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# Three-Year Education Plan St. Mary Catholic School



## School Address

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**Principal:** Kaila Villiger

## Superintendent of Schools

Karl Germann  
(780) 532-3013

## Our School

**CURRENT ENROLMENT** The total number of students in school as of September 30, 2011 130

**October 2011 Accountability Pillar Overall Summary**

Measure Category	Measure Category Evaluation	Measure	St. Mary 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	96.6	96.7	96.6	88.1	87.6	86.6	Very High	Maintained	Excellent
Student Learning Opportunities	n/a	Program of Studies	86.9	86.9	83.3	80.9	80.5	80.1	Very High	Maintained	Excellent
		Education Quality	96.6	97.6	97.5	89.4	89.2	88.9	Very High	Maintained	Excellent
		Drop Out Rate	10.5	8.7	4.3	4.2	4.3	4.7	Very Low	Maintained	Concern
		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	98.0	90.7	90.9	79.3	79.1	78.0	Very High	Improved	Excellent
		PAT: Excellence	38.8	27.8	20.9	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	88.2	93.8	96.1	80.1	79.9	79.8	Very High	Maintained	Excellent
		Citizenship	96.6	95.0	94.7	81.9	81.4	79.9	Very High	Maintained	Excellent
Parental Involvement	Excellent	Parental Involvement	97.6	94.6	93.4	79.9	80.0	79.4	Very High	Maintained	Excellent
Continuous Improvement	Excellent	School Improvement	96.1	99.5	95.1	80.1	79.9	78.8	Very High	Maintained	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 (\*).

**Message from Principal:** St. Mary Catholic school is a smaller K-9 rural school working to continuously improve student achievement, parent satisfaction, and Faith permeation in our school.

- **Mission Statement;** *"We value each child as a gift from God. With Jesus as our model, we support, encourage and strive for every student's spiritual, academic, social, emotional and physical success. Research based, results driven and action oriented, we provide a safe and enriched environment through continuous collaboration with our families, church and community."*
- **Our Shared Vision: In the pursuit of becoming an exemplary school, the following statements represent our vision of our future:**
- *Our school provides a safe, enriched learning environment that encourages respect between our students, our staff and our community.*
- *By implementing a wide array of teaching strategies, our staff strives to ensure that each student is given the best opportunity to achieve mastery of essential skills.*
- *The principal is a dedicated instructional leader and mentor who communicates our mission to students, teachers, and the community. Leadership is shared and the principal serves as coach, peer, and active supporter.*
- *Our staff demonstrates a commitment to our school mission, district, and Alberta Education priorities. We deliver a curriculum that drives student learning higher and deeper.*
- *In our school, teachers place priority upon essential curriculum throughout each division to achieve alignment and student mastery.*
- *Our student progress is monitored frequently through a wide variety of assessment procedures, aligning what is taught with what is measured.*
- *We recognize our students as 21<sup>st</sup> century learners and are working towards implementing strategies and technology to meet their increasing and changing needs.*
- *Faith permeates all areas of our teaching and learning environments. It is central to what we do each day and celebrated consistently throughout the year. As the base from which we start and to which we return, Catholicism facilitates with ease, the formation of a community of respect and understanding.*

*Our school values the partnership between the home, school and church. We recognize that open communication and trust is essential to providing our students with a high quality Catholic education.*

Strengthening Our Catholic Faith

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

Outcome : 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"> <li>• <b>Purposeful Service Project examples are posted to the District's web site.</b></li> <li>• <b>Staff and professional associations/unions articulate the necessity of gathering together as one as witnesses to their Faith.</b></li> <li>• <b>Administrators and staff are regularly involved in their Parish.</b></li> <li>• <b>Students, Parents and Teachers indicate that the service project that students are involved in is meaningful.</b></li> <li>• <b>Teachers indicate they feel prepared and comfortable to permeate the Catholic Faith in every subject.</b></li> <li>• <b>Teachers indicate that the Faith Permeation part of the web site contains useful projects.</b></li> </ul>	TBA	TBA

*Strategies to Achieve Faith goal:*

	<b>Strategic Action</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact for Student Learning</b>
1.	Students will proclaim their Faith through monthly school activities that include Celebrations, Masses, Retreats, and Service Projects.	Schools hold 10 monthly Celebrations/ Masses.  Students in every school have the opportunity to participate in school retreats at the Junior and Senior High level.	Students lead peers through faith activities at school level.
2.	Every school and administrative site will communicate to parents and the community, the opportunities for individuals to celebrate our Faith.	School Newsletters communicate the opportunities to celebrate Faith in the school and parish.	Extended family and community participation in school faith activities and celebration.
3.	All students enrolled in a Religion studies course for each year they are in school..	All students take a Religious Studies course in every full year.	Students are able to reflect on their faith and demonstrate this in their "lived" reality within the school community.
4.	Faith Permeation activities are consciously included in PD Plans and in Collaborative Days activities.	Faith Permeation activities are included in PD Plans and Collaborative Days.	Faith is permeated into every classroom and subject through the transparent sharing of personal faith experience.
5.	More Junior high students will demonstrate through their direct participation in parish activities an understanding of their Catholic Faith.	Participation in Diocesan youth events	Students of faith in school community will transfer into parish community.
6.	Faith celebrations and social justice activities are planned in a collaborative setting 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 <sup>1</sup>	Evaluation			Targets <sup>2</sup>		
	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).	97.8	88.3	93.8	90.7	98.0		Very High	Improved	Excellent	98.5		
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	31.1	26.7	8.3	27.8	38.8		Very High	Improved	Excellent	39.5		

### Comment on Results

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

We are pleased with our current results and proud of the efforts that have culminated to reach these levels. We hope to continue our success story!

