

St. Mary School Westlock, AB

Evergreen Catholic Separate Regional Division No. 2



Combined 3-Year Education Plan
(2010 – 2013)
and
Annual Education Results Report (AERR)
(2009-2010)

Submitted October 2010

Foundation Statements

MISSION STATEMENT

Saint Mary School is an extension of home and church. We believe in fostering the development of the whole child, while recognizing and appreciating the uniqueness and giftedness of each individual. Our aim is to develop young Christian leaders who will cherish their faith and serve as models of Christ in the world by *“Sharing the Spirit”*.

SCHOOL PHILOSOPHY

St. Mary School helps children learn about themselves and their world in relation to God. It enriches and complements the formation which ideally is provided in the home and parish. It is the task of the school and parents to teach children to appreciate, evaluate, and celebrate the religious significance of all human knowledge and practice.

- Each person is unique and has the right to acceptance at St. Mary. Each student has individual abilities, interests, talents and feelings.
- Students need to be taught decision-making skills and the concepts of rights and responsibilities.
- Students function more effectively with a positive self-concept.
- Teachers are the key to the climate of the school.

Goal Statements

In conjunction with areas identified in our Accountability Pillar report, our staff has identified the following goals we will continue to address:

- AISI Project – Inquiry Based Teaching and Learning, with 2010-2011 focus on Critical Thinking
- Asset Building in Students – We will continue to recognize more publically positive student behaviours and academic success
- Technology – CTS – we will continue to expand our CTS programming opportunities
- Elementary Literacy – We will continue to maintain, as a school philosophy and practice, a focus on early literacy at the kindergarten and primary grades. Our elementary teachers at the primary grades will utilize a variety of strategies in teaching Language Arts, but their primary focus will be Balanced Literacy. This instructional strategy, sustained from a previous AISI project, is now also being used at the upper elementary grades, a spin-off from AISI of which we are very pleased.
- Student Progress Reporting Process – Teachers at all grade levels will expand the ways in which they provide feedback to students and parents on student progress. Elementary teachers, using an outcomes based report card, will continue to collaborate on best practices in reporting to parents. The format of our fall Parent-teacher Conferences at the elementary level will be student and parent goal setting. The student-led conferences, introduced in the 2009-2010 school year, will continue. Junior and senior high teachers will continue to utilize TeacherLogic and HomeLogic, a program introduced in the 2008-2009 school year. We will strive to utilize additional aspects of this program beyond the basic marks reporting.
- New Curriculum Implementation – As new curriculum continues to be implemented, according to the Alberta Education Implementation Schedule, teachers will continue to receive the necessary support – with professional development opportunities and appropriate resources.
- Faith – We will work with our local parish and parish priest to continue to develop a positive relationship between the home, the school, and the parish.

ST. MARY SCHOOL, WESTLOCK

Principal: Miss Audrey MacDonald

Asst. Principal: Mr. Derek Brown

Number of students registered for the 2010-2011 school year: 276

St. Mary is a K-12 school with a rich history dating back to 1964. At St. Mary School, students are provided with a variety of learning experiences at all grade levels. Students participate in numerous activities such as school liturgies, social justice projects, and co-curricular and extra-curricular opportunities that contribute to a positive school climate.

The elementary program exudes a strong sense of family atmosphere where teachers, support staff, students, parents, and volunteers work together to provide educational excellence within a Christian atmosphere. At the elementary level, students are taught a variety of complementary courses in addition to all of the required core courses. Oral French is taught in Grades four through six.

The educational program at the junior high level includes all of the required core courses. Additional courses such as Religious Studies, Music, French as a Second Language, and Career and Technology Studies (CTS) round out a student's program.

The high school program at St. Mary provides students with the opportunity to take all core courses at the 10/10-1/10C, 20/20-1/20P, 30/30-1/30P/31 levels, the 10-2/10-3, 20-2/20A, 30-2/30A levels, and the 14-24 levels. Additional courses such as French as a Second Language, Music, Religious Studies, Physical Education, Career and Technology Studies (CTS), and Career and Life Management (CALM) are also provided.

