
Kateri Mission Catholic School Three-Year Education Plan



School Address

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Superintendent of Schools

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Our School Mission

Kateri Mission is a spiritual, empowering and compassionate community that nurtures engaged life-long learners, responsible citizens, and innovative thinkers.

Our Vision

We are proud to be a faith filled family learning and laughing together.

CURRENT ENROLMENT : The total number of students in school as of September 30, 2011: 391 students in Grade K-8

October 2011 Accountability Pillar Overall Summary

Measure Category	Measure Category Evaluation	Measure	Kateri Mission Catholic School			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Safe and Caring Schools	Issue	Safe and Caring	83.4	92.4	91.0	88.1	87.6	86.6	Intermediate	Declined	Issue
Student Learning Opportunities	n/a	Program of Studies	83.0	87.3	83.6	80.9	80.5	80.1	Very High	Maintained	Excellent
		Education Quality	85.3	91.4	90.6	89.4	89.2	88.9	Intermediate	Declined	Issue
		Drop Out Rate	*	*	n/a	4.2	4.3	4.7	*	*	*
		High School Completion Rate (3 yr)	n/a	n/a	n/a	72.6	71.5	71.1	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	Excellent	PAT: Acceptable	92.9	91.4	89.4	79.3	79.1	78.0	Very High	Maintained	Excellent
		PAT: Excellence	27.0	26.6	20.7	19.6	19.4	18.5	Very High	Improved	Excellent
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	82.6	83.4	84.0	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	18.7	19.0	18.9	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	54.9	53.5	53.5	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate (Revised)	n/a	n/a	n/a	59.6	56.9	57.0	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	n/a	n/a	n/a	59.3	59.8	59.3	n/a	n/a	n/a
		Work Preparation	77.2	75.7	81.4	80.1	79.9	79.8	Intermediate	Maintained	Acceptable
		Citizenship	79.6	85.7	84.9	81.9	81.4	79.9	High	Declined	Acceptable
Parental Involvement	Acceptable	Parental Involvement	74.8	83.3	78.9	79.9	80.0	79.4	Intermediate	Maintained	Acceptable
Continuous Improvement	Good	School Improvement	77.3	75.2	77.4	80.1	79.9	78.8	High	Maintained	Good

Notes:

1. PAT results are a weighted average of the percent meeting standards (Acceptable, Excellence) on Provincial Achievement Tests. The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9).
2. 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, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30.
3. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
4. The subsequent pages include evaluations for each performance measure. If jurisdictions desire not to present this information for each performance measure in the subsequent pages, please include a reference to this overall summary page for each performance measure.
5. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Measure Evaluation Reference

Achievement Evaluation

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

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

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 65.53	65.53 - 78.44	78.44 - 85.13	85.13 - 89.49	89.49 - 100.00
PAT: Excellence	0.00 - 9.19	9.19 - 11.96	11.96 - 17.99	17.99 - 22.45	22.45 - 100.00
Diploma: Acceptable	0.00 - 74.42	74.42 - 83.58	83.58 - 88.03	88.03 - 92.35	92.35 - 100.00
Diploma: Excellence	0.00 - 10.31	10.31 - 15.67	15.67 - 20.27	20.27 - 23.77	23.77 - 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 (Revised)	0.00 - 43.18	43.18 - 49.83	49.83 - 59.41	59.41 - 70.55	70.55 - 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)

*Faith Goal:
Strengthening Our Catholic Faith*

Outcome: #1: Students demonstrate an understanding of, and an involvement with the Catholic traditions, beliefs, and values.

<i>Performance Measures</i>	<i>Previous Year's Results</i>	<i>Target</i>
<ul style="list-style-type: none"> • Teachers are encouraged to include one Faith goal in their Professional Development Plans or articulate to their Principal their Faith plan. 	100%	100%
<ul style="list-style-type: none"> • Staff refers to the District's Core Values and Expectations of a Catholic Graduate in discussions with students. 	93%	94%
<ul style="list-style-type: none"> • Faith Permeation is consciously included in PD Plans and Collaborative Day activities. 	100%	100%
<ul style="list-style-type: none"> • <i>Student, teacher, and parent satisfaction with students' opportunity to participate in retreats at the school level.</i> 	88%	89%
<ul style="list-style-type: none"> • <i>Student, teacher and parent satisfaction with the school's communication about faith and the opportunities to celebrate faith.</i> 		
<ul style="list-style-type: none"> • <i>Student, teacher and parent satisfaction with the religious celebrations that are held at the school.</i> 	89%	90%
<ul style="list-style-type: none"> • <i>Student and teacher satisfaction with what is learned in Religion classes.</i> 	91%	92%
<ul style="list-style-type: none"> • <i>Student, teacher, and parent satisfaction with the relationship that exists between their parish and the school.</i> 	80%	81%
<ul style="list-style-type: none"> • <i>Student, teacher, and parent satisfaction with students being <u>taught</u> to act as Christian Citizens and incorporating Gospel Values in their interactions with one another.</i> 	92%	93%
<ul style="list-style-type: none"> • <i>Students and teachers indicate that Core Values are clearly communicated in class and referred to as a way to interact with one another.</i> 	N/A	
<ul style="list-style-type: none"> • <i>Student, teacher, and parent satisfaction with students <u>acting</u> as Christian Citizens and incorporate Gospel Values in their interactions with one another.</i> 	N/A	
<ul style="list-style-type: none"> • <i>Student, teacher, and parent satisfaction with their child's growth as a Christian as a result of the child's involvement in Catholic education.</i> 	91%	92%
<ul style="list-style-type: none"> • <i>Student, teacher, and parent satisfaction with their child's opportunity to have a meaningful prayer life in school.</i> 	89%	90%
<ul style="list-style-type: none"> • <i>Student, teacher, and staff indicate their school and classrooms have visible reminders of our Catholic Faith through art and symbols.</i> 	96%	97%

Note: Items that are shaded in grey will become survey questions in the 2011 survey year.

