



**St. Benedict**  
**Catholic School**  
INSPIRED BY THE HOLY SPIRIT

ANNUAL EDUCATION  
RESULTS REPORT  
2019-2020



# PRINCIPAL'S MESSAGE

## MRS. CONNIE GREER

*We are a Catholic school community, inspired by the Holy Spirit, dedicated to respecting and helping others, embracing our gifts, achieving success and living in the service of Jesus Christ, our Lord.*

*Our calling as a Catholic School is to fulfill this mission through the trinity of home, school, and parish. Our school staff strives to ensure a high quality of education for all students in a faith-based environment. Fundamental to our journey is the implementation of priorities established by St. Thomas Aquinas School Board (STAR).*

*St. Benedict School staff, students, and parents strive to create a safe and caring learning community that reflects our mission statement, living in the service of Jesus Christ, our Lord. Our students and staff participate in educational, charitable and social justice projects taking place at the school, local community, provincial and global levels. The goal of each activity is to bring the Catholic gospel messages to life for our students. Our partnership with St. Michael's Parish, Father Silvichan, and various ministries who are actively involved in the life of our school, support our evangelization efforts. We are blessed by their presence during Mass, Liturgies, Blessings upon Athletic Events, or partaking in our weekly school-wide Morning Prayer assemblies. Through the support of the STAR Evangelization Grant, our Grade Four students along with our Sister Schools, celebrated mass to receive their bibles which were donated by the Knights of Columbus. Also, we have created a school-wide social justice charity to focus on the donation of food articles to the Leduc Food Bank. This project, in our Catholic school, develops the dispositions of empathy (the capacity to stand in the shoes of another) and solidarity (the capacity to walk with another). It is not only our students who carry out our mission of service but so too our staff. During Lent, we will be preparing and serving a meal at the Mustard Seed Church. St. Benedict School proudly engages students and adults in growing our Catholic Identity.*

*Achieving success for all students is dependent on the collaboration of the entire staff. We have a proud history of shared leadership which is evident in our safe and caring, numeracy and literacy leadership teams. The School Leadership Team (SLT) consists of members of each Professional Learning Community (PLC). This year, our SLT team grew in size as more staff voluntarily joined the team. This dynamic group, in early September, began examining a variety of data. Sharing the data with our staff, we created a SMART goal which will guide the PLC process to improve student learning. This work is so important and complex; by reaching out to our colleagues and sharing their expertise, will ensure the organization is providing high levels of learning for all students. An integral component of academic success is the social, emotional well-being of all students. Under the guidance of our Family School Liaison Worker, we can provide our students and families with a variety of school-based programs and access to community-based agencies. Our commitment to the R.T.I. Framework seeks to strengthen student learning and wellbeing.*

*Supporting staff efficacy is evident in school-based embedded professional development that focuses on our common goal. In 2017-18 we placed a priority on quality instruction by developing teacher capacity in Bloom's Taxonomy. We have continued to focus on using formative assessment in all teaching practice to guide instructional pedagogy and further enhance Tier 1 instruction in all classes. The School Leadership Team (SLT) and PLC's provide a structure for examining data gathered from our students, parents, and staff with the intent to ensure authentic learning by sharing best practices. St. Benedict staff are in active pursuit of purposeful, collaborative professional development towards mastery of instructional pedagogy.*

*St. Benedict places children at the center of all we do. Our staff has worked hard to create a school plan that draws from grade level PLC's, professional discussions and division priorities. Whether it is developing our maker space for authentic learning experiences, collaborating on lessons and instruction that will increase engagement, or giving students an opportunity to give of themselves in service to others, St. Benedict School endeavors to bring learning, faith, and community together.*

*Respectfully submitted,*

Mrs. Connie Greer, M. Ed., B. Ed.  
Principal

Ms. Mandy Rantucci, B. Ed.  
Vice Principal

# MEET YOUR LOCAL TRUSTEE

*\*Leduc has two trustees, one position will remain vacant for the 2020-2021 school year*



Michelle Lamer

## Board Chair and Leduc Trustee

Michelle Lamer and her family have resided in Leduc since 1995 and attend St. Michael Parish. Michelle and her husband Bruce are active participants in parish ministry, the Catholic Women's League and Knights of Columbus. Their three children attended St. Benedict and Notre Dame elementary schools and all graduated from Christ the King School. Michelle is employed in an administrative position in the oilfield service sector, and serves in various volunteer roles. Michelle believes Catholic education is a precious gift that promotes the full development of a student through faith and knowledge. As a community, we are called in gratitude, faith and action to ensure that our children and future generations continue to learn and grow in our Catholic schools.

# SCHOOL PROFILE



Principal

Mrs. Connie Greer, M.Ed., B. Ed



Vice Principal

Ms. Mandy Rantucci, B. Ed

St. Benedict School is a Pre-Kindergarten to Grade Six Catholic Elementary School who offers Before School and After School Care Program as well as a Kinder Play program at a user pay to St. Benedict families.

## School Information:

E-mail: [connie.greer@starcatholic.ab.ca](mailto:connie.greer@starcatholic.ab.ca)

Twitter: [@\\_StBens](https://twitter.com/_StBens)

Instagram:

75 Alton Drive, Leduc, Alberta T9E 7k1

780.986.7480 (ph) 780.986.7481 (fax)

Website: <http://sb.starcatholic.ab.ca>

School Council Chair: Mr. David Williams

Parish: St. Michael's Parish / Rev. Silvichan Dominic, CFIC

Leduc Trustee: Mrs. Michelle Lamer





# DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

**Board Priority/Local Goal:** Staff are provided with faith formation opportunities.

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

## MEASURES

Measure Category	St. Benedict School	STAR Catholic Schools
<b>Parent Survey</b>	<b>Current Result</b>	<b>Current Result</b>
Teachers help students understand how faith can guide the way they live their lives. <i>(New Question)</i>	95	89
<b>Staff Survey (Teachers)</b>	<b>Current Result</b>	<b>Current Result</b>
Teachers help students understand how faith can guide the way they live their lives. <i>(New Question)</i>	100	99
I strengthen my faith through professional development (e.g. Reflection Day, staff retreat, daily prayer, book studies, EXCEL, etc.)	93	99
I witness the faith and permeate curriculum and activities with gospel values	100	99
<b>Student Survey</b>	<b>Current Result</b>	<b>Current Result</b>
We pray as a class or a school every day	97	97
Teachers help me understand how faith can guide the way I live my life. <i>(New Question)</i>	99	90



# DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

**Board Priority/Local Goal:** Students learn what it means to live in a relationship with Jesus Christ.

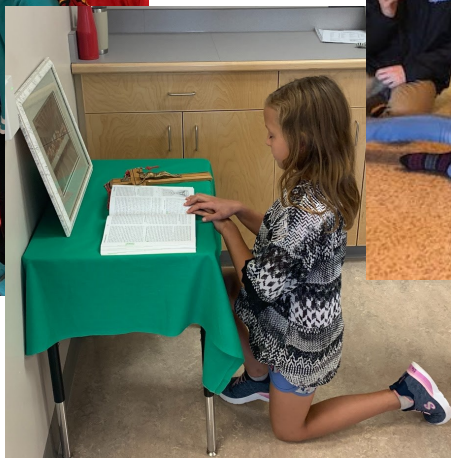
**Outcome:** Students will hear and learn about how adults live their lives guided by faith and the Church.

