

ST.MARY'S



CATHOLIC SCHOOL

September 2011



School Address

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Sexsmith, Alberta T0H 3C0
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Principal: Linda Beaudet

Superintendent of Schools

Karl Germann
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Our School

CURRENT ENROLMENT

The total number of students in school as of September 2011 from Pre-K to 10: 222 students

Message

Our plan is to continuously improve student achievement, parent satisfaction, and Faith permeation in our school. We have included strategies that will allow us to move forward, improving student learning and success for all.

The Annual Education Results Report and Three Year Plan for St. Mary's Catholic School Education Plan for the three years commencing September 1, 2010, was prepared under the direction of the Board in accordance with the responsibilities specified in the School Act, and the Government Accountability Act. This Education Plan was developed in the context of the provincial government's business and fiscal plans.

St. Mary's Catholic School has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

The Principal finalized and approved this combined Annual Education Results Report for the 2010/2011 school year and the three-year Education Plan for 2011 – 2014 on June 29, 2011.

Principal (print name)

School Council Chair (print name)

Principal (signature)

School Council Chair (signature)

Foundation Statements

St. Mary's Mission Statement

We are a Catholic faith community that reflects the teachings of Christ. We cultivate a compassionate environment that values the uniqueness of all individuals by striving to create and inspire confidence, success and the ability to achieve life-long learning as students, staff and community.

St. Mary's Vision Statements

The culture of St. Mary's is to be built on a foundation of mutual trust and respect, where we are supportive of one another, focusing on the best interests of the child's well-being and education.

We are a Catholic community committed to sharing gospel values through modeling and prayer.

We teach the students to become metacognitive learners, in all aspects of their spiritual, emotional and intellectual growth.

We build a trusting environment where staff can work collaboratively to support each other in providing differentiated and innovative instruction.

St. Mary's Values

Positive Relationships

Success for All

Living Our Faith

Collaboration

Professional Growth

St. Mary's is a small, rural school situated in the thriving town of Sexsmith. We are a Pre-Kindergarten to Grade 10 School, and will be including Grade 11 for the 2012-2013 school year. Our enrolment in September 2011 is 180 students. We just moved into our new beautiful building that will enhance our school community and the spirit of all – students, staff and parents. St. Mary's is experiencing a growth from previous years.

2009: 140 Students

2010: 184 Students (196 with pre-K)

2011: 202 Students (222 with pre-K)

October 2011 Accountability Pillar Overall Summary

Measure Category	Measure Category Evaluation	Measure	St. Mary's 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	Good	Safe and Caring	90.1	96.5	95.6	88.1	87.6	86.6	Very High	Declined	Good
Student Learning Opportunities	n/a	Program of Studies	84.1	82.4	78.1	80.9	80.5	80.1	Very High	Maintained	Excellent
		Education Quality	92.6	92.0	94.7	89.4	89.2	88.9	Very High	Maintained	Excellent
		Drop Out Rate	n/a	*	n/a	4.2	4.3	4.7	n/a	n/a	n/a
		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)	Acceptable	PAT: Acceptable	88.1	100.0	98.0	79.3	79.1	78.0	High	Declined	Acceptable
		PAT: Excellence	20.9	52.9	34.6	19.6	19.4	18.5	High	Declined	Acceptable
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	79.8	78.8	92.9	80.1	79.9	79.8	High	Declined	Acceptable
		Citizenship	88.9	95.2	93.0	81.9	81.4	79.9	Very High	Maintained	Excellent
Parental Involvement	Excellent	Parental Involvement	88.5	93.7	94.9	79.9	80.0	79.4	Very High	Maintained	Excellent
Continuous Improvement	Excellent	School Improvement	84.3	79.2	78.1	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 (*).

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

Strategies to Achieve Outcome #1:

	Strategic Action	Evidence of Implementation	Evidence of Impact for Student Learning
1.	For Vocation week, invite some missionaries from our school community.	Assembly with guest speakers	Survey instruments identified on the previous page and reported in RS Accountability report.
2.	Criteria for mass and prayer services (in school and in church)	More reverent attitude in Mass and prayer services	s/a
3.	Religious symbol and bible quote in newsletters	Newsletters	s/a

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. <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. 	TBA	TBA

Strategies to Achieve Outcome #2

	Strategic Action	Evidence of Implementation	Evidence of Impact for Student Learning
1.	Increased teacher presence at student lead masses and sacraments.	Attendance	If we model the importance by attending the students will too.
2.	Whole school involvement in prayer partner activities.	Activities throughout the year.	Dialogue between students in class with teachers before the activity. Prayerful, learning/exploring Catholic traditions.
3.	School wide prayer chain. You use a bible, look up scripture and write prayers.	Chain is moving, Prayers are circulating	Experience exposure to the Bible.

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).	88.5	94.1	100.0	100.0	88.1	89	High	Declined	Acceptable	90	91	92
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	25.0	19.6	31.3	52.9	20.9	21	High	Declined	Acceptable	22	23	24

Comment on Results
The grade 6 data from 2010 is unreliable and should not be considered in conjunction with Grade 3 and Grade 9 from that year.
Although there was a slight decline in the results in Grade 3 and 9, we still achieved higher than the district and province.
We did move to the new school during the year (May 2011) but instructional time may have been compromised due to the packing and transition of moving. We will see what our results will be in June 2012 to see if this did have an effect.

- Strategies**
- **Implementation of a Balanced Literacy program**
 - **Investigation of PAT data in August and use the data to create a Collaborative approach to teaching**
 - **Every PLC, we will spend time in divisions and as a staff on how we incorporated elements from the plan**
 - **Implement Fountas and Pinnell Assessment tool for reading twice a year – fall and spring**
 - **Using the fall reading and writing data to develop a school based plan for improvement**
 - **Encourage teachers to continue to use the study guides to ensure outcomes are taught**
 - **St. Mary's will provide professional development opportunities for teachers in technology**
 - **Talk about posted outcomes so that students are aware of what they are learning and the meaning behind the outcome**

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 (*).