Strategies to Achieve Outcome #1:

	Strategic Action	Evidence of Implementation	Evidence of Impact for Student Learning
1.	We will have parish staff come in more often other than celebrations. For example have them come to come to speak to the kids for different topics for Religion. Continue to invite for other school events.	Parish staff more visible in the school.	Survey instruments identified on the previous page and reported in RS Accountability report.
2.	We will involve more students in Sunday Mass at the parish.	Host one Mass as a school on a Saturday evening.	Kateri Mass will happen!
3.	More Junior High students will demonstrate through direct participation in parish activities and understanding of their Catholic Faith	Participation in diocesan youth events	s/a
4.			s/a
5.			s/a

Outcome #2: Staff and students are witnesses to their Faith

Performance Measures	Previous Year's Result	Target
<ul style="list-style-type: none"> • Purposeful Service Project examples are posted to the District's web site. • Staff and professional associations/unions articulate the necessity of gathering together as one as witnesses to their Faith. • Administrators and staff are regularly involved in their Parish. <div style="background-color: #e0e0e0; padding: 5px;"> <ul style="list-style-type: none"> • Students, Parents and Teachers indicate that the service project that students are involved in is meaningful. • Teachers indicate they feel prepared and comfortable to permeate the Catholic Faith in every subject. • Teachers indicate that the Faith Permeation part of the web site contains useful projects. </div>	TBA	TBA

Strategies to Achieve Outcome #2

	Strategic Action	Evidence of Implementation	Evidence of Impact for Student Learning
1.	Students will proclaim their Faith through monthly school activities that include Celebrations, Masses, Retreats and Service Projects	School holds a monthly celebration Participate in school retreats at the Junior High Level	Students lead peers through faith activities at school level
2.	Faith Permeation activities are consciously included in PD plans and in Collaborative Day Activities	Faith Permeation Activities are included in PD plans and Collaborative Days	Faith is permeated into every classroom and subject through transparent sharing of personal faith experience
3.	Faith celebrations and social justice activities are planned in collaborative settings so that we all share a common goal	Presence of teachers and their creative ideas in faith celebrations & social justice activities	Students will work with teachers so that they may recognize and be inspired by individual sharing of faith evident in their involvement and enthusiasm

Goal One: Success for Every Student

Outcome: *Students demonstrate proficiency in literacy and numeracy*

Note – This outcome replaces the following outcome from the 2010/11 – 2012/13 three year education plan:

- *Students demonstrate high standards in learner outcomes (K-9 portion only)*

Performance Measure	Results (in percentages)					Target ¹	Evaluation			Targets ²		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	88.0	87.4	89.5	91.4	92.9	93.9	Very High	Maintained	Excellent	93.9	94.9	95.9
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	17.4	16.2	19.4	26.6	27.0	28	Very High	Improved	Excellent	28	29	30

Comment on Results

(an assessment of progress toward achieving the target)

Our results are high.

We will continue to focus on increasing student achievement and standard of excellence

Strategies

- Continue to develop and enhance the Balanced Literacy framework in K-6 classrooms
- Continue to focus on reading and writing (6 Write traits, Joanne Moore) and other 21st Century skills
- Continue to have Teachers use formative assessment strategies to guide their teaching focus within the classroom for student curricular needs
- Have Teachers develop and use the Scheduled review strategy as a focus in all grades to ensure students have a greater understanding of each SLO
- Continue PD and Study Team time on Mathematics and numeracy curriculum to deepen teacher understanding and teaching, special focus on vocabulary to increase student learning
- Continue with the Mathematics POW assignments (Problem of the Week) Gr 1-6
- Teachers in grades 2 & 3 will attend sessions on helping struggling readers
- Host a session (Sept. 27, 2011) on how parents can help their children within the Balanced Literacy Framework and a session in Math for parents to help them understand the philosophy behind the new Math curriculum

Notes:

1. 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 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9). The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
2. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

¹ If school had set a target for 2010/11 in the three year education plan 2010/11 – 2012/13, it may be included in the space provided.

² If school had set targets for 2010/11 – 2012/13, it may be included in the space provided.

Outcome: Students are prepared for the 21st century

Note – This outcome combines the following outcomes from the 2010/11 – 2012/13 three year education plan:

- Students model the characteristics of active citizenship
- Students are well prepared for employment

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	77.2	81.1	87.8	85.7	79.6	80.6	High	Declined	Acceptable	80.6	81.6	82.6
Percentages of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	73.5	86.3	82.1	75.7	77.2		Intermediate	Maintained	Acceptable	78.2	79.2	80.2

Comment on Results

(an assessment of progress toward achieving the target)

to increase student's preparedness and their knowledge of what is being prepared for school and work looks like

Strategies

- Teachers will continue to emphasize skills and attitudes that are successful to employment and work
- Teachers will focus on and teach study skills and organization –emphasis on language of work preparation in the classroom (organize lockers and desks-weekly check, organize binders, duo tangs)
- Teachers will continue to use the Health and Life skills curriculum to facilitate preparedness for future employment
- Teachers to book Junior Achievement Presentations-suggestion Gr. 4 and 7. Program focus on skills needed for the workforce.
- Communication through school monthly newsletters-what parents can do to help, how to study, how to teach organization skills etc...
- Continue and expand the use of technology to meet learning styles of students.
- Continue with our Character education with the virtues and our monthly "Christ in Action" awards
- Dare to Care workshop for all students along with a parent session on bully proofing our school (October, 2011)
- Participation in partnership with the RCMP in the Pink T-shirt day in February, 2012. (anti-bullying presentations)

Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Goal Two: Transformed Education Through Collaboration

Outcome: *Students have access to programming and supports to enable their learning*

Note – This outcome combines the following outcomes from the 2010/11 – 2012/13 three year education plan:

- The education system meets the needs of all K–12 students and supports our society and the economy*
- School environments are safe and caring*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
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.	70.9	81.0	82.5	87.3	83.0	84	Very High	Maintained	Excellent	84	85	86
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	89.6	89.8	90.6	91.4	85.3	86.3	Intermediate	Declined	Issue	86.3	87.3	88.3
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.	84.6	87.1	93.6	92.4	83.4	84.4	Intermediate	Declined	Issue	84.4	85.4	86.4

Comment on Results

(an assessment of progress toward achieving the target)

- There were only 15 parent surveys completed*
- Survey was completed after a case of cyber bullying outside of the school was reported and then publicized in the paper which probably led to some of the parent concern regarding the school being a safe place for their children*