## MEASURES

Measure Category	St. Benedict School	STAR Catholic Schools
Parent Survey	Current Result	Current Result
Teachers help students understand how faith can guide the way they live their lives. <i>(New Question)</i>	95	89
Teachers share their own faith experience with students and the role of God in the teacher's life. <i>(New Question)</i>	71	67
Staff Survey (Teacher)	Current Result	Current Result
Teachers help students understand how faith can guide the way they live their lives. <i>(New Question)</i>	100	97
Teachers share their own faith experience with students and the role of God in the teacher's life. <i>(New Question)</i>	100	90
Student Survey	Current Result	Current Result
Teachers help me understand how faith can guide the way I live my life. <i>(New Question)</i>	99	90
Teachers speak to me about their own faith and the role of God in their life. <i>(New Question)</i>	96	82



Shrove Tuesday



Community Food Bank Drive

# DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

**Board Priority/Local Goal:** 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.

## MEASURES

Measure Category	St. Benedict School	STAR Catholic Schools
<b>Parent Survey</b>	<b>Current Result</b>	<b>Current Result</b>
The school helps those less fortunate. Examples: Charity, Good Works, and Social Justice.	98	88
<b>Staff Survey (Teachers)</b>	<b>Current Result</b>	<b>Current Result</b>
Teachers help students understand how faith can guide the way they live their lives. <i>(New Question)</i>	100	99
The school helps those less fortunate. Examples: Charity, Good Works, and Social Justice.	100	99
<b>Student Survey</b>	<b>Current Result</b>	<b>Current Result</b>
My school organizes activities to help people who are in need, such as, support a foodbank or collect clothes	99	98



Individual Staff Community Service Project



Blessing of Food Bank



Relationship building with school families



# DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

**Board Priority/Local Goal:** Strong home, school, and parish partnerships.

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

## MEASURES

Measure Category	St. Benedict School	STAR Catholic Schools
<b>Parent Survey</b>	<b>Current Result</b>	<b>Current Result</b>
My child participates in religious celebrations at the school or church	98	93
<b>Staff Survey (Teacher)</b>	<b>Current Result</b>	<b>Current Result</b>
I have the opportunity to participate in religious celebrations, activities or functions at the school or parish	100	100
<b>Staff Survey (Support Staff)</b>	<b>Current Result</b>	<b>Current Result</b>
I have the opportunity to participate in religious celebrations, activities or functions at the school or parish	85	95
<b>Student Survey</b>	<b>Current Result</b>	<b>Current Result</b>
At my school, I have the opportunity to participate in religious celebrations, activities or events at the school or church	97	93





# SOCIAL JUSTICE PROJECTS

## List school social justice projects here:

- Food Bank Drives for the Leduc Food Bank
- Collecting Winter Wear for the Bissel Centre
- Raising money for the Holy Childhood Association



# SCHOOL & PARISH COLLABORATION

## List school & parish collaboration here:

- Student Lead Monthly Masses at the school with Father Silivichan presiding
- Altar Server training with a parishioner
- Monthly meetings with STAR Faith Life Director, Father Silivichan, and community principals to coordinate faith experiences as recommended in Standard for Preparing Children & Youth for the Sacraments (The Catholic Archdiocese of Edmonton)
- School Community Mass at St. Michael Parish in Leduc
- Grade four students join the Catholic Archdiocese of Edmonton for Holy Childhood Mission Day Mass
- St. Benedict Staff begin and end every school year with mass at St. Michael Parish
- Together with our school district, school board trustees and parish priests one day is dedicated to faith development

# 2019-2020 SCHOOL YEAR STRATEGIES

## List school faith strategies here:

- Stemming from our collaboratives meetings with Father Silvichan a to work through the Standards for Preparing Children & Youth for Sacraments, we are connecting sacrament with curriculum, collaborate with the parish on sacramental preparation while cultivating an effective parish, school and parent communication strategy.
- Students were invited to patriciate in the Penitential Rite.
- Publishing the parish bulletin on the school website, including sacramental registration dates on the school calendar, having parish members speak at school-wide assemblies
- Creating meaningful opportunities for Father Silvichan to interact with students outside of mass or liturgies will promote relationships with our parish.
- Examples are classroom visits, opening blessings at sporting events, or hosting a teaching mass



## INSIGHTS, CONCLUSIONS & IMPLICATIONS

### List insights and conclusions here:

- Because of the strong communication we maintain with families, parents are able to see and understand that their children child participates in religious celebrations at the school or church.
- Due to the collaboration with staff ,they feel with 100% response that they have the opportunity to participate in religious celebrations, activities or functions at the school or parish. This is a practice we will continue and celebrate.
- Since only 85% of our Support Staff feel they have the opportunity to participate in religious celebrations, activities or functions at the school or parish we will investigate the reasons for this response and make that a priority.
- Due to the targeted strategies by staff to Involve students in the planning of religious functions at the school or parish we have a 97% positive response from our students. We will continue to practice this.

# DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

The ministry develops and implements curriculum that enables all students to achieve provincial student learning outcomes and monitors student progress through administering provincial assessments. Student growth and achievement refers to many different aspects including educational programs, academic achievement, student well-being and citizenship to name a few. To help ensure the success of all students, student growth and achievement are measured in the following areas:

## PROVINCIAL ACHIEVEMENT TESTS

Provincial Achievement Tests (PATs) allow students, parents, and teachers to clearly identify areas of strength and areas in need of additional support. PAT exams are measured by the students who achieved the acceptable standard and the percentage of students who achieved the standard of excellence on the exams.

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2016		2017		2018		2019		2020		2020	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	86.7	17.8	97.0	15.2	95.7	21.3	91.7	25.0	n/a	n/a		
	Authority	88.1	22.6	92.3	13.8	92.9	16.3	91.1	15.6	n/a	n/a		
	Province	82.9	20.4	82.5	18.9	83.5	17.9	83.2	17.8	n/a	n/a		
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	n/a	n/a		
	Province	87.7	14.2	85.1	13.5	85.2	12.3	87.7	15.7	n/a	n/a		
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	91.4	17.2	92.1	21.6	93.3	23.1	90.3	24.6	n/a	n/a		
Mathematics 6	School	73.3	13.3	78.8	9.1	76.6	10.6	80.6	11.1	n/a	n/a		
	Authority	76.5	12.6	73.4	8.1	76.8	10.8	75.6	12.2	n/a	n/a		
	Province	72.2	14.0	69.4	12.6	72.9	14.0	72.5	15.0	n/a	n/a		
Science 6	School	91.1	31.1	87.9	15.2	87.2	23.4	88.9	27.8	n/a	n/a		
	Authority	84.2	29.0	85.5	29.3	86.6	27.6	83.6	25.0	n/a	n/a		
	Province	78.0	27.1	76.9	29.0	78.8	30.5	77.6	28.6	n/a	n/a		
Social Studies 6	School	71.1	20.0	81.8	9.1	83.0	17.0	83.3	13.9	n/a	n/a		
	Authority	72.6	21.3	80.1	15.8	82.1	21.1	81.7	17.8	n/a	n/a		
	Province	71.4	22.0	72.9	21.7	75.1	23.2	76.2	24.4	n/a	n/a		

