



School Address

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Our School

CURRENT ENROLMENT:

The total number of students in school as of September 2011 is 190 from Jr. Kindergarten to Grade 8



-Mission Statement-

We are a Catholic School on a journey to success through quality education and living our faith.

-St. Clement Catholic School Philosophy-

St. Clement Catholic School is Christ-centered.

WE BELIEVE in a Catholic Christian atmosphere for the students. In Religion classes, and throughout the day, teachers incorporate Christ's teachings into the subject areas as well as their discipline.

WE BELIEVE that each child has been granted many gifts from God and as Catholic educators we plan to provide the students with opportunities to cultivate these talents.

WE BELIEVE that parents and teachers form a unique partnership. Loving parents teach responsibility and skills for making appropriate choices. They become actively involved and support their children in their learning experience.

In turn, teachers become knowledgeable of the expectations in their grade level or subject area. Classrooms are inclusive environments where, through differentiation, each student is able to achieve success to the best of his/her ability. Standards of behavior are set to ensure appropriate order and discipline but above all teachers are to be the instruments for each individual child's growth, academically and spiritually.

October 2011 Accountability Pillar Overall Summary

Measure Category	Measure Category Evaluation	Measure	St. Clement 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	Excellent	Safe and Caring	91.4	90.8	85.3	88.1	87.6	86.6	Very High	Improved	Excellent
Student Learning Opportunities	n/a	Program of Studies	87.5	90.4	84.4	80.9	80.5	80.1	Very High	Maintained	Excellent
		Education Quality	93.8	93.4	89.8	89.4	89.2	88.9	Very High	Maintained	Excellent
		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)	Good	PAT: Acceptable	92.2	81.3	78.9	79.3	79.1	78.0	Very High	Improved	Excellent
		PAT: Excellence	11.8	2.1	6.1	19.6	19.4	18.5	Low	Maintained	Issue
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	75.0	93.8	90.8	80.1	79.9	79.8	Intermediate	Declined	Issue
		Citizenship	93.9	90.8	82.5	81.9	81.4	79.9	Very High	Improved Significantly	Excellent
Parental Involvement	Excellent	Parental Involvement	84.7	94.9	84.6	79.9	80.0	79.4	Very High	Maintained	Excellent
Continuous Improvement	Excellent	School Improvement	92.3	81.8	78.3	80.1	79.9	78.8	Very High	Improved Significantly	Excellent

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. • All senior high students complete Religious Studies 15, 25, and 35. • Staff refers to the District's Core Values and Expectations of a Catholic Graduate in discussions with students. • Faith Permeation is consciously included in PD Plans and Collaborative Day activities. <div style="background-color: #e0e0e0; padding: 5px;"> <ul style="list-style-type: none"> • <i>Student, teacher, and parent satisfaction with students' opportunity to participate in retreats at the school level.</i> • <i>Student, teacher and parent satisfaction with the school's communication about faith and the opportunities to celebrate faith.</i> • <i>Student, teacher and parent satisfaction with the religious celebrations that are held at the school.</i> • <i>Student and teacher satisfaction with what is learned in Religion classes.</i> • <i>Student, teacher, and parent satisfaction with the relationship that exists between their parish and the school.</i> • <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> • <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> • <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> • <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> • <i>Student, teacher, and parent satisfaction with their child's opportunity to have a meaningful prayer life in school.</i> • <i>Student, teacher, and staff indicate their school and classrooms have visible reminders of our Catholic Faith through art and symbols.</i> </div>	TBA	TBA

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.			Survey instruments identified on the previous page and reported in RS Accountability report.
2.	Teachers to review Professional Development Faith Goal with Administration (Fall)	Teachers to review goal with Admin in the Spring	Teachers complete Faith Goal Reflection form which includes a section which asks them if their goal assisted them in permeating faith in their classrooms or with staff.
3.	School Based Collaborative Days include Faith Permeation Activities in Agenda	PD Day Agenda and Resources	Teachers use what they have learned and apply it to their daily routines and teachings.
4.	Monthly newsletters include "Faith" pages that outline celebration dates, "Faith in Action" items, monthly message from Fr. Ed, and	Newsletter	Students talking about and sharing their faith in the classroom, outside, and at home!
5.	Healing Celebrations	Healing Celebrations are held every three months. During this time, students learn about inside hurts, and the importance of seeking out God to help them heal.	Students receive prayer cards that are used throughout the school year in the classroom. Students and teachers share their ideas and learning from the celebration in religion classes.
6.	Monthly Celebrations centered on the Liturgical Year. and monthly Virtues Assemblies where students are recognized for their individual qualities.	Individual classrooms sign up to organize the lead monthly celebrations.	Students look forward to monthly celebrations and work diligently on monthly virtues in the hope of being recognized for their individual qualities.
7.	In October and May students gather in the gym to pray the Rosary. Each class was responsible for leading a decade of the Rosary. During the month of May, students begin the school day with a decade of the Rosary each morning. This is completed over the school intercom system.	Students practice and lead a decade of the rosary.	Students are aware of and understand the Mysteries of the Rosary.

