create tier two and three interventions during tier one class time using a variety of learning structures.

Division 1 continues to focus on reading and numeracy skills. The Diagnostic Indicators of Basic Early Literacy Skills (DIBELS) and the Reading Readiness Screening Tool (RRST), guide instruction and skill delivery. Due to our rising population and available human resources, cross grade interventions are grouped to be delivered in ten-day waves, alternating between grades k-2 and grades 3-4. Teachers use the RRST to determine which specific skill each student is missing to move them forward in their reading abilities. Grades 3 /4 interventions are focused on the facets of comprehension as most students have mastered the skills in the RRST intervention kits. PLC time has been focused on expanding intervention targets and skill boxes. Teacher made assessments are used to guide numeracy intervention. Students experiencing success begin working on problem solving, using both reading comprehension skills and math skills to learn to effectively solve problems. We recognize the need and importance of parent involvement in learning. We have scheduled two parent numeracy nights to teach and play games that will reinforce numeracy concepts at home in a hands-on way.

We continue to be intentional about building positive social relationships among our students. We embody this in a variety of ways from leadership opportunities, building outdoor game foundations, ukulele club, reading, ski buddies, cross grade / division projects and mentorship.

### **Division 2 Strategies**

Based on data, we are focused on improving all students' computation levels. Teachers administer teacher-created pretests in scaffolded computation and use the results to plan grade-level RTI groups. These groups are flexible, depending on student need and individual progress. Interventions are offered to students, followed by the teacher- created post test to determine progress. We are drawing upon resources recommended by the District Curriculum Director, including Nelson materials and Leaps and Bounds pathways. As well, we are in the beginning stages of implementing strategies from the Numeracy Cohort sessions on First Steps in Math, Math Fundamentals, Math Mentals & The Box of Facts. Our goal this year is to have 90% of our students achieve acceptable standard with 30% earning excellence on all exams, including government exams. To achieve this goal, we screen, and progress monitor our students with the use of the teacher-created pre and post computation tests, in addition to, Nelson math screeners and the diagnostic Leaps & Bounds Assessment. Assessments are ongoing in each classroom and groupings rotate depending on student need.

In addition to math, our teachers are assessing the students' comprehension skills each reporting period with the Fountas and Pinnell Reading Assessment. The fluency and comprehension results are used to form grade-level reading groups with the teacher. Struggling students are pre – taught their novel study focusing on vocabulary development and questioning for understanding. We continue to implement the Empowering Writers Program and teach the sequential process of narrative writing through whole class, small group, partner and individual practice. Students are grouped for reteaching of the sequential steps as needed.

### **Division 3 / 4 Humanities**

Humanities' goal is that all our students achieve the Acceptable Standard on their Provincial Exams with 25% of our students achieving Excellence. To increase student comprehension and insightful written

communication we target all students throughout the year utilizing our Tier I Instruction practices and our RTI structure of support.

Using valid and meaningful assessments, including Gates McGinnitie and Fountas and Pinnell we divide our students into “target” groups (above grade level, at grade level, approaching grade level, below grade level). Every 6 weeks, we target a different group and provide support to either fill the gaps or extend the learning of each student. Reading interventions place emphasis on pre-teaching vocabulary, guided and close readings, and building background knowledge. Writing interventions place emphasis on the content of writing, developing the pre-planning ideas, refining written organization and enhancing literary analysis. We are beginning to embed English Language Learner best practice into our interventions and teaching. Our RTI system acts as a network of support for our Tier I practices.

The use of Smarter Marks software continues to improve our analysis of teacher made assessments. We continue to work on the gap between school awarded and government awarded marks and reflect on our gradebook accuracies and inaccuracies.

### **Division 3 Math and Sciences**

While results for junior high math and science were strong, we are continuing to focus on improvement on two levels: teacher collaboration, common assessments and student interventions. To achieve this, grade partners in the school will continue to create and review collaborative assessments with a focus on adding higher Depth of Knowledge (DOK) questions. Created assessments are set to somewhat mirror the PAT’s and DIP’s both in structure but also with a range of difficulty (High/Medium/Low).

Math Academy enrichment groups in grades 7, 8 and 9 continue to be led. Students are invited to join these groups and work on higher level with very challenging questions and discuss the various ways to solve them. Teachers in both Math and Science are running small group interventions targeting gaps that students have in their learning. Entrance and exit slips as well as pre-tests have been used to identify students requiring extra support. We continue work on the development of resources that can be used to collect data. This data will be used for a proactive approach where RTI groups will be pre teaching material to struggling students as well as filling gaps.

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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 (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. 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.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019		2019	Achievement	Improvement	Overall	2020	2021
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	78.6	72.1	73.9	85.9	69.5	80	Very Low	Maintained	Concern	80	80	80
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	10.3	9.1	17.1	22.2	16.3	20	Intermediate	Maintained	Acceptable	20	20	20

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018		2019	Achievement	Improvement	Overall	2020	2021
High School Completion Rate – Percentage of students who completed high school within three years of entering Grade 10.	82.5	79.7	89.2	70.2	88.6	85	Very High	Improved	Excellent	85	85	85
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	48.1	55.8	74.8	62.4	54.2	60	Intermediate	Maintained	Acceptable	60	60	60
Drop Out Rate - annual dropout rate of students aged 14 to 18	1.5	2.0	0.5	0.0	0.6	0	Very High	Maintained	Excellent	0	0	0
High school to post-secondary transition rate of students within six years of entering Grade 10.	59.9	60.4	41.8	75.9	71.6	70	Very High	Improved	Excellent	70	70	70
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	60.0	87.1	64.0	73.3	70	High	Maintained	Good	70	70	70

**Comment on Results**

(an assessment of progress toward achieving the target)



We are proud of the achievement in the above categories as we see this past year as an anomaly in one aspect of the data: the percentage of students who achieved the acceptable standard on their diplomas. We embody Alberta's High School Completion Framework (5

STARTing points). We choose to support the earning of high school diplomas versus K&E certificates. This impacts data significantly. We continue to program and support our students as individuals and encourage them to be the best version of themselves, which is reflected in most areas of data presented.

## Strategies

### Response to Intervention / 5 STARting Points / Faculty Advisor

We base all we do on Response to Intervention and the 5 STARting points for High School completion. In addition to tier one classroom instruction that tracks progress and builds positive connections, we support and timetable a Faculty Advisor role and utilize a process that communicates regularly with parents and teachers, tracks progress and holds students accountable while giving them space to share their vision and passions. Our FA role, beginning when students reach grade 7, allows us to see our students assisting in planning, advocating and seeking opportunities for them.

### Career / Post Secondary Counselling

Beginning in grade 9 there is an emphasis on preparing for high school. Students learn about the requirements for high school completion, how credits work, and look at sample timetables for the following year as well as what three years of high school look like. We have individual conversations about their achievement in grade 9 and what that means for success in high school. Current teachers and parents are included in the conversations to ensure that students choose the right courses for their post-secondary career goals. Students whose achievement may not match post-secondary program requirements are met with to look at related fields with requirements they could meet. The wide range of career opportunities and programs from academic post-secondary degrees and diplomas to RAP (Registered Apprenticeship Program) and Green Certificate are presented to students and their families.

When students reach grade 10, they are walked through MyPass and shown how to monitor credits earned throughout high school. Each semester, students use My Pass to reflect, discuss their goals and plan their next steps. Once a student is in grade 12, they are guided through their Apply Alberta account. We run Application workshops with parents throughout the year.

#### 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 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. 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.
8. 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.
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	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	89.7	93.2	90.7	88.6	89.6	90	Very High	Maintained	Excellent	90	90	90

**Comment on Results**

*(an assessment of progress toward achieving the target)*

We have exemplary students at St. Augustine School who consistently show on a day to day basis active citizenship. The moment students enter our school, whether it be at kindergarten or beyond, we model, encourage and support students through our lens of faith to use words and actions to walk in the footsteps of Jesus. Our students learn that no matter their age or size they are responsible for social justice and their role in public life.

**Strategies**

**Intentional Social Justice and Acts of Charity**

All students in all grades participate in leadership opportunities from facilitating Faith based celebrations such as, God’s Garden and Let It Shine Assemblies to school masses, celebrations and events. We have developed an intentional and scheduled order of social justice and charity campaigns where students are taught why we do.

**Mentorship**

Beginning in division two, students are partnered with a younger buddy for multiple activities from reading and skiing, to art projects. Students gain immeasurable citizenship qualities by learning to support others. Once students reach high school, they are presented with opportunities to be in-school mentors. These students are trained by our FSLW using the BBBS (Big Brothers Big Sisters) program and assigned an elementary student. Many of these students remain partners for years.



Religion 25 students help grade 1's finish a project.

**Citizenship and Stewardship**

2019 Stewardship Award Recipients, 30 hours of Faith Based Service



Students are invited to engage in multiple and wide-ranging opportunities from score keeping and coaching to altar serving and music ministry. We understand the more connections students have with our school, the stronger their motivation and engagement is. Students are celebrated both intangibly and tangibly with a recognition system that tracks and encourages participation in school life and culture.

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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	57.4	60.7	53.8	54.2	46.4	60	Very Low	Maintained	Concern	60	70	80
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).	5.9	0.0	11.3	2.1	3.6	10	Very Low	Maintained	Concern	10	15	20
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	100.0	*	57.1	94.4	71.4	80	Very Low	Maintained	Concern	80	90	100
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	6.7	*	0.0	22.2	0.0	10	Very Low	Maintained	Concern	10	15	20

### Comment on Results

*(an assessment of progress toward achieving the target)*

We continue to be challenged by the data as it presented for our Indigenous students. An important factor to consider is that we have very low numbers reflected: 5 students in grade 6, 2 students in grade 9 and 1 student in grade 12). It is significant when looking at data for our First Nation and Metis students to focus on individuals. Attendance, transience and gaps in basic skills continue to be key factors affecting achievement of our indigenous students.

Daily Response to Intervention time is key to building relationships bridging and supporting academic gaps in literacy and numeracy in order to support our First Nation students. Embedded resources, projects, learning tasks and culturally sensitive methods of instructional delivery. Using a wholistic approach based on the Circle of Courage, we aim to support indigenous student success.

### Strategies

#### Relationships and Cultural Understanding

#### Teacher Professional Development

Our staff continues to receive regular professional development in Indigenous pedagogy designed with the learner in mind. We seek and build relationships with our families through day to day interactions, sports, clubs and special events. We are a school who aims to walk the pathways of Truth and Reconciliation, not only with the observance of Orange Shirt Day and Treaty Land Acknowledgement but with keen interest in understanding and

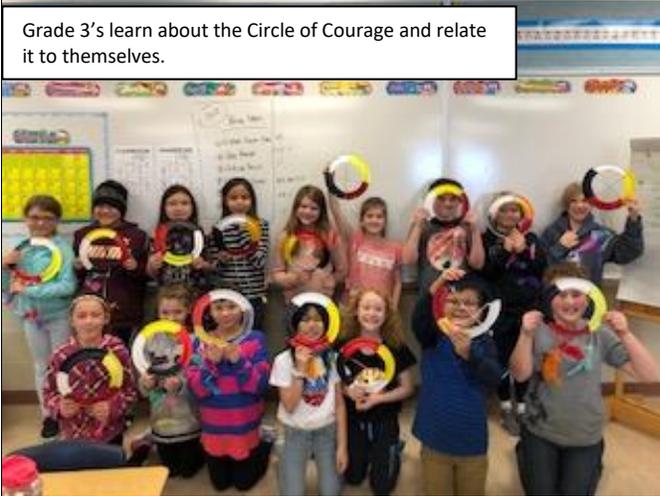


Teachers participate in wholistic drum making.

ways of knowing to truly 'see' our students. We continue to work together to embed foundational and cultural knowledge into our curricular activities. We are all treaty people.

### Student Cultural Knowledge

Grade 3's learn about the Circle of Courage and relate it to themselves.



Cultural understanding is embedded in tier one teaching in all grades. This year, K-4 students receive an FNMI class focused on the seven teachings. Grade 6 students rotate assisting with this class for kindergarten students. Teachers receive the lessons to deliver independently as well.

Some aspects of traditional Indigenous culture are now part of tier one instruction in a universal design that benefits all students. Beading is part of all junior high options. The investment in culturally respectful, appropriate resources with regional indigenous content



continues to be sought after at all grades and levels.



We continue to put up our school Tipi up during the Month of January for Tipi talks. Teachers use this space to present traditional storytelling and culturally based learning. Elders and knowledge keepers are invited to support traditional teachings.

### Responsive Timetabling

We intentionally timetable to structure the best environment for students to succeed in. Our Reserve transportation is often late for our first bell. We have an option block first so that students do not miss core when arriving late. We have created a ladder of same subject classes in the same block allowing students to transfer from -3 / -2 / -1 classes without having their entire timetable altered. For example, a student joining us from the foster system and entered in English 10-4 due to their academic record can be moved up when they advance quickly and demonstrate curricular objectives.

## Breakfast Program



Initially, the breakfast program was intended to support the nutrition of our Indigenous students who had long bus rides and transfer wait times to get to our school. We acknowledge that hungry students cannot learn. Under the lens of universal design, the program supports all our students.



## Response to Intervention

Our daily intervention block in all grades allows teachers to support students individually, spend more time with them building relationships and allows targeted instruction for base gaps that affect learning. The RTI block also allows for student collaboration, reteaching, reteaching, credit recovery and additional time on assessments.

### 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 (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. 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.
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 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.
8. 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.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2019	Achievement	Improvement	Overall	2020	2021	2022
High School Completion Rate – Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	*	66.9	*	*	62.1	70	Low	Maintained	Issue	70	75	80
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	*	22.3	*	*	41.4	45	Low	Maintained	Issue	45	50	55
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	0.0	11.9	0.0	0.0	0.0	0	Very High	Improved	Excellent	0	0	0
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	40.4	*	*	*	41.4	50	Low	n/a	n/a	50	60	70
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	25.0	*	*	66.7	70	Intermediate	Improved	Good	70	75	80

**Comment on Results**

*(an assessment of progress toward achieving the target)*

Our data is a limited representation of First Nation students in our school. Due to attendance challenges, transience and credit recovery supports, many of our students require more time to complete high school. With our wrap around supports and relationships, they do complete high school. Our high school dropout rate continues to be negligible. We continue to work with our students and families to build skills and dreams that access their talents and goals, whether they be academic or otherwise, providing our indigenous population with access and support to services they need to be successful.