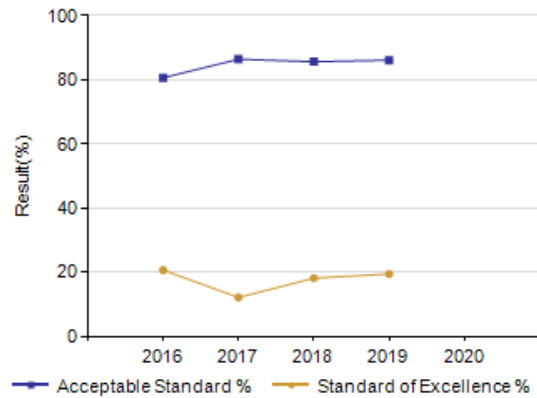
### Notes:

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



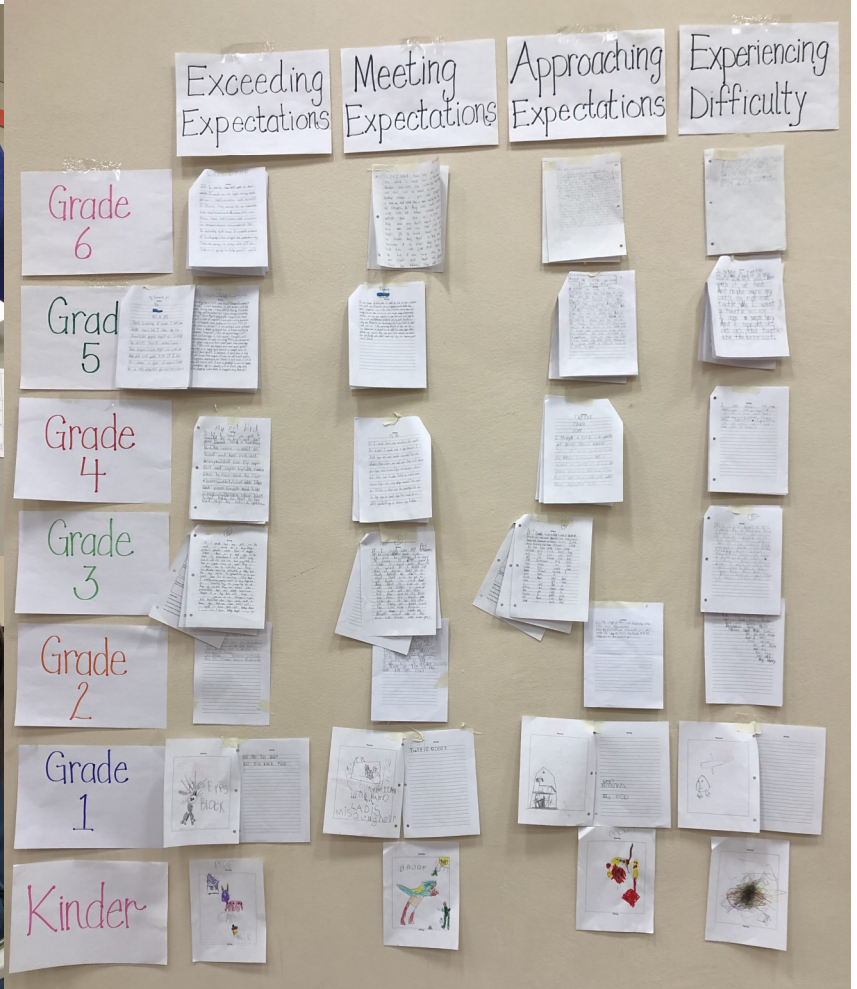
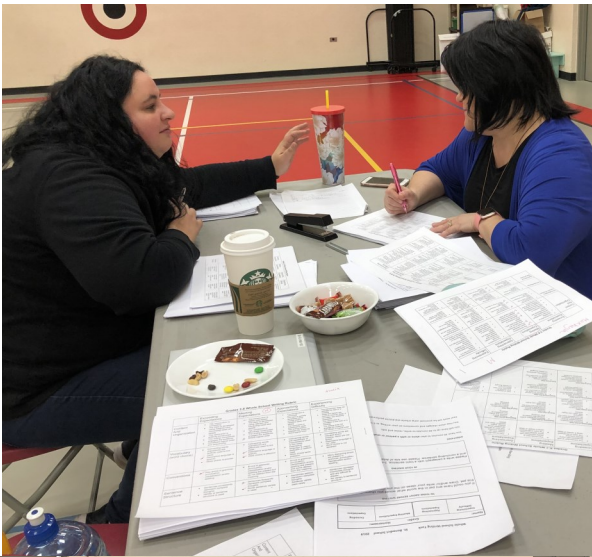
# OVERALL PROVINCIAL ACHIEVEMENT TEST RESULTS

Graph of Overall Provincial Achievement Test Results



**Notes:**

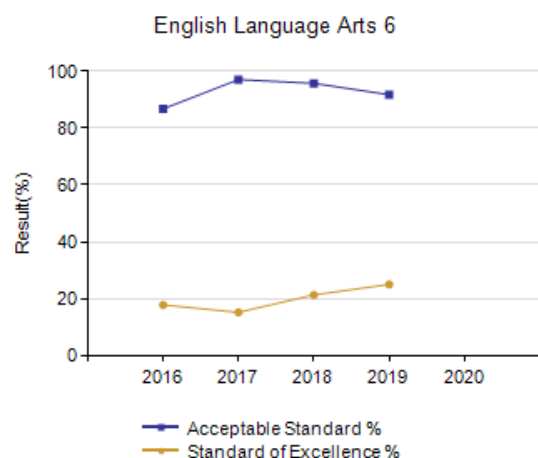
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.