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

<i>Performance Measures</i>	<i>Previous Year's Result</i>	<i>Target</i>
<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. • 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. 	TBA	TBA

Strategies to Achieve Outcome #2

	Strategic Action	Evidence of Implementation	Evidence of Impact for Student Learning
1.	Coats for Kids	Pictures and counting of items collected.	Students sorting items and gathering during celebration to see the results of their efforts.
2.	Wells for Africa	Presentation by Wells for Africa and donation of cheque for funds raised through various spirit week activities.	Students openly participating in presentation and continuing conversations for weeks to come. Students asking to raise more money for this worthwhile cause.
3.	Thanksgiving Food Bank Drive	Pictures and counting of items collected. Presentation of items collected to Salvation Army at Thanksgiving Celebration.	Students hearing the difference that their donations will make for families around Grande Prairie.
4.	Odyssey House Collection	Pictures and counting of items collected.	Invitation to Odyssey House to accept donation of toiletry items collected by students.
5.	Month of Kindness (February 6-8 May 1-5)	Pictures and large record sheet to record student time and effort.	Students taking pride in their efforts and the results of their hard work. Students wanting to continue doing this for years to come. (Regardless if it is part of a District or School based project.)

*Contact the DHT to take pictures and write up of events taking place within the school.

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).	81.2	72.2	83.3	81.3	92.2	82	Very High	Improved	Excellent	83	84	85
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	11.6	7.8	8.3	2.1	11.8	8	Low	Maintained	Issue	9	10	11

Comment on Results

The results of the 2010-2011 Provincial Achievement Exams demonstrate a significant improvement across all subject areas and grade levels. An overall increase of 10.9% in the Acceptable Standard (92.2%) and an overall increase of 9.7% (11.2%) in the Standard of Excellence are to be noted.

Language Arts 3 and 6: The Acceptable and Excellence results in both Language Arts 3 and 6 indicate that the implementation of the Balanced Literacy Framework has had a positive impact on English language learning. As teachers continue with both Guided Reading and Writing programs in their classrooms, it is hoped that we will continue to see increased results in both the Acceptable Standard, as well as the Standard of Excellence.

Mathematics 3 and 6: The Acceptable and Excellence results, as well as the Below Acceptable results indicate that some students continue to struggle in the area of numeracy. The average Acceptable Standard between the two grade levels was 77%, and the Standard of Excellence was only 6.5%. An average of 20.5% Below the Acceptable Standard in both Grades 3 and 6 is an area of concern. After analyzing the results in these grade levels it is apparent that there is a need to address Number Sense in all grade levels.

Social Studies 6: A drastic improvement was noted in the results of the Social Studies 6 PAT examination. Increases in the Acceptable Standard (46% to 75%), as well as the Standard of Excellence (0% to 12.5%) are to be celebrated. The results also indicated an area of need as the Below Acceptable Standard reached 25%. Plans for the 2011-2012 school year will include more exposure and practice with the topics of local government and provincial government.

Science 6: A significant improvement was also seen on the results of the Science 6 PAT as the Acceptable Standard rose from 66% to 87.5% and the Standard of Excellence rose from 0% to 12.5%. A Below Acceptable Standard result of 12.5% is an area of concern. Results suggest a need to address problem solving and inquiry approach.

***Targets for the 2011-2012 school year have been set according to the previous three year average. As there was such a dramatic increase in results for the 2010-2011 school year, it is imperative that the school set realistic goals that will allow for the increase in results over a period of time.**

Strategies

- ❖ Focus on moving “Below the Acceptable Standard” data to the “Acceptable Standard” in all subject areas.
- ❖ Continue support of Assessment for Learning and Differentiated Instruction as strategies for improvement.
- ❖ Use of Subject Study Guides by teachers to ensure focus on curriculum objectives.
- ❖ Continued focus on Balanced Literacy and Guided Reading/Writing practices in all classrooms in order to increase reading and writing levels of all students.
- ❖ Continue the Early Reading Intervention Program
- ❖ Implementation of Daily Scheduled Review in Mathematics with the goal of implementing Scheduled Review in all core subjects within the next three years.
- ❖ Provide students with opportunities for curriculum enrichment.
- ❖ Continued “Technology” Professional Development in order to apply to daily instruction.
- ❖ Participation in the “Inclusive Education Planning Tool Pilot” in order to implement a more inclusive planning approach in all classrooms.
- ❖ Use of “Reflective Teaching Tools” to address current teaching practices
- ❖ Continue to implement and incorporate Higher Level Thinking Skills in all subject areas.

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.	67.9	67.4	89.3	90.8	93.9	91	Very High	Improved Significantly	Excellent	92	93	94
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.	85.0	88.7	90.0	93.8	75.0	86	Intermediate	Declined	Issue	87	88	89

Comment on Results

After reviewing the Accountability Pillar Report results for the 2010-2011 school year, it is evident that teachers, parents, and students are satisfied that students model the characteristics of active citizenship. A focus on Active Citizenship will continue as students incorporate Social Justice Projects aimed at meeting the needs of others throughout the school year. An area of concern to be noted is a decrease in the percentage of teachers and parents who agree that students are taught attitudes and behaviors that will make them successful at work when they finish the school year. Addressing this concern will remain a priority for the 2011-2012 school year.