Strategies

- Continue to combine classes with St. Patrick school and teachers to offer a wider variety of option courses to Junior High students
- Offer a new course on Innovation and Creation, along with a course in technology using IPADs and other forms of technology
- Teachers are to continue to collaborate on curriculum development, implementation of new curriculum and high quality lesson delivery
- Communication with parents through school newsletters and our electronic sign outside to the school
- Teachers will communicate with parents through monthly classroom newsletters, classroom websites and through parental e-mails
- Convey to parents the importance of completing the survey. When the survey comes out a personal phone call to invite parents to fill out the survey to help increase the number of parents completing the survey
- Publicising what we are doing to make our school a safe place (Dare to Care workshops, parent information night on bully-proofing their child)
- Beginning Peer Support Group to help students feel empowered against a bully and peers recognizing the bully and also those who dare take a stand against a bully
- Participation in the “pink t-shirt day” promoting anti-bullying in collaboration with our RCMP

Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Outcome: *The education system demonstrates openness to new and innovative ideas, leadership and collaboration*

Note – This outcome combines the following outcomes from the 2010/11 – 2012/13 three year education plan:

- *The jurisdiction demonstrates effective working relationships*
- *The jurisdiction demonstrates leadership, innovation and continuous improvement*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	77.5	74.0	79.4	83.3	74.8	75.8	Intermediate	Maintained	Acceptable	75.8	76.8	77.8
Percentages of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	72.3	77.2	79.9	75.2	77.3	78.3	High	Maintained	Good	78.3	79.3	80.3

Comment on Results

(an assessment of progress toward achieving the target)

- Our results are good with regards to our jurisdiction
- Regarding parent involvement, we need to get more parents to fill out the survey to help get a better sample of our parents.

Strategies

- Continue with monthly electronic School Newsletter to serve as a communication tool on school news and events
- Continue to update School website and post information
- Continue with open door policy for the Principal that encourages parental suggestions and involvement
- Promote School Council opportunities at the opening school BBQ and meet the Staff gathering
- Advertise in school newsletter for volunteer opportunities
- Teachers and Admin to communicate frequently with parents via the Agenda, phone calls, newsletters, emails, teacher-classroom websites
- Promote the use of the Parent Portal in PowerSchool.
- Encourage new people to become involved in our School Council
- Increased involvement of parent volunteers in programs such as LEGO club and a Book Club
- Hosting Family Fun Nights at Halloween and Christmas

Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

APPENDIX – Measure Details

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

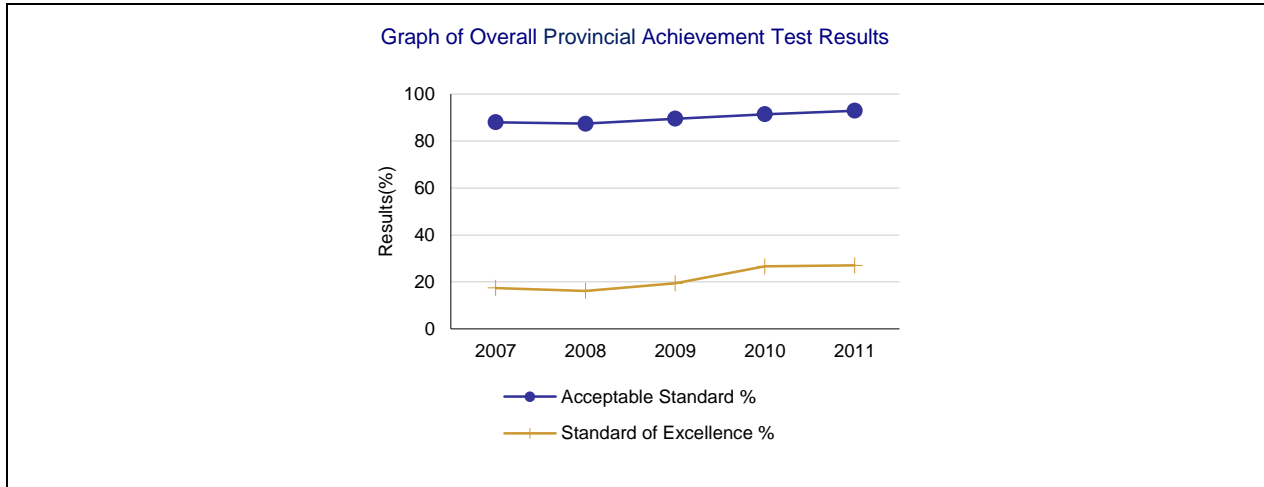
Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2007		2008		2009		2010		2011		2011	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 3	School	98.0	28.6	98.0	18.4	90.6	17.0	90.6	35.8	97.2	33.3	98	34
	Authority	87.5	19.1	90.7	15.0	92.4	16.7	94.5	23.9	94.2	22.4		
	Province	80.3	17.7	80.1	16.1	81.3	18.2	81.6	19.5	81.8	17.5		
French Language Arts 3	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	85.3	13.3	87.3	19.0	93.6	19.2		
	Province	n/a	n/a	n/a	n/a	83.8	15.8	84.1	16.3	80.6	15.8		
Français 3	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	n/a	n/a	n/a	n/a	82.5	16.3	86.4	16.3	84.2	18.6		
Mathematics 3	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	97.2	41.7	98	42
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	88.4	33.3		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	77.4	26.0		
English Language Arts 6	School	86.4	10.2	81.4	10.2	92.8	15.9	93.0	25.6	93.3	20.0	94	21
	Authority	88.0	16.5	86.2	16.6	92.2	19.3	93.7	23.3	91.3	15.4		
	Province	80.3	19.8	81.1	21.0	81.8	18.9	83.3	18.9	83.0	18.5		
French Language Arts 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	81.1	3.8	79.2	3.8	91.1	8.9	90.9	15.2	96.1	11.8		
	Province	88.1	11.0	87.7	14.2	91.5	15.9	88.3	15.9	89.4	17.1		
Français 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	93.0	18.0	94.3	17.1	92.6	18.7	91.3	18.3	92.2	17.6		
Mathematics 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	86.7	15.6	87	16.6
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	76.8	13.8		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	73.7	17.8		
Science 6	School	81.4	15.3	84.7	20.3	85.5	24.6	90.7	16.3	88.9	28.9	90	29.9
	Authority	83.1	19.5	73.7	12.8	83.0	18.6	86.1	19.9	79.0	17.5		
	Province	75.2	26.6	74.8	24.1	76.5	24.8	76.8	26.4	76.2	25.0		
Social Studies 6	School	n/a	n/a	n/a	n/a	n/a	n/a	83.7	16.3	84.4	11.1	85.4	12.1
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	79.4	15.3	70.4	13.8		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	71.0	16.4	71.1	18.5		
English Language Arts 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	86.8	12.8	83.1	10.8	80.5	11.4	84.2	12.9	82.4	15.9		
	Province	77.5	14.8	76.5	14.8	78.7	14.7	79.3	15.0	79.1	16.3		
English Lang Arts 9 KAE	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	85.7	0.0	87.5	0.0		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	66.8	7.8	67.2	7.9		
French Language Arts 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	86.7	26.7	89.1	4.3	69.7	12.1	77.8	2.8	95.6	11.1		
	Province	81.3	12.9	84.5	12.4	81.8	10.3	86.1	12.4	88.8	15.0		
Français 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	81.6	12.6	84.8	11.7	85.6	12.9	84.3	12.7	90.2	15.8		
Mathematics 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	66.4	15.0		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	66.1	17.3		
Mathematics 9 KAE	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	42.9	0.0	14.3	0.0		