### Strategies

*Literacy enhancement throughout div 2 and 3 to challenge each student's individual reading level. Teacher PD and reflection focuses on specific areas of concern for students.*

*After data analysis, teacher identified area of concern and developed an action plan to address it.*

*Diversify resources (i.e. literature/technology/guest speakers) in implementation of social studies 6 program (Iroquois confederacy and democracy units)*

### 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 (\*).

<sup>1</sup> 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.

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

**Outcome:** *Students achieve educational outcomes*

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

- *Students demonstrate high standards in learner outcomes (high school portion only)*
- *High school completion rates are showing continual improvement*
- *Children and youth with at risk factors have their needs addressed through timely and effective programs and supports*
- *Students are well prepared for lifelong learning*

[No Data for Diploma Exam Results]

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2011	Achievement	Improvement	Overall	2012	2013	2014
High School Completion Rate - percentages of students who completed high school within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Drop Out Rate - annual dropout rate of students aged 14 to 18	9.0	*	0.0	8.7	10.5		Very Low	Maintained	Concern			
High school to post-secondary transition rate of students within six years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			

**Comment on Results**

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

I feel that we have little control over this result as students move out of our district for grades 10 through 12. There is no available Catholic High School in this region.

Our special needs students transfer into the high school with a collaborative meeting between districts to ensure effective and smooth transition, and consistent IPP goals and needs continue to be meant as evident in student's continued success.

**Strategies**

**Will ensure that we continue to have an open door policy so that parents, students, and teachers can consult, collaborate or seek faith, social, and academic support to strengthen their sense of support in the school system.**

**Notes:**

1. 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, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30. The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
2. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
3. Please note that the rules for Rutherford Scholarships changed in 2008, which increased the number of students eligible for Rutherford Scholarships. The history for the measure has been re-computed to allow for trends to be identified.
4. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

**Outcome:** *Students are prepared for the 21<sup>st</sup> 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.	92.8	90.3	98.9	95.0	96.6		Very High	Maintained	Excellent	97	97.5	98
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.	100.0	100.0	94.4	93.8	88.2		Very High	Maintained	Excellent	89	90	91

**Comment on Results**

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

**Strategies**

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
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.	71.4	79.8	83.4	86.9	86.9		Very High	Maintained	Excellent			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	95.8	96.1	98.8	97.6	96.6		Very High	Maintained	Excellent			
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.	97.3	93.7	99.4	96.7	96.6		Very High	Maintained	Excellent			

### Comment on Results

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

- *We continue to offer extra-curricular sports programs.*
- *We schedule an “arts” week with an out of school group leading a 5 day program.*
- *We host guest speakers to enhance specific outcomes and learning.*

### Strategies

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.	92.1	98.0	87.5	94.6	97.6		Very High	Maintained	Excellent			
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.	99.2	89.6	96.3	99.5	96.1		Very High	Maintained	Excellent			

**Comment on Results**

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

**Strategies**

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

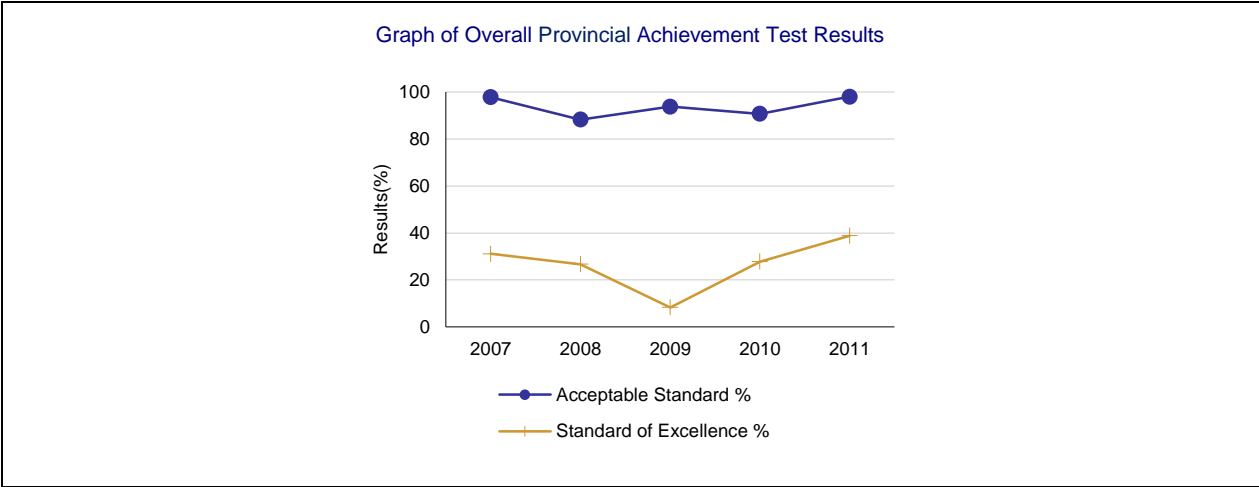
**Provincial Achievement Test Results – Measure Details**

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2007		2008		2009		2010		2011		2012	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 3	School	92.3	23.1	100.0	50.0	100.0	7.1	100.0	28.6	93.3	6.7		
	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	93.3	60.0		
	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	100.0	10.0	92.3	30.8	88.9	22.2	92.3	23.1	100.0	57.1		
	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	100.0	57.1		
	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	100.0	60.0	100.0	23.1	88.9	11.1	92.3	15.4	100.0	71.4		
	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	92.3	7.7	71.4	57.1		
	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	100.0	16.7	69.2	23.1	100.0	0.0	*	*	100.0	40.0		
	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	90.0	40.0		
	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		