Strategies

- ❖ **Virtues Program will continue to be implemented for the 2011-2012 school year as a strategy to increase student awareness of the unique gifts that God has graced each of us with and to foster a safe and caring environment at St. Clement Catholic School. Students will be recognized by teachers at Virtue Celebrations scheduled on the first working Monday of each month.**
- ❖ **Participation in Vocation Week**
- ❖ **Staff Faith Retreat and Faith Retreats for Grades 6, 7, and 8**
- ❖ **Implementation of “Social Justice” District Service Project**
- ❖ **School-wide presentations regarding Bullying Awareness and Positive Relationships.**
- ❖ **Eureka Program for students in Grade /Students to continue their learning with the in-school Eureka Super Heroes Program. (18 weeks)**
- ❖ **Participation in Junior Achievement in an effort to inspire young people to dream big and reach their potential.**
- ❖ **Workplace behaviors and habits to be incorporated in Health related curriculum.**
- ❖ **Study Habits and Organizational Skills section to be included in monthly school letter, suggesting ways that students can apply what they are learning outside of the classroom.**

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 2011	Evaluation			Targets		
	2007	2008	2009	2010	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.	74.8	77.2	85.4	90.4	87.5	88	Very High	Maintained	Excellent	89	90	91
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	80.2	85.1	91.0	93.4	93.8	93	Very High	Maintained	Excellent	94	95	96
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.	79.7	74.7	90.5	90.8	91.4	91	Very High	Improved	Excellent	92	93	94

Comment on Results

After reviewing the Accountability Pillar Report Results for the 2011-2012 school year, it is evident that teachers, parents, and students, are satisfied with the opportunity for students to receive a broad program of studies including fine arts, career technology, and health and physical education. A further increase in the number of teacher, parent, and student agreements that St. Clement is a safe and caring school!

Strategies

- ❖ Continued partnership with Holy Cross and Mother Teresa schools in order to increase the variety of Complementary Courses available to students.
- ❖ Destination Imagination as an Option geared towards problem solving and student centered learning.
- ❖ Lessons that are outcomes based and that focus on inclusion and differentiation.
- ❖ French as a Second Language mandatory for all students in Grades 4-8. Implementation of the AIM Approach for Grades 7 and 8.
- ❖ Continued lunch hour Intramural Program for Grades 4-8 (Organized and Implemented by the Grade 8 students) and After School Program for students in Grade 4-8.
- ❖ Grade 6 Participation in the Dare Program
- ❖ Bullying Prevention Presentation and School-Wide Activities
- ❖ AMA Cross Walk Patrollers (Grades 5 and 6)
- ❖ Continued teacher Professional Development in regards to the implementation of technology in the classroom.
- ❖ 1 to 1 iPad Initiative in the Grade 7 and 8 classrooms.

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.	74.7	74.2	84.8	94.9	84.7	88	Very High	Maintained	Excellent	89	90	91
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.	67.0	67.7	85.5	81.8	92.3	87	Very High	Improved Significantly	Excellent	88	89	90

Comment on Results

After reviewing the Accountability Pillar Report Results for the 2011-2012 school year, it is evident that teachers, parents, and students, are satisfied with parental involvement in decisions about their child's education.

Strategies

- ❖ **Meet the Teacher Night/BBQ**
- ❖ **Continued effort to increase parent participation in surveys, School Council, Volunteer Committee and participation in school events and fundraising.**
- ❖ **Parent Volunteer Day (Tuesday)**
- ❖ **Volunteer Appreciation Lunch**
- ❖ **Continued effort to increase Junior High parent use of Parent Portal in order to increase communication (Parent Portal PD Night)**
- ❖ **Parent Signature for Complementary Course Selection**
- ❖ **Monthly newsletter sent digitally to parents and by paper for those parents that do not have access to the internet/email.**
- ❖ **Parent Teacher Interview increased parent attendance and develop program for Student Led Conferences from Kindergarten to Grade 6.**

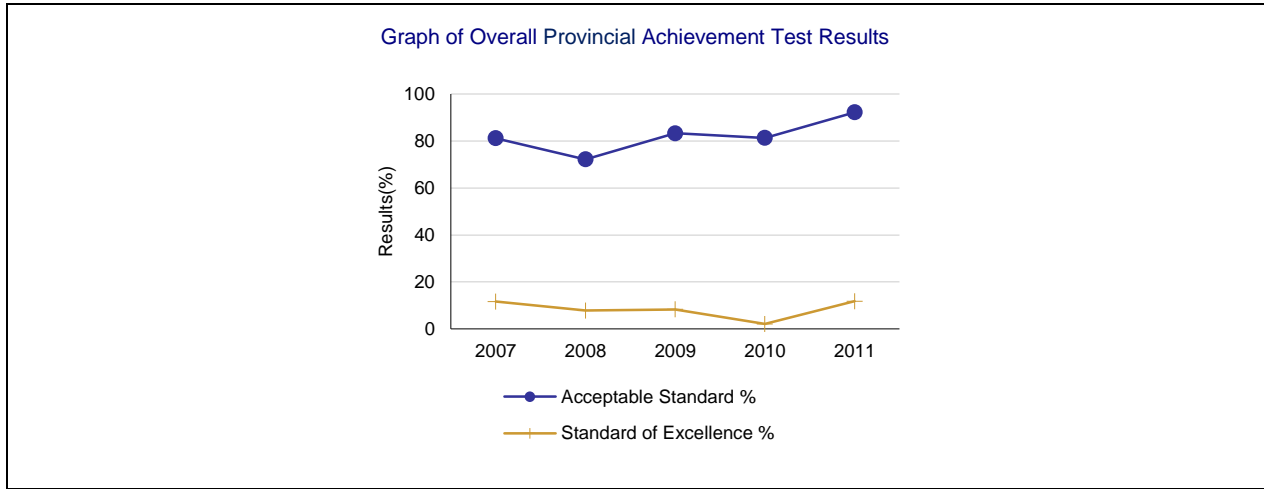
Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk