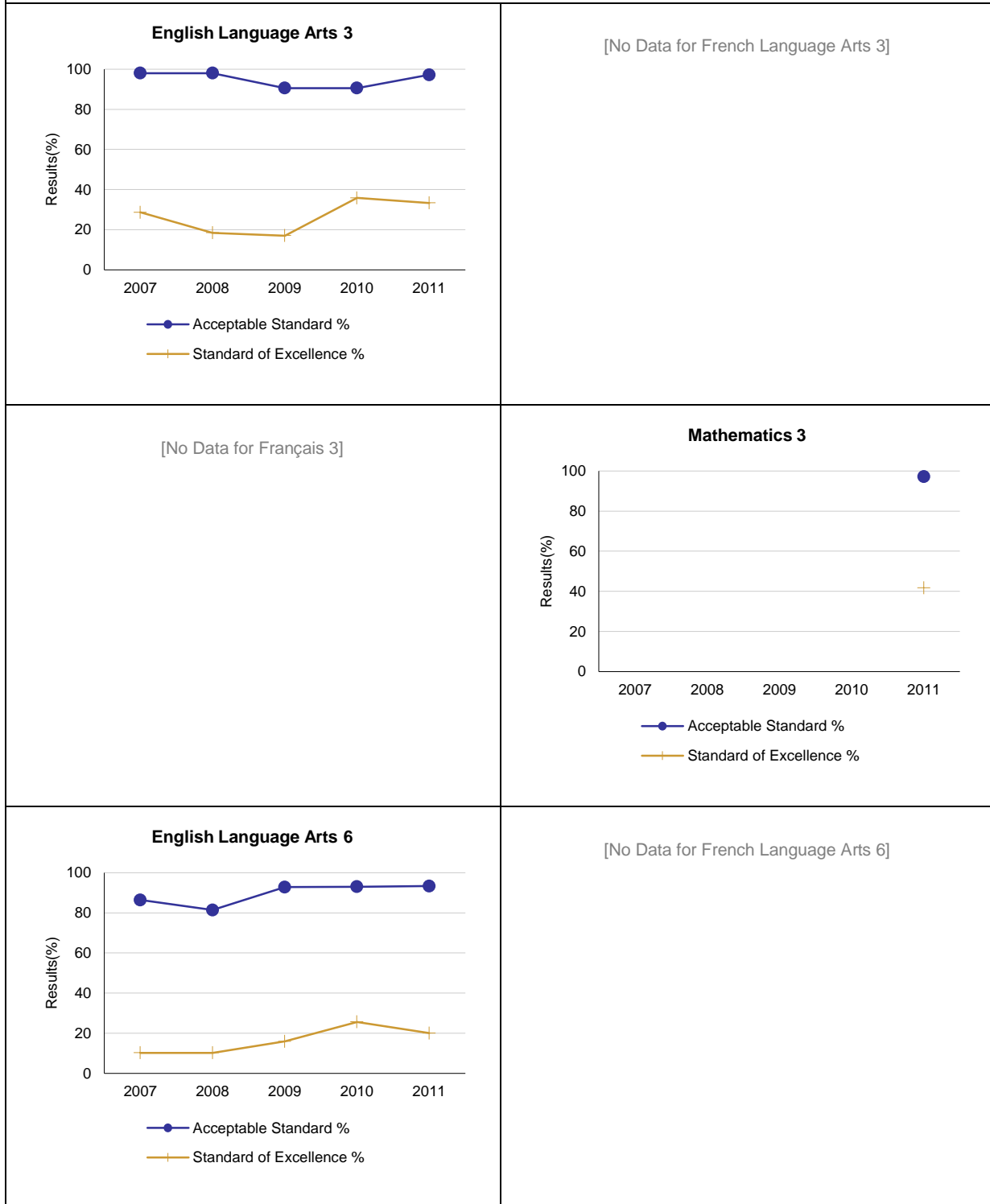
	Province	n/a	n/a	n/a	n/a	n/a	n/a	65.6	15.3	64.9	14.9		
Science 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	77.2	10.5	75.3	6.1	69.2	11.3	79.6	13.3	80.0	20.0		
	Province	69.6	14.7	69.3	13.0	72.2	15.8	73.6	17.7	74.9	20.8		
Science 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	71.4	14.3	66.7	22.2		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	67.2	14.3	69.5	15.3		
Social Studies 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	69.5	14.8	68.4	18.6		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	68.9	18.8	67.2	19.0		
Social Studies 9 KAE	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	57.1	0.0	77.8	11.1		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	64.6	15.7	61.9	13.6		