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.	82.5	88.5	95.4	95.2	88.9	90	Very High	Maintained	Excellent	91	92	93
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.	78.6	100.0	100.0	78.8	79.8	80	High	Declined	Acceptable	81	82	83

Strategies

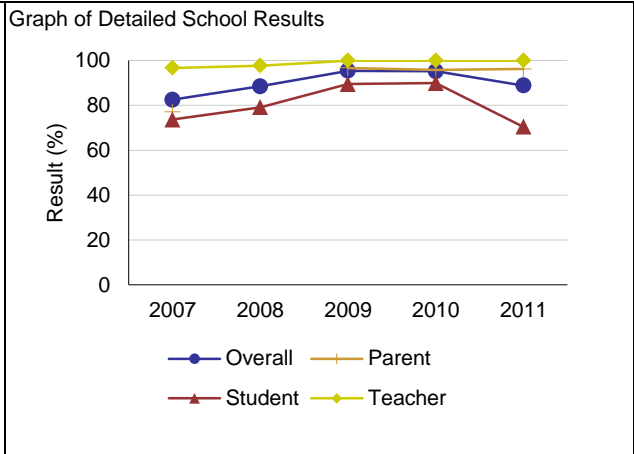
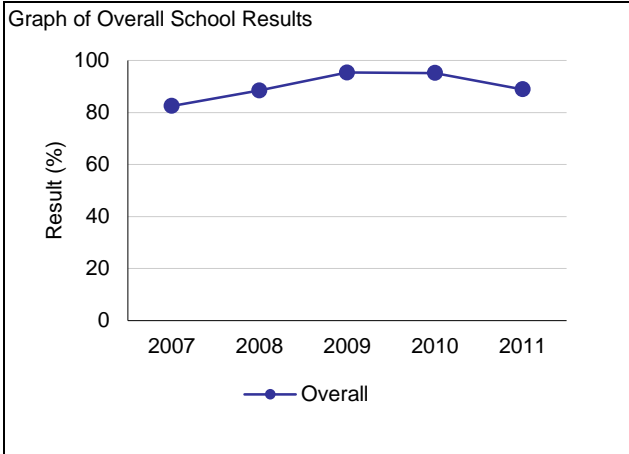
- **Real world application in our teaching**
- **Real world application to parents through the classroom newsletter**
- **Make link with profession**
- **Technology Career fair**
- **Guest speakers**
- **An options such as Work Experience**

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	82.5	88.5	95.4	95.2	88.9	78.0	76.4	83.0	84.8	84.9	76.6	77.9	80.3	81.4	81.9
Teacher	96.7	97.7	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	77.1	*	96.7	95.8	96.2	75.5	72.9	78.0	82.6	82.4	72.6	74.7	77.4	78.5	78.6
Student	73.7	79.2	89.5	89.9	70.5	66.9	66.8	77.0	77.8	77.4	67.1	68.5	71.8	72.7	74.5

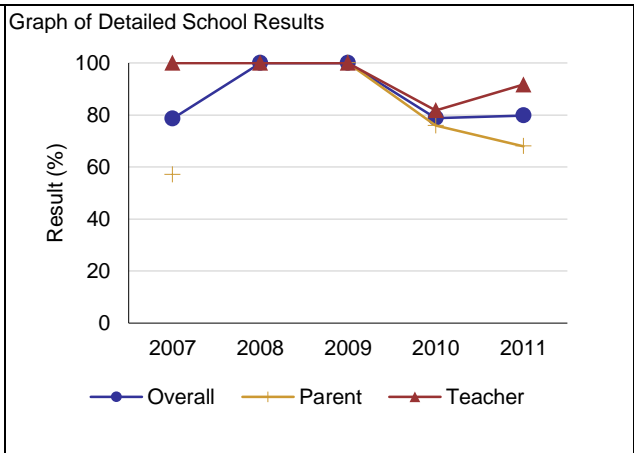
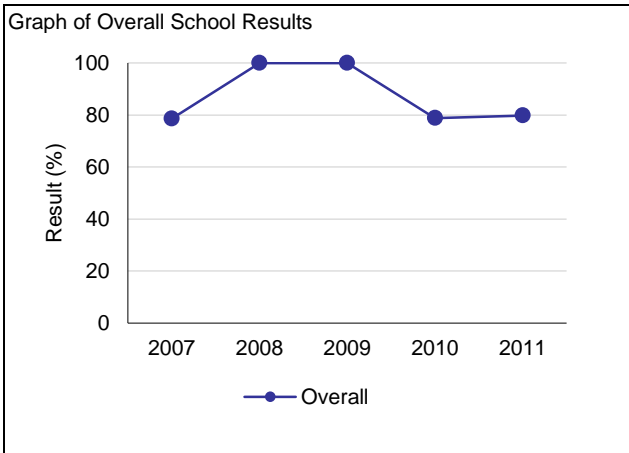


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

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	78.6	100.0	100.0	78.8	79.8	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	100.0	81.8	91.7	94.4	91.9	91.1	89.7	94.3	89.2	89.3	88.9	90.0	89.6
Parent	57.1	*	100.0	75.9	68.0	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 (*).

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.	84.7	71.6	80.3	82.4	84.1	93	Very High	Maintained	Excellent	94	95	95
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	84.8	95.2	97.0	92.0	92.6	79	Very High	Maintained	Excellent	80	81	82
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.	91.4	93.1	97.1	96.5	90.1	91	Very High	Declined	Good	91	92	93