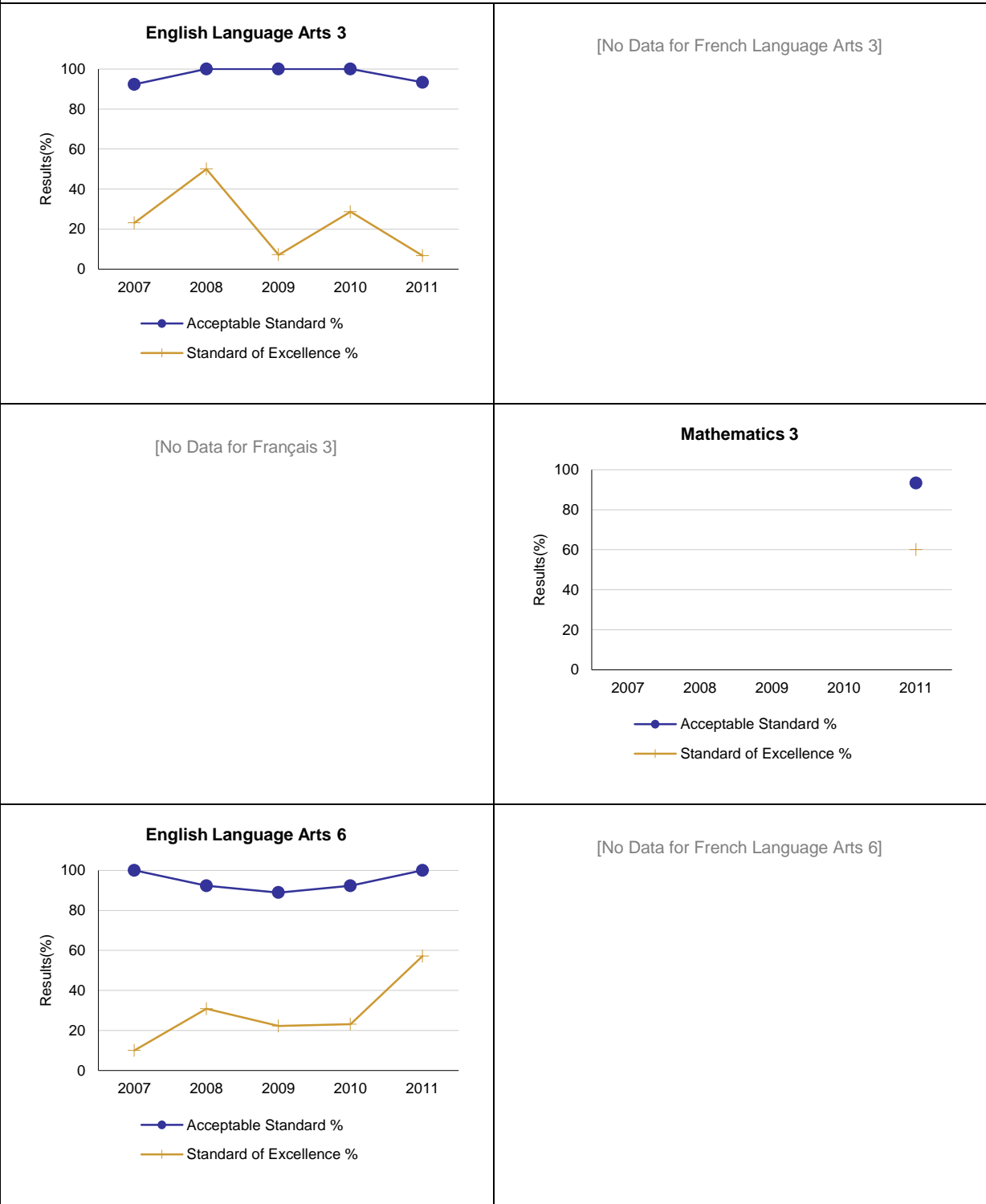
Science 9	School	100.0	50.0	84.6	15.4	87.5	0.0	85.7	42.9	100.0	50.0		
	Authority	77.2	10.5	75.3	6.1	69.2	11.3	79.6	13.3	80.0	20.0		
	Province	69.6	14.7	69.3	13.0	72.2	15.8	73.6	17.7	74.9	20.8		
Science 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	71.4	14.3	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	85.7	28.6	90.0	50.0		
	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.