Provincial Achievement Test Results – Measure Details

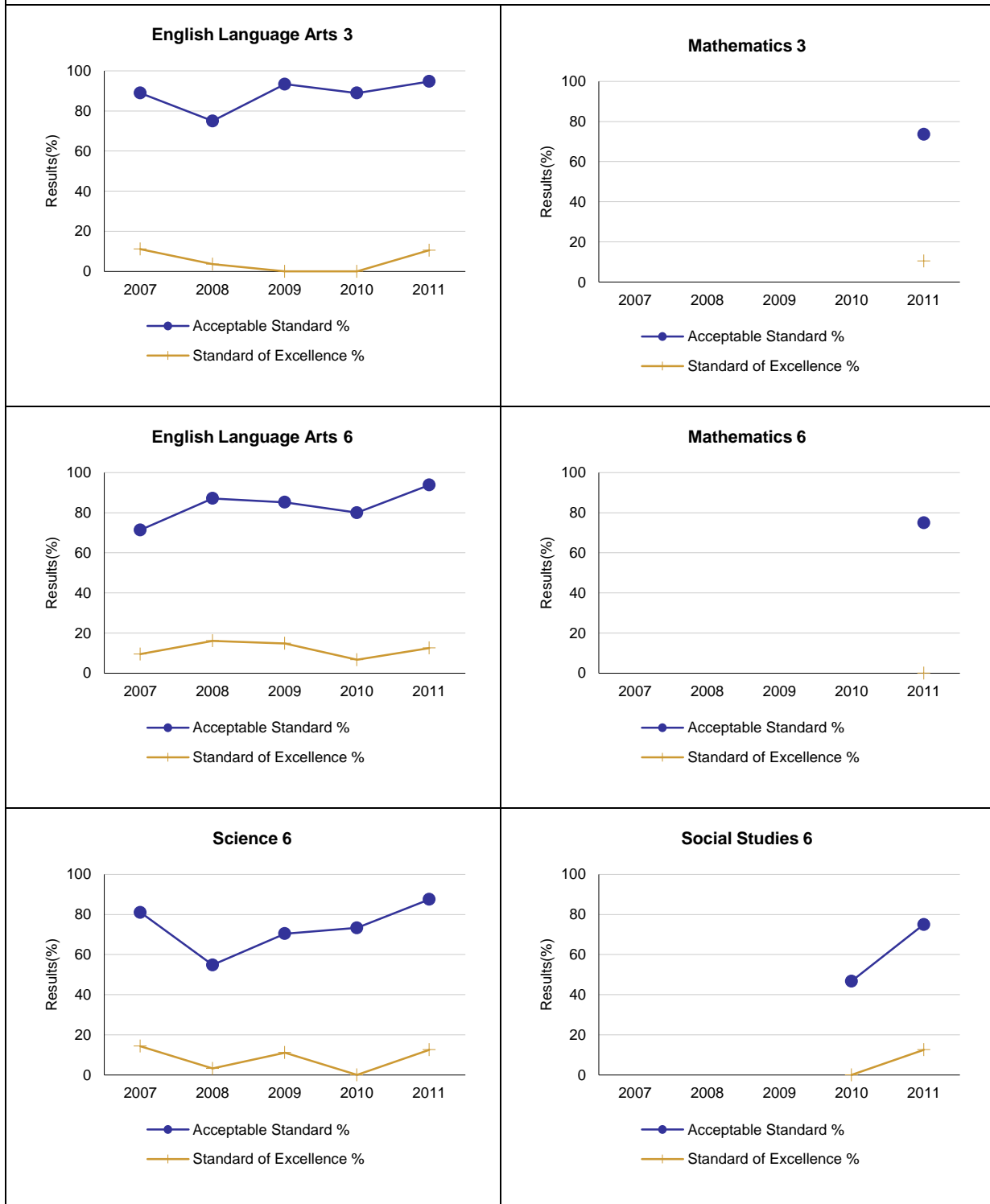
PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2007		2008		2009		2010		2011		2011	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 3	School	88.9	11.1	75.0	3.6	93.3	0.0	88.9	0.0	94.7	10.5	86	10
	Authority	87.5	19.1	90.7	15.0	92.4	16.7	94.5	23.9	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		
Mathematics 3	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	73.7	10.5	80	10
	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	71.4	9.5	87.1	16.1	85.2	14.8	80.0	6.7	93.8	12.5	85	10
	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		
Mathematics 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	75.0	0.0	80	5
	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	81.0	14.3	54.8	3.2	70.4	11.1	73.3	0.0	87.5	12.5	80	10
	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	46.7	0.0	75.0	12.5	75	5
	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		

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 (*).