Traditionally, St. Mary has offered a strong sports program. St. Mary Sharks' teams have enjoyed successful records at local, zone, and provincial competitions in volleyball, basketball, golf, track and field, and cross-country.

The St. Mary Band Program has enjoyed tremendous success provincially, nationally, and internationally. Beginning in grade six, students have the opportunity to participate in Junior, Intermediate, Wind Ensemble, and Stage Bands.

Special events throughout the year include school liturgies, a spring graduation, a fall awards ceremony, sports tournaments, a special Christmas dinner, an elementary Christmas concert or "Christmas Happening," band festivals and concerts, social justice projects, track meets, play days, an elementary chess program, mukluk, and science fair.

At St. Mary School, the dedicated staff members promote our school motto, "Sharing the Spirit."

[Message from the Principal](#)

As we review our 2009-2010 school year, we also look ahead to the next three years and update our three-year plan, which will take us to 2013.

The various successes experienced by our students and staff this past year were the result of a concerted effort by all stakeholders in the education of our students – the parents, school staff, and the students themselves. Our administrative team worked in union with all of these individuals as we sometimes led, sometimes supported, the many individuals involved in education at St. Mary School, and we believe we, generally, achieved well. Overall, the highlights of the year are evident. The annual report portion of this document will reveal the progress and accomplishments of our 45th year of education at St. Mary School. The three-year plan portion will identify areas of strength and areas of concern. In both cases we are required to reflect on these areas and develop strategies to sustain the positive results and identify ways in which we will address the areas for growth. Data included in this report are taken from the Accountability Pillar Results dated October 2010.

At St. Mary School, we are blessed with experienced staff members who work to provide our students with an excellent education – in academics, Religious Studies, music, athletics, social justice projects, citizenship, values, and ethics. Our support staff members are invaluable contributors to this educational team. In addition, an interested parent community and many “friends of St. Mary School” worked with us to provide a solid academic, spiritual, and nurturing environment for our kindergarten to grade 12 students. This cooperative approach allows our students to experience the successes of which we are proud. As well, the Accountability Pillar Results provide us with information on areas we addressed successfully last year and other areas requiring our increased focus as we work to maintain success and address areas of concern. We will continue striving in our commitment to “Share the Spirit.” We will do our utmost to provide our students with the excellent education they deserve.

We are pleased with our progress in addressing areas of concern identified in our Accountability Pillars, although we recognize that there remain areas in which we must persevere in order to provide the excellent education we desire for our students. Specifically, we are happy to note that we have made strides in the following areas:

- Program of Studies – from Intermediate Achievement to High
- Education Quality – from High Achievement to Very High
- PAT Excellence – from Intermediate Achievement to High
- Work Preparation – from High Achievement to Very High
- Parental Involvement – from Very Low Achievement to Very High

In addition, we are pleased to have maintained a high standing in the following:

- Safe and Caring – Very High Achievement
- Drop Out Rate – Very High Achievement
- Transition Rate (6 yr) – Very High Achievement
- Citizenship – Very High Achievement
- School Improvement – Very High Achievement