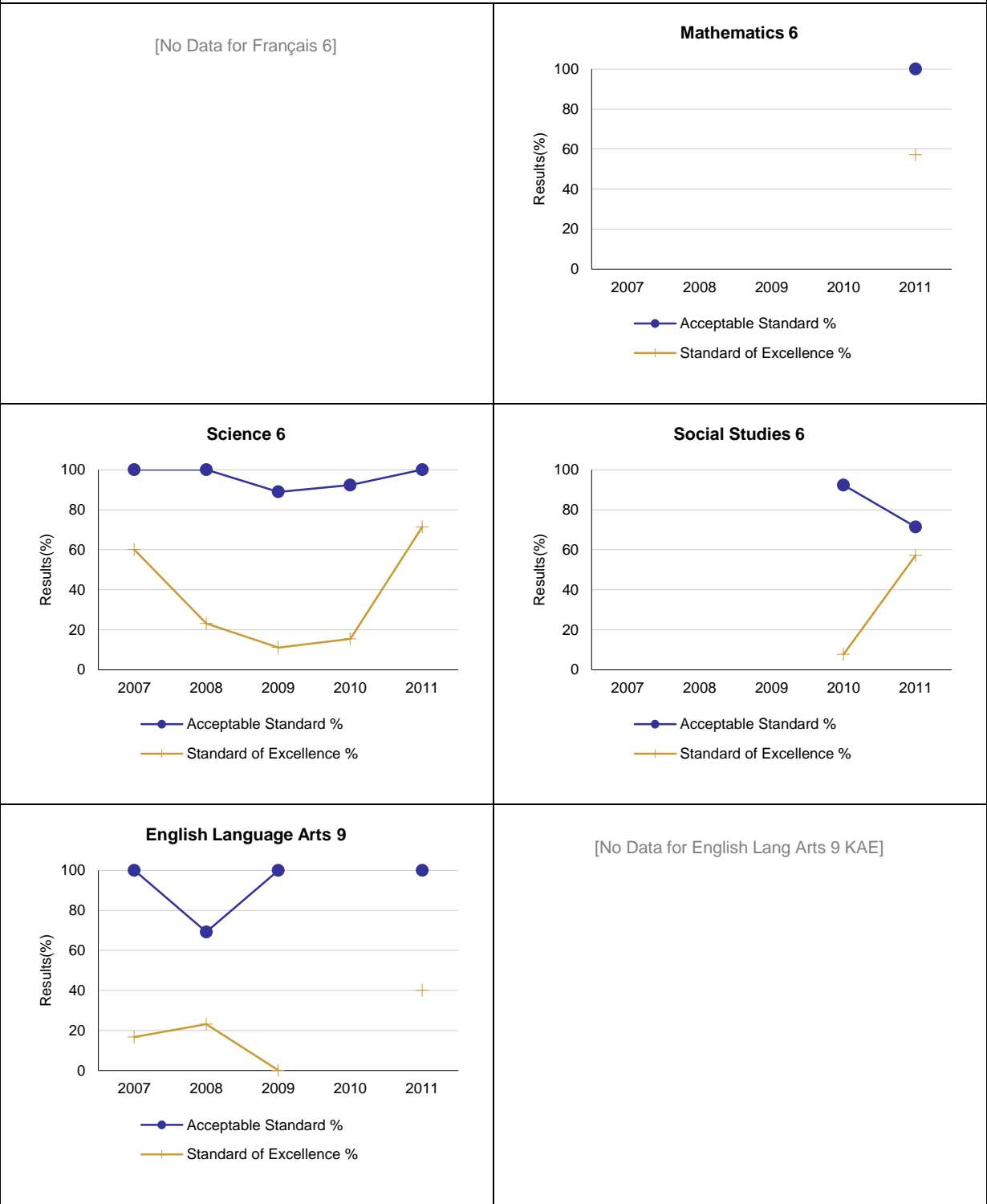


Graph of Provincial Achievement Test Results by Course



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

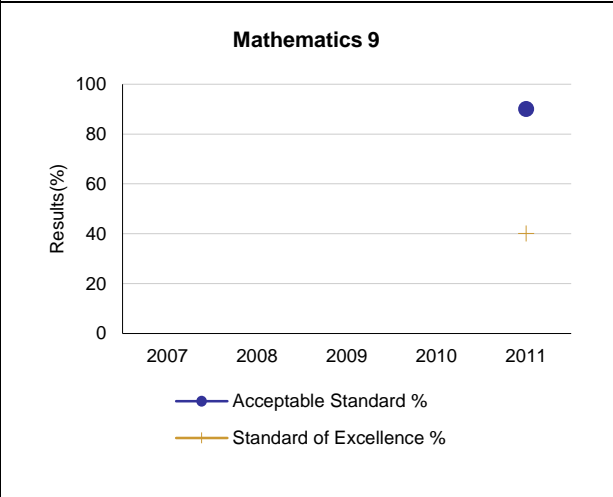


Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

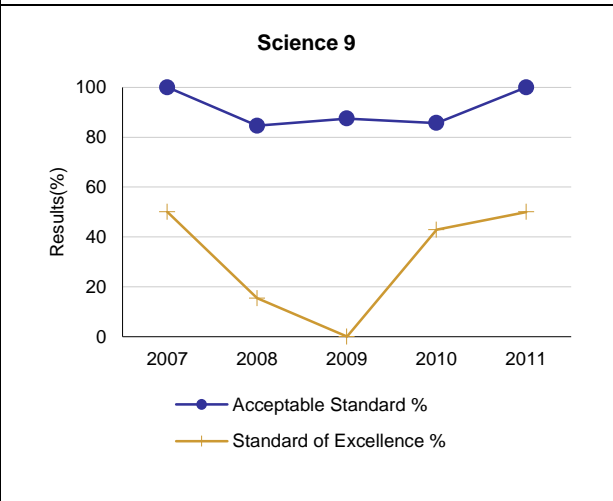
Graph of Provincial Achievement Test Results by Course

[No Data for French Language Arts 9]

[No Data for Français 9]



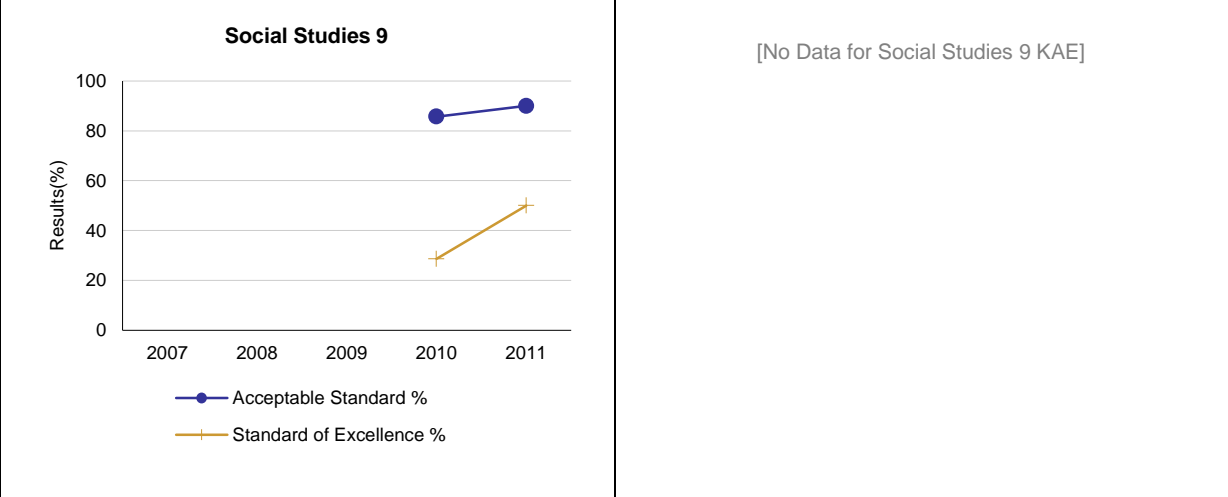
[No Data for Mathematics 9 KAE]