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

** "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

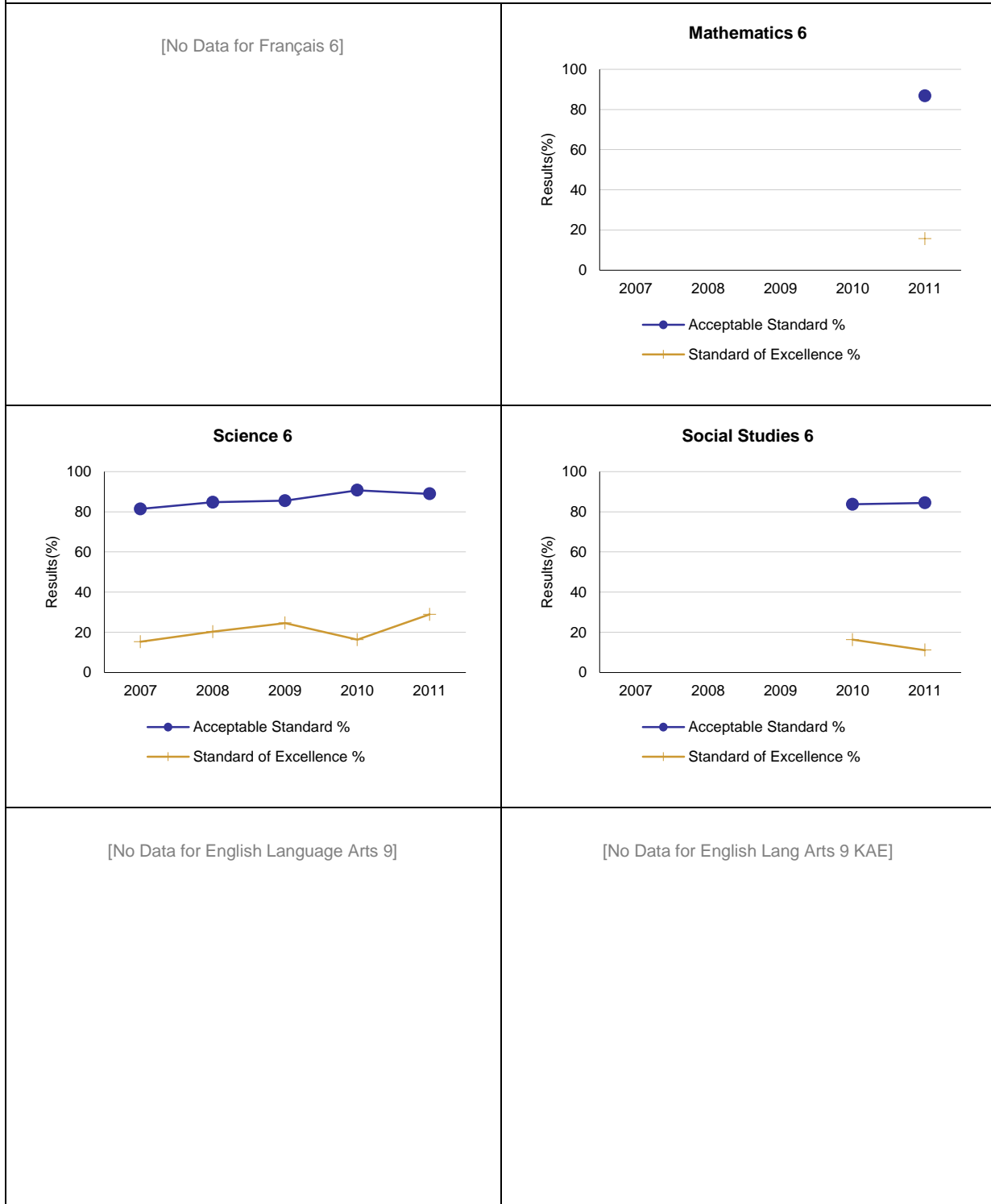


Graph of Provincial Achievement Test Results by Course



Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Graph of Provincial Achievement Test Results by Course



Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Graph of Provincial Achievement Test Results by Course

[No Data for French Language Arts 9]	[No Data for Français 9]
[No Data for Mathematics 9]	[No Data for Mathematics 9 KAE]
[No Data for Science 9]	[No Data for Science 9 KAE]

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Graph of Provincial Achievement Test Results by Course

[No Data for Social Studies 9]	[No Data for Social Studies 9 KAE]
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Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Course	Measure	Kateri Mission Catholic School						Alberta				
		Achievement	Improvement	Overall	2011		Prev 3 Yr Avg		2011		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Language Arts 3	Acceptable Standard	Very High	Maintained	Excellent	36	97.2	52	93.0	42,944	81.8	42,052	81.0
	Standard of Excellence	Very High	Maintained	Excellent	36	33.3	52	23.7	42,944	17.5	42,052	17.9
French Language Arts 3	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,180	80.6	3,046	83.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,180	15.8	3,046	16.1
Français 3	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	532	84.2	520	84.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	532	18.6	520	16.3
English Language Arts 6	Acceptable Standard	Very High	Maintained	Excellent	45	93.3	57	89.0	43,433	83.0	43,646	82.1
	Standard of Excellence	High	Maintained	Good	45	20.0	57	17.2	43,433	18.5	43,646	19.6
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,635	89.4	2,307	89.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,635	17.1	2,307	15.3
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	460	92.2	442	92.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	460	17.6	442	18.0
Science 6	Acceptable Standard	High	Maintained	Good	45	88.9	57	87.0	43,441	76.2	43,534	76.0
	Standard of Excellence	High	Maintained	Good	45	28.9	57	20.4	43,441	25.0	43,534	25.1
Social Studies 6	Acceptable Standard	n/a	Maintained	n/a	45	84.4	43	83.7	43,537	71.1	43,601	71.0
	Standard of Excellence	n/a	Maintained	n/a	45	11.1	43	16.3	43,537	18.5	43,601	16.4
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,024	79.1	43,763	78.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,024	16.3	43,763	14.8
English Lang Arts 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,606	67.2	1,587	66.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,606	7.9	1,587	7.8
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,331	88.8	2,324	84.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,331	15.0	2,324	11.7
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	336	90.2	324	84.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	336	15.8	324	12.4
Mathematics 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,936	64.9	1,894	65.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,936	14.9	1,894	15.3
Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	42,932	74.9	43,553	71.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	42,932	20.8	43,553	15.5
Science 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,586	69.5	1,526	67.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,586	15.3	1,526	14.3
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,128	67.2	43,769	68.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,128	19.0	43,769	18.8
Social Studies 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,573	61.9	1,557	64.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,573	13.6	1,557	15.7

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

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.

Evaluations for Mathematics (Grades 3, 6, 9) are not calculated due to the changes in the tests in 2010.