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Course	Measure	St. Clement 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	19	94.7	25	85.7	42,944	81.8	42,052	81.0
	Standard of Excellence	Low	Improved	Acceptable	19	10.5	25	1.2	42,944	17.5	42,052	17.9
English Language Arts 6	Acceptable Standard	Very High	Maintained	Excellent	16	93.8	24	84.1	43,433	83.0	43,646	82.1
	Standard of Excellence	Intermediate	Maintained	Acceptable	16	12.5	24	12.5	43,433	18.5	43,646	19.6
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	Improved	Good	16	87.5	24	66.2	43,441	76.2	43,534	76.0
	Standard of Excellence	Low	Maintained	Issue	16	12.5	24	4.8	43,441	25.0	43,534	25.1
Social Studies 6	Acceptable Standard	n/a	Improved	n/a	16	75.0	15	46.7	43,537	71.1	43,601	71.0
	Standard of Excellence	n/a	Improved	n/a	16	12.5	15	0.0	43,537	18.5	43,601	16.4

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
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

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

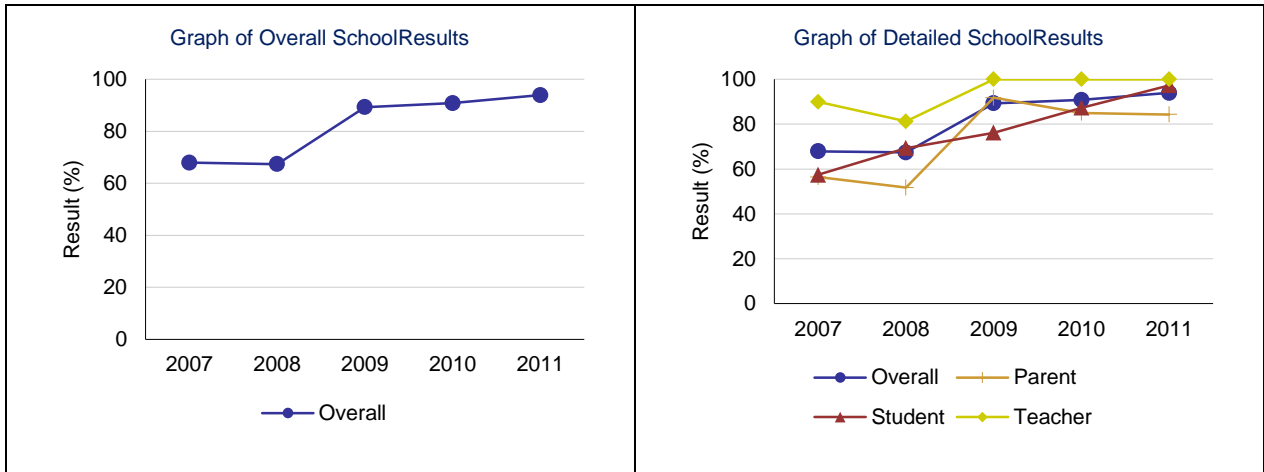
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	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	67.9	67.4	89.3	90.8	93.9	78.0	76.4	83.0	84.8	84.9	76.6	77.9	80.3	81.4	81.9
Teacher	89.9	81.2	100.0	100.0	100.0	91.5	89.6	93.9	94.1	94.9	89.9	90.6	91.8	93.0	92.7
Parent	56.4	51.7	91.8	85.0	84.3	75.5	72.9	78.0	82.6	82.4	72.6	74.7	77.4	78.5	78.6
Student	57.4	69.3	76.2	87.3	97.3	66.9	66.8	77.0	77.8	77.4	67.1	68.5	71.8	72.7	74.5