Strategies

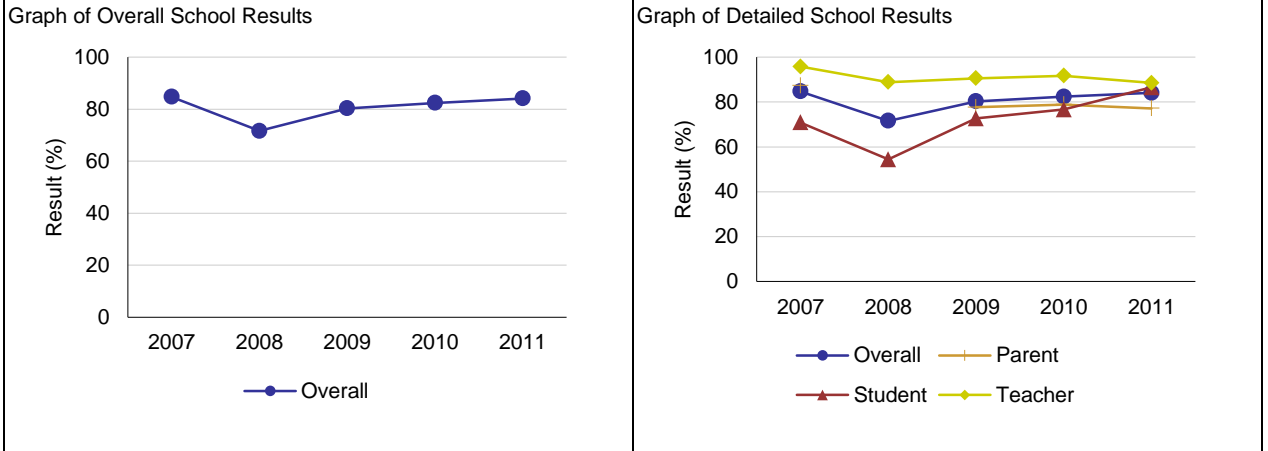
- *Incorporate some anti-bullying presentations (eg. John Howard)*
- *Recognize and announce names who are doing well during the virtue of the month*
- *Anti-bullying strategies in school and teachers newsletter*
- *Daily Sainly Citizens*
- *Virtue project more intensely*
- *Bully prevention program designed through students council*
- *Wearing vests on supervision and having walkie talkies*
- *More than one person on supervision for elementary outside or student helpers*
- *More practice of lockdown and fire drill procedures*
- *More consistency in discipline and consequence procedures*
- *More communication among staff about specific issues with students*
- *Bullying posters*

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	84.7	71.6	80.3	82.4	84.1	74.9	73.9	76.3	80.9	80.9	78.5	79.4	80.3	80.5	80.9
Teacher	95.8	88.9	90.6	91.7	88.5	85.0	82.6	85.3	89.3	87.3	85.7	86.4	86.8	87.7	87.6
Parent	87.3	*	77.7	78.9	77.2	71.9	73.3	75.1	75.2	76.9	76.9	77.6	78.7	78.0	78.3
Student	70.9	54.4	72.7	76.7	86.5	67.8	65.9	68.4	78.2	78.5	72.9	74.1	75.3	75.9	76.9

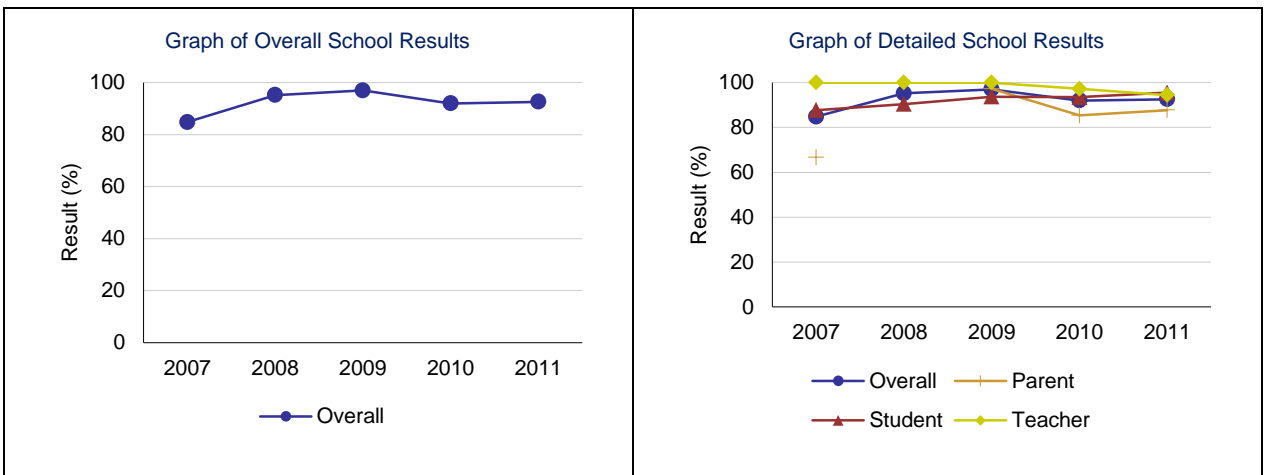


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

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	84.8	95.2	97.0	92.0	92.6	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	97.2	94.4	97.0	95.1	94.4	96.1	96.0	94.7	94.9	95.3	95.6	95.5
Parent	66.7	*	97.2	85.4	87.7	79.9	78.9	78.7	82.3	82.1	81.8	83.0	84.4	83.9	84.2
Student	87.7	90.4	93.7	93.5	95.5	86.7	84.5	88.3	88.8	90.2	86.4	86.6	88.3	88.2	88.5



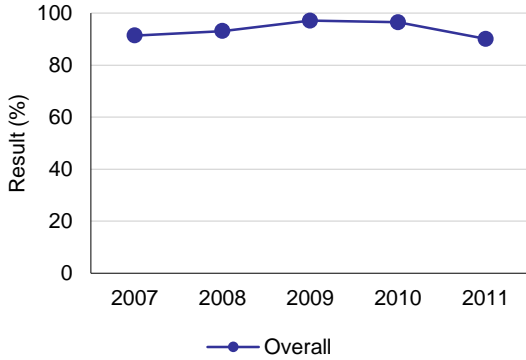
Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Safe and Caring – Measure Details

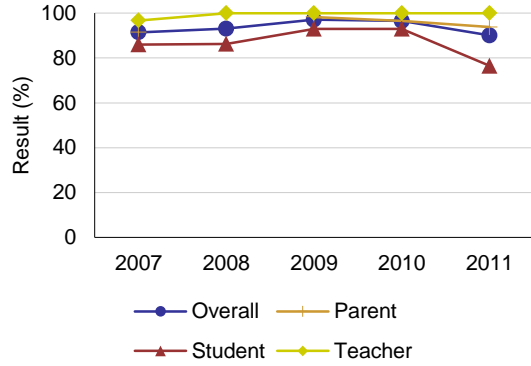
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