Measure Evaluation Reference - Achievement Evaluation

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

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

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Language Arts 3	Acceptable Standard	0.00 - 72.53	72.53 - 80.49	80.49 - 89.12	89.12 - 93.04	93.04 - 100.00
	Standard of Excellence	0.00 - 6.06	6.06 - 11.35	11.35 - 16.93	16.93 - 20.27	20.27 - 100.00
English Language Arts 6	Acceptable Standard	0.00 - 67.95	67.95 - 78.40	78.40 - 86.09	86.09 - 91.37	91.37 - 100.00
	Standard of Excellence	0.00 - 6.83	6.83 - 11.65	11.65 - 17.36	17.36 - 22.46	22.46 - 100.00
French Language Arts 6	Acceptable Standard	0.00 - 41.69	41.69 - 73.54	73.54 - 92.32	92.32 - 97.93	97.93 - 100.00
	Standard of Excellence	0.00 - 2.72	2.72 - 8.13	8.13 - 15.29	15.29 - 23.86	23.86 - 100.00
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
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
French Language Arts 9	Acceptable Standard	0.00 - 67.59	67.59 - 81.33	81.33 - 92.06	92.06 - 97.26	97.26 - 100.00
	Standard of Excellence	0.00 - 1.67	1.67 - 6.81	6.81 - 17.11	17.11 - 28.68	28.68 - 100.00
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

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 tests.

Evaluations for Mathematics (Grades 3, 6, 9) are not calculated due to the changes in the tests in 2010.

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

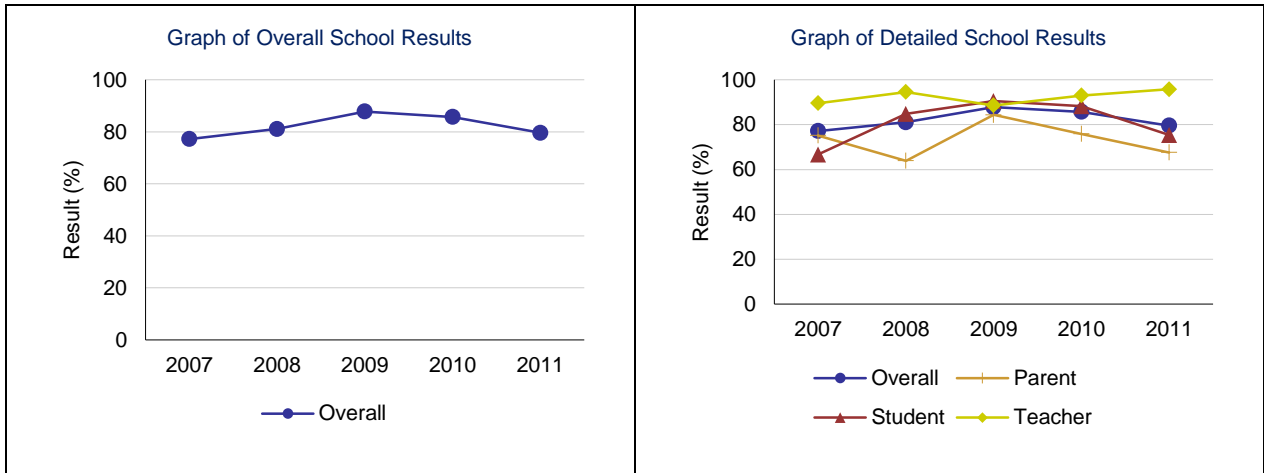
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	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

Citizenship – Measure Details

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

	School					Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	77.2	81.1	87.8	85.7	79.6	78.0	76.4	83.0	84.8	84.9	76.6	77.9	80.3	81.4	81.9
Teacher	89.6	94.6	88.6	93.0	95.8	91.5	89.6	93.9	94.1	94.9	89.9	90.6	91.8	93.0	92.7
Parent	75.2	63.9	84.4	75.9	67.6	75.5	72.9	78.0	82.6	82.4	72.6	74.7	77.4	78.5	78.6
Student	66.7	84.8	90.5	88.2	75.4	66.9	66.8	77.0	77.8	77.4	67.1	68.5	71.8	72.7	74.5

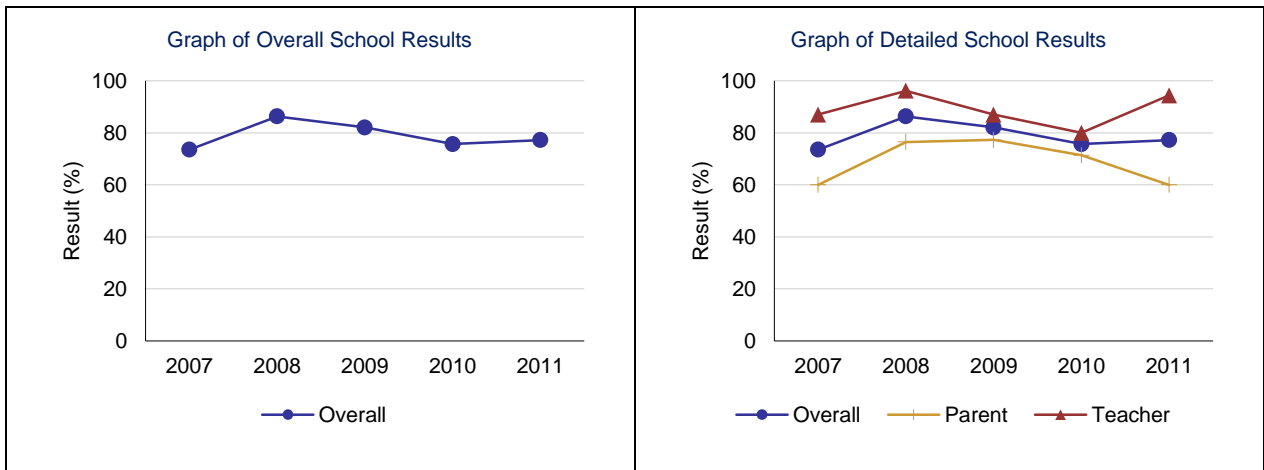


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Work Preparation – Measure Details

Percentages 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				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	73.5	86.3	82.1	75.7	77.2	78.0	80.6	80.3	80.5	81.2	77.1	80.1	79.6	79.9	80.1
Teacher	87.0	96.2	87.0	80.0	94.4	94.4	91.9	91.1	89.7	94.3	89.2	89.3	88.9	90.0	89.6
Parent	60.0	76.5	77.3	71.4	60.0	61.7	69.4	69.6	71.3	68.2	65.1	70.9	70.2	69.8	70.6