**Strategies**

**Belonging / Generosity**

Using the Circle of Courage model, we deliver a variety of programs meant to foster a sense of belonging at school, build self-confidence, leadership and inspire goal setting. These include a Nitotem (cree for my friend your friend) leadership team for students in grades 7- 9 and 10-12, mentorship is built into this team.



Braided Journeys' students and Student's Union Representatives raise the Treaty 6 Flag

We created an optional Nitotem Faculty Advisor group which has been very well received with nearly all Indigenous students choosing the group. These students will be surveyed later in the year regarding their thoughts on the FA solely made up of Indigenous students.

## Mastery / Independence

We continue daily intervention sessions to assist students in closing gaps in learning. All our FNMI students access this small group support in the comfortable setting of their Nitotem Faculty Advisor.

Members of Nitotem are provided with leadership training and opportunities to share their knowledge, language and culture. We are in our second year of the Braided Journey's elective, adopted from Edmonton Catholic Schools, for students in grades 9-12. Students in this course have leadership opportunities such as retreats and leading the Blanket Exercise and special events throughout the year.



Braided Journey's students share the Treaty 6 Blanket Exercise.

### 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 2015/16 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), historical Rutherford Scholarship Eligibility Rate results 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, Métis 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 has excellent teachers, school leaders, and school authority leaders

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	79.3	83.8	79.0	85.0	87.9	90	Very High	Improved	Excellent	90	90	90

#### Comment on Results

*(an assessment of progress toward achieving the target)*

We continue to listen to the voices of our students and families at St. Augustine and are proud of our creativity and the passions of staff to make this programming possible. Students are surveyed each year as to what they would like to learn or experience. We respond by creating relevant CTS and Junior High programming to meet the needs of a diverse population. Investment and learning continue to grow. This year, based on a letter from a grade 5 student we have timetabled CTF classes for grades five and six which include Music, Art, STEM, and Nature.

#### Strategies

##### Well Balanced Elective Programming 5-12

We listen to students, seeking feedback regularly while investing in human and material resources whenever possible.



Grade 6 Nature CTF tour the VJV Auction Mart and get a closer look at the cattle industry.



Cardboard boat races are one of the blended school based / extracurricular clubs used to enrich, connect and extend students.



Robotics and coding electives are in the second year. We continue to expand the program complexity.

##### Individualized Programming for High School Students

St. Augustine offers 20 overarching electives in addition to off campus opportunities of work experience, Green Certificate programs and RAP for students in grades nine through twelve. Student interest and passions are encouraged along with simply encouraging students to take risks and try new things. Our wide range of electives allow students to explore multiple career pathways and experiences. We promote Skills Canada competitions with individual students wishing to test learning in regional and provincial competitive arenas in fabrication, culinary arts, cosmetology and graphic design.

Grade 10 Fabrication Students Learning MIG



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’s education system is well governed and managed

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	89.7	93.4	93.1	91.8	92.1	95	Very High	Maintained	Excellent	95	95	95
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	93.4	95.5	95.8	96.1	94.6	95	Very High	Maintained	Excellent	95	95	95
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.	86.9	92.6	84.4	93.3	88.2	90	Very High	Maintained	Excellent	90	90	90
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning. <i>(This measure is required for charter and private school authorities that do not have grades 10-12.)</i>	74.5	88.3	84.0	85.3	83.8		n/a	n/a	n/a			
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	88.4	88.2	92.2	89.8	84.5	90	Very High	Maintained	Excellent	90	90	90
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	86.3	89.6	90.0	90.1	90	Very High	Maintained	Excellent	90	90	90

### Comment on Results

*(an assessment of progress toward achieving the target)*

Our school community which includes students, parents, teachers and the town and County of Ponoka are significant voices in our school. We would like to have more respondents to the survey at all levels. We know our families are happy through conversations, email and daily feedback. We listen to all stakeholders and take feedback of all kinds with a wide view that allows us to determine a path of growth.

### Strategies

#### Increased Communication: Social and Digital Media

While it is a challenge to get some families physically into our school, we aim to connect through digital media platforms in order to increase connections and understanding between home, school and parish. With daily Instagram and Facebook posts from administration in addition to teacher Remind’s, email and phone calls communicating and sharing Catholic Education with families is enhanced.

### **School Council and Friends of St. Augustine**

Our School Council and Fundraising Society continue to support our school mission and vision. Council feedback is invited in all areas, building positive relationships between parents, the school and parish. School council is responsible for teacher appreciation, bringing supper and snacks to teachers on parent teacher interview nights. Council continues to maintain our playground structures. School council supports our students with recognition on many levels from participation freezies for the track meet to, grade 6 retreat and scholarships for high school students and staff who go beyond their roles to make differences in student lives. We are blessed to have the support of our parents.

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.

**APPENDIX – Measure Details (OPTIONAL)**

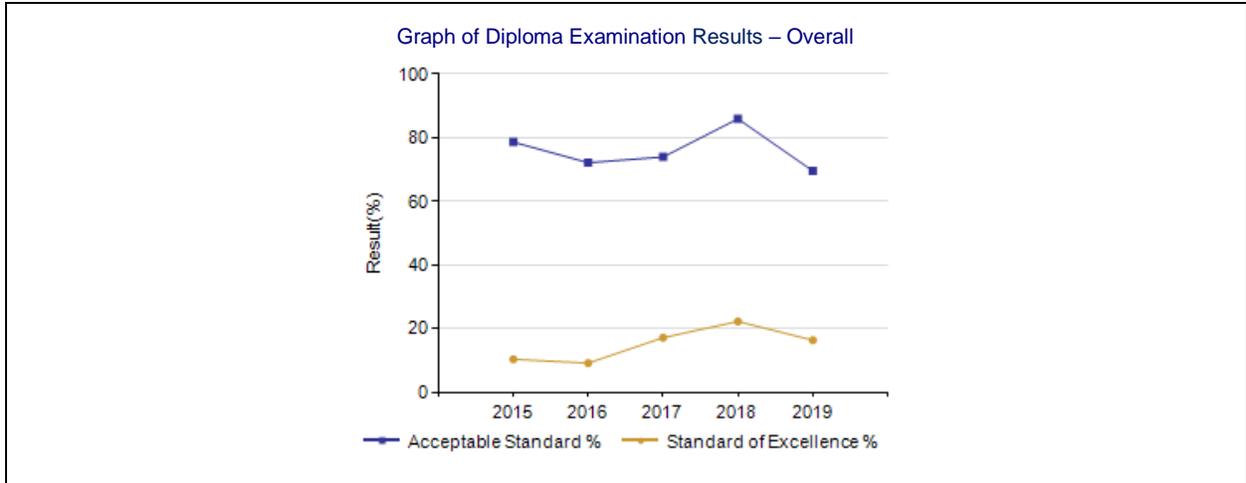
The following pages include tables and graphs that provide detailed data for the performance measures. Schools may include these under each measure/outcome to provide context and help in interpreting the results.

**Diploma Examination Results – Measure Details**

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2015		2016		2017		2018		2019		2019	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	School	82.4	11.8	87.5	4.2	88.2	5.9	100.0	31.6	92.3	23.1	90	20
	Authority	84.8	10.6	94.0	8.4	95.1	8.5	95.5	17.9	91.3	10.0		
	Province	86.5	11.4	86.8	10.7	86.5	11.7	87.5	13.2	86.8	12.3		
English Lang Arts 30-2	School	92.3	7.7	91.7	16.7	90.9	18.2	100.0	7.1	85.7	19.0	90	20
	Authority	89.4	10.6	89.7	7.7	90.5	20.6	95.3	11.6	80.4	11.8		
	Province	88.6	11.2	89.1	12.3	89.5	11.4	88.0	13.1	87.1	12.1		
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	95.5	9.9	93.8	8.7	94.7	9.4	93.8	11.0	91.5	10.1		
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	95.3	17.1	99.3	20.3	98.1	18.6	97.4	23.0	98.6	29.5		
Mathematics 30-1	School	53.8	7.7	60.0	10.0	20.0	10.0	92.9	28.6	71.4	0.0	75	15
	Authority	75.6	26.8	57.1	17.1	60.0	20.0	77.5	27.5	84.6	25.6		
	Province	76.1	31.6	70.7	25.9	73.1	30.7	77.8	35.3	77.8	35.1		
Mathematics 30-2	School	87.5	0.0	62.5	18.8	85.7	14.3	81.8	0.0	63.0	14.8	70	15
	Authority	66.7	5.6	69.2	13.8	83.3	8.3	80.5	9.8	76.1	16.4		
	Province	73.9	15.5	75.4	16.8	74.7	15.9	74.2	16.4	76.5	16.8		
Social Studies 30-1	School	95.2	14.3	78.9	0.0	92.9	7.1	100.0	23.5	81.8	18.2	90	20
	Authority	94.1	16.2	86.1	6.9	93.9	16.7	91.4	22.4	90.2	19.7		
	Province	87.1	16.2	84.9	14.3	86.0	14.8	86.2	17.7	86.6	17.0		
Social Studies 30-2	School	93.3	6.7	81.8	9.1	61.5	15.4	75.0	6.3	66.7	23.8	90	20
	Authority	78.6	8.9	86.5	2.7	76.5	8.8	83.3	4.2	69.2	9.2		
	Province	81.3	12.5	81.1	13.1	80.6	12.6	78.8	12.2	77.8	12.2		
Biology 30	School	n/a	n/a	67.6	8.1	79.2	37.5	n/a	n/a	52.0	16.0	75	15
	Authority	81.0	35.7	75.6	14.4	76.3	28.8	100.0	66.7	79.4	33.3		
	Province	85.8	33.0	85.1	32.4	84.2	32.3	86.6	36.6	83.9	35.5		
Chemistry 30	School	n/a	n/a	56.0	12.0	n/a	n/a	68.2	36.4	n/a	n/a	75	15
	Authority	73.5	35.3	68.7	17.9	89.8	33.9	73.8	32.3	78.4	32.4		
	Province	82.1	34.2	81.5	34.5	83.1	38.6	83.6	38.3	85.7	42.5		
Physics 30	School	38.9	5.6	n/a	n/a	60.0	13.3	n/a	n/a	62.5	6.3	70	15
	Authority	65.7	17.1	76.9	30.8	70.6	20.6	94.4	44.4	83.3	28.6		
	Province	83.9	35.8	85.8	39.8	85.7	41.8	86.2	43.6	87.5	43.5		
Science 30	School	91.7	25.0	n/a	n/a	n/a	n/a	77.3	27.3	n/a	n/a	80	20
	Authority	89.5	38.6	80.6	25.0	73.0	18.9	80.9	31.9	88.2	55.9		
	Province	83.9	26.6	84.4	27.6	84.9	28.4	85.4	31.5	85.7	31.2		

Notes:

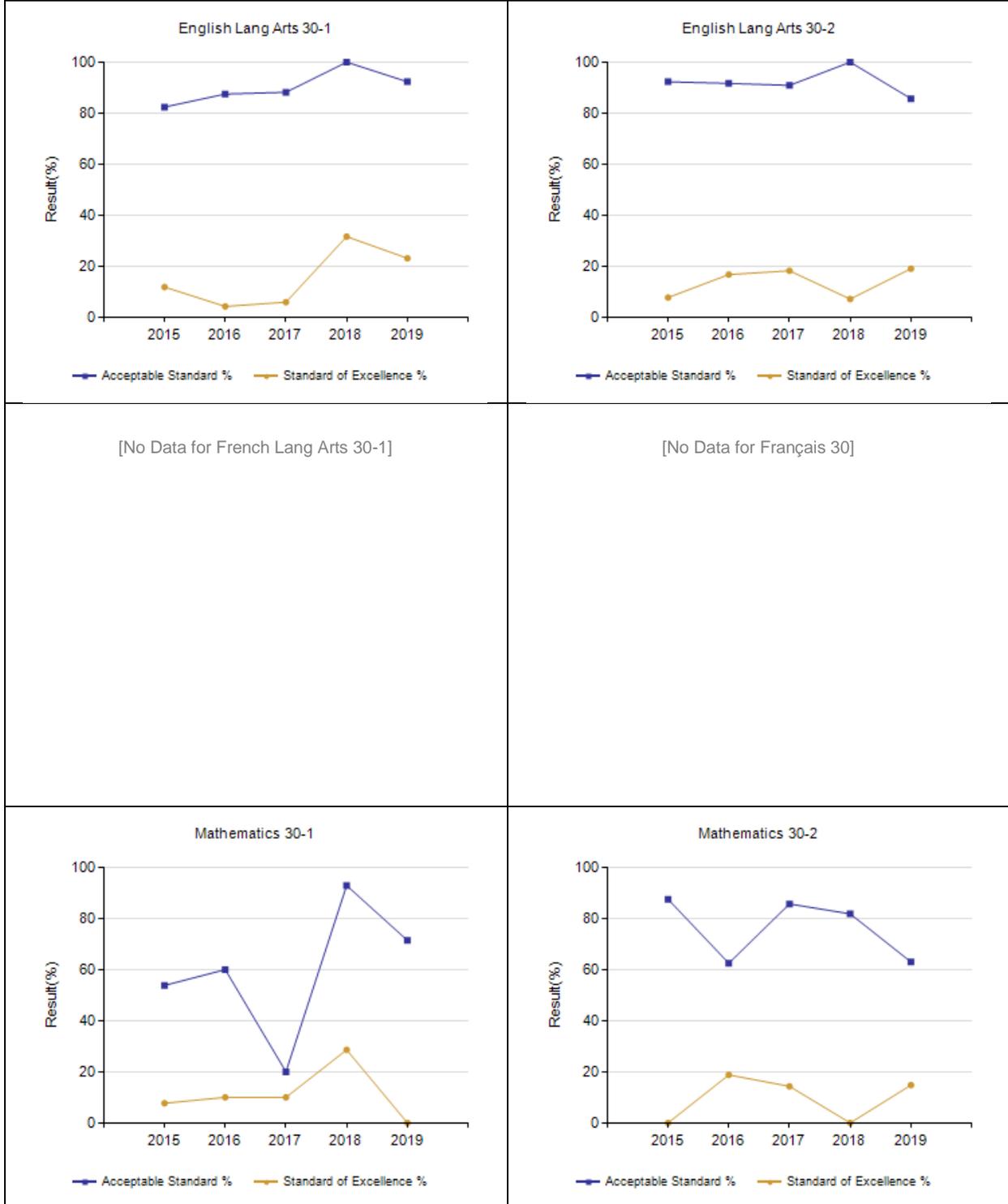
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Caution 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 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.
5. A written-response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.