	School					Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	91.4	93.1	97.1	96.5	90.1	85.1	84.5	88.0	89.5	89.2	84.2	85.1	86.9	87.6	88.1
Teacher	96.7	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	91.4	*	98.3	96.6	93.8	81.3	82.2	82.0	87.5	84.9	81.7	83.2	85.3	86.1	86.6
Student	86.0	86.3	93.0	93.0	76.5	80.9	80.2	85.9	85.5	87.2	78.5	79.1	81.7	82.2	83.3

Graph of Overall School Results



Graph of Detailed School Results



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.	90.0	97.7	93.2	93.7	88.5	90	Very High	Maintained	Excellent	91	92	93
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.	74.4	72.8	82.4	79.2	84.3	80	Very High	Maintained	Excellent	81	82	83

Comment on Results

(an assessment of progress toward achieving the target)

Strategies

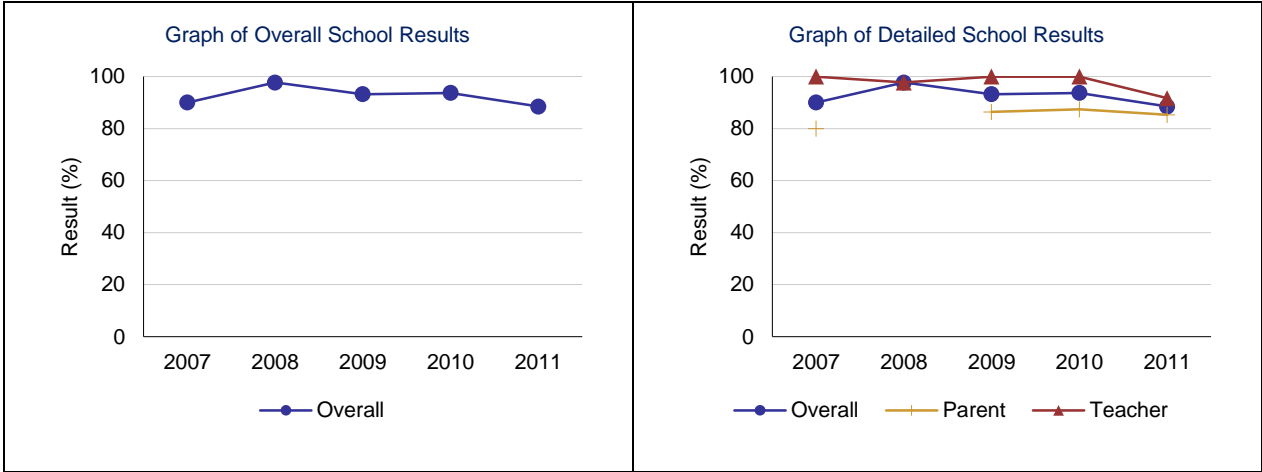
- **Assessment for learning: parent launches; 3 evenings**
- **School Council: continue to encourage participation**
- **Literacy Night for parents**
- **Power School: parent portal be encourages and set a booth during PTI**

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	90.0	97.7	93.2	93.7	88.5	77.7	78.1	79.5	83.3	81.2	77.5	78.2	80.1	80.0	79.9
Teacher	100.0	97.7	100.0	100.0	91.7	87.3	86.1	90.7	92.2	91.0	87.1	87.5	88.0	88.6	88.1
Parent	80.0	*	86.4	87.4	85.3	68.0	70.2	68.2	74.4	71.5	67.9	69.0	72.2	71.3	71.7

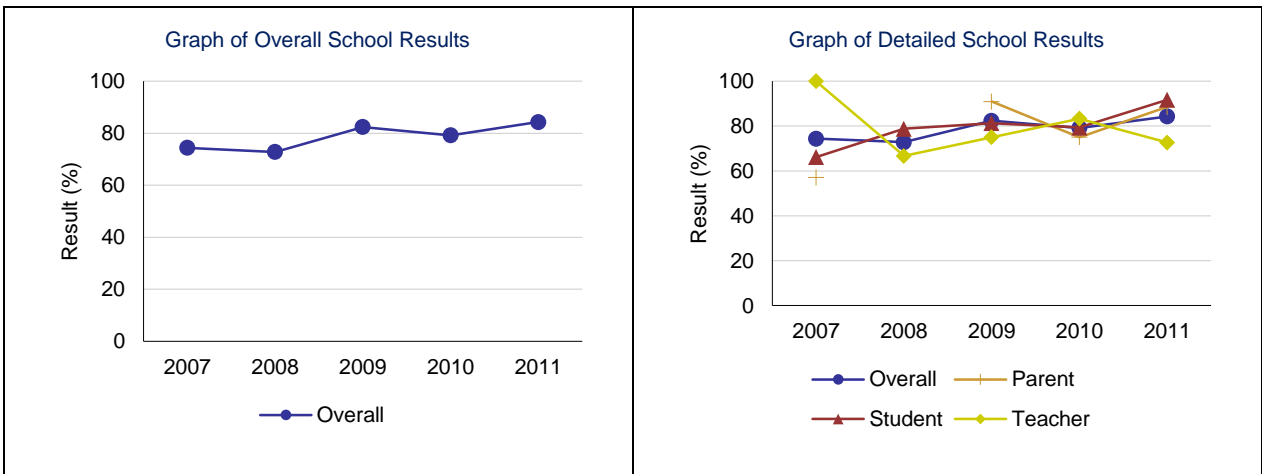


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

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	74.4	72.8	82.4	79.2	84.3	76.6	75.7	81.2	79.6	85.5	76.3	77.0	79.4	79.9	80.1
Teacher	100.0	66.7	75.0	83.3	72.7	77.0	76.5	84.0	80.7	90.0	74.5	75.6	78.2	80.8	80.1
Parent	57.1	*	90.9	75.0	88.5	74.8	73.1	76.5	74.6	80.7	75.1	75.9	78.1	77.0	77.3
Student	66.2	78.8	81.3	79.4	91.7	78.2	77.4	83.1	83.5	85.8	79.3	79.5	81.8	81.8	82.9