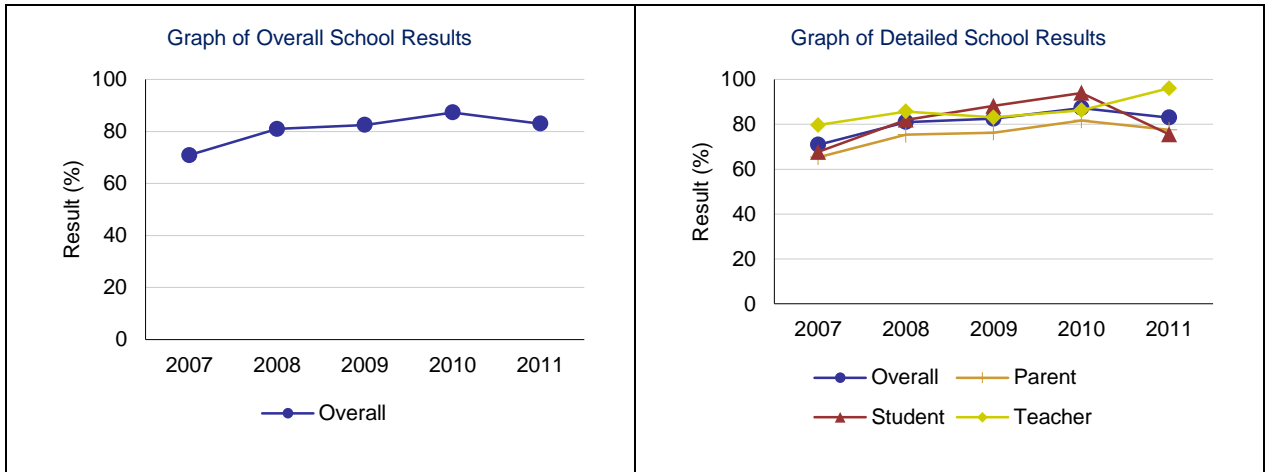


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

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				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	70.9	81.0	82.5	87.3	83.0	74.9	73.9	76.3	80.9	80.9	78.5	79.4	80.3	80.5	80.9
Teacher	79.7	85.7	83.1	86.3	96.1	85.0	82.6	85.3	89.3	87.3	85.7	86.4	86.8	87.7	87.6
Parent	65.3	75.4	76.3	81.7	77.5	71.9	73.3	75.1	75.2	76.9	76.9	77.6	78.7	78.0	78.3
Student	67.7	82.0	88.2	94.0	75.5	67.8	65.9	68.4	78.2	78.5	72.9	74.1	75.3	75.9	76.9

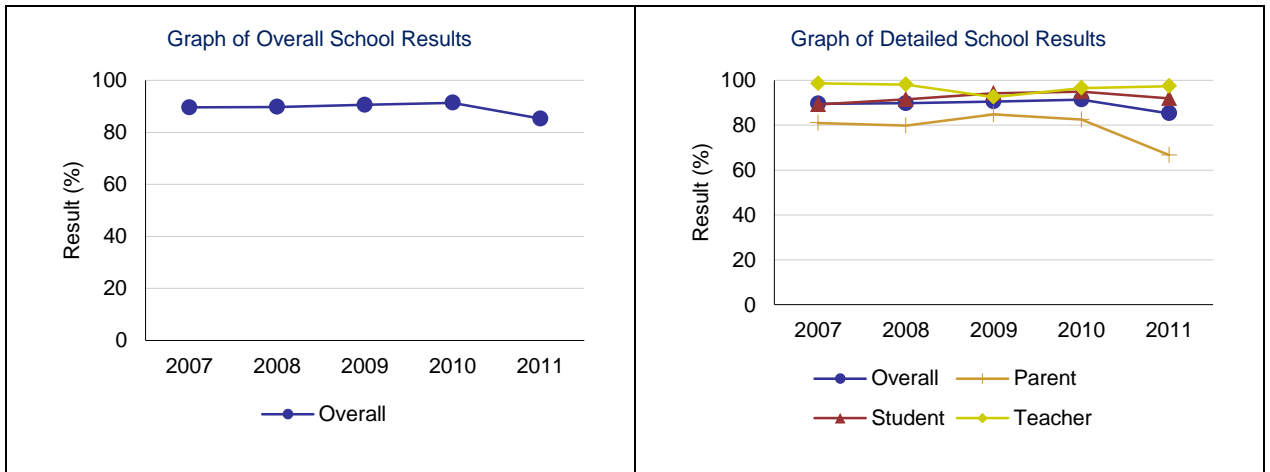


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Education Quality – Measure Details

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

	School					Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	89.6	89.8	90.6	91.4	85.3	87.8	86.2	87.1	89.1	89.4	87.6	88.2	89.3	89.2	89.4
Teacher	98.6	98.1	92.6	96.6	97.4	97.0	95.1	94.4	96.1	96.0	94.7	94.9	95.3	95.6	95.5
Parent	81.0	79.8	84.8	82.5	66.7	79.9	78.9	78.7	82.3	82.1	81.8	83.0	84.4	83.9	84.2
Student	89.3	91.6	94.3	95.0	92.0	86.7	84.5	88.3	88.8	90.2	86.4	86.6	88.3	88.2	88.5