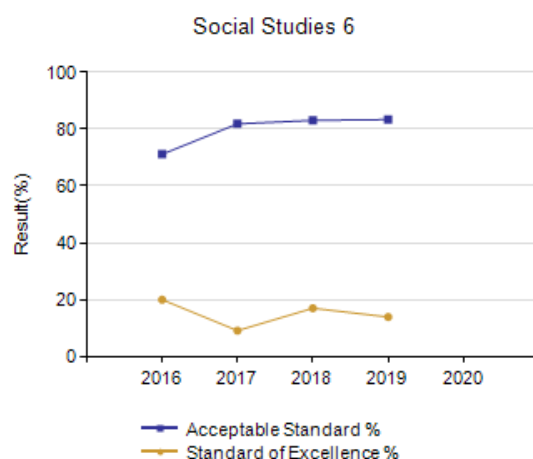
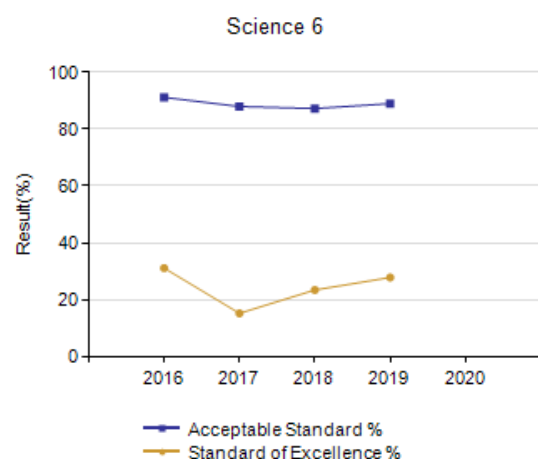
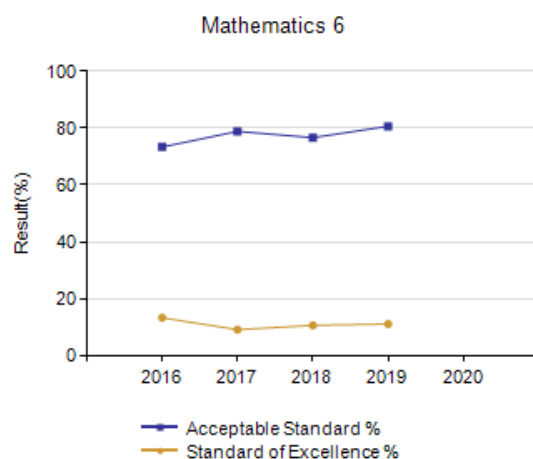
# PROVINCIAL ACHIEVEMENT TEST RESULTS BY COURSE

Graph of Provincial Achievement Test Results by Course



[No Data for French Language Arts 6]

[No Data for Français 6]



## Notes:

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

# PAT RESULTS COURSE-BY-COURSE SUMMARY BY ENROLLED WITH MEASURE EVALUATION

		St. Benedict School							Alberta			
		Achievement	Improvement	Overall	2020		Prev 3 Year Average		2020		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	39	94.8	n/a	n/a	51,977	83.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	39	20.5	n/a	n/a	51,977	18.2
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,357	86.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,357	13.8
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	605	91.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	605	23.1
Mathematics 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	39	78.6	n/a	n/a	51,924	71.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	39	10.3	n/a	n/a	51,924	13.9
Science 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	39	88.0	n/a	n/a	51,966	77.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	39	22.1	n/a	n/a	51,966	29.4
Social Studies 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	39	82.7	n/a	n/a	51,937	74.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	39	13.3	n/a	n/a	51,937	23.1

## Notes:

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



# 2019-2020 SCHOOL YEAR STRATEGIES

- Commitment to focus on student learning by being proactive and guiding decision making through a Response to Intervention Framework
- School wide commitment to Essential Learner Outcomes based on the Alberta Curriculum Guide
- School wide formative and summative assessment to identify critical learner outcomes
- Timely, targeted and measurable interventions in the Early Years of education
- School wide understanding of Grade Six Provincial Achievement Test Outcomes



## INSIGHTS, CONCLUSIONS & IMPLICATIONS

No provincial assessment tests for the 2019-2020 school year due to COVID response. All Alberta students completed the school year through on-line learning at home. Provincial Achievement Tests were cancelled.



# PROVINCIAL GOAL: CITIZENSHIP

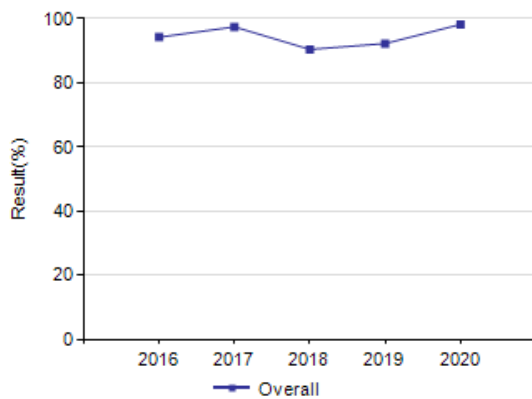
Active citizenship produces motivated and responsible learners and enables students to make a positive contribution to society. This is measured by the percentage of teachers, parents, and students who are satisfied that students model the characteristics of active citizenship.

## CITIZENSHIP - MEASURE DETAILS

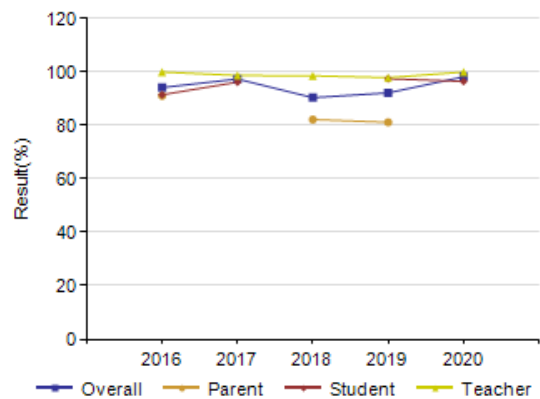
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	94.2	97.4	90.4	92.2	98.2	85.3	86.7	85.0	87.0	88.0	83.9	83.7	83.0	82.9	83.3
Teacher	100.0	98.7	98.6	97.9	100.0	96.8	97.2	94.7	97.0	98.5	94.5	94.0	93.4	93.2	93.6
Parent	91.1	*	82.2	81.2	*	84.1	87.5	88.1	85.7	86.2	82.9	82.7	81.7	81.9	82.4
Student	91.5	96.2	n/a	97.5	96.5	75.1	75.2	72.1	78.3	79.3	74.5	74.4	73.9	73.5	73.8

Graph of Overall Authority Results



Graph of Detailed Authority Results



### 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.





# 2019-2020 SCHOOL YEAR STRATEGIES

Students in grade 5 pick up and deliver the milk orders to the classrooms shortly before lunch begins

Students in grade 4 collect recycling (juice boxes, plastic bottles etc.) daily. They clean the bins, remove the straws if needed and sort the containers.

Students in grade 6 assist the parent volunteers with delivering hot lunch to the appropriate classes

Students in grade 5 go through training and serve as Safety Patrollers in the loop at the front of school.

Students in grade 4 collect paper recycling daily. They empty the bins and report back to the classrooms if items are found in the bins that do not belong.

Students in grade 3-6 serve at Bear Buddies. They assist with planning and implementing games for their peers at recess. They also help with problem solving and sorting out disagreements when possible.

## INSIGHTS, CONCLUSIONS & IMPLICATIONS

- Students play a larger part in the maintenance of the school building
- Students learn the importance of following through on responsibilities
- Students develop a greater respect for the work done by the custodial staff in the school and develop a stronger appreciation of things being done for them
- Students develop relationships with kids in other grades and learn strategies for working with students who are younger
- Students learn the value of working as a team
- Students play a larger part in making St. Benedict school a great place to be
- Students gain confidence in their own abilities and feel valued
- Leadership skills are developed

## PROVINCIAL GOAL: ACADEMIC ENGAGEMENT

This is a provincial measure of student engagement in their learning at school.