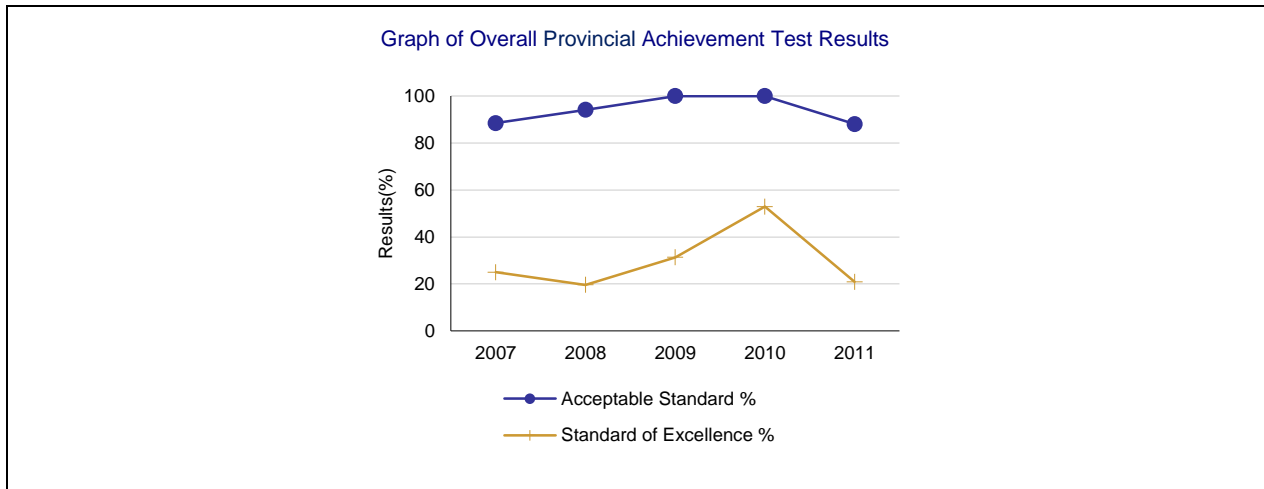
Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

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	92.9	7.1	100.0	29.4	100.0	45.0	100.0	50.0	100.0	36.4	100	37
	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	100.0	27.3	100	28
	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	89.5	31.6	94.1	11.8	100.0	21.4	100.0	30.0	82.4	17.6	83	19
	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	76.5	5.9	78	7
	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	84.2	31.6	88.2	17.6	100.0	21.4	100.0	80.0	88.2	17.6	89	19
	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	100.0	100.0	82.4	23.5	83	25
	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	90.9	18.2	92	19
	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		
Mathematics 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	63.6	18.2	65	19
	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		
Science 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	81.8	18.2	83	19
	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		
Social Studies 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	63.6	18.2	65	19
	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		

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

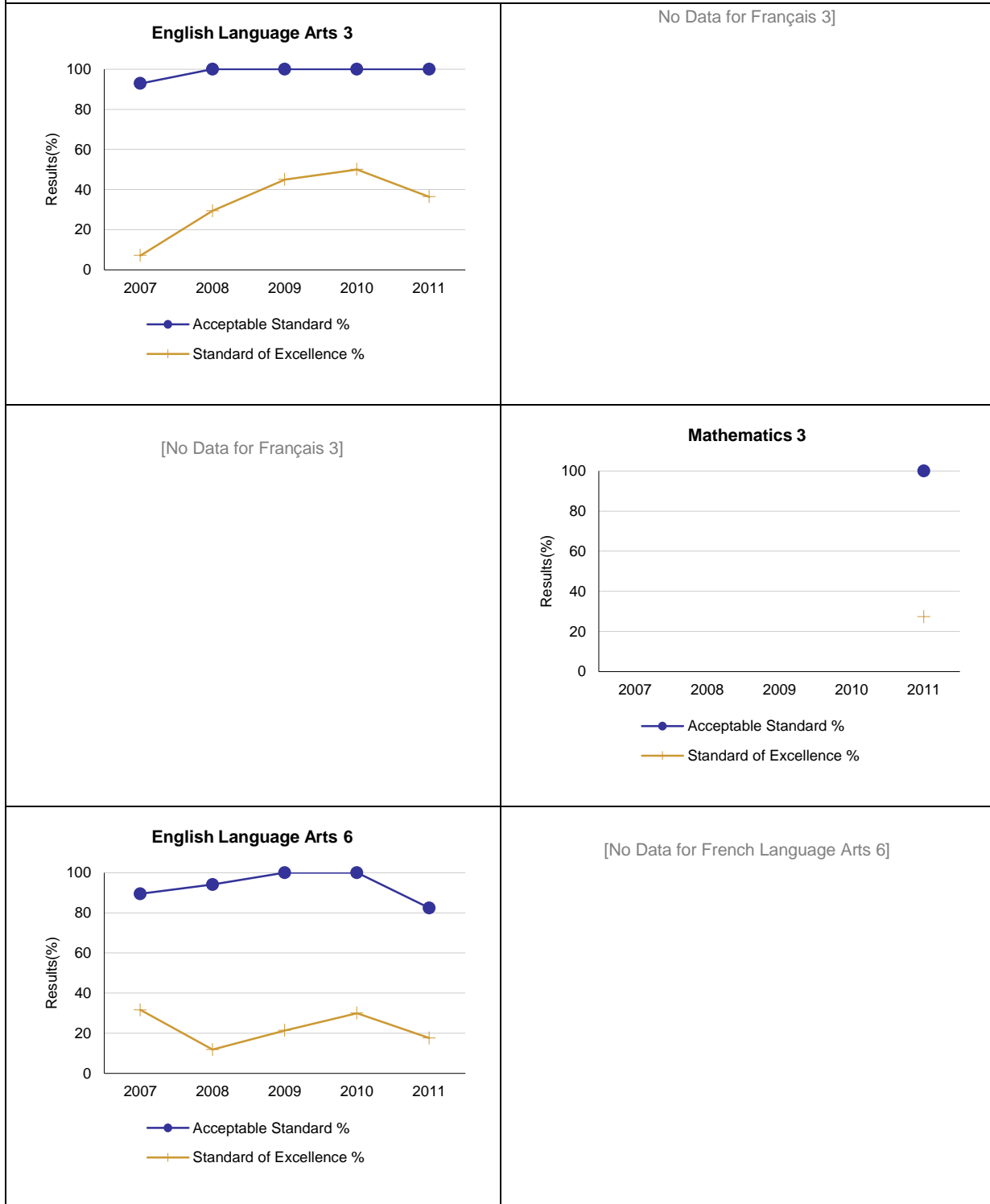
** "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.