[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



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. Mary 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	15	93.3	12	100.0	42,944	81.8	42,052	81.0
	Standard of Excellence	Low	Declined	Issue	15	6.7	12	28.6	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	7	100.0	12	91.2	43,433	83.0	43,646	82.1
	Standard of Excellence	Very High	Improved	Excellent	7	57.1	12	25.4	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	Very High	Maintained	Excellent	7	100.0	12	93.7	43,441	76.2	43,534	76.0
	Standard of Excellence	Very High	Improved Significantly	Excellent	7	71.4	12	16.5	43,441	25.0	43,534	25.1
Social Studies 6	Acceptable Standard	n/a	Declined	n/a	7	71.4	13	92.3	43,537	71.1	43,601	71.0
	Standard of Excellence	n/a	Improved Significantly	n/a	7	57.1	13	7.7	43,537	18.5	43,601	16.4
English Language Arts 9	Acceptable Standard	Very High	Improved	Excellent	10	100.0	11	84.6	43,024	79.1	43,763	78.2
	Standard of Excellence	Very High	Improved	Excellent	10	40.0	11	11.5	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	Very High	Improved	Excellent	10	100.0	9	85.9	42,932	74.9	43,553	71.7
	Standard of Excellence	Very High	Improved	Excellent	10	50.0	9	19.4	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	Maintained	n/a	10	90.0	7	85.7	43,128	67.2	43,769	68.9
	Standard of Excellence	n/a	Maintained	n/a	10	50.0	7	28.6	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.

[No Data for PAT Achievement Evaluation Reference]

#### 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 category, values range from greater than or equal to the lower value to 100%.

Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.

### Improvement Table

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

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

[No Data for PAT Improvement Reference]

### Overall Evaluation Table

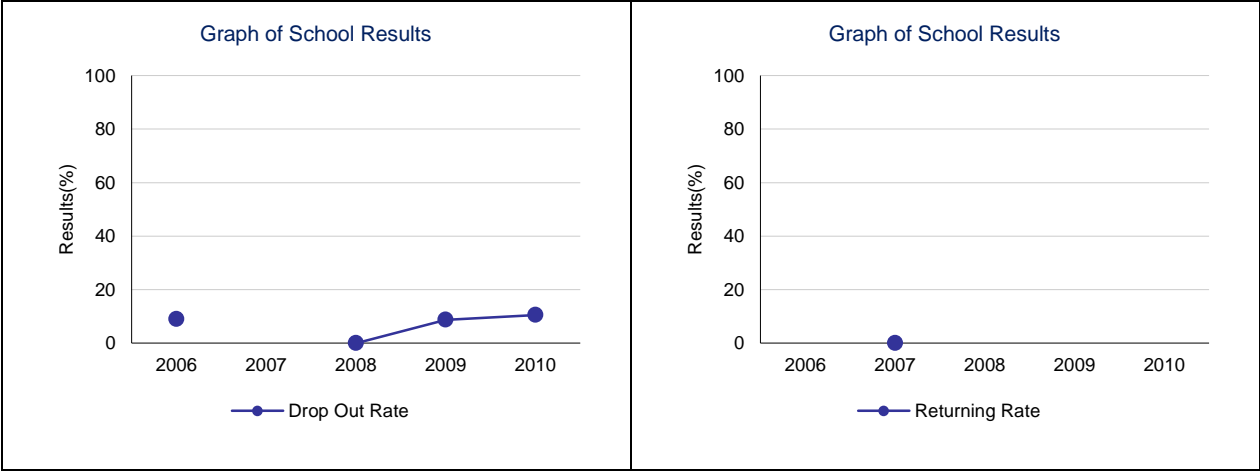
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

[No Data for PAT Overall Evaluation Reference]

**Drop Out Rate – Measure Details**

Drop Out Rate - annual dropout rate of students aged 14 to 18

	School					Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Drop Out Rate	9.0	*	0.0	8.7	10.5	3.8	3.1	3.0	3.2	3.5	4.7	5.0	4.8	4.3	4.2
Returning Rate	n/a	0.0	*	n/a	*	28.3	12.5	27.0	38.3	46.8	21.2	21.3	19.8	23.5	27.9