October 2010 Accountability Pillar Overall Summary

Goal	Measure Category	Measure Category Evaluation	Measure	St. Mary 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
Goal 1: High-quality learning opportunities	Safe and Caring Schools	Excellent	Safe and Caring	92.5	90.8	86.8	87.6	86.9	85.4	Very High	Improved	Excellent
	Student Learning Opportunities	Good	Program of Studies	80.7	74.4	73.3	80.5	80.3	79.4	High	Improved	Good
			Education Quality	91.4	88.3	88.2	89.2	89.3	88.4	Very High	Maintained	Excellent
			Drop Out Rate	1.8	1.3	2.2	4.3	4.8	4.8	Very High	Maintained	Excellent
			High School Completion Rate (3 yr)	50.3	66.8	71.7	71.5	70.8	70.9	Very Low	Declined	Concern
Goal 2: Excellence in student learning outcomes	Student Learning Achievement (Grades K-9)	Acceptable	PAT: Acceptable	77.3	84.2	83.4	79.1	78.3	77.2	Low	Maintained	Issue
			PAT: Excellence	21.8	14.9	19.3	19.4	18.3	18.2	High	Maintained	Good
	Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	79.6	85.7	82.8	83.4	84.3	84.3	Low	Maintained	Issue
			Diploma: Excellence	13.0	7.1	13.9	19.0	18.5	19.2	Low	Maintained	Issue
			Diploma Exam Participation Rate (4+ Exams)	33.5	71.3	61.4	53.5	53.3	53.6	Low	Declined Significantly	Concern
			Rutherford Scholarship Eligibility Rate (Revised)	33.3	60.0	54.0	56.9	57.3	56.7	Very Low	n/a	n/a
	Preparation for Lifelong Learning, World of Work, Citizenship	Excellent	Transition Rate (6 yr)	68.4	57.4	64.6	59.8	59.2	58.7	Very High	Maintained	Excellent
			Work Preparation	87.5	83.5	88.2	79.9	79.6	78.9	Very High	Maintained	Excellent
Citizenship			82.3	85.9	83.0	81.4	80.3	78.3	Very High	Maintained	Excellent	
Goal 4: Highly responsive and responsible education system	Parental Involvement	Excellent	Parental Involvement	87.7	68.2	73.3	80.0	80.1	78.6	Very High	Improved	Excellent
	Continuous Improvement	Excellent	School Improvement	89.1	90.1	84.4	79.9	79.4	77.6	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. The subsequent pages include evaluations for each performance measure. 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 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).

Goal One: High Quality Learning Opportunities

Outcome: *Schools environments are safe and caring.*

Performance Measure	Results (in percentages)					Target ¹	Evaluation			Targets ²		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
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.	88.3	85.2	84.3	90.8	92.5	90.8	Very High	Improved	Excellent	92.5	92.5	92.5

Comment on Results

We are pleased that we show excellent results in this area, having exceeded our target.

Strategies

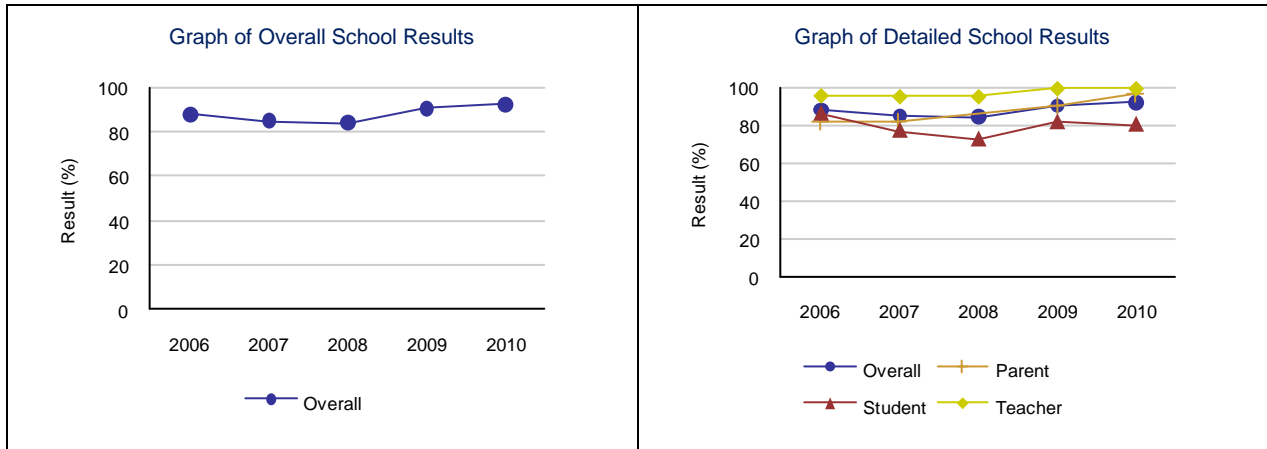
We will continue to implement the following strategies as we work to sustain these results:

- Continuing to provide opportunities to participate in social justice projects, student volunteerism, and the experience of Catholic Religious Ed. instruction that permeates all areas of curriculum. Presentations to students in areas such as bicycle safety, internet safety, drug awareness, anti-bullying, and cyber-bullying will continue. We look forward to the presentations by Holocaust survivor Dr. Eva Olsson who will use her life experiences to illustrate the power of hate and the importance of standing up against the forces of racism, bigotry, and intolerance. The focus of her message will be bullying and the importance of not being a bystander to injustice. Students will continue to be made aware of behavioural expectations and we will continue to work with parents in these areas.