Comments:

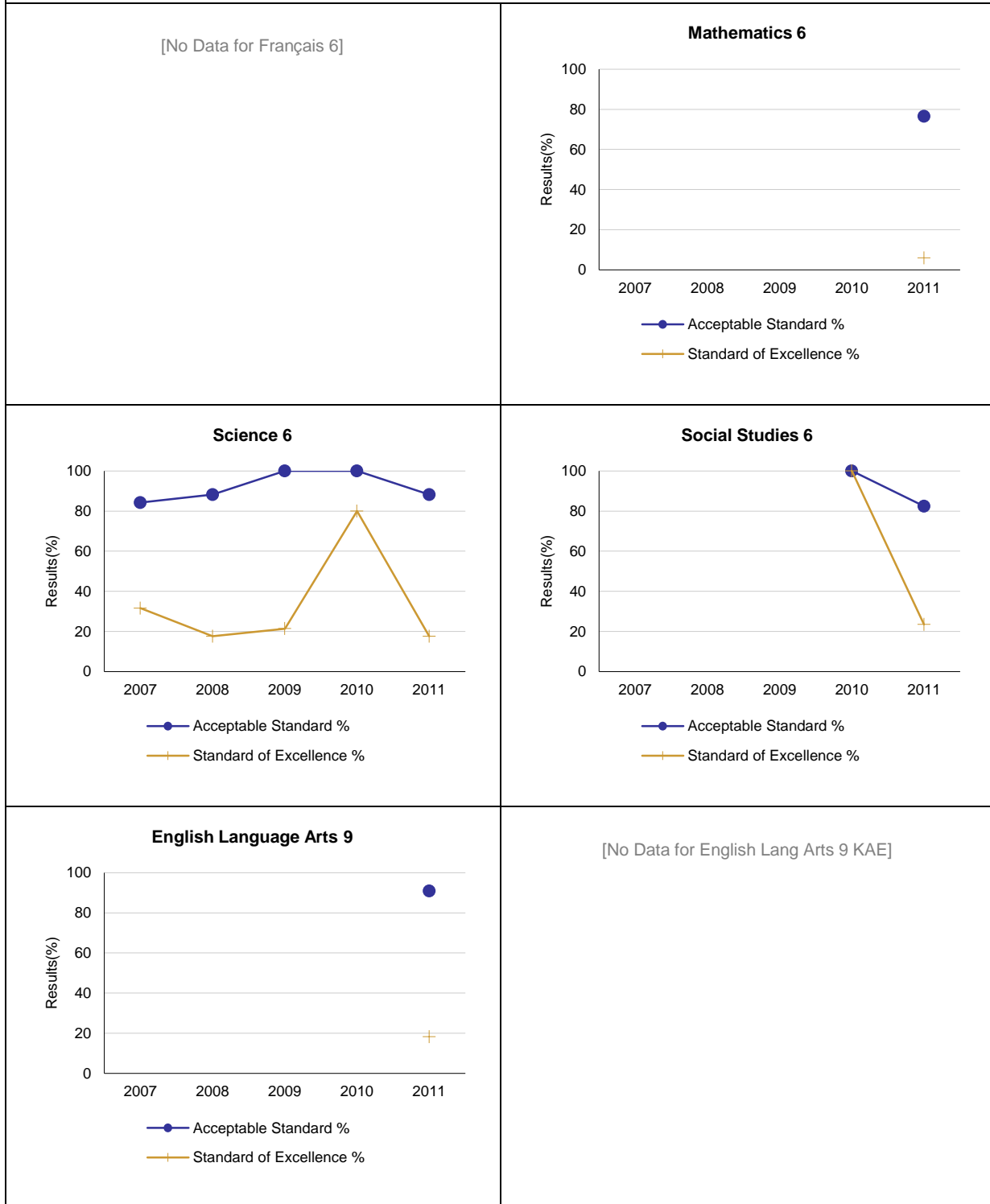
- School Moving: we did compact the curriculum, but all the adaptation that need to be done during the year, did affect our routines
- Teachers need to adapt to different class size (way we teach)
- Large number of special needs students
- Increase Balance Literacy in Grade 6

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



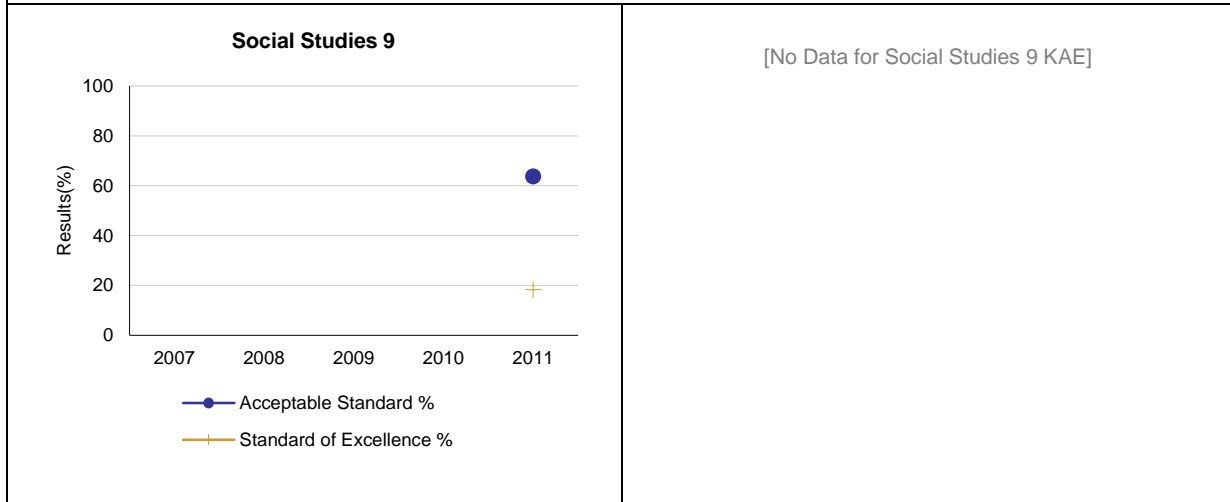
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Graph of Provincial Achievement Test Results by Course