Notes:

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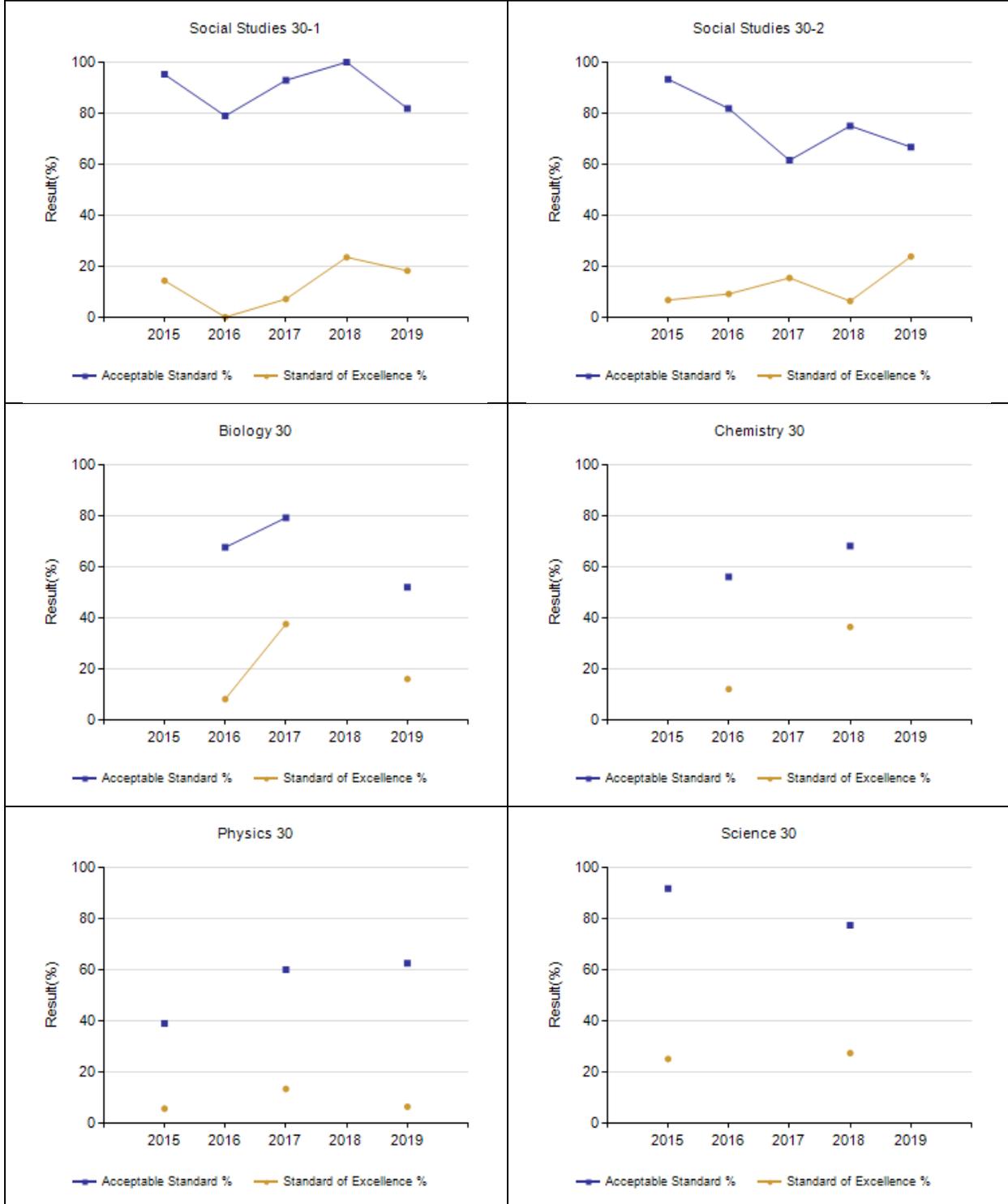
Diploma Examination Results by Course



Notes:

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

Diploma Examination Results Course By Course Summary With Measure Evaluation

Course		Measure		St. Augustine School						Alberta				
				Achievement	Improvement	Overall	2019		Prev 3 Year Average		2019		Prev 3 Year Average	
							N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	High	Maintained	Good	13	92.3	20	91.9	29,832	86.8	30,091	86.9		
	Standard of Excellence	Very High	Maintained	Excellent	13	23.1	20	13.9	29,832	12.3	30,091	11.9		
English Lang Arts 30-2	Acceptable Standard	Low	Maintained	Issue	21	85.7	12	94.2	16,640	87.1	16,563	88.9		
	Standard of Excellence	Very High	Maintained	Excellent	21	19.0	12	14.0	16,640	12.1	16,563	12.3		
French Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,215	91.5	1,296	94.1		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,215	10.1	1,296	9.7		
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	139	98.6	154	98.3		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	139	29.5	154	20.6		
Mathematics 30-1	Acceptable Standard	n/a	n/a	n/a	7	71.4	11	57.6	19,389	77.8	20,337	73.9		
	Standard of Excellence	n/a	n/a	n/a	7	0.0	11	16.2	19,389	35.1	20,337	30.6		
Mathematics 30-2	Acceptable Standard	n/a	n/a	n/a	27	63.0	11	76.7	14,465	76.5	14,107	74.8		
	Standard of Excellence	n/a	n/a	n/a	27	14.8	11	11.0	14,465	16.8	14,107	16.4		
Social Studies 30-1	Acceptable Standard	Intermediate	Maintained	Acceptable	11	81.8	17	90.6	21,610	86.6	22,179	85.7		
	Standard of Excellence	High	Maintained	Good	11	18.2	17	10.2	21,610	17.0	22,179	15.6		
Social Studies 30-2	Acceptable Standard	Very Low	Maintained	Concern	21	66.7	13	72.8	20,758	77.8	20,078	80.2		
	Standard of Excellence	Very High	Maintained	Excellent	21	23.8	13	10.2	20,758	12.2	20,078	12.6		
Biology 30	Acceptable Standard	Very Low	Declined	Concern	25	52.0	31	73.4	22,442	83.9	22,853	85.3		
	Standard of Excellence	Low	Maintained	Issue	25	16.0	31	22.8	22,442	35.5	22,853	33.8		
Chemistry 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	24	62.1	18,525	85.7	18,929	82.7		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	24	24.2	18,525	42.5	18,929	37.2		
Physics 30	Acceptable Standard	Low	Maintained	Issue	16	62.5	15	60.0	9,247	87.5	9,974	85.9		
	Standard of Excellence	Low	Maintained	Issue	16	6.3	15	13.3	9,247	43.5	9,974	41.7		
Science 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	22	77.3	9,676	85.7	9,180	84.9		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	22	27.3	9,676	31.2	9,180	29.2		

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. 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 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.
5. A written-response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.

### Measure Evaluation Reference - Achievement Evaluation

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

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

Course	Measure	Very Low	Low	Intermediate	High	Very High
English 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:

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

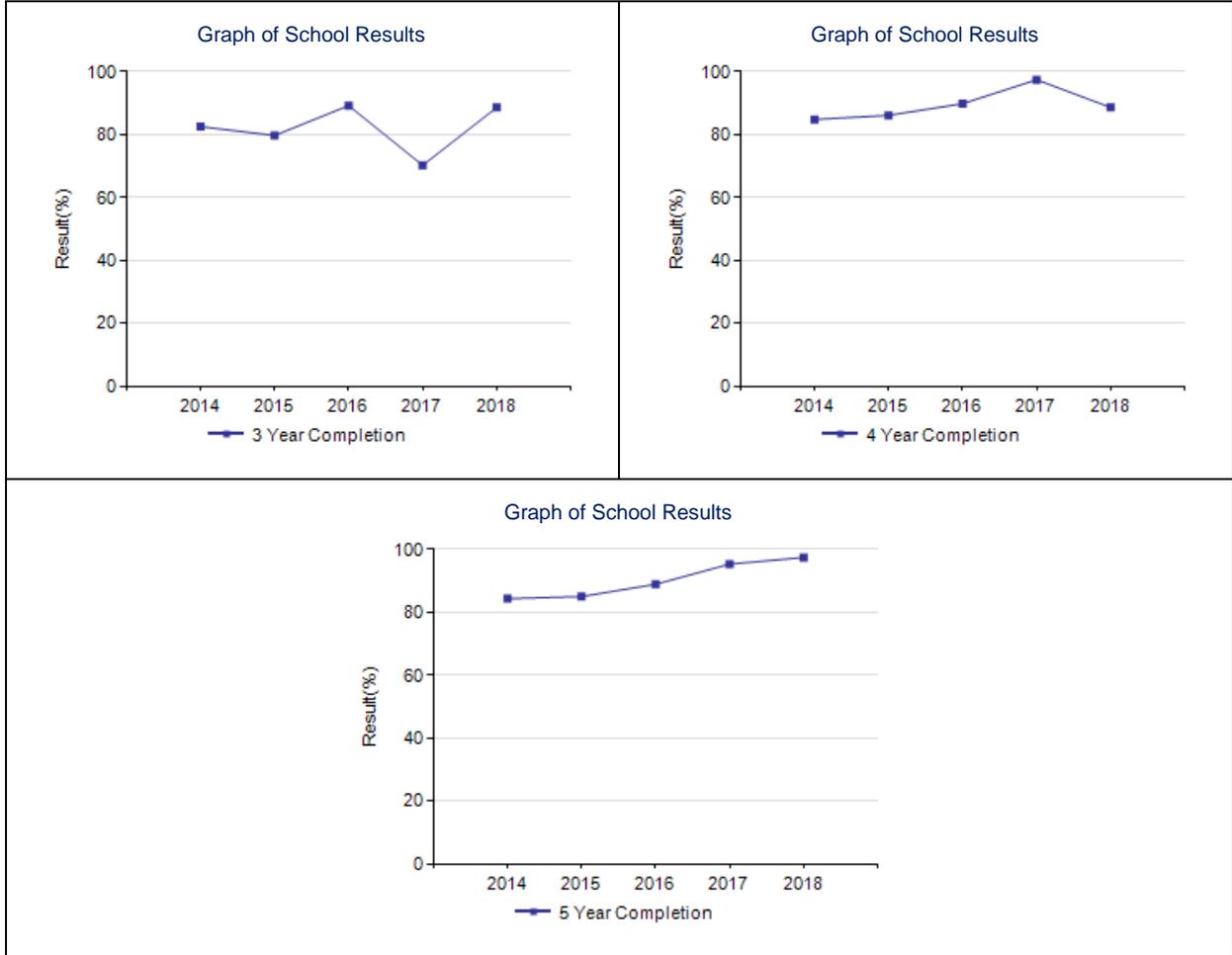
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	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				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
3 Year Completion	82.5	79.7	89.2	70.2	88.6	81.7	86.8	87.5	83.1	89.4	76.5	76.5	78.0	78.0	79.1
4 Year Completion	84.8	86.1	89.8	97.4	88.6	86.9	82.8	90.3	91.3	91.0	79.9	81.0	81.2	82.6	82.7
5 Year Completion	84.3	85.0	88.9	95.3	97.4	82.0	89.8	83.5	93.4	92.3	82.0	82.1	83.2	83.4	84.8

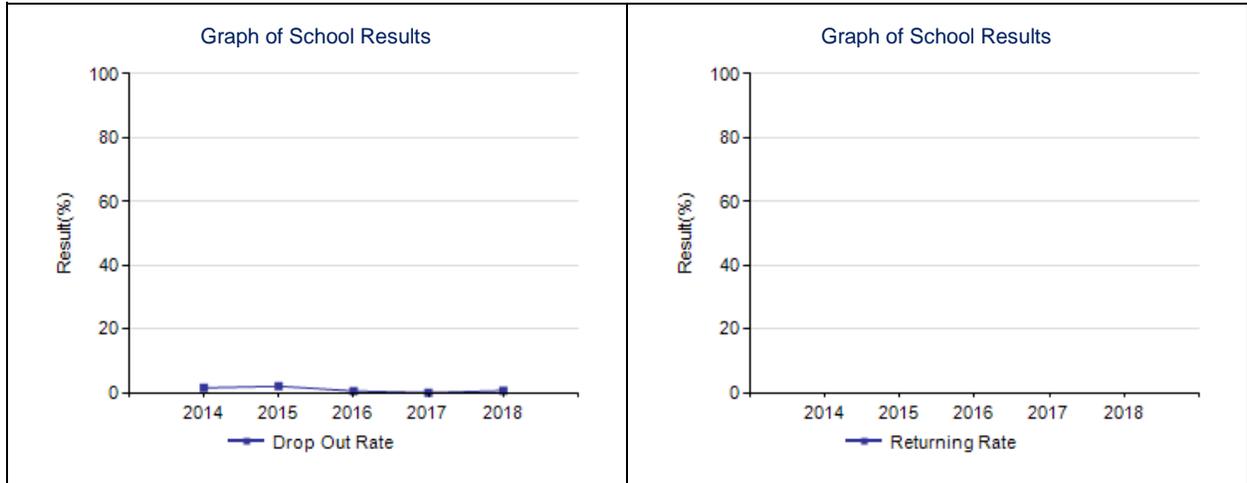


Notes:

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

**Drop Out Rate – Measure Details**

Drop Out Rate - annual dropout rate of students aged 14 to 18															
	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Drop Out Rate	1.5	2.0	0.5	0.0	0.6	2.0	1.8	1.5	0.3	1.7	3.5	3.2	3.0	2.3	2.6
Returning Rate	*	*	*	*	*	0.0	42.5	10.2	0.0	49.3	20.9	18.2	18.9	19.9	22.7



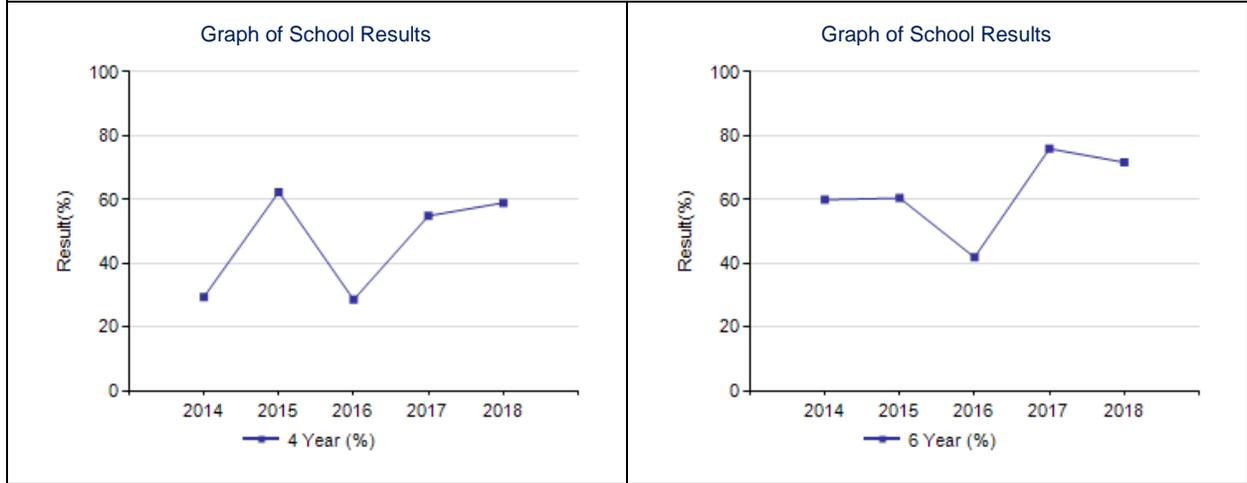
Notes:

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**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				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
4 Year Rate	29.4	62.3	28.5	54.8	58.9	37.9	38.0	39.5	47.5	48.9	38.3	37.0	37.0	39.3	40.1
6 Year Rate	59.9	60.4	41.8	75.9	71.6	56.7	54.8	61.2	54.0	65.0	59.7	59.4	57.9	58.7	59.0



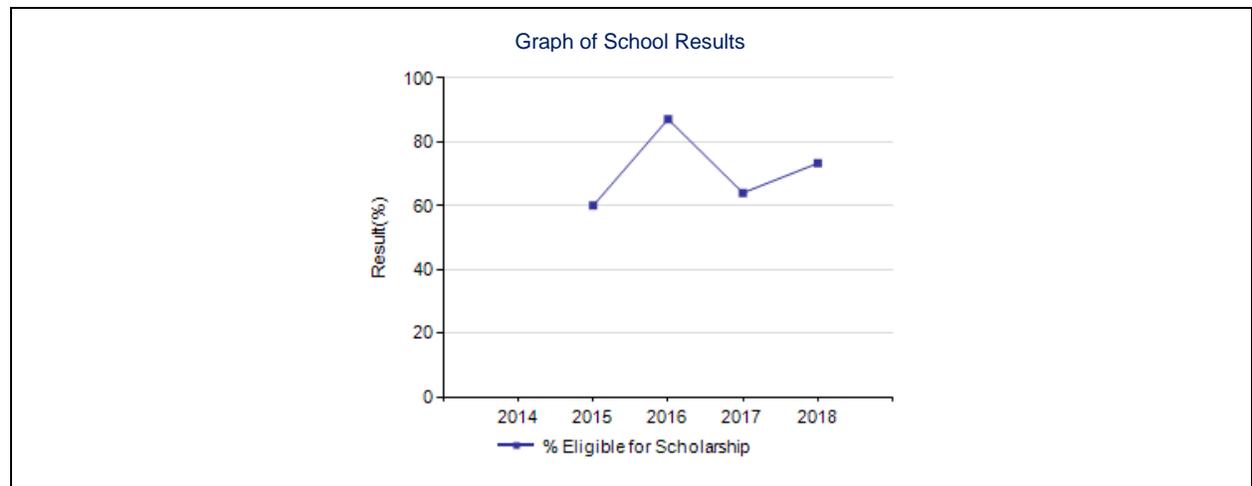
Notes:

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**Rutherford Eligibility Rate – Measure Details**

Percentage of Grade 12 students eligible for a Rutherford Scholarship.															
	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Rutherford Scholarship Eligibility Rate	n/a	60.0	87.1	64.0	73.3	n/a	61.9	72.5	62.7	67.4	n/a	60.8	62.3	63.4	64.8

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
2014	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2015	35	20	57.1	18	51.4	13	37.1	21	60.0
2016	31	20	64.5	24	77.4	24	77.4	27	87.1
2017	25	12	48.0	15	60.0	12	48.0	16	64.0
2018	30	19	63.3	21	70.0	17	56.7	22	73.3

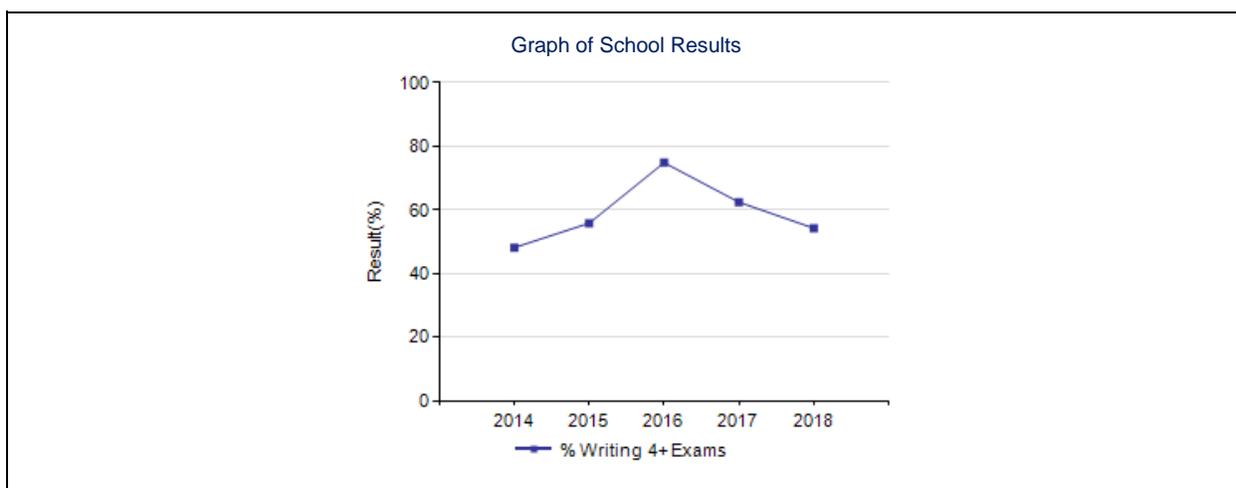


- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
  2. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
  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				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
% Writing 0 Exams	17.5	15.0	5.1	14.2	8.9	17.6	9.2	8.5	8.0	6.2	15.7	15.7	15.0	14.8	14.2
% Writing 1+ Exams	82.5	85.0	94.9	85.8	91.1	82.4	90.8	91.5	92.0	93.8	84.3	84.3	85.0	85.2	85.8
% Writing 2+ Exams	82.5	82.4	92.0	78.0	91.1	81.6	89.2	89.1	89.8	92.9	81.4	81.2	82.0	82.3	83.0
% Writing 3+ Exams	55.0	61.1	86.3	66.3	66.5	59.8	61.9	77.9	71.0	71.0	65.0	64.7	65.2	66.1	66.8
<b>% Writing 4+ Exams</b>	<b>48.1</b>	<b>55.8</b>	<b>74.8</b>	<b>62.4</b>	<b>54.2</b>	<b>54.8</b>	<b>55.5</b>	<b>65.8</b>	<b>57.4</b>	<b>59.6</b>	<b>54.4</b>	<b>54.6</b>	<b>54.9</b>	<b>55.7</b>	<b>56.3</b>
% Writing 5+ Exams	37.8	39.9	48.9	46.8	36.9	42.1	40.2	49.8	37.0	42.9	36.3	37.1	37.5	37.8	38.7
% Writing 6+ Exams	17.2	21.3	17.3	23.4	14.8	26.1	22.5	20.9	9.8	20.2	13.1	13.8	13.6	13.9	14.2



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				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
English Language Arts 30-1	50.0	50.0	57.1	57.7	51.2	49.6	52.4	59.1	54.9	56.5	54.0	53.2	54.0	55.0	56.3
English Language Arts 30-2	30.0	31.6	34.3	26.9	39.0	30.6	35.7	28.3	38.3	35.7	28.0	28.7	28.7	28.8	27.8
<b>Total of 1 or more English Diploma Exams</b>	<b>80.0</b>	<b>81.6</b>	<b>91.4</b>	<b>84.6</b>	<b>90.2</b>	<b>80.2</b>	<b>87.3</b>	<b>87.4</b>	<b>89.5</b>	<b>91.3</b>	<b>79.7</b>	<b>79.5</b>	<b>80.1</b>	<b>80.9</b>	<b>81.1</b>
Social Studies 30-1	50.0	42.1	60.0	53.8	43.9	48.8	48.4	57.5	48.9	52.2	45.1	43.5	45.1	44.9	45.0
Social Studies 30-2	30.0	39.5	31.4	23.1	43.9	31.4	42.1	30.7	39.1	38.3	35.2	36.7	35.8	36.4	37.1
<b>Total of 1 or more Social Diploma Exams</b>	<b>80.0</b>	<b>81.6</b>	<b>91.4</b>	<b>76.9</b>	<b>87.8</b>	<b>80.2</b>	<b>88.9</b>	<b>88.2</b>	<b>88.0</b>	<b>90.4</b>	<b>79.6</b>	<b>79.5</b>	<b>80.3</b>	<b>80.7</b>	<b>81.4</b>
Pure Mathematics 30	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.0	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	0.0	0.0	0.0	0.0	0.0
Mathematics 30-1	33.3	36.8	28.6	30.8	34.1	31.4	34.1	26.0	24.8	34.8	37.3	37.1	36.4	35.5	36.5
Mathematics 30-2	20.0	23.7	45.7	30.8	26.8	25.6	23.0	40.2	36.8	28.7	21.4	22.4	23.7	25.1	24.9
<b>Total of 1 or more Math Diploma Exams</b>	<b>50.0</b>	<b>57.9</b>	<b>74.3</b>	<b>61.5</b>	<b>61.0</b>	<b>55.4</b>	<b>56.3</b>	<b>65.4</b>	<b>59.4</b>	<b>63.5</b>	<b>57.0</b>	<b>57.6</b>	<b>58.3</b>	<b>58.6</b>	<b>59.3</b>
Biology 30	43.3	42.1	65.7	46.2	41.5	44.6	38.1	52.0	39.1	44.3	41.4	40.6	40.7	41.7	42.7
Chemistry 30	20.0	42.1	37.1	42.3	31.7	38.0	39.7	37.8	33.8	41.7	34.7	35.7	35.6	35.1	35.8
Physics 30	10.0	21.1	31.4	26.9	24.4	21.5	21.4	25.2	17.3	25.2	20.0	19.9	19.3	18.6	18.7
Science 30	30.0	15.8	20.0	19.2	22.0	25.6	29.4	37.0	28.6	23.5	12.8	14.1	15.7	16.9	17.0
<b>Total of 1 or more Science Diploma Exams</b>	<b>50.0</b>	<b>57.9</b>	<b>88.6</b>	<b>65.4</b>	<b>61.0</b>	<b>57.0</b>	<b>59.5</b>	<b>75.6</b>	<b>70.7</b>	<b>67.0</b>	<b>59.4</b>	<b>59.8</b>	<b>60.5</b>	<b>61.2</b>	<b>61.8</b>
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	0.2	0.3	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	2.8	2.8	3.0	2.7

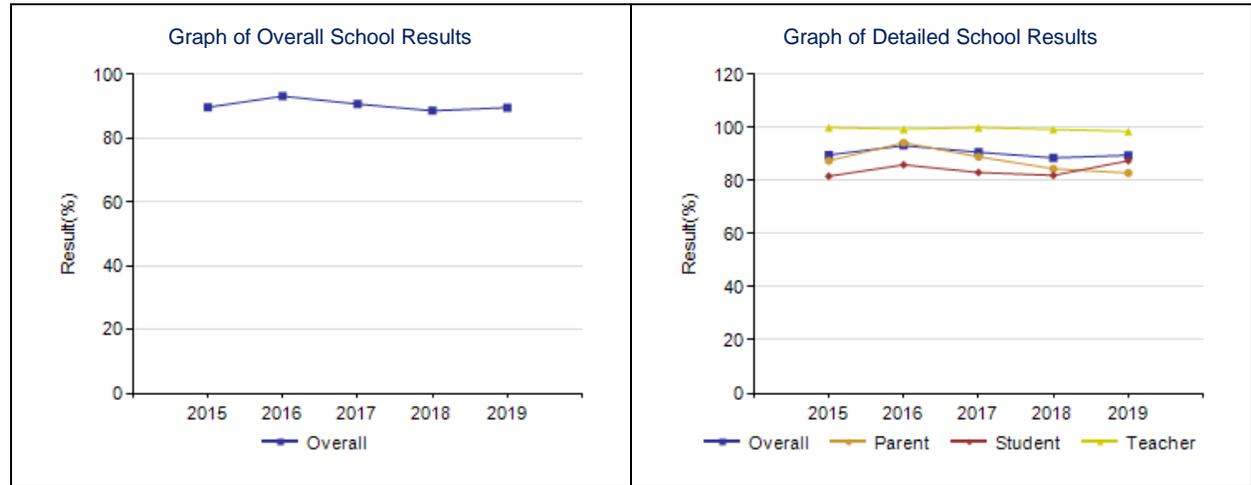
<b>Total of 1 or more French Diploma Exams</b>	<b>0.0</b>	<b>2.9</b>	<b>3.0</b>	<b>3.1</b>	<b>3.3</b>	<b>3.0</b>										
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Notes:

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 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.
3. 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.
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.