***The Division is currently awaiting the provincial development of this goal.***

# DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

**Board Priority/Local Goal:** A focus on mental health and well-being.

## MEASURES

Measure Category	St. Benedict School	STAR Catholic Schools
Student Survey	Current Result	Current Result
At my school, there is at least one adult who listens and cares about me	96	90
My school is a place where I feel I belong	85	76
I have a friend at school	99	97
I find healthy ways (i.e. talking to an adult) to deal with problems in my life	88	81
On most days, I have headaches or stomach aches	17	30
I have trouble sleeping at night, or staying asleep	34	47
Staff Survey (Teachers)	Current Result	Current Result
I am aware of the social and emotional well-being of my students	100	98
I am able to support the social and emotional well-being of my students	87	94
I am aware of the behaviour supports my students require	100	98
I utilize strategies to support student behaviour	100	99
Staff Survey (Support)	Current Result	Current Result
I am aware of the social and emotional well-being of my students	100	93
I am able to support the social and emotional well-being of the students I work with	100	90
I am aware of the behaviour supports the students I work with require	92	86
I utilize strategies to support the behaviour with the students I work with	92	92
Parents	Current Result	Current Result
My child has a friend at school.	98	97
I am satisfied with the access to social/emotional supports at school.	85	79
My child has one or more adult(s) that care about them at school.	98	92

# DOMAIN 3: TEACHING & LEADING

STAR Catholic School Division recognizes that excellence in education for students is largely determined by qualified and committed staff. Our [Administrative Procedure on Teacher Growth, Supervision and Evaluation \(AP 411\)](#) is available for download on our website.

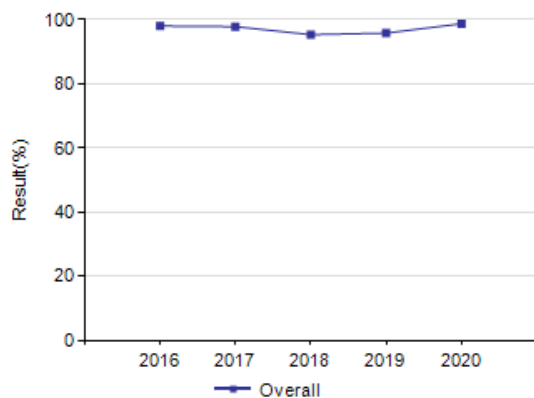
Provincial Plan: Education Quality is a provincial measure under Teaching and Leading. It is measured by the percentage of teachers, parents, and students who are satisfied with the overall quality of basic education.

## EDUCATION QUALITY: MEASURE DETAILS

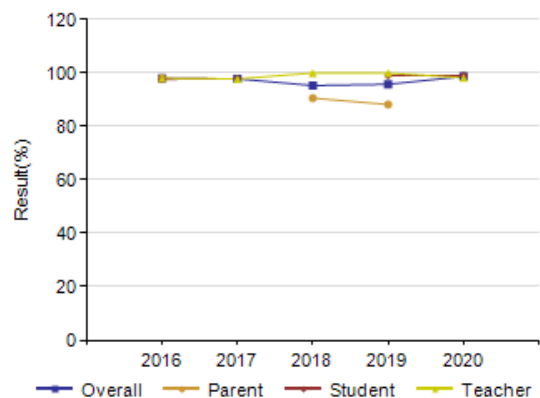
Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	98.0	97.8	95.3	95.8	98.7	90.5	92.8	92.5	92.2	93.3	90.1	90.1	90.0	90.2	90.3
Teacher	98.1	97.8	100.0	100.0	98.2	96.3	97.9	96.9	98.2	98.7	96.0	95.9	95.8	96.1	96.4
Parent	98.1	*	90.6	88.2	*	87.4	91.5	92.3	88.1	90.8	86.1	86.4	86.0	86.4	86.7
Student	97.7	97.9	n/a	99.0	99.1	87.8	88.9	88.3	90.1	90.4	88.0	88.1	88.2	88.1	87.8

Graph of Overall Authority Results



Graph of Detailed Authority Results



### 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 QurSCHOOL/TTFM (Tell Them From Me) survey tool.

# 2019-2020 SCHOOL YEAR STRATEGIES

- Implement Year 1 of Mental Health Plan
  - Mental Health Literacy and The Third Path- training of 3 people per school
  - School trained staff, will in-service entire school staff
  - Focus on proactive strategies for all students
  - Support students with emerging and diagnosed mental health issues
- FSLW/Counsellor Meetings - focus on Mental Health /Anxiety strategies for at-risk students.
- Work with School Intervention Teams to support at-risk students.
- Staff created a school wide program titled "Fish Out of Water" which surveys students to identify who their safe adult(s) are, as well as identifying students who may feel isolated.
- Staff intentionally strive to build trusting relationships for those students who self-identify as lonely.



## INSIGHTS, CONCLUSIONS & IMPLICATIONS

- We will continue and enhance current strategies to ensure our students know that they have an adult in the school that cares about them and that they feel like they belong as our results are 6 and 9% higher than the district's.
- Our staff results show that staff are aware of the social and emotional needs of our students and utilize the strategies they have. We will continue to focus on Mental Health training through Professional Development to further increase capacity in Mental Health and Third Path Training.
- Due to our Mental Health and Third Path training professional development our support staff results indicate that support staff feel knowledgeable and able to support students. Ongoing Professional Development in these areas will continue to build support staff capacity.
- It is a celebration that 98 % of the parents feel their children have a friend and an adult who cares about them at school. While the 85% of parents that are satisfied with the access to social/emotional supports at school is higher than the district's result of 79%, we will focus on improving our communication to parents about the social/emotional supports and resources we have at the school.



# 2019-2020 SCHOOL YEAR STRATEGIES

- Programs are designed to engage and motivate students to take risks in their learning through continuous exposure to the diverse range of extra and intra curricular activities provided by staff
- Students have access to music and physical education specialized teacher who collaborate during PLC to encourage new avenues for students to explore learning through
- Staff and volunteers provide a balance of faith, fine arts and athletic opportunities for students to share their gifts and talents or to explore a new skill in a safe and trusting environment.
- Developing a Career and Technology Foundations program for Grade Six students who can build their understanding of the world around them as they identify and apply career and life skills.
- A staff committed to planning and teaching lessons, with the intention to ensure students are receiving equitable learning opportunities especially for our First Nations, Metis, and Inuit students along side our English Language Learners.



## INSIGHTS, CONCLUSIONS & IMPLICATIONS

- Our school staff is proud of maintaining our high results. We contribute our success to our staff's belief and commitment to ensuring that all students will increase in their learning.

# DOMAIN 3: TEACHING & LEADING

**Board Priority/Local Goal:** Continue to build and develop staff capacity. **Outcome:** Staff enhances their expertise through opportunities to build their capacity, at all stages in their career, through mentorship and meaningful professional development opportunities.