<p>[No Data for French Language Arts 9]</p>	<p>[No Data for Français 9]</p>						
<p style="text-align: center;">Mathematics 9</p> <table border="1"> <caption>Mathematics 9 Data</caption> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2011</td> <td>65</td> <td>20</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2011	65	20	<p>[No Data for Mathematics 9 KAE]</p>
Year	Acceptable Standard %	Standard of Excellence %					
2011	65	20					
<p style="text-align: center;">Science 9</p> <table border="1"> <caption>Science 9 Data</caption> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2011</td> <td>82</td> <td>20</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2011	82	20	<p>[No Data for Science 9 KAE]</p>
Year	Acceptable Standard %	Standard of Excellence %					
2011	82	20					

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's 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	11	100.0	17	100.0	42,944	81.8	42,052	81.0	
	Standard of Excellence	Very High	Maintained	Excellent	11	36.4	17	41.5	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	Intermediate	Declined	Issue	17	82.4	14	98.0	43,433	83.0	43,646	82.1	
	Standard of Excellence	High	Maintained	Good	17	17.6	14	21.1	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	17	88.2	14	96.1	43,441	76.2	43,534	76.0	
	Standard of Excellence	Intermediate	Declined	Issue	17	17.6	14	39.7	43,441	25.0	43,534	25.1	
Social Studies 6	Acceptable Standard	n/a	Declined	n/a	17	82.4	10	100.0	43,537	71.1	43,601	71.0	
	Standard of Excellence	n/a	Declined Significantly	n/a	17	23.5	10	100.0	43,537	18.5	43,601	16.4	
English Language Arts 9	Acceptable Standard	Very High	n/a	n/a	11	90.9	n/a	n/a	43,024	79.1	43,763	78.2	
	Standard of Excellence	High	n/a	n/a	11	18.2	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	Very High	n/a	n/a	11	81.8	n/a	n/a	42,932	74.9	43,553	71.7	
	Standard of Excellence	Very High	n/a	n/a	11	18.2	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	11	63.6	n/a	n/a	43,128	67.2	43,769	68.9	
	Standard of Excellence	n/a	n/a	n/a	11	18.2	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.

Grade 3 – Achievement Test Results June 2011-Analyse

ELA-3	School	Prov.	School	Prov.	School	Prov.	The school is maintaining above the province. We had a bit of decrease from the year before in the excellence range, but we are not too concerned as we have double the province in this area.
	Accep.		Excellence		Below		
2010	100	81.6	50	19.5	0	9.6	
2011	100	81.8	36.4	17.5	0	9.2	

A. Identified Learning Strengths in students' performance:
 1. Very strong in all strands in curriculum

B. Identified Learning Needs in students' performance:
 1. Locate a specific detail in a poem (SO 3.1)

C. Identified Strategies to Address Student Learning Needs:
 1. Continue poem work and now specifically finding details in the poem.
 Eg "Where did you find/see that?"
 2. Add poetry to Guided Reading times.
 3. Have poetry throughout the year, not just 1 unit.

Grade 3 – Achievement Test Results June 2011-Analyse

Math-3	School	Prov.	School	Prov.	School	Prov.	We are not able to compare at this point with the previous year as math was the pilot program in 2010 and the results didn't count. We are pleased to be above the provincial average in acceptable and excellence.
	Accep.		Excellence		Below		
2010							
2011	100	76.8	27.3	25.7	0	14.2	

A. Identified Learning Strengths in students' performance:
 1. All strands of curriculum showed as strengths in the data (save for one question)

B. Identified Learning Needs in students' performance:
 1. Expressions of 3-digit numbers

C. Identified Strategies to Address Student Learning Needs:
 1. More exposure to activities that require students to decompose and reconstruct number (in Numbers to 1000)

Grade 6 – Achievement Test Results June 2011-Analyse

ELA-6	School	Prov.	School	Prov.	School	Prov.
	Accep.		Excellence		Below	
2010	100 (100)	83.3	30 (21.4)	18.9	0	7.4
2011	82.4	83.0	17.6	18.5	17.6	7.8

We are very close to the provincial average, but slightly under. From the year of 2009, we did regress in the acceptable and excellence area. All Grade 6 results will be compared to the 2009 and not 2010 results.

Reading:

- 1. Improvement with Conventions**
While editing their own writing, students will become aware of using punctuation correctly (self-editing). As well as reading with correct expression to match the punctuation. (monitored through writing assignments, peer/self-assessment and guided reading)
- 2. Comprehension strategies**
Understanding the specific strategies- focusing on specific words. Students understanding the difference between fluency and comprehension.
- 3. Vocabulary strategies**
Understanding strategies to fully know what each word means (e.g. using the word in context). Also teaching them words that may appear on achievement tests (e.g. Onomatopoeia) using picture books

Strengths: Informational: Newspaper articles

Writing:

1. Improving all the 6 traits across the grades (Word Choice, Sentence Fluency and Voice- especially).

Making sure each day you include some type of writing.

Focus on a variety of writing assignments throughout the year.

Use exemplars to demonstrate what good writing looks like and what to include.