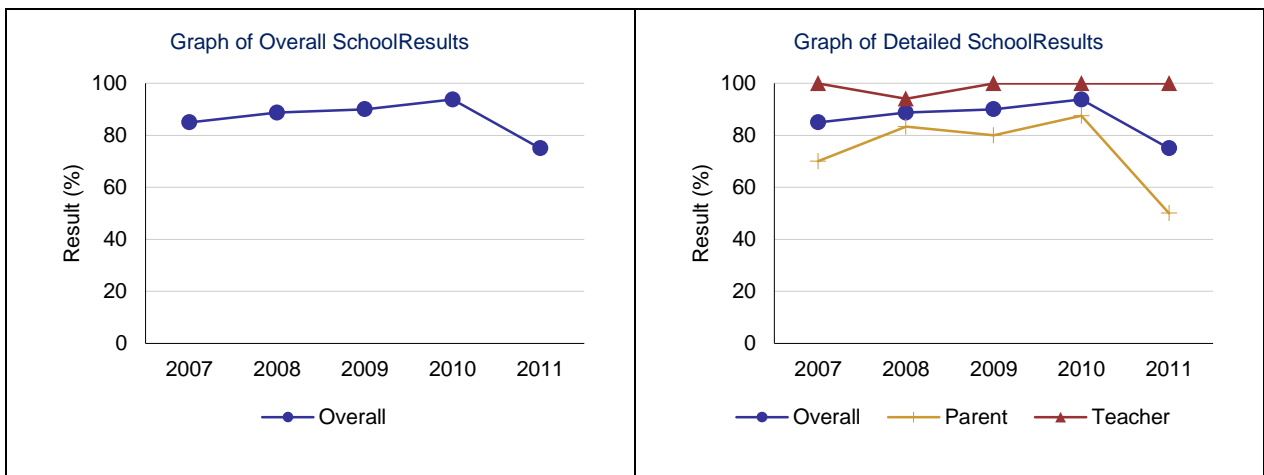


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

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	85.0	88.7	90.0	93.8	75.0	78.0	80.6	80.3	80.5	81.2	77.1	80.1	79.6	79.9	80.1
Teacher	100.0	94.1	100.0	100.0	100.0	94.4	91.9	91.1	89.7	94.3	89.2	89.3	88.9	90.0	89.6
Parent	70.0	83.3	80.0	87.5	50.0	61.7	69.4	69.6	71.3	68.2	65.1	70.9	70.2	69.8	70.6

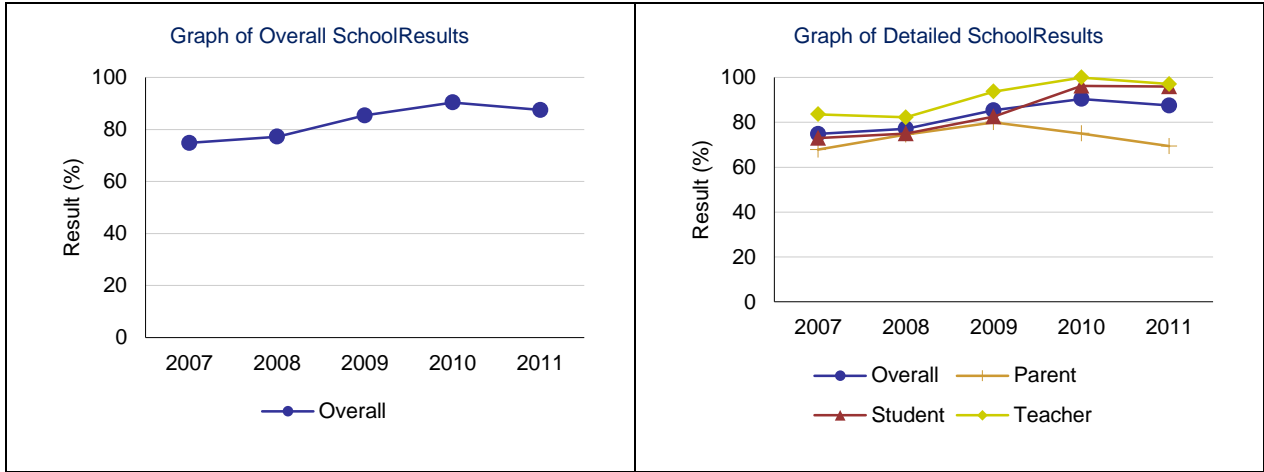


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

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	74.8	77.2	85.4	90.4	87.5	74.9	73.9	76.3	80.9	80.9	78.5	79.4	80.3	80.5	80.9
Teacher	83.6	82.2	93.7	100.0	97.1	85.0	82.6	85.3	89.3	87.3	85.7	86.4	86.8	87.7	87.6
Parent	67.8	74.5	80.0	75.0	69.4	71.9	73.3	75.1	75.2	76.9	76.9	77.6	78.7	78.0	78.3
Student	73.0	75.0	82.6	96.3	96.0	67.8	65.9	68.4	78.2	78.5	72.9	74.1	75.3	75.9	76.9