## MEASURES

Measure Category	St. Benedict School	STAR Catholic Schools
Staff Survey (Teacher)	Current Result	Current Result
I have opportunities for meaningful Professional Development	87	94
I have opportunities to access Division and school supports (i.e. Coaches, Directors, Mentors, Family School Liaison Worker, and Learning Support Facilitators for Professional Development)	100	98
Staff Survey (Support Staff)	Current Result	Current Result
I have opportunities for meaningful Professional Development related to my role	85	76
I have opportunities to access Division and school supports (i.e. Coaches, Directors, Mentor, Family School Liaison Worker, and Learning Support Facilitators for Professional Development)	77	81

## PROFESSIONAL DEVELOPMENT

- Through the Local Alberta Teachers Association Local No., staff have the opportunity for self-directed professional development
- Central Office Professional development workshops and sessions are provided free of charge to teachers during afterschool hours
- School based professional development planning is based upon School District Initiatives and School Board Priorities.
- Planning and implementation of the Professional Development School Planned is collaboratively decided with the School Leadership team and Administration.
- All staff have access to Edmonton Regional Learning Consortium
- All staff have access to on-line professional development

# 2019-2020 SCHOOL YEAR STRATEGIES

- Professional Development opportunities are provided at the school to focus on the district's focus on Mental Health Training and First Nations, Metis, and Inuit studies
- Staff are provided with Professional Development to increase teacher capacity in areas they most desire through individual Professional ????
- 



## INSIGHTS, CONCLUSIONS & IMPLICATIONS

- While 100% of our staff feel they have opportunities to access Division and school supports, we recognize that only 87% feel they have the opportunity for meaningful Professional Development. This is an area that we will focus on and make it a priority.
- It is a celebration that 85% of our Support Staff feel they have opportunities for meaningful Professional Development related to their roles. This is considerably higher than the division response of 76%.
- We will make it a priority for Support Staff to find access to Division and school supports.



# DOMAIN 3: TEACHING & LEADING

**Board Priority/Local Goal:** Foster a culture of collaboration and leadership development. **Outcome:** Staff are provided with structured opportunities to collaborate and be involved in leadership.

## MEASURES

Measure Category	St. Benedict School	STAR Catholic Schools
Staff Survey (Teacher)	Current Result	Current Result
I have the opportunity to participate in school leadership at my school (e.g. School Leadership Team, Acting Admin, School Intervention Team, Extra-curricular, facilitating PD, etc.)	100	97
I have the opportunity to collaborate in a professional learning community (PLC)	100	99
Teachers in our school value professional learning communities (PLC)	93	94

## DEVELOPMENT & LEADERSHIP

- Teachers meet and participate in Professional Learning Communities (PLC's)
- Teachers have the opportunity to be a part of the School Leadership Team (SLT)
- Teachers meet and participate in Student Intervention Meetings (SIT)
- All staff has the opportunity to lead or coach in extra curricular activities and athletics
- Teachers have the opportunity to lead in the role of designate principal when necessary
- Teachers have the opportunity to lead staff Professional Development sessions and share their knowledge and expertise
- Teachers have the opportunity to lead as committee leaders for district wide initiatives /roles (i.e. Religious Education Committee)

# 2019-2020 SCHOOL YEAR STRATEGIES

- Teachers have Professional Learning Community time built into their weekly schedule to ensure this practice is given a priority in our school
- All teaching staff are invited to be a part of the School Leadership Team
- Student Intervention Team
- Leadership in committees such as the Religious Ed Committee, Intramural Committee, Athletics, Social Justice, Intervention Programming
- Creation of the Early Learning Program



## INSIGHTS, CONCLUSIONS & IMPLICATIONS

- It is a celebration that 100% of our teachers feel they have the opportunity to participate in school leadership roles and collaborate in a professional learning community. This reflects the overall high standard of our Continuous Improvement plan for our school.
- With such a high value rate, we will continue with PLC processes.
- As an administration team we will continue to value and encourage all staff to become leaders in the teaching profession.

# DOMAIN 3: TEACHING & LEADING

**Board Priority/Local Goal:** Safe, welcoming, and optimal learning environments for staff and students.

**Outcome:** Staff and students work and learn in safe and optimal environments when capital planning and investment in infrastructure and facilities is appropriate.

## MEASURES

Measure Category	St. Benedict School	STAR Catholic Schools
Staff Survey (Teachers)	Current Result	Current Result
Our School is clean and well maintained	100	93
Our school has the physical facilities to meet the programming needs of students	80	87
Our school has the physical facilities to meet the occupational health and safety (OH&S) needs of staff and students	93	92
Staff Survey (Support Staff)	Current Result	Current Result
Our School is clean and well maintained	100	91
Our school has the physical facilities to meet the programming needs of students	92	81
Student Survey	Current Result	Current Result
I am proud of my school and the way it looks	93	88



# 2019-2020 SCHOOL YEAR STRATEGIES

- Our school has a daytime custodian who is readily available to assist in keeping our school safe, clean, and well maintained.
- As part of our school improvement plan staff along with students collaborated to create a welcoming front foyer to share and symbolize our faith
- Staff worked along with students to create a matrix of School Wide Expectations
- A school wide coordinated art project, which focused on key learning outcomes from the K-6 Religious Education Program decorate our halls and serve as a symbol of our love for Jesus.



## INSIGHTS, CONCLUSIONS & IMPLICATIONS

- Staff appreciate and acknowledge the hard work of our custodial staff and students for maintaining a clean and safe environment.
- With the support of staff teaching clear expectations our students feel pride and take ownership of our school. They strive to meet those expectations and play a key role in keeping our school safe and the building and equipment well maintained.



# DOMAIN 4: LEARNING SUPPORTS

## PROVINCIAL GOAL: SAFE & CARING

**Safe & Caring:** This is measured provincially by the percentage of teachers, parents, and students 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.

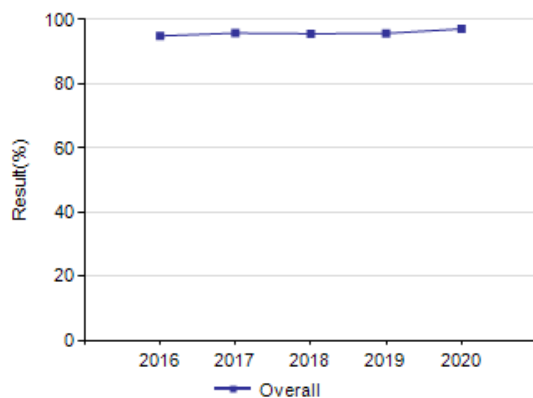
STAR Catholic School Division continually provides welcoming, caring, respectful and safe learning environments that respect diversity and fosters a sense of belonging.