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				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	88.3	85.2	84.3	90.8	92.5	87.6	85.6	88.2	87.5	90.5	84.4	84.2	85.1	86.9	87.6
Teacher	96.2	95.7	95.7	100.0	100.0	95.8	95.4	94.4	96.8	97.3	92.8	92.6	93.1	93.8	94.4
Parent	82.2	82.4	n/a	90.5	96.9	85.7	82.1	92.5	86.9	88.8	82.1	81.7	83.2	85.3	86.1
Student	86.5	77.5	72.9	82.0	80.7	81.3	79.2	77.7	78.9	85.5	78.4	78.5	79.1	81.7	82.2



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 meets the needs of all K–12 students and supports our society and the economy.

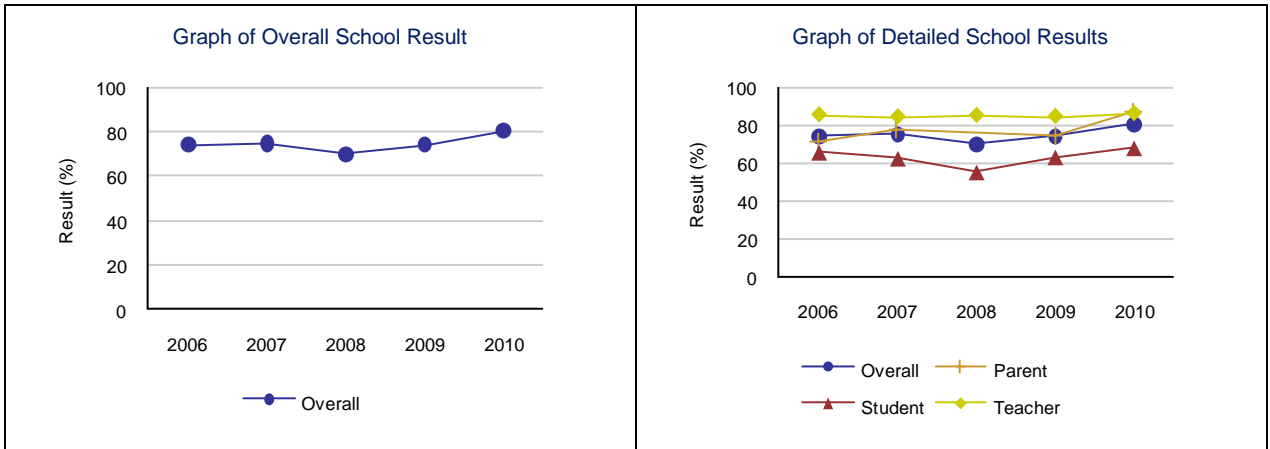
Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	74.5	75.1	70.3	74.4	80.7	78.5	High	Improved	Good	81	81.5	82
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	90.7	88.6	87.8	88.3	91.4	89	Very High	Maintained	Excellent	91.4	91.4	92

Comment on Results
 We are pleased to have demonstrated significant improvement in providing students with a variety of educational opportunities and to have sustained our very high reported satisfaction with the overall quality of basic education at St. Mary School. In both cases we have surpassed our targets.