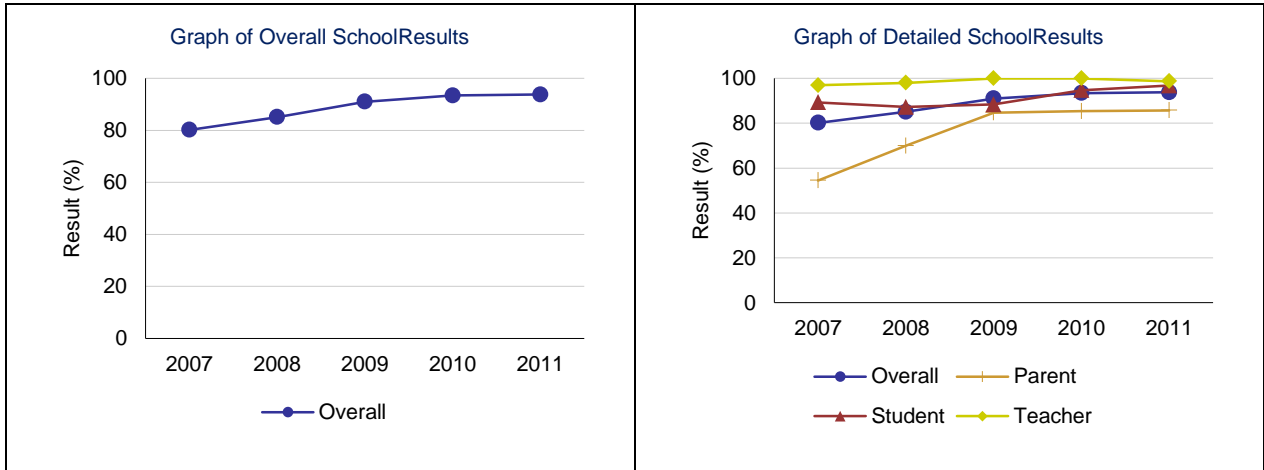


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

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	80.2	85.1	91.0	93.4	93.8	87.8	86.2	87.1	89.1	89.4	87.6	88.2	89.3	89.2	89.4
Teacher	96.9	98.0	100.0	100.0	98.7	97.0	95.1	94.4	96.1	96.0	94.7	94.9	95.3	95.6	95.5
Parent	54.5	70.0	84.7	85.4	85.7	79.9	78.9	78.7	82.3	82.1	81.8	83.0	84.4	83.9	84.2
Student	89.3	87.2	88.4	94.7	96.8	86.7	84.5	88.3	88.8	90.2	86.4	86.6	88.3	88.2	88.5

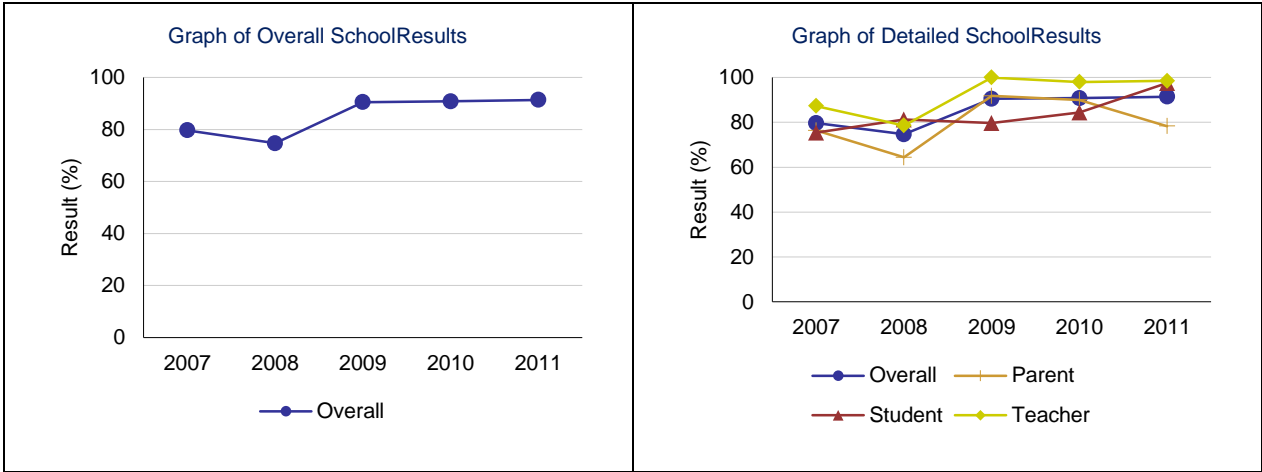


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

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	79.7	74.7	90.5	90.8	91.4	85.1	84.5	88.0	89.5	89.2	84.2	85.1	86.9	87.6	88.1
Teacher	87.3	78.6	100.0	98.0	98.5	93.1	91.2	96.2	95.5	95.6	92.6	93.1	93.8	94.4	94.5
Parent	76.4	64.4	91.8	90.0	78.3	81.3	82.2	82.0	87.5	84.9	81.7	83.2	85.3	86.1	86.6
Student	75.4	81.2	79.7	84.4	97.5	80.9	80.2	85.9	85.5	87.2	78.5	79.1	81.7	82.2	83.3