## SAFE & CARING - MEASURE DETAILS

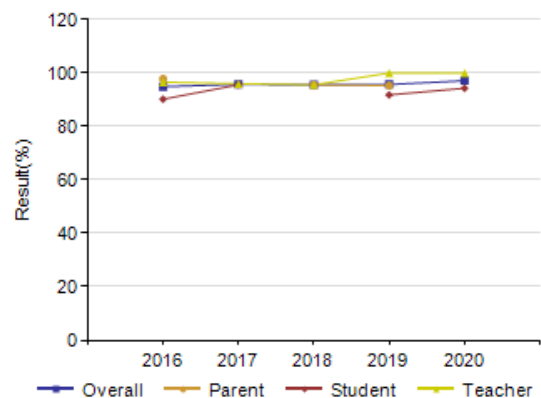
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	94.9	95.8	95.6	95.7	97.1	89.7	91.5	90.7	91.8	92.9	89.5	89.5	89.0	89.0	89.4
Teacher	96.6	96.0	95.6	100.0	100.0	96.4	96.7	95.7	98.1	98.8	95.4	95.3	95.0	95.1	95.3
Parent	97.8	*	95.6	95.3	*	88.8	92.6	94.0	91.9	93.2	89.8	89.9	89.4	89.7	90.2
Student	90.2	95.6	n/a	91.8	94.3	84.0	85.3	82.5	85.5	86.7	83.4	83.3	82.5	82.3	82.6

Graph of Overall Authority Results



Graph of Detailed Authority Results



# 2019-2020 SCHOOL YEAR STRATEGIES



- Our School has an equitable and systematic process for tracking student success and challenges. Our school intervention team meets biweekly to discuss all students academic, and social-emotional well-being.
- Our School's Intervention Team meetings ensure that ALL students are successful learners who can be positive contributors to our nation.
- Our staff has a firm belief that all students can be successful. We collaborate to meet the learning needs of all students.
- We celebrate the gifts and talents of our students with our monthly Gospel Assemblies.
- Implementing and reinforcing the STAR Catholic's Student Code of Conduct, the School Leadership Team developed a clear and transparent process to support student behaviour.

## INSIGHTS, CONCLUSIONS & IMPLICATIONS

- Our results from the staff and students are above the district and provincial average this reinforces that we are on the right track supports our current practices which create a safe and caring school where students are free to be themselves and grow as gifts of God
- Our Religion Program faith lessons permeated in curricular learning and intentional religious education reinforces that each child is loved and is created in the image of God
- The embedded Implementation of the Mind Up Program and Zones of Regulation into our school's culture gives our students the language, skills and strategies to be able to identify emotions and how to respond or react.

# PROVINCIAL GOAL: STUDENT INCLUSION

**Student Inclusion:** A provincial measure assessing that students feel like they belong and are supported to be successful in their learning.

*The Division is currently awaiting the provincial development of this goal.*

# PROVINCIAL GOAL: ACCESS TO SUPPORT & SERVICES

**Access to Supports & Services:** A provincial measure assessing that appropriate supports and services for students are available and can be accessed in a timely manner.

*The Division is currently awaiting the provincial development of this goal.*



# DOMAIN 4: LEARNING SUPPORTS

**Board Priority/Local Goal:** First Nation, Métis and Inuit students are successful.

**Outcome:** More First Nation, Métis and Inuit students meet or exceed performance measures.

## MEASURES

Measure Category	St. Benedict School	STAR Catholic Schools
Staff Survey (Teachers)	Current Result	Current Result
First Nations, Métis, and Inuit Elders/knowledge keepers, cultural advisors or community members are invited into our school	87	82
Our school enhances understanding of First Nations, Métis, and Inuit worldviews, cultural beliefs, languages, and values	93	92
I support the learning experiences of my students by using re-sources that accurately reflect and demonstrate the strength and diversity of First Nations, Métis, and Inuit	100	94
I am building capacity in my understanding of First Nations, Métis, and Inuit Culture	100	97
Staff Survey (Support Staff)	Current Result	Current Result
Our school enhances understanding of First Nations, Métis, and Inuit worldviews, cultural beliefs, languages, and values	92	92
Student Survey (Elementary)	Current Result	Current Result
I learn about First Nations, Métis, and Inuit history, culture, and traditions	98	94



**Accountability Pillar Overall Summary**  
**3-Year Plan - May 2020 (2018-2019 School Year Data)**  
**School: 3271 St. Benedict School (FNMI)**

Measure Category	Measure	St. Benedict School (FNMI)			Alberta (FNMI)			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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student Learning Opportunities	Program of Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Drop Out Rate	n/a	n/a	n/a	5.5	5.4	5.3	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	55.8	56.6	54.5	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	*	*	n/a	54.0	51.7	51.9	*	*	*
	PAT: Excellence	*	*	n/a	7.4	6.6	6.5	*	*	*
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	77.2	77.1	76.7	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	11.4	11.0	10.6	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	24.4	24.6	23.6	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	39.1	37.1	35.7	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	35.0	34.2	33.0	n/a	n/a	n/a
	Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Parental Involvement	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Continuous Improvement	School Improvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
  2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
  3. 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.
  4. 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), Social Studies (Grades 6, 9, 9 KAE).
  5. 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.
  6. 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, Social Studies 30-2.
  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.
  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.
  10. Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

# 2019-2020 SCHOOL YEAR STRATEGIES

- An elder came do teachings about the tipi and instruct on the proper way to build the tipi.
- Orange Shirt Day— one of our own student shared and celebrated her hoop dance
- The First Nation, Metis, and Inuit kits provided to the school for each grade level helped to build teacher capacity and understanding
- Our school enhances understanding of First Nations, Métis, and Inuit worldviews, cultural beliefs, languages, and values
- Our school made it a priority to purchase books for our school add to our library collection



for

## INSIGHTS, CONCLUSIONS & IMPLICATIONS

- Our school community is growing in understanding and appreciation of Indigenous, First Nation and Inuit culture.
- A continued strategic plan to improve Indigenous, First Nation and Inuit experiences will continue
- Professional development for continuous learning to craft a comprehensive curriculum experience for students

# DOMAIN 4: LEARNING SUPPORTS

**Board Priority/Local Goal:** A focus on students with learning challenges.

**Outcome:** A high functioning Response to Intervention model will help identify and support all students.

## MEASURES

Measure Category	St. Benedict School	STAR Catholic Schools
Staff Survey (Teachers)	Current Result	Current Result
I use a variety of Tier 1 strategies in my classroom	100	99
I use a variety of Tier 2, target strategies	100	99
I have the opportunity to collaborate in a professional learning commu-	100	99
Teachers in our school value professional learning communities (PLC)	93	94
Our school has access to the resources necessary to support students and their families social and emotional well-being	93	91
I am aware of the behaviour supports my students require	100	98
I utilize strategies to support student behaviour	100	99
Student Survey (Elementary)	Current Result	Current Result
In my classroom, I am allowed to learn in different ways (technology, group work, on my own)	98	92
At school, adults help me when I ask	97	94
Parent Survey	Current Result	Current Result
My child has the opportunity to reach his or her academic potential	92	90
My child receives the support he/she needs to be successful in school	94	89

# 2019-2020 SCHOOL YEAR STRATEGIES

- Engage all staff in collaborative decision making through shared values, commitments and beliefs
- Systematic processes to identify key learner outcomes in a K-6 learning progression
- Common screening tools for all students K-6 at key times of the year
- Professional Development to identify research based effective pedagogy
- Providing consistent time for collaboration to identify key learner outcomes, assessment processes and interventions
- Literacy intervention Teacher, LSF



## INSIGHTS, CONCLUSIONS & IMPLICATIONS

- Our data indicates we are at or above the district results for a high functioning response to intervention model.
- Through our Professional Learning Communities, the Student Intervention Teams and the School Leadership Team, teachers are collaborating and learning from one another, which transfers into the classroom and supports student learning at all three tiers.
- Due to our high functioning Response to Intervention model, students are rewarded to have the opportunities to learn in classrooms that are intentionally designed to meet the differentiation and provide a culture where students feel safe to ask questions
- Classroom teachers are intentionally effective in clearly communicating and collaborating with parents to ensure students needs are met, students are supported and able to be successful



# DOMAIN 5: GOVERNANCE

## PROVINCIAL GOAL: PARENTAL INVOLVEMENT

Parental involvement and engagement leads to student success, and are high priorities for STAR Catholic.