Peer/ Self Editing

Strengths: Organization and Ideas were moderate- as a group

Grade 6 – Achievement Test Results June 2011-Analyse

Math-6	School	Prov.	School	Prov.	School	Prov.
	Accep.		Excellence		Below	
2010						
2011	76.5	72.8	5.9	17.5	23.5	17.4

We are not able to compare at this point with the previous year as math was the pilot program in 2010 and the results didn't count. For the acceptable level, we are above the provincial average. In the excellence level, we will have to make it our goal to increase the level.

1. Math Vocabulary
Posting math words in the classroom. Using Exit cards- focusing on vocabulary
2. Table of Values/ Patterns
Communicate between teachers about the language used during these units. Better use of manipulative
3. Graphing
Using graphing/ language throughout the year and in the younger grades. It can be cross curricular.

Strengths: Number Category: E.g. Fractions, Decimals

Grade 6 – Achievement Test Results June 2011-Analyse

Scien.-6	School	Prov.	School	Prov.	School	Prov.
	Accep.		Excellence		Below	
2010	100 (100)	76.6	80 (21.4)	27.0	0	13.3
2011	88.2	75.7	17.6	25.2	11.8	14.1

All Grade 6 results will be compared to the 2009 and not 2010 results. We are above the acceptable provincial average results, but did decrease in this category in comparing from 2009. For the excellence results 2009 and 2011, we are below the provincial average in the excellence category. Therefore, strategies to improve our excellence level will be put in place.

1. Focus on Scientific Experiment (Inquiry and Problem Solving)
Spend time teaching all the parts of a Scientific Experiment- in grades 4-6. (e.g. Explaining the difference between manipulated/ responding and controlled variables)
2. Have a real world connection throughout all the units taught
Throughout these units (e.g. Grade 6- Trees and Forests and Grade 5- Wetlands), we'll help create and more personal interaction. With a hands-on approach and focus on Vocabulary.
3. Cooperative Learning
Group work and hands on activities/ building

Strengths: Air and Flight: Knowledge, Cooperative learning/ hands on activities

Grade 6 – Achievement Test Results June 2011-Analyse

Soc.-6	School	Prov.	School	Prov.	School	Prov.
	Accep.		Excellence		Below	
2010	100 (100)	70.9	100 (23.5)	16.7	0	18.8
2011	82.4	71.6	23.5	19.0	17.6	18.9

All Grade 6 results will be compared to the 2009 and not 2010 results. In June 2009, Social Studies was a pilot program and we didn't have any results, so this subject will be compared with the results of 2008. In both categories, we are above the provincial average. Even if we have less students than the provincial average in the below category, we will continue to improve in trying to avoid that our students are below.

1. Focus on roles and responsibilities for all citizens in Canada and the world.
Have them role play specific roles and describe what their responsibility would be.

Strengths: Charter of Rights and Freedoms/ Understanding democracy/ Class Structure in Athens.
**Personally involved- games/ role play

Grade 9 – Achievement Test Results June 2011-Analyse

ELA-9	School	Prov.	School	Prov.	School	Prov.
	2010	Accep.		Excellence		Below
2011	90.9	79.1	18.2	16.3	9.1	9.8

This is our first year for Grade 9; the results for June 2011 will give a baseline for further years. We are pleased with the ELA results as we are above the acceptable and excellence provincial marks.

Reading; to improve:
 figures of speech in poetry
 -metaphors from poems
 -tone (recognizing and ID)
 -clarifying meaning from character action
 -interpreting meaning of statements of characters
 -recognizing rhetorical technique
 -interpreting details from a memoir (main idea)
 -referring experience from an article
 ID details that reflect writers experience
 -determine meaning from detail

Strategy:
 - comprehension strategy and instruction
 - reading conferences and specific feedback while analyzing a variety of texts
 -goal setting

Strengths:
 Describing character, main idea, interpret details to determine idea in a poem,
 Details and meaning from protagonist, ID txt that reflects speaker emotions, ID effect of dialogue, recognizing how details are presented, analyzing text to determine emphasized images, recognizing rhetorical technique, drawing conclusions regarding tone

Writing; to improve:
 Content, vocabulary

Strategy:
 Student goals setting, Creative writing, writers workshop, conferencing

Strengths:
 Sentence structure, conventions

Grade 9 – Achievement Test Results June 2011-Analyse

Math-9	School	Prov.	School	Prov.	School	Prov.
	2010	Accep.		Excellence		Below
2011	63.6	65.1	18.2	17.2	36.4	23.9

This is our first year for Grade 9; the results for June 2011 will give a baseline for further years. In the acceptable category we are slightly below the provincial average. It is the opposite for the excellence; we are slightly above the provincial average. We need to improve for the number of students that didn't pass the test.

Numbers, Patterns and Relationships, Shape and Space
 Student ownership of learning as well as self-assessment. Using multiple strategies

Strengths: Stats and Probability

Grade 9 – Achievement Test Results June 2011-Analyse

Scien.-9	School	Prov.	School	Prov.	School	Prov.
	2010	Accep.		Excellence		Below
2011	81.8	74.1	18.2	20.8	18.2	15.3

This is our first year for Grade 9; the results for June 2011 will give a baseline for further years. We are pleased to be above the provincial average, but we are a bit below in the excellence level.

To improve:
 Skills Sections need to be improved in all sections
 Knowledge sections

Strategies:

- More hands on labs
- Showing the students
- Videos
- Practice questions.
- Students need to be given good descriptive notes to study.
- Posters with diagrams, labels etc.
- Students need to study.
- Exams blueprinted
- Using vocabulary in all science classes so that students are familiar and comfortable
- Test taking skills

Strengths: Students performed well. For a small group with two excellences students did well. Questions that were specific students did very well. Questions where students were tricked or maybe more than one answer students messed up. This leads to test taking skills.

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

Grade 3	ELA	Math
Yellow: Above province and district		
Green: Above province and lower than district		
Orange: Lower than province and above district		
Red: Lower in both		

Grade 6	ELA	Math	Science	Social
Yellow: Above province and district				
Green: Above province and lower than district				
Orange: Lower than province and above district				
Red: Lower in both				

Grade 9	ELA	Math	Science	Social
Yellow: Above province and district				
Green: Above province and lower than district				
Orange: Lower than province and above district				
Red: Lower in both				