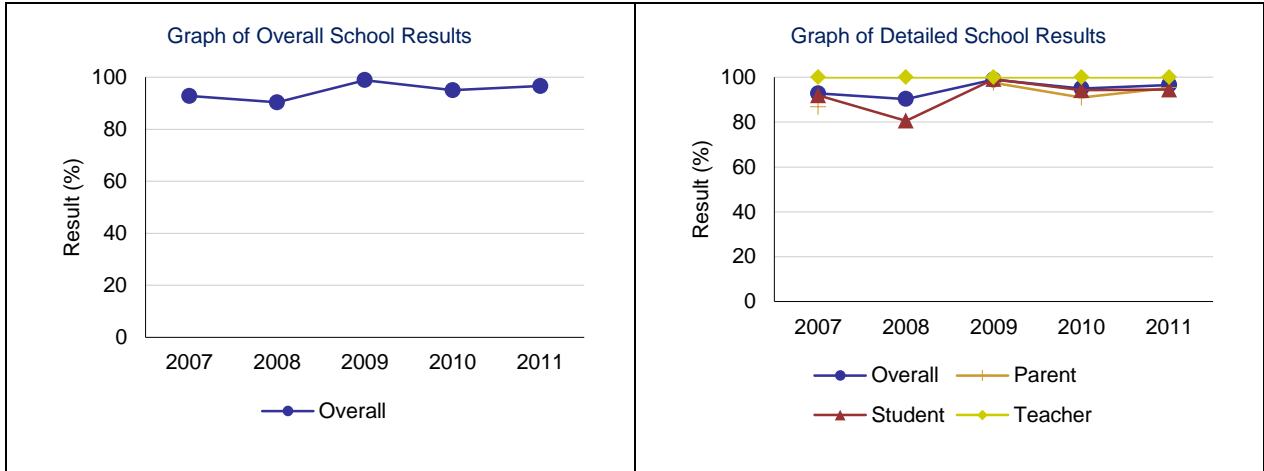


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

**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	92.8	90.3	98.9	95.0	96.6	78.0	76.4	83.0	84.8	84.9	76.6	77.9	80.3	81.4	81.9
Teacher	100.0	100.0	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	86.7	*	97.5	90.9	95.3	75.5	72.9	78.0	82.6	82.4	72.6	74.7	77.4	78.5	78.6
Student	91.9	80.6	99.1	94.2	94.5	66.9	66.8	77.0	77.8	77.4	67.1	68.5	71.8	72.7	74.5

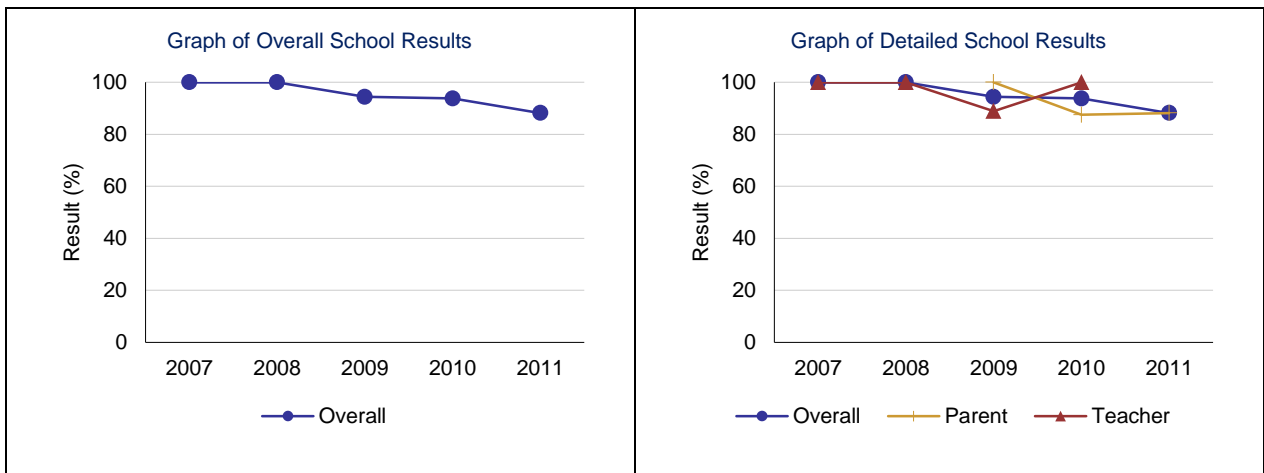


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

**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	100.0	100.0	94.4	93.8	88.2	78.0	80.6	80.3	80.5	81.2	77.1	80.1	79.6	79.9	80.1
Teacher	100.0	100.0	88.9	100.0	*	94.4	91.9	91.1	89.7	94.3	89.2	89.3	88.9	90.0	89.6
Parent	*	*	100.0	87.5	88.2	61.7	69.4	69.6	71.3	68.2	65.1	70.9	70.2	69.8	70.6