**Citizenship – Measure Details**

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	89.7	93.2	90.7	88.6	89.6	85.4	85.3	86.7	85.0	87.0	83.5	83.9	83.7	83.0	82.9
Teacher	100.0	99.4	100.0	99.3	98.6	98.2	96.8	97.2	94.7	97.0	94.2	94.5	94.0	93.4	93.2
Parent	87.5	94.3	89.0	84.5	82.9	81.6	84.1	87.5	88.1	85.7	82.1	82.9	82.7	81.7	81.9
Student	81.7	86.0	83.1	82.0	87.5	76.5	75.1	75.2	72.1	78.3	74.2	74.5	74.4	73.9	73.5

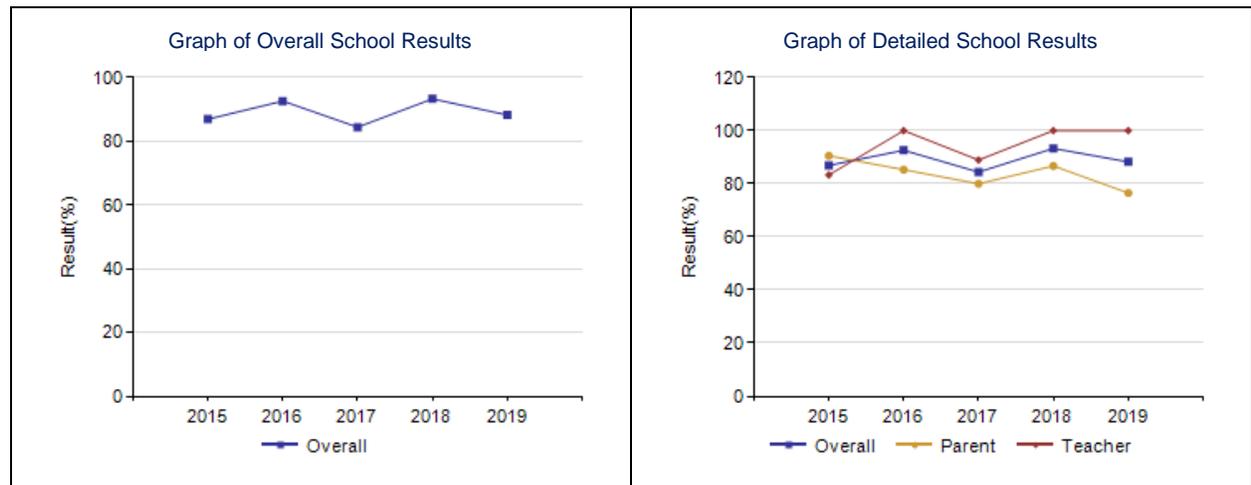


Notes:

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

**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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	86.9	92.6	84.4	93.3	88.2	85.6	85.2	86.8	86.3	86.2	82.0	82.6	82.7	82.4	83.0
Teacher	83.3	100.0	88.9	100.0	100.0	93.6	93.9	92.9	92.9	98.2	89.7	90.5	90.4	90.3	90.8
Parent	90.5	85.3	80.0	86.7	76.5	77.6	76.5	80.7	79.6	74.2	74.2	74.8	75.1	74.6	75.2



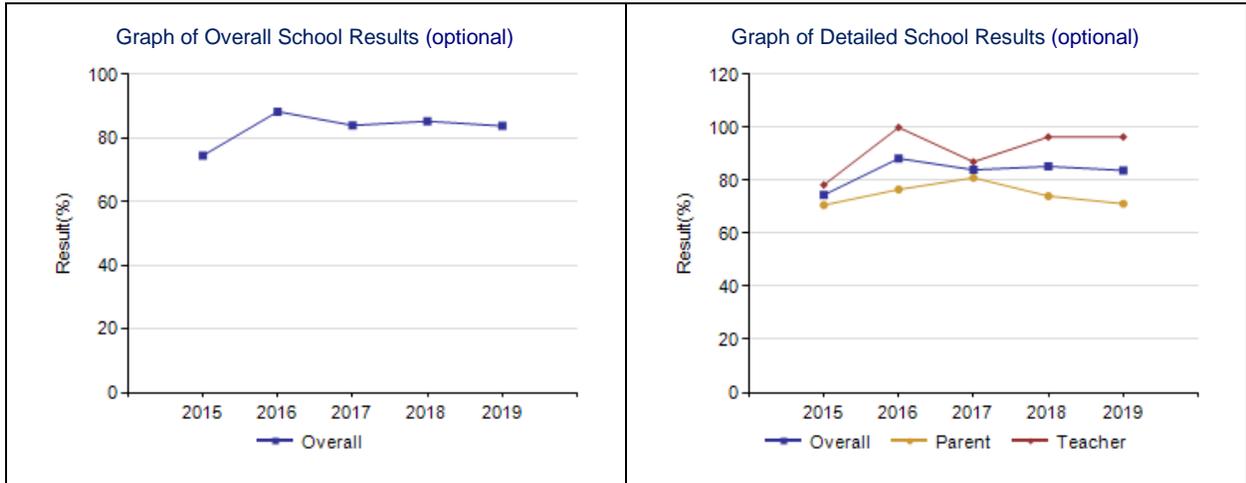
Notes:

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

**Lifelong Learning – Measure Details (OPTIONAL)**

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

	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	74.5	88.3	84.0	85.3	83.8	75.9	73.6	78.6	77.0	76.9	70.0	70.7	71.0	70.9	71.4
Teacher	78.3	100.0	87.0	96.4	96.4	84.4	82.8	86.9	85.4	91.1	76.0	77.3	77.3	77.8	78.8
Parent	70.7	76.6	81.0	74.1	71.2	67.5	64.4	70.3	68.5	62.7	64.0	64.2	64.8	64.0	64.0



Notes:

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

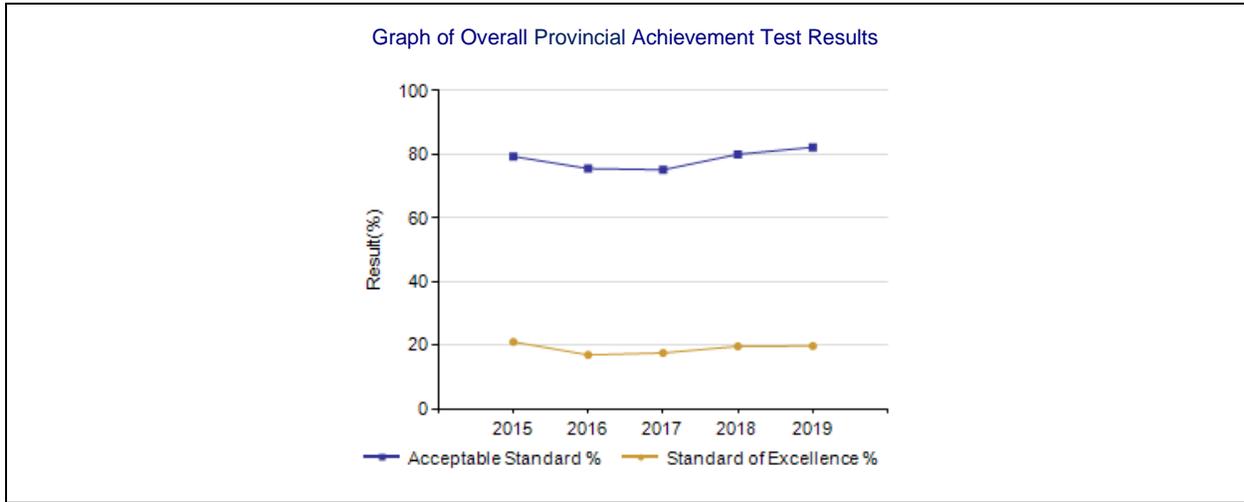
**Provincial Achievement Test Results – Measure Details**

PAT Course by Course Results by Number Enrolled.		Results (in percentages)										Target	
		2015		2016		2017		2018		2019		2019	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	83.1	26.2	86.8	22.6	87.0	10.9	92.6	14.8	91.5	10.6		
	Authority	87.4	21.9	88.1	22.6	92.3	13.8	92.9	16.3	91.1	15.6		
	Province	82.8	19.5	82.9	20.4	82.5	18.9	83.5	17.9	83.2	17.8		
French Language Arts 6 année	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	*	*	100.0	27.3	92.3	0.0	87.1	12.9	92.0	16.0		
	Province	87.5	13.6	87.7	14.2	85.1	13.5	85.2	12.3	87.7	15.7		
Français 6 année	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	89.0	15.0	91.4	17.2	92.1	21.6	93.3	23.1	90.3	24.6		
Mathematics 6	School	76.9	10.8	77.4	11.3	60.9	0.0	77.8	9.3	70.2	12.8		
	Authority	78.1	13.3	76.5	12.6	73.4	8.1	76.8	10.8	75.6	12.2		
	Province	73.2	14.1	72.2	14.0	69.4	12.6	72.9	14.0	72.5	15.0		
Science 6	School	83.1	26.2	88.7	32.1	73.9	17.4	87.0	33.3	87.2	34.0		
	Authority	86.4	28.9	84.2	29.0	85.5	29.3	86.6	27.6	83.6	25.0		
	Province	76.3	25.3	78.0	27.1	76.9	29.0	78.8	30.5	77.6	28.6		
Social Studies 6	School	78.5	20.0	75.5	17.0	73.9	8.7	77.8	18.5	78.7	23.4		
	Authority	79.7	17.6	72.6	21.3	80.1	15.8	82.1	21.1	81.7	17.8		
	Province	69.8	18.1	71.4	22.0	72.9	21.7	75.1	23.2	76.2	24.4		
English Language Arts 9	School	79.5	17.9	73.8	11.9	83.3	20.8	83.6	21.3	88.9	13.3		
	Authority	82.6	15.6	83.3	12.4	85.3	18.2	80.8	12.8	76.2	13.6		
	Province	75.6	14.4	77.0	15.2	76.8	14.9	76.1	14.7	75.1	14.7		
K&E English Language Arts 9	School	*	*	*	*	*	*	*	*	*	*		
	Authority	*	*	50.0	10.0	66.7	11.1	*	*	50.0	0.0		

	Province	63.0	4.5	59.8	6.2	58.8	5.9	55.7	5.9	57.4	5.4		
French Language Arts 9 année	School	n/a											
	Authority	n/a	71.4	0.0									
	Province	85.8	10.1	83.0	10.8	83.1	11.2	81.4	9.8	82.9	12.3		
Français 9 année	School	n/a											
	Authority	n/a											
	Province	88.5	20.2	86.4	26.8	88.9	26.1	82.7	22.3	88.6	26.0		
Mathematics 9	School	66.7	12.8	64.3	9.5	83.7	20.9	71.2	11.9	75.0	20.5		
	Authority	76.6	19.8	78.3	17.0	80.0	23.1	64.6	11.8	60.9	19.9		
	Province	65.3	17.9	67.8	17.5	67.2	19.0	59.2	15.0	60.0	19.0		
K&E Mathematics 9	School	*	*	*	*	*	*	*	*	*	*		
	Authority	66.7	33.3	64.3	7.1	61.5	15.4	50.0	0.0	58.8	5.9		
	Province	60.9	14.4	61.2	13.0	57.5	13.3	57.4	13.6	59.6	13.2		
Science 9	School	84.6	28.2	66.7	11.9	79.2	27.1	85.2	23.0	91.1	28.9		
	Authority	83.9	26.5	76.9	19.7	81.0	26.0	79.1	20.9	76.5	24.1		
	Province	74.1	22.8	74.2	22.4	74.0	21.4	75.7	24.4	75.2	26.4		
K&E Science 9	School	*	*	*	*	*	*	*	*	*	*		
	Authority	*	*	60.0	10.0	88.9	0.0	*	*	57.1	0.0		
	Province	64.5	15.1	63.8	14.3	63.9	13.3	64.6	12.3	61.7	10.7		
Social Studies 9	School	79.5	28.2	64.3	14.3	63.8	31.9	72.1	27.9	76.6	14.9		
	Authority	81.2	30.5	71.4	20.9	73.6	27.5	67.7	22.6	66.7	17.3		
	Province	65.1	19.8	64.7	18.0	67.0	20.2	66.7	21.5	68.7	20.6		
K&E Social Studies 9	School	*	*	*	*	*	*	*	*	n/a	n/a		
	Authority	*	*	60.0	20.0	50.0	0.0	*	*	*	*		
	Province	57.3	11.2	58.0	11.6	56.3	12.7	55.2	14.2	55.9	15.0		

Notes:

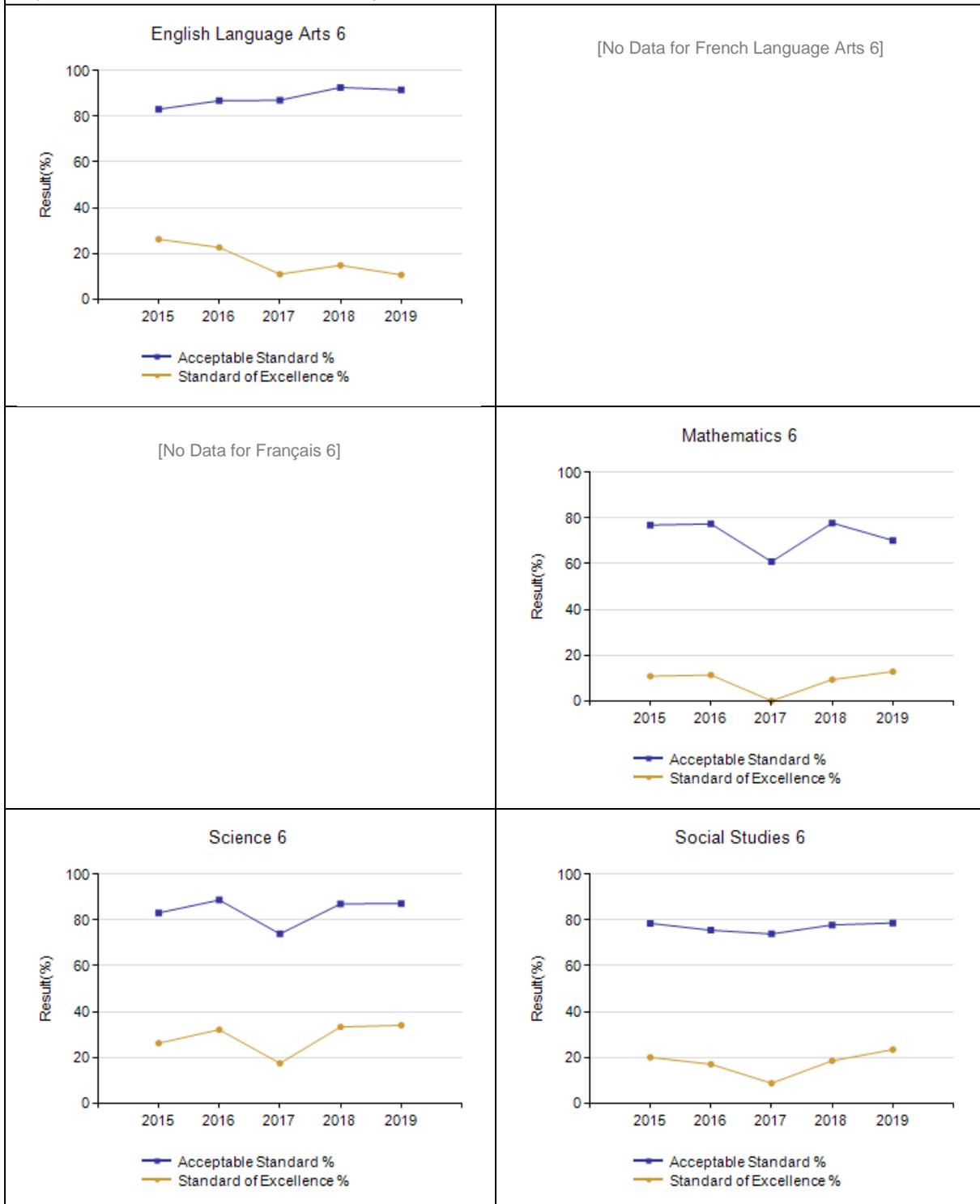
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 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.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/17 and Mathematics 9 in 2017/18, respectively.



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
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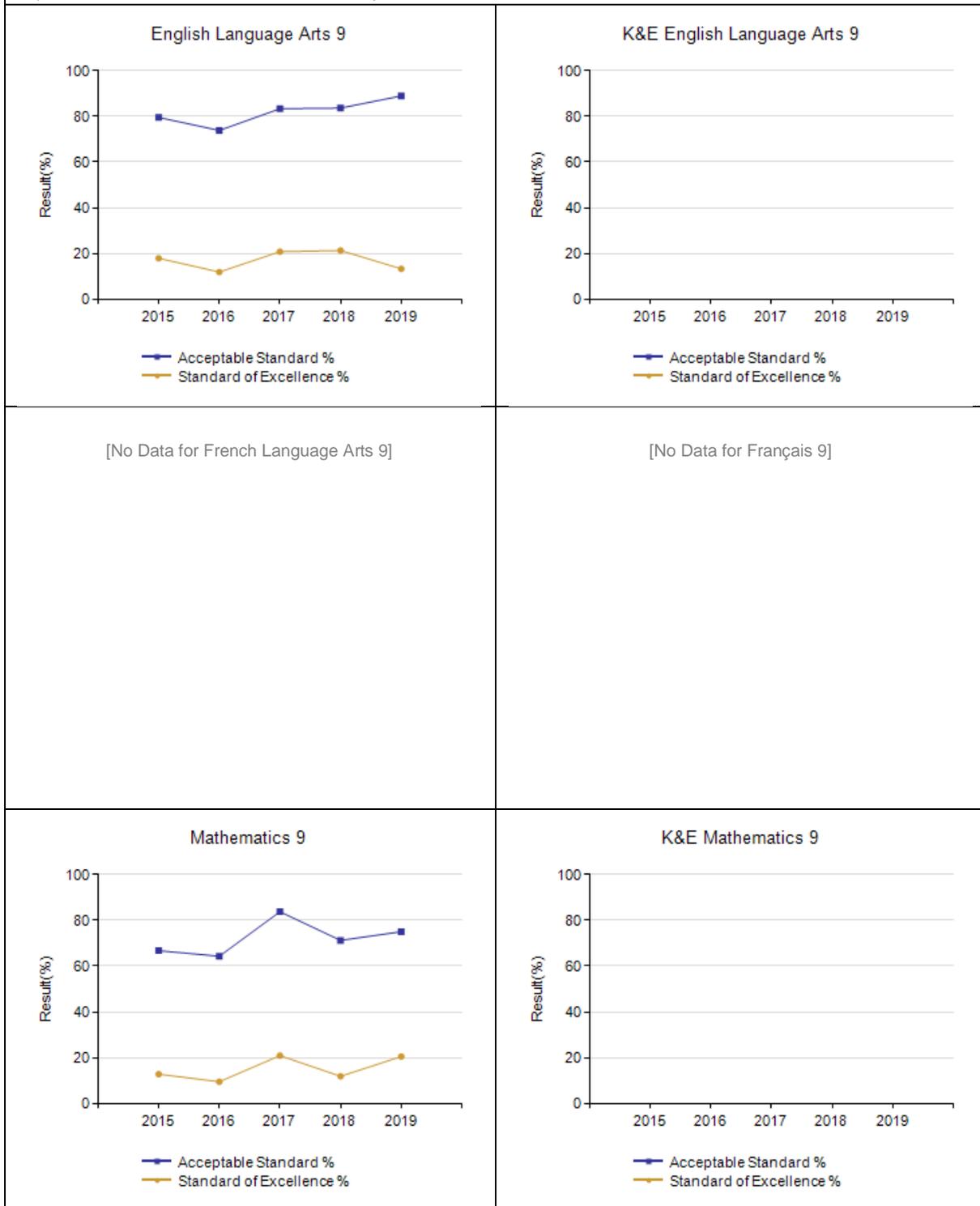
Graph of Provincial Achievement Test Results by Course



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 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.
3. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/17 and Mathematics 9 in 2017/18, respectively.

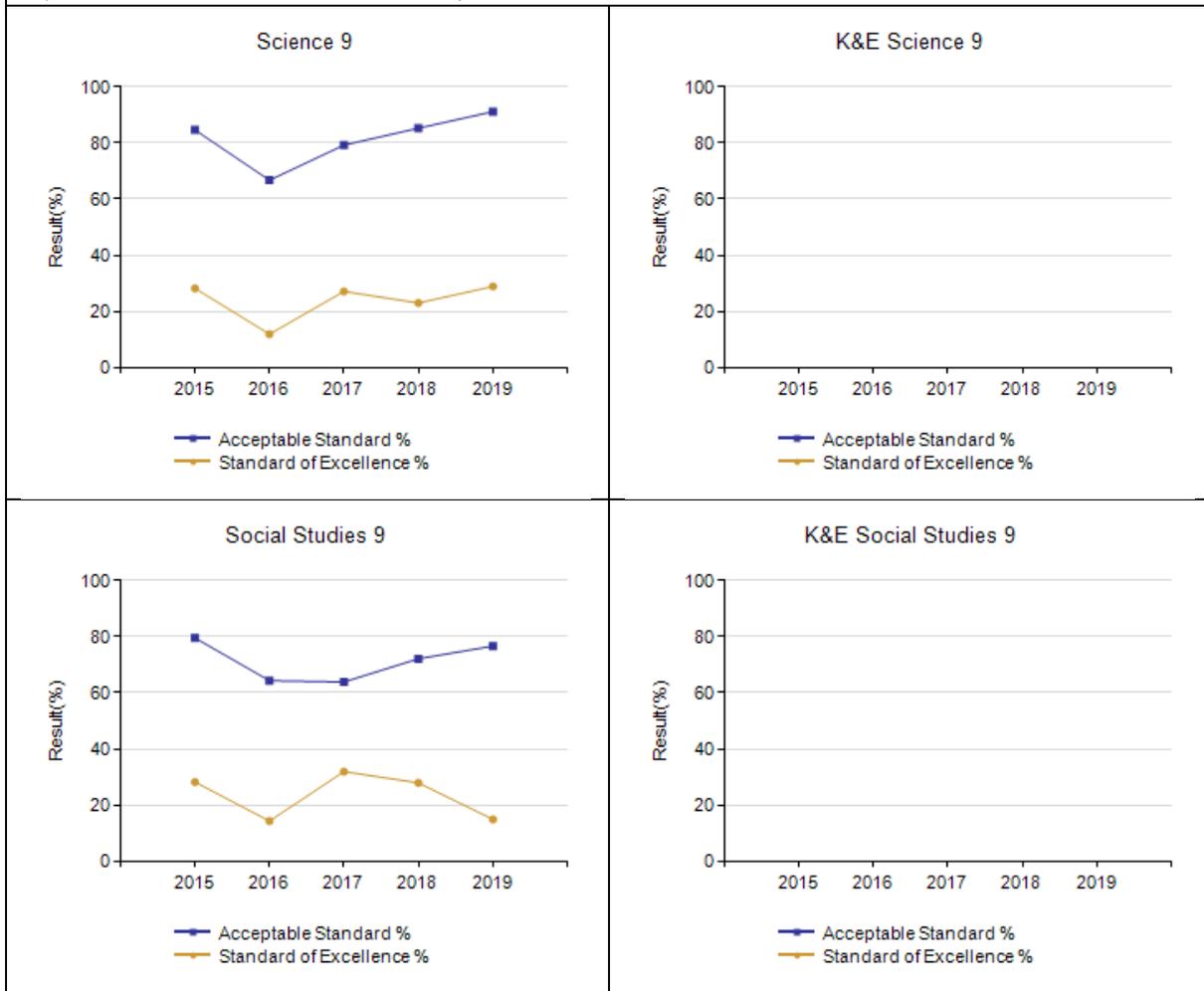
Graph of Provincial Achievement Test Results by Course



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 2016/17 and Mathematics 9 in 2017/18, 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 (\*).
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PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Course	Measure	St. Augustine School								Alberta			
		Achievement	Improvement	Overall	2019		Prev 3 Year Average		2019		Prev 3 Year Average		
					N	%	N	%	N	%	N	%	
English Language Arts 6	Acceptable Standard	Very High	Maintained	Excellent	47	91.5	51	88.8	54,820	83.2	49,573	82.9	
	Standard of Excellence	Low	Maintained	Issue	47	10.6	51	16.1	54,820	17.8	49,573	19.1	
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,559	87.7	3,122	86.0	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,559	15.7	3,122	13.3	
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	663	90.3	574	92.2	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	663	24.6	574	20.6	
Mathematics 6	Acceptable Standard	Low	Maintained	Issue	47	70.2	51	72.0	54,778	72.5	49,502	71.5	
	Standard of Excellence	Intermediate	Maintained	Acceptable	47	12.8	51	6.9	54,778	15.0	49,502	13.5	
Science 6	Acceptable Standard	High	Maintained	Good	47	87.2	51	83.2	54,879	77.6	49,520	77.9	
	Standard of Excellence	High	Maintained	Good	47	34.0	51	27.6	54,879	28.6	49,520	28.9	
Social Studies 6	Acceptable Standard	High	Maintained	Good	47	78.7	51	75.7	54,802	76.2	49,511	73.1	
	Standard of Excellence	High	Improved	Good	47	23.4	51	14.7	54,802	24.4	49,511	22.3	
English Language Arts 9	Acceptable Standard	High	Improved	Good	45	88.9	50	80.2	47,465	75.1	45,363	76.6	
	Standard of Excellence	Intermediate	Maintained	Acceptable	45	13.3	50	18.0	47,465	14.7	45,363	14.9	
K&E English Language Arts 9	Acceptable Standard	*	*	*	2	*	n/a	n/a	1,569	57.4	1,551	58.1	
	Standard of Excellence	*	*	*	2	*	n/a	n/a	1,569	5.4	1,551	6.0	
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,811	82.9	2,758	82.5	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,811	12.3	2,758	10.6	
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	396	88.6	380	86.0	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	396	26.0	380	25.1	
Mathematics 9	Acceptable Standard	High	Maintained	Good	44	75.0	48	73.1	46,764	60.0	44,959	64.7	
	Standard of Excellence	High	Maintained	Good	44	20.5	48	14.1	46,764	19.0	44,959	17.1	
K&E Mathematics 9	Acceptable Standard	*	*	*	3	*	n/a	n/a	2,190	59.6	2,007	58.7	
	Standard of Excellence	*	*	*	3	*	n/a	n/a	2,190	13.2	2,007	13.3	
Science 9	Acceptable Standard	Very High	Improved	Excellent	45	91.1	50	77.0	47,489	75.2	45,363	74.6	
	Standard of Excellence	Very High	Maintained	Excellent	45	28.9	50	20.6	47,489	26.4	45,363	22.7	
K&E Science 9	Acceptable Standard	*	*	*	2	*	n/a	n/a	1,536	61.7	1,520	64.1	
	Standard of Excellence	*	*	*	2	*	n/a	n/a	1,536	10.7	1,520	13.3	
Social Studies 9	Acceptable Standard	High	Improved	Good	47	76.6	50	66.7	47,496	68.7	45,366	66.1	
	Standard of Excellence	Intermediate	Declined	Issue	47	14.9	50	24.7	47,496	20.6	45,366	19.9	
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,466	55.9	1,501	56.5	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,466	15.0	1,501	12.8	

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 tests.
3. 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.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/17 and Mathematics 9 in 2017/18, respectively.