Feedback from parents, as well as administrators, staff, students, and clergy, is gathered through means such as surveys, consultation events and face-to-face meetings.

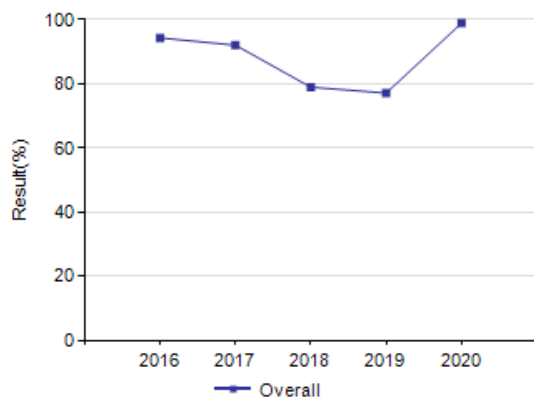
Provincially, this is measured by teacher and parent satisfaction with parental involvement in decisions about their child's education.

## PARENTAL INVOLVEMENT - MEASURE DETAILS

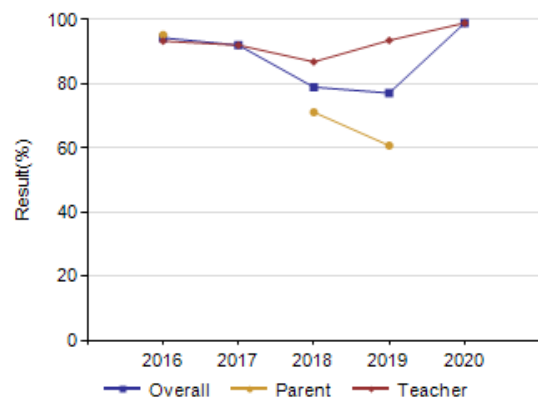
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	94.3	92.0	78.9	77.1	98.9	82.4	84.4	84.9	84.9	87.8	80.9	81.2	81.2	81.3	81.8
Teacher	93.3	92.0	86.8	93.5	98.9	90.2	92.3	90.7	95.2	95.3	88.4	88.5	88.9	89.0	89.6
Parent	95.2	*	71.1	60.7	*	74.7	76.5	79.0	74.6	80.2	73.5	73.9	73.4	73.6	73.9

Graph of Overall Authority Results



Graph of Detailed Authority Results



### Notes:

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

# 2019-2020 SCHOOL YEAR STRATEGIES

- Our school council identified four priorities: Priority One—Increasing Parent Participation; 2. Providing a forum for conversations on education; 3. Quietly helping those in need; 4. Evangelization within the school community
- Designed topics for parent workshops based on priorities and feedback from parents
- To increase parent participation the Executive agreed to host parent workshops to coincide with parent council meeting nights



## INSIGHTS, CONCLUSIONS & IMPLICATIONS

- Teachers begin the school year with a welcome phone call to parents which builds a trusting relationship between home and school.
- Unfortunately, there is no data from parents

# DOMAIN 5: GOVERNANCE

## SUPPLEMENTAL DOCUMENTS

### *Budget Summary*

**St. Thomas Aquinas Roman Catholic Schools**  
**2019-2020 Approved Fall Budget**

#### **St. Benedict**

#### **Revenue And Allocations To Budget Center**

	2019-2020 Approved Fall Budget			
Instruction Program Allocations	\$2,370,245	95.3%	\$0	0.0%
Faith Development Allocations	\$11,900	0.5%	\$0	0.0%
Other Program Allocations	\$204	0.0%	\$0	0.0%
Instruction Block Provincial Priority Targeted Grants	\$0	0.0%	\$0	0.0%
Previous Year Unspent and Surplus Allocations	(\$49,871)	-2.0%	\$0	0.0%
Local Revenues & Fees	\$154,251	6.2%	\$0	0.0%
<b>Total Revenue And Allocations To Budget Center:</b>	<b>\$2,486,729</b>	<b>100%</b>	<b>\$0</b>	<b>100%</b>

#### **Expenditures**

	2019-2020 Approved Fall Budget			
Certificated Staff	\$1,955,641	78.6%	\$0	0.0%
Uncertificated Staff	\$370,524	14.9%	\$0	0.0%
Services Contracts and Supplies	\$160,564	6.5%	\$0	0.0%
Amortization (Depreciation)	\$0	0.0%	\$0	0.0%
Held in Reserve	\$0	0.0%	\$0	0.0%
<b>Total Expenditures:</b>	<b>\$2,486,728</b>	<b>100%</b>	<b>\$0</b>	<b>100%</b>

#### **Summary**

	2019-2020 Approved Fall Budget	
Total Revenue and Allocations to Budget	\$2,486,729	\$0



# Combined May 2020 Accountability Pillar Overall Summary

Measure Category	Measure	St. Benedict 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	97.1	95.7	95.7	89.4	89.0	89.2	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	96.6	88.3	88.2	82.4	82.2	82.0	Very High	Improved	Excellent
	Education Quality	98.7	95.8	96.3	90.3	90.2	90.1	Very High	Maintained	Excellent
	Drop Out Rate	n/a	n/a	n/a	2.7	2.6	2.7	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.7	79.1	78.4	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	86.1	86.0	n/a	73.8	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	19.4	16.6	n/a	20.6	20.0	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	n/a	83.6	83.4	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	24.0	23.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.4	56.3	55.6	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	66.6	64.8	63.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	60.1	59.0	58.5	n/a	n/a	n/a
	Work Preparation	100.0	88.2	90.5	84.1	83.0	82.7	Very High	Improved	Excellent
	Citizenship	98.2	92.2	93.3	83.3	82.9	83.2	Very High	Improved	Excellent
Parental Involvement	Parental Involvement	98.9	77.1	82.7	81.8	81.3	81.2	Very High	Improved	Excellent
Continuous Improvement	School Improvement	98.2	88.9	89.5	81.5	81.0	80.9	Very High	Improved Significantly	Excellent

## Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. 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.
4. 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).
5. 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.
6. 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.
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.
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.

*Our Responsibility is to Educate All at high levels of  
Learning  
Keeping it R.E.A.L.!*