Strategies
 We will employ the following strategies as we continue to strive for increased success, or at minimum continue to sustain the results we have achieved:

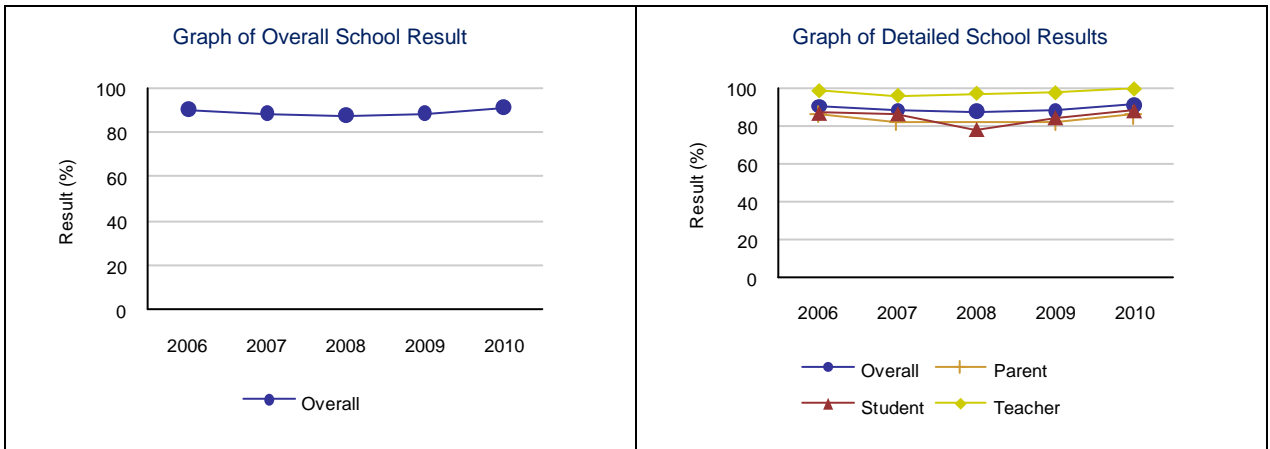
- We will continue to enhance the opportunities for students to use technology in their daily learning experiences, as we expand, on an ongoing basis, CTS opportunities. Our three year plan for expanding our CTS offering is allowing us to utilize CTS labs with a variety of “stations” providing students the opportunity to choose from an increasing variety of CTS courses – courses that had not been available to them in the past. Students will have opportunities in Food Studies, Aesthetics, Sewing, Design Studies, Media, Communication Technology, and a variety of other areas. They will be provided the opportunity to explore pathways that may lead them to potential careers.
- Extra-curricular opportunities are expanded beyond the traditional music and athletics to now include CTS clubs such as Food Club.
- Videoconferencing opportunities will continue to be pursued.
- Our very successful music program will continue to be emphasized.
- We will continue in our work to increase awareness of, and implement activities geared toward, living a healthy lifestyle.
- Work Experience opportunities will continue to be provided to eligible high school students.
- Students will be provided opportunities to participate in RAP and Health Sciences placements.
- Students will be provided information on, and opportunities to apply for, WISEST (Women in Scholarship, Engineering, Science, and Technology) and HYRS (Heritage Youth Researcher Summer Program) placements.

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				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	74.5	75.1	70.3	74.4	80.7	82.1	84.0	83.6	84.8	88.7	78.1	78.5	79.4	80.3	80.5
Teacher	85.8	84.8	85.5	85.0	86.5	90.0	92.8	92.7	92.5	94.8	85.2	85.7	86.4	86.8	87.7
Parent	71.8	78.0	n/a	74.8	87.5	77.6	81.2	82.9	82.7	84.2	76.6	76.9	77.6	78.7	78.0
Student	65.8	62.6	55.2	63.3	68.2	78.9	78.0	75.3	79.2	87.1	72.6	72.9	74.1	75.3	75.9



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

Measure Details															
Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	School					Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	90.7	88.6	87.8	88.3	91.4	89.5	89.9	91.3	90.2	91.8	87.7	87.6	88.2	89.3	89.2
Teacher	99.0	96.4	97.6	97.9	100.0	96.6	97.1	97.8	98.3	98.3	94.8	94.7	94.9	95.3	95.6
Parent	86.1	82.5	n/a	82.2	85.7	84.4	84.6	90.3	85.8	87.6	81.6	81.8	83.0	84.4	83.9
Student	87.1	86.8	78.1	84.6	88.5	87.6	88.0	85.8	86.3	89.6	86.6	86.4	86.6	88.3	88.2



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

Outcome: Children and youth with at risk factors have their needs addressed through timely and effective programs and supports.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2005	2006	2007	2008	2009	2010	Achievement	Improvement	Overall	2011	2012	2013
Drop Out Rate - annual dropout rate of students aged 14 to 18	1.7	1.3	4.1	1.3	1.8	1.1	Very High	Maintained	Excellent	1.1	1.1	1.0

Comment on Results

We are pleased to report that we continue to achieve a very high success rate in this category.