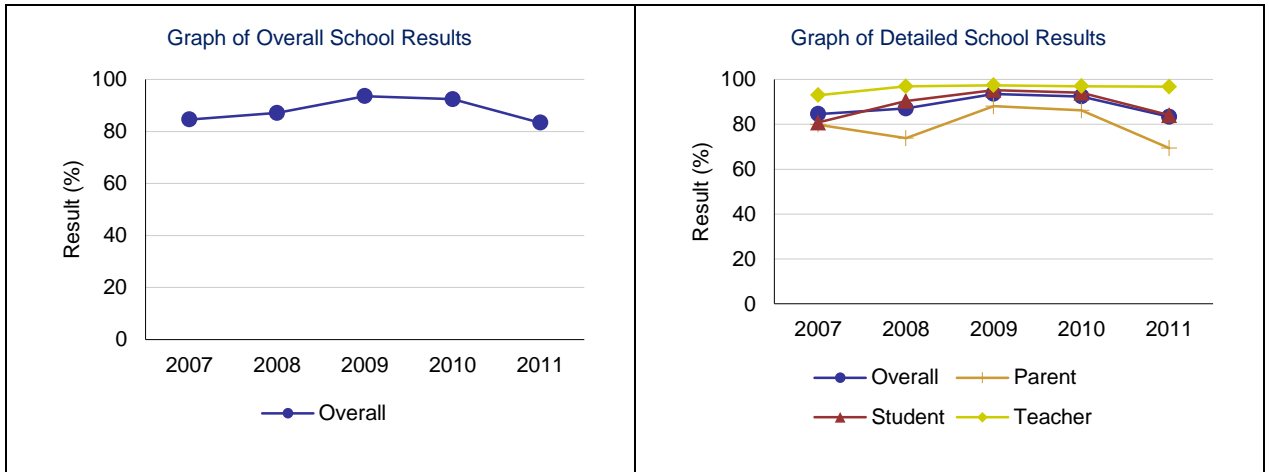


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

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				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	84.6	87.1	93.6	92.4	83.4	85.1	84.5	88.0	89.5	89.2	84.2	85.1	86.9	87.6	88.1
Teacher	93.0	96.9	97.4	97.0	96.8	93.1	91.2	96.2	95.5	95.6	92.6	93.1	93.8	94.4	94.5
Parent	79.9	73.8	88.1	86.2	69.4	81.3	82.2	82.0	87.5	84.9	81.7	83.2	85.3	86.1	86.6
Student	80.8	90.4	95.3	94.1	84.1	80.9	80.2	85.9	85.5	87.2	78.5	79.1	81.7	82.2	83.3

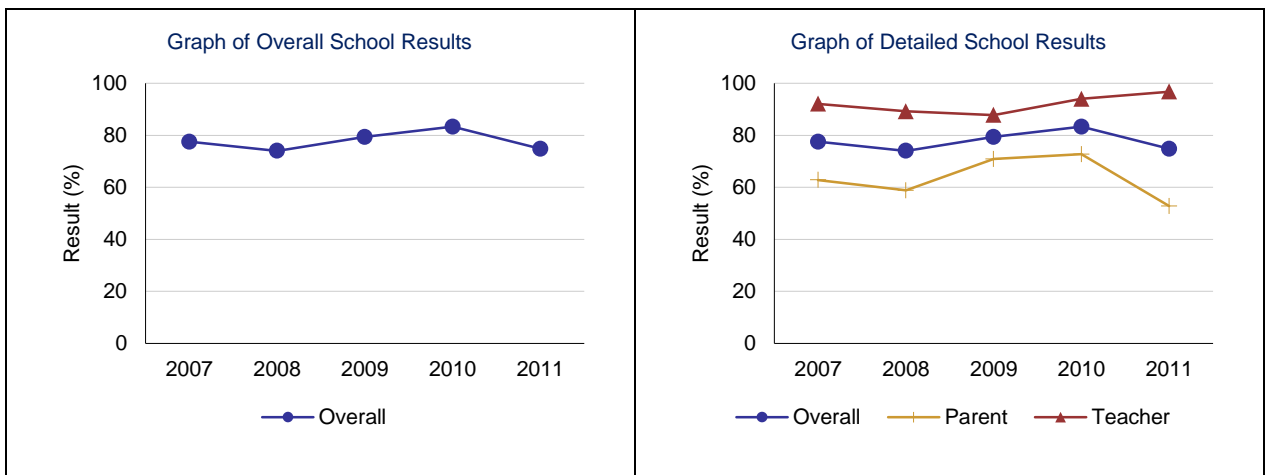


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Parental Involvement – Measure Details

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

	School					Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	77.5	74.0	79.4	83.3	74.8	77.7	78.1	79.5	83.3	81.2	77.5	78.2	80.1	80.0	79.9
Teacher	92.1	89.2	87.8	94.0	96.8	87.3	86.1	90.7	92.2	91.0	87.1	87.5	88.0	88.6	88.1
Parent	62.8	58.8	70.9	72.7	52.8	68.0	70.2	68.2	74.4	71.5	67.9	69.0	72.2	71.3	71.7

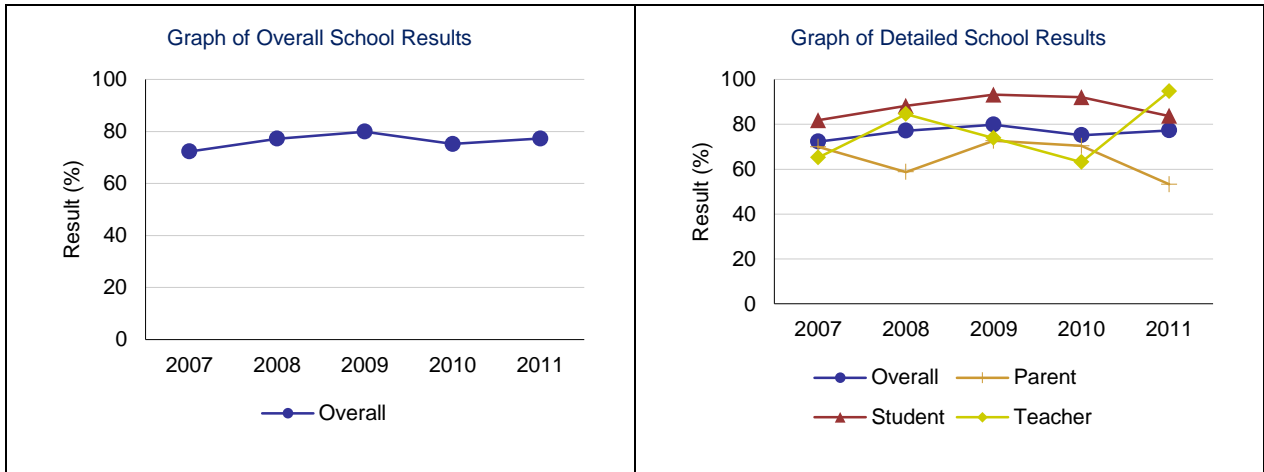


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

School Improvement – Measure Details

Percentages 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				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	72.3	77.2	79.9	75.2	77.3	76.6	75.7	81.2	79.6	85.5	76.3	77.0	79.4	79.9	80.1
Teacher	65.2	84.6	73.9	63.2	94.7	77.0	76.5	84.0	80.7	90.0	74.5	75.6	78.2	80.8	80.1
Parent	70.0	58.8	72.7	70.4	53.3	74.8	73.1	76.5	74.6	80.7	75.1	75.9	78.1	77.0	77.3
Student	81.8	88.2	93.2	92.1	83.7	78.2	77.4	83.1	83.5	85.8	79.3	79.5	81.8	81.8	82.9



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).