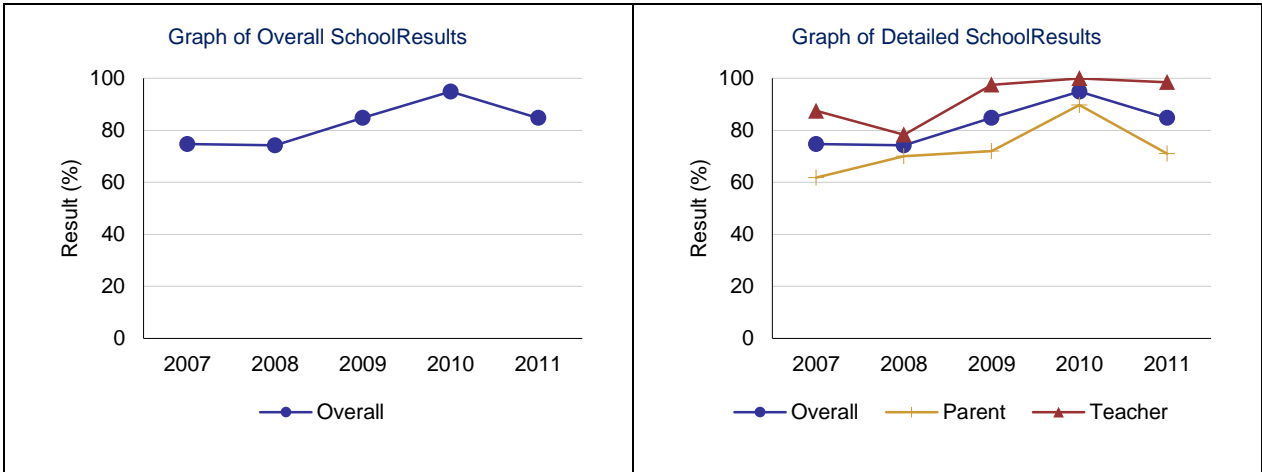


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

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	74.7	74.2	84.8	94.9	84.7	77.7	78.1	79.5	83.3	81.2	77.5	78.2	80.1	80.0	79.9
Teacher	87.5	78.3	97.5	100.0	98.5	87.3	86.1	90.7	92.2	91.0	87.1	87.5	88.0	88.6	88.1
Parent	61.8	70.0	72.0	89.7	71.0	68.0	70.2	68.2	74.4	71.5	67.9	69.0	72.2	71.3	71.7

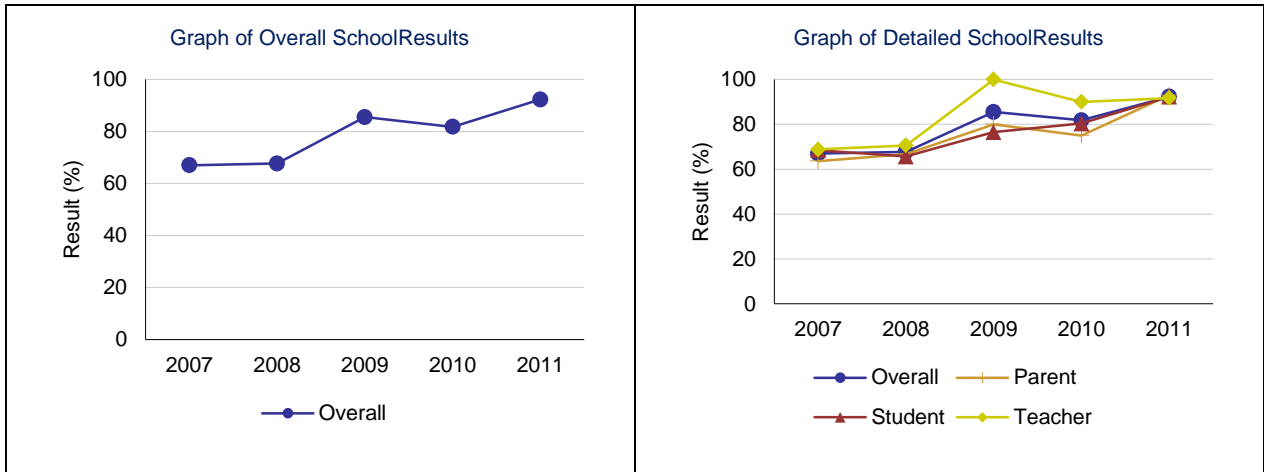


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

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	67.0	67.7	85.5	81.8	92.3	76.6	75.7	81.2	79.6	85.5	76.3	77.0	79.4	79.9	80.1
Teacher	68.8	70.6	100.0	90.0	91.7	77.0	76.5	84.0	80.7	90.0	74.5	75.6	78.2	80.8	80.1
Parent	63.6	66.7	80.0	75.0	92.9	74.8	73.1	76.5	74.6	80.7	75.1	75.9	78.1	77.0	77.3
Student	68.5	65.7	76.5	80.4	92.3	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 (*).

Goal Three: Success for First Nations, Métis and Inuit (FNMI) Students

Outcome: FNMI students are engaged in learning. (Results and evaluations for FNMI measures are only required for public, separate and francophone school authority education plans.)

Strategies (optional):

- ❖ Staff work with FNMI students and families to identify strengths, interests, and achievements.
- ❖ Classroom learning and assessment strategies create opportunities for FNMI students to explore and demonstrate their learning in a variety of ways.
- ❖ Create opportunities for FNMI students to share information and demonstrate pride in their culture. (Faith Celebrations, Guest Appearances and Performances, Celebration of Aboriginal Day)
- ❖ Increase school staff understanding of the cultural context of FNMI students and the community.
- ❖ FNMI Support Worker to continue role in supporting students in the classroom as well as offering a lunch time Homework Club.
- ❖ Exploration of ways to help FNMI students connect with the school – through arts, sports, and leadership.
- ❖ Participation in “Inclusive Education Planning Tool Pilot” for the 2011-2012 school year will allow continued support of struggling FNMI learners and an increased awareness of how to better meet their needs in the classroom.

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