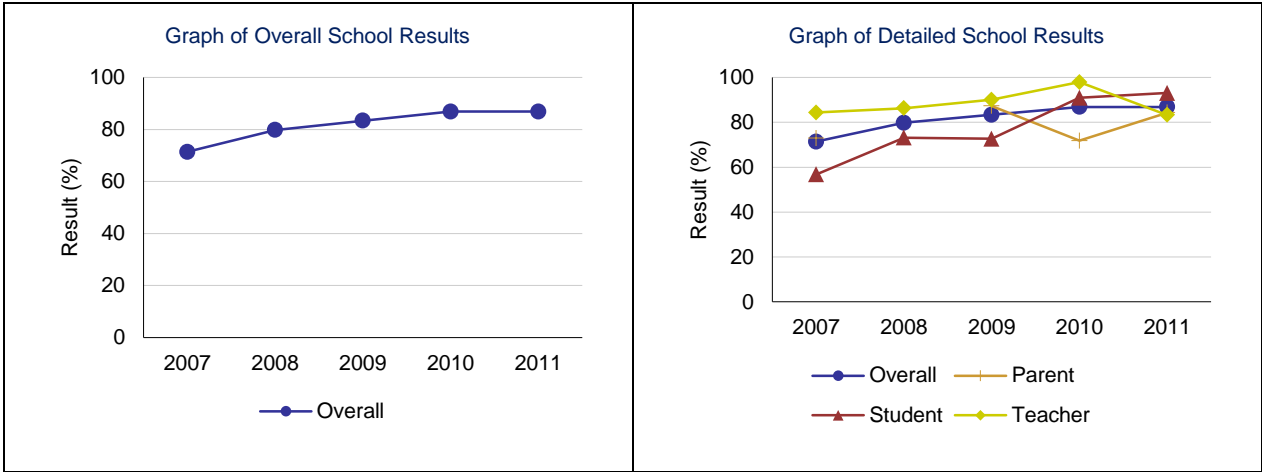


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

**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	71.4	79.8	83.4	86.9	86.9	74.9	73.9	76.3	80.9	80.9	78.5	79.4	80.3	80.5	80.9
Teacher	84.4	86.3	90.1	97.9	83.3	85.0	82.6	85.3	89.3	87.3	85.7	86.4	86.8	87.7	87.6
Parent	72.9	*	87.3	71.8	84.3	71.9	73.3	75.1	75.2	76.9	76.9	77.6	78.7	78.0	78.3
Student	56.8	73.2	72.7	90.9	93.1	67.8	65.9	68.4	78.2	78.5	72.9	74.1	75.3	75.9	76.9

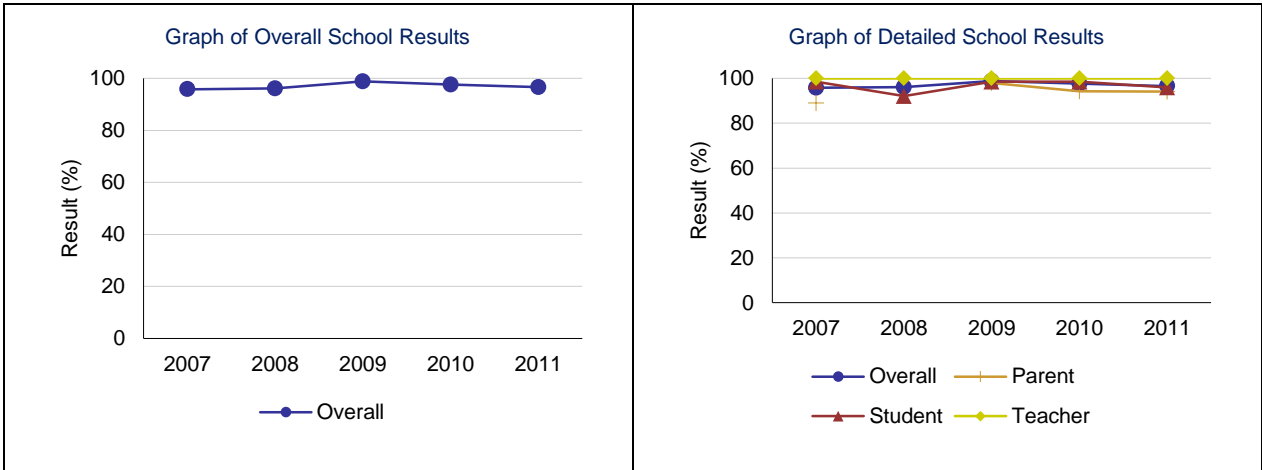


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

**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	95.8	96.1	98.8	97.6	96.6	87.8	86.2	87.1	89.1	89.4	87.6	88.2	89.3	89.2	89.4
Teacher	100.0	100.0	100.0	100.0	100.0	97.0	95.1	94.4	96.1	96.0	94.7	94.9	95.3	95.6	95.5
Parent	88.9	*	97.9	94.2	94.1	79.9	78.9	78.7	82.3	82.1	81.8	83.0	84.4	83.9	84.2
Student	98.5	92.1	98.5	98.5	95.9	86.7	84.5	88.3	88.8	90.2	86.4	86.6	88.3	88.2	88.5

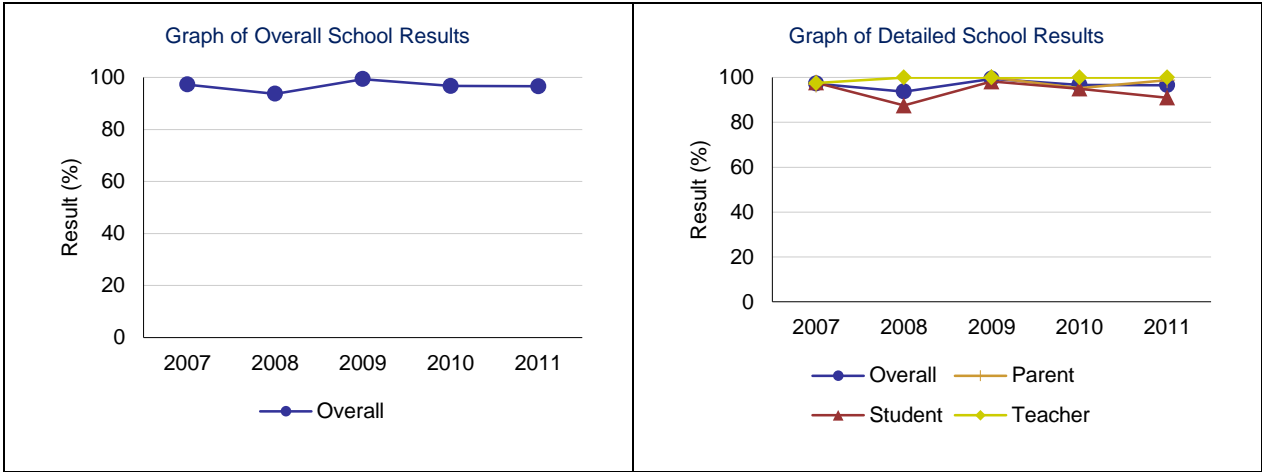


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

**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	97.3	93.7	99.4	96.7	96.6	85.1	84.5	88.0	89.5	89.2	84.2	85.1	86.9	87.6	88.1
Teacher	97.5	100.0	100.0	100.0	100.0	93.1	91.2	96.2	95.5	95.6	92.6	93.1	93.8	94.4	94.5
Parent	96.7	*	100.0	95.2	98.8	81.3	82.2	82.0	87.5	84.9	81.7	83.2	85.3	86.1	86.6
Student	97.7	87.5	98.2	95.0	91.0	80.9	80.2	85.9	85.5	87.2	78.5	79.1	81.7	82.2	83.3