### Measure Evaluation Reference - Achievement Evaluation

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

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

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

Notes:

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**

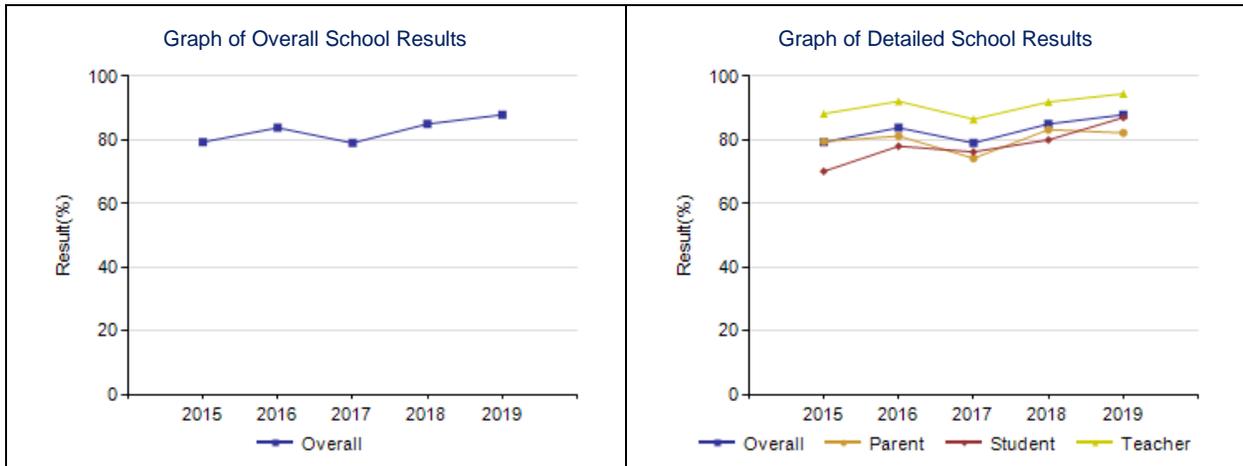
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	79.3	83.8	79.0	85.0	87.9	76.3	77.8	78.6	80.6	83.6	81.3	81.9	81.9	81.8	82.2
Teacher	88.2	92.1	86.5	91.9	94.5	86.3	87.6	88.1	88.3	91.7	87.2	88.1	88.0	88.4	89.1
Parent	79.5	81.2	74.2	83.2	82.2	72.5	77.1	74.5	80.4	79.1	79.9	80.1	80.1	79.9	80.1
Student	70.1	78.0	76.2	80.0	87.0	70.0	68.6	73.2	73.2	80.0	76.9	77.5	77.7	77.2	77.4



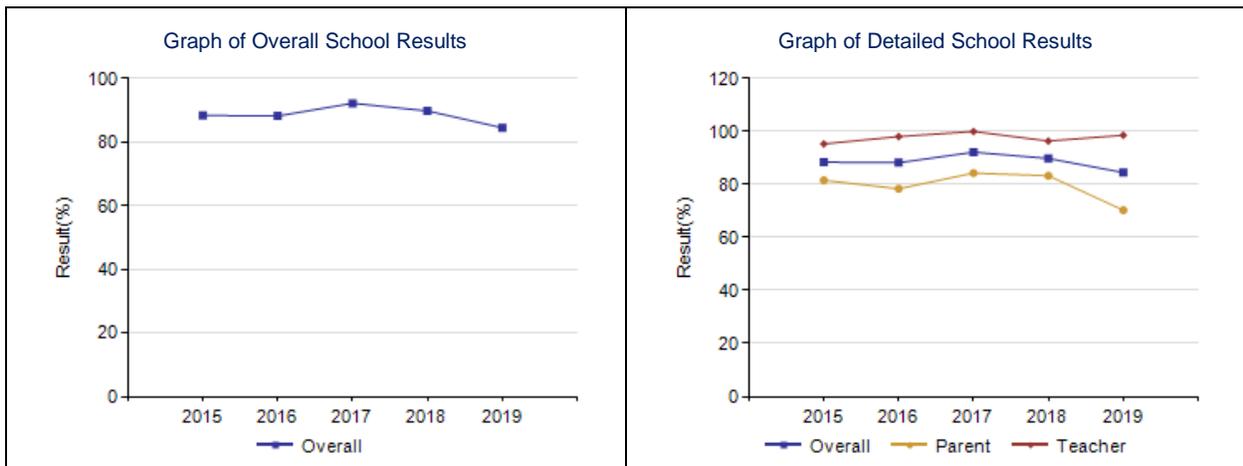
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. 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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	88.4	88.2	92.2	89.8	84.5	80.0	82.4	84.4	84.9	84.9	80.7	80.9	81.2	81.2	81.3
Teacher	95.3	98.1	100.0	96.4	98.6	90.9	90.2	92.3	90.7	95.2	88.1	88.4	88.5	88.9	89.0
Parent	81.6	78.4	84.3	83.3	70.3	69.1	74.7	76.5	79.0	74.6	73.4	73.5	73.9	73.4	73.6



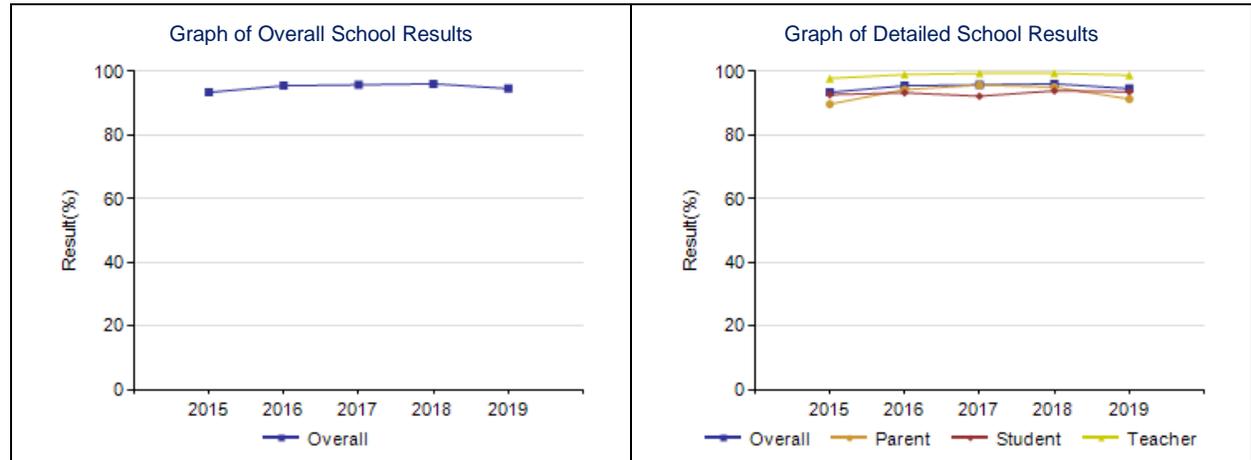
Notes:

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

**Education Quality – Measure Details**

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

	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	93.4	95.5	95.8	96.1	94.6	91.2	90.5	92.8	92.5	92.2	89.5	90.1	90.1	90.0	90.2
Teacher	97.8	99.0	99.4	99.4	98.8	97.6	96.3	97.9	96.9	98.2	95.9	96.0	95.9	95.8	96.1
Parent	89.7	94.3	95.7	95.1	91.3	86.3	87.4	91.5	92.3	88.1	85.4	86.1	86.4	86.0	86.4
Student	92.7	93.3	92.2	93.9	93.6	89.8	87.8	88.9	88.3	90.1	87.4	88.0	88.1	88.2	88.1

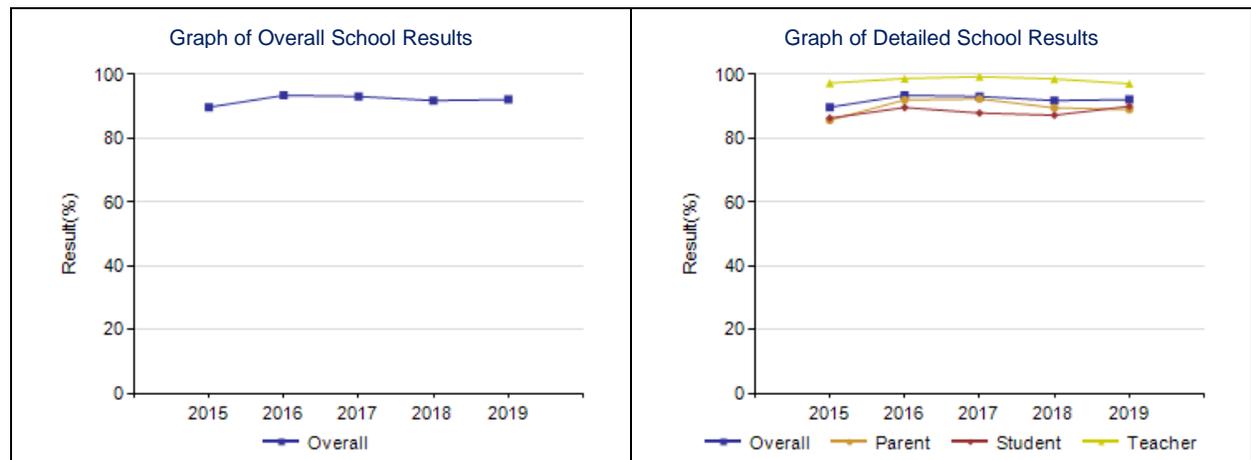


- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
  2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them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

**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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	89.7	93.4	93.1	91.8	92.1	91.0	89.7	91.5	90.7	91.8	89.2	89.5	89.5	89.0	89.0
Teacher	97.3	98.7	99.3	98.6	97.1	97.4	96.4	96.7	95.7	98.1	95.4	95.4	95.3	95.0	95.1
Parent	85.6	92.0	92.3	89.5	89.0	89.0	88.8	92.6	94.0	91.9	89.3	89.8	89.9	89.4	89.7
Student	86.3	89.6	87.9	87.2	90.0	86.5	84.0	85.3	82.5	85.5	83.0	83.4	83.3	82.5	82.3

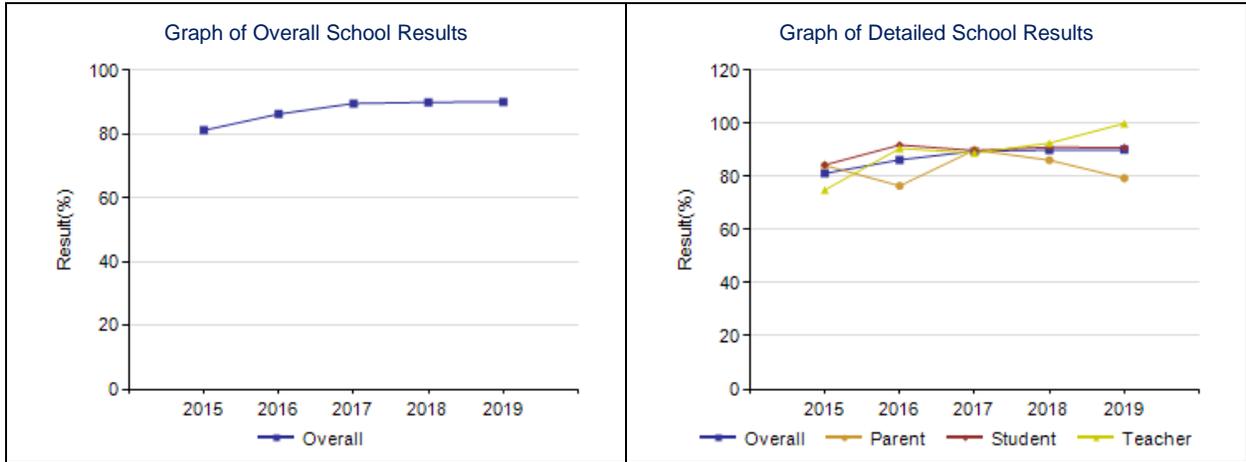


- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
  2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them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

**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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	81.2	86.3	89.6	90.0	90.1	82.9	82.4	84.1	81.4	87.2	79.6	81.2	81.4	80.3	81.0
Teacher	75.0	90.6	88.9	92.6	100.0	86.5	87.6	87.6	81.3	95.0	79.8	82.3	82.2	81.5	83.4
Parent	84.2	76.5	90.0	86.2	79.4	79.9	78.8	82.8	84.1	81.5	78.5	79.7	80.8	79.3	80.3
Student	84.4	91.9	89.8	91.1	90.9	82.4	80.7	81.7	78.9	84.9	80.7	81.5	81.1	80.2	79.4



Notes:

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

## Calendars of School Professional Development for 2019-2020

**Priorities identified from Alberta Education, STAR Catholic or School Needs:**

**PD for Educ. Assistants in GREEN, if different from teachers**

**Faith PD in violet.**

Month	Date	Staff	AB Ed Focus / District Focus School Focus- TYEP?	8:30-10:15	10:30 - 12:00	1:00 - 3:00
August	27th	Teachers	District Focus: Key Priority One / Goal One: Staff are provided with faith formation opportunities Key Priority Two / Goal Three: Safe, welcoming and optimal learning environments for staff and students. Key Priority Three / Goal Three: A high functioning Response to Intervention model will help identify and support all students.	Welcome Back / Prayer New Staff Orientation		Teacher Preparation Time
August	28th	Teachers	District Focus: Key Priority One / Goal One: Staff are provided with faith formation opportunities Key Priority Two / Goal One: Continue to build and develop staff capacity. Goal Two: Foster a culture of collaboration and leadership development. Key Priority Three / Goal Three: A high functioning Response to Intervention model will help identify and support all students.	General Staff Meeting Divisional Meetings Prayer Service		PLC - Review and Action Plans
August	29th	The Whole Team (All Staff)		Division Opening Faith Day		
August	30	Teaching Team (Teachers and EA's)	District Focus: Key Priority Two / Goal Three: Safe, welcoming and optimal learning environments for staff and students. Key Priority Three / Goal Three: A high functioning Response to Intervention model will help identify and support all students.	Student Orientation and Timetable Day Educational Assistants (OHS modules / Atrieve process / General Meeting / Teacher Collaboration)		
September	13	Teaching Team (Teachers and EA's)	District Focus: Key Priority One / Goal One: Staff are provided with faith formation opportunities. Key Priority Two / Goal One: Continue to build and develop staff capacity. Goal Two: Foster a culture of collaboration and leadership development.	45 Minute Faith Retreat IPP / ELL Team Collaboration		PLC Collaboration (Intervention and Assessment)

			Key Priority Three / Goal Three: A high functioning Response to Intervention model will help identify and support all students.		
September	18	EA's	Key Priority Two / Goal One: Continue to build and develop staff capacity. Goal Two: Foster a culture of collaboration and leadership development.		2 - 3 pm with Chris Zarski, Building Literacy Strategies for Tier 3 students
October	8	EA's	Key Priority Two / Goal One: Continue to build and develop staff capacity. Goal Two: Foster a culture of collaboration and leadership development.		2 - 3 pm with Chris Zarski, Building Literacy Strategies for Tier 3 students
October	11	Teachers	District Focus: Key Priority One / Goal One: Staff are provided with faith formation opportunities. Key Priority Two / Goal One: Continue to build and develop staff capacity. Goal Two: Foster a culture of collaboration and leadership development. Key Priority Three / Goal Two: Supporting Students on their journey, ensuring all are successful learners. A focus on student mental health and well being.	45 Minute Faith Retreat General Staff Meeting Mental Health: What to do when something goes wrong?	PLC Collaboration (Intervention and Assessment)
October	25	Teaching Team (Teachers and EA's)	District Focus	Learning Day - "Response to Intervention"	
November	12	EA's	Key Priority Two / Goal One: Continue to build and develop staff capacity. Goal Two: Foster a culture of collaboration and leadership development.		2 - 3 pm with Chris Zarski, Building Literacy Strategies for Tier 3 students
November	22	Teachers	District Focus: Key Priority One / Goal One: Staff are provided with faith formation opportunities Key Priority Two / Goal One: Continue to build and develop staff capacity. Goal Two: Foster a culture of collaboration and leadership development. Key Priority Three / Goal Three: A high functioning Response to Intervention model will help identify and support all students	45 Minute Faith Retreat Concept Based Pedagogy (Tiffany Brown)	Microsite Creation PLC Collaboration (Intervention and Assessment)
December	6	Teaching Team (Teachers and EA's)	ATA Institute Day	Educational Assistants "Filling My EA Toolbox" Day at St. Augustine	

January	17	Teachers	District Focus: Key Priority One / Goal One: Staff are provided with faith formation opportunities. Key Priority Two / Goal One: Continue to build and develop staff capacity. Goal Two: Foster a culture of collaboration and leadership development. Key Priority Three / Goal Two: A focus on student mental health and wellbeing.	Prayer Mental Health Literacy Training	
February	11	EA's	Key Priority Two / Goal One: Continue to build and develop staff capacity. Goal Two: Foster a culture of collaboration and leadership development.		2 - 3 pm with Chris Zarski, Building Literacy Strategies for Tier 3 students
February	18	Teachers	District Focus: Key Priority One / Goal One: Staff are provided with faith formation opportunities. Key Priority Two / Goal One: Continue to build and develop staff capacity. Goal Two: Foster a culture of collaboration and leadership development. Key Priority Three / Goal One: First Nation, Metis and Inuit students are successful.	Prayer Blanket Exercise FNMI Resource Walkthrough and Lesson Creation	PLC Collaboration (Intervention and Assessment)  Division Meeting
March	10	EA's	Key Priority Two / Goal One: Continue to build and develop staff capacity. Goal Two: Foster a culture of collaboration and leadership development.		2 - 3 pm with Chris Zarski, Building Literacy Strategies for Tier 3 students
March	20	Teaching Team (Teachers and EA's)	District Focus: Key Priority One / Goal One: Staff are provided with faith formation opportunities. Goal Two: Staff and Students witness the Gospel. Key Priority Two / Goal One: Continue to build and develop staff capacity. Goal Two: Foster a culture of collaboration and leadership development. Key Priority Three / Goal Three: A high functioning Response to Intervention model will help identify and support all students	Staff Retreat, "Live the Way"	PLC Collaboration (Intervention and Assessment)
April	14	EA's	Key Priority Two / Goal One: Continue to build and develop staff capacity. Goal Two: Foster a culture of collaboration and leadership development.		2 - 3 pm with Chris Zarski, Building Literacy Strategies for Tier 3 students

<b>April</b>	<b>24</b>	<b>Teachers</b>	District Focus: Key Priority One / Goal One: Staff are provided with faith formation opportunities. Key Priority Two / Goal One: Continue to build and develop staff capacity. Goal Two: Foster a culture of collaboration and leadership development. Key Priority Three / Goal Two: A focus on student mental health and well being.	<b>45 Minute Faith Retreat</b> Mental Health Awareness and Tier 1 Strategies	PLC Collaboration (Intervention and Assessment)
<b>May</b>	<b>8</b>	<b>Teachers</b>	District Focus: Key Priority One / Goal One: Staff are provided with faith formation opportunities. Goal Two: Staff and Students witness the Gospel. Key Priority Three / Goal Three: A high functioning Response to Intervention model will help identify and support all students.	General Staff Meeting	Banquet Set Up Grad Mass Graduation Banquet
<b>May</b>	<b>12</b>	<b>EA's</b>	Key Priority Two / Goal One: Continue to build and develop staff capacity. Goal Two: Foster a culture of collaboration and leadership development.		2 - 3 pm with Chris Zarski, Building Literacy Strategies for Tier 3 students
<b>June</b>	<b>26</b>	<b>Teachers</b>	District Focus: Key Priority One / Goal One: Staff are provided with faith formation opportunities. Key Priority Two / Goal One: Continue to build and develop staff capacity. Goal Two: Foster a culture of collaboration and leadership development. Key Priority Three / Goal Three: A high functioning Response to Intervention model will help identify and support all students	<b>Prayer</b> Year End Checklist	Transition Meetings

## Liturgies and Masses for 2019-2020

We are fortunate to have weekly Mass and Rosary led by the Catholic Women’s League each week on a rotating schedule for all classes.

Date	Day	Mass 8:45-9:15(unless otherwise stated)
Sept 19/19	6	Grade 8 Whole School Opening Mass
Sept 26/19	5	6K Mr Hackett
Oct 3/19	4	5B Miss Beier
Oct 10	3	Grade 5 led Whole School Thanksgiving Mass
Oct 17	6	Grade 8A
Oct 24	5	2D
Nov 7	2	No Priest
Nov 14	5	8B
Nov 21	4	No Priest
Nov 28	2	3/4B
Dec 5	1	Grade 9 led Advent Mass Whole School
Dec. 5 - 12		Reconciliation
Dec 12	5	7A
Dec 19	4	7B
Jan 9	3	2R
Jan 16	2	5H
Jan 23	6	No Priest
Jan 30	5	No Priest
Feb 13	1	No Priest
Feb 20	4	No Priest
Feb 26	3	Grade 10 led Ash Wednesday Whole School Mass
TBA Lent		Religion 35 lead Stations of the Cross at Parish
Mar 5	2	3A
Mar 12	1	3M
Mar 19	6	4A
April 2	4	4S
April 9	3	No Mass Holy Thursday
April 16	6	Grade 4 led Easter Whole School Mass
April 23	5	6W
April 30	3	9A
May 7	2	9B
May 8	3	Grad Mass at 1:00
May 14	6	5K
May 21	4	
May 28	3	
June 2	6	Grade 1-10 Year End Whole School Mass TBC

Rosary 2019-2020					
Date	School	Day	Period 3 10:00	Period 4 10:30	Period 5 11:00
October 21/2019	P	2	1J Mrs. Jordan	1M Mrs. McLaughlin	1K Mrs. Kawahara
October 28/2019	P	6	2D Ms. Dick	2R Mrs. Rousseau	3/4B Mrs. Baden
November 4/2019	P	5	3A Miss Mackenzie	3M Mr. McLaughlin	4M Mrs McEntee
November 18/2019	S	1	4S Svitich	5K Mr Kawahara	5B Miss Beier
November 25/2019	S	5	6W Miss Walcheske	6H Mrs. Hackett	6K Mr. Hackett
January 6/2020	P	6	1J Mrs. Jordan	1M Mrs. McLaughlin	1K Mrs. Kawahara
January 13/2020	P	5	2D Ms. Dick	2R Mrs. Rousseau	3/4B Mrs. Baden
January 20/2020	P	3	3A Miss Mackenzie	3M Mr. McLaughlin	4M Mrs McEntee
January 27/2020	S	2	4S Svitich	5K Mr Kawahara	5B Miss Beier
February 3/2020	P	1	1J Mrs. Jordan	1M Mrs. McLaughlin	1K Mrs. Kawahara
February 10/2020	S	4	6W Miss Walcheske	6H Mrs. Hackett	6K Mr. Hackett
February 24/2020	P	6	2D Ms. Dick	2R Mrs. Rousseau	3/4B Mrs. Baden
March 2/2020	P	5	3A Miss Mackenzie	3M Mr. McLaughlin	4M Mrs McEntee
March 9/2020	S	4	4S Svitich	5K Mr Kawahara	5B Miss Beier
March 30/2020	S	1	6W Miss Walcheske	6H Mrs. Hackett	6K Mr. Hackett
April 6/2020	P	6	1J Mrs. Jordan	1M Mrs. McLaughlin	1K Mrs. Kawahara
April 20/2020	P	2	2D Ms. Dick	2R Mrs. Rousseau	3/4B Mrs. Baden
April 27/2020	P	6	3A Miss Mackenzie	3M Mr. McLaughlin	4M Mrs McEntee
May 4/2020	S	5	4S Svitich	5K Mr Kawahara	5B Miss Beier
May 11/2020	S	3	6W Miss Walcheske	6H Mrs. Hackett	6K Mr. Hackett
May 25/2020		6			

## Budget

We run a balanced budget at St. Augustine using creative and flexible strengths of staff, timetabling and scheduling to provide a wide range of programming in our unique educational pre-kindergarten to grade 12 environments. We are continually challenged by priorities to individualize and balance needs in our school. Grounded in our long-term vision, collaboration, school goals as well as thoughtful planning and organization we have been blessed at St. Augustine to successfully budget according to our needs.

### Budget Summary

<b>St. Thomas Aquinas Roman Catholic Schools</b>				
<b>2019-2020 Play Budget (Dec)</b>				
<b>St. Augustine</b>				
<b>Revenue And Allocations To Budget Center</b>				
	<b>2019-2020 Play Budget (Dec)</b>			
Instruction Program Allocations	\$4,678,947	96.1%	\$0	0.0%
Faith Development Allocations	\$37,620	0.8%	\$0	0.0%
Other Program Allocations	\$8,533	0.2%	\$0	0.0%
Instruction Block Provincial Priority Targeted Grants	\$0	0.0%	\$0	0.0%
Previous Year Unspent and Surplus Allocations	\$86,885	1.8%	\$0	0.0%
Local Revenues & Fees	\$56,039	1.2%	\$0	0.0%
<b>Total Revenue And Allocations To Budget Center:</b>	<b>\$4,868,024</b>	<b>100%</b>	<b>\$0</b>	<b>100%</b>
<b>Expenditures</b>				
	<b>2019-2020 Play Budget (Dec)</b>			
Certificated Staff	\$3,757,376	77.2%	\$0	0.0%
Uncertificated Staff	\$832,169	17.1%	\$0	0.0%
Services Contracts and Supplies	\$271,478	5.6%	\$0	0.0%
Amortization (Depreciation)	\$7,000	0.1%	\$0	0.0%
Held in Reserve	\$0	0.0%	\$0	0.0%
<b>Total Expenditures:</b>	<b>\$4,868,023</b>	<b>100%</b>	<b>\$0</b>	<b>100%</b>
<b>Summary</b>				
	<b>2019-2020 Play Budget (Dec)</b>			
Total Revenue and Allocations to Budget		\$4,868,024		\$0
Total Expenditures		\$4,868,023		\$0
<b>Variance</b>		<b>\$1</b>		<b>\$0</b>

## Budget Summary

*St. Thomas Aquinas Roman Catholic Schools*  
 2019-2020 Play Budget (Dec)

### St. Augustine SGF

#### Revenue And Allocations To Budget Center

	2019-2020 Play Budget (Dec)			
Instruction Program Allocations	(\$10,000)	-13.3%	\$0	0.0%
Previous Year Unspent and Surplus Allocations	\$63,605	84.6%	\$0	0.0%
Local Revenues & Fees	\$21,600	28.7%	\$0	0.0%
<b>Total Revenue And Allocations To Budget Center:</b>	<b>\$75,205</b>	<b>100%</b>	<b>\$0</b>	<b>100%</b>

#### Expenditures

	2019-2020 Play Budget (Dec)			
Uncertificated Staff	\$18,996	25.3%	\$0	0.0%
Services Contracts and Supplies	\$1,179	1.6%	\$0	0.0%
Held in Reserve	\$55,030	73.2%	\$0	0.0%
<b>Total Expenditures:</b>	<b>\$75,205</b>	<b>100%</b>	<b>\$0</b>	<b>100%</b>

#### Summary

	2019-2020 Play Budget (Dec)			
Total Revenue and Allocations to Budget		\$75,205		\$0
Total Expenditures		\$75,205		\$0
<b>Variance</b>		<b>\$0</b>		<b>\$0</b>