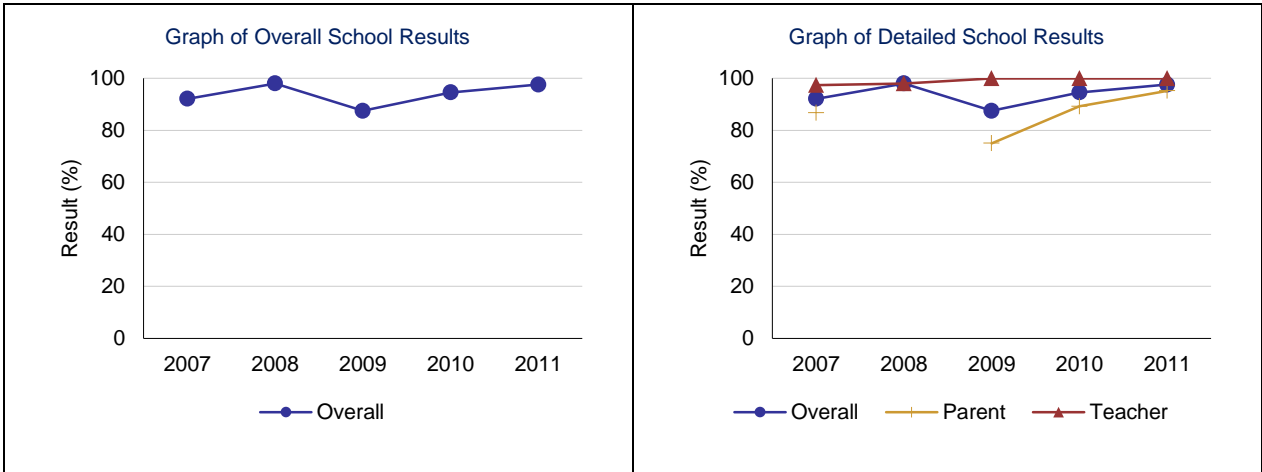


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

**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	92.1	98.0	87.5	94.6	97.6	77.7	78.1	79.5	83.3	81.2	77.5	78.2	80.1	80.0	79.9
Teacher	97.4	98.0	100.0	100.0	100.0	87.3	86.1	90.7	92.2	91.0	87.1	87.5	88.0	88.6	88.1
Parent	86.7	*	75.0	89.2	95.2	68.0	70.2	68.2	74.4	71.5	67.9	69.0	72.2	71.3	71.7

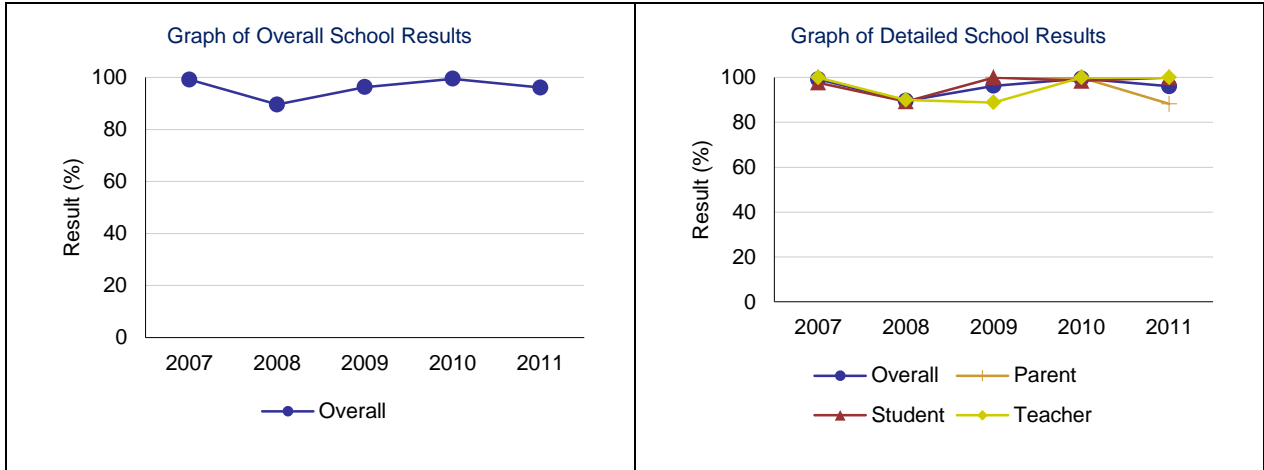


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

**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	99.2	89.6	96.3	99.5	96.1	76.6	75.7	81.2	79.6	85.5	76.3	77.0	79.4	79.9	80.1
Teacher	100.0	90.0	88.9	100.0	100.0	77.0	76.5	84.0	80.7	90.0	74.5	75.6	78.2	80.8	80.1
Parent	100.0	*	100.0	100.0	88.2	74.8	73.1	76.5	74.6	80.7	75.1	75.9	78.1	77.0	77.3
Student	97.7	89.3	100.0	98.5	100.0	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 (\*).