Strategies

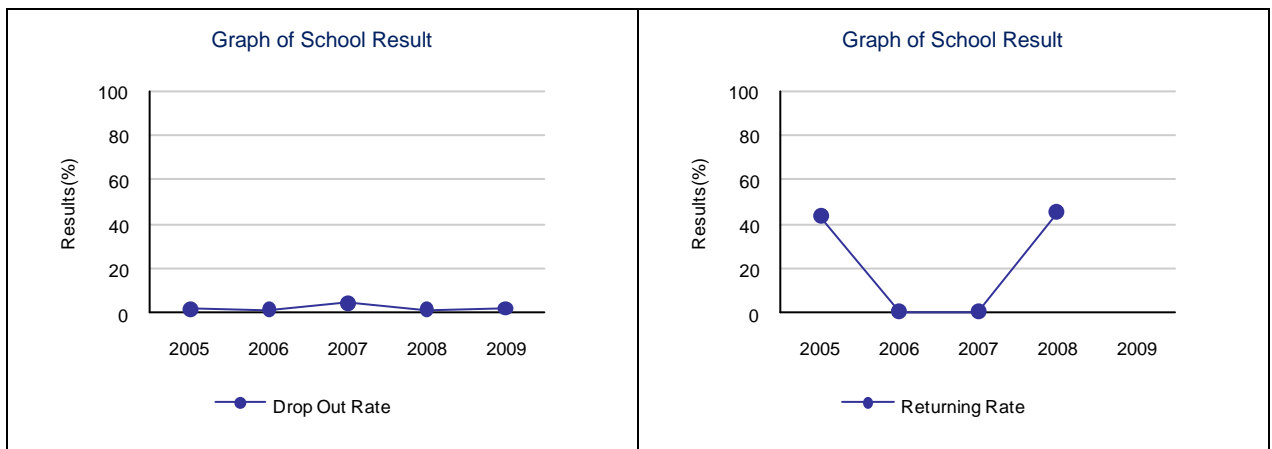
We will employ the following strategies to work at sustaining this success:

- We will maintain opportunities for all students to achieve success by continuing to offer the full range of academic programming.
- We will continue to guide students into courses appropriate for their success.
- We have a teacher now filling the position of career counsellor on a part-time basis. She will continue to work with students, individually and in group settings, to provide information and advice on prospective educational and career opportunities. She will reinforce with individual students ideas introduced in Health, CALM, and CTS courses as students focus on their strengths and interests. She will continue to assist with tracking student success and will encourage success with each individual.

Measure Details

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

	School					Authority					Province				
	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009
Drop Out Rate	1.7	1.3	4.1	1.3	1.8	3.4	1.6	2.5	2.1	0.5	5.0	4.7	5.0	4.8	4.3
Returning Rate	43.2	0.0	0.0	45.2	*	14.4	8.6	34.2	40.2	6.1	21.3	21.2	21.3	19.8	23.5



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

Outcome: High school completion rates are showing continual improvement.

Performance Measure	Results (in Percentages)					Target	Evaluation			Targets		
	2005	2006	2007	2008	2009	2010	Achievement	Improvement	Overall	2011	2012	2013
High School Completion Rate – percentages of students who completed high school within three years of entering Grade 10.	81.8	71.4	77.0	66.8	50.3	75.6	Very Low	Declined	Concern	76	77	78

Comment on Results

We have some challenges to address in this area. However, these statistics are based on the 2008-2009 school year. I am confident the results from the 2009-2010 school year will demonstrate a significant improvement.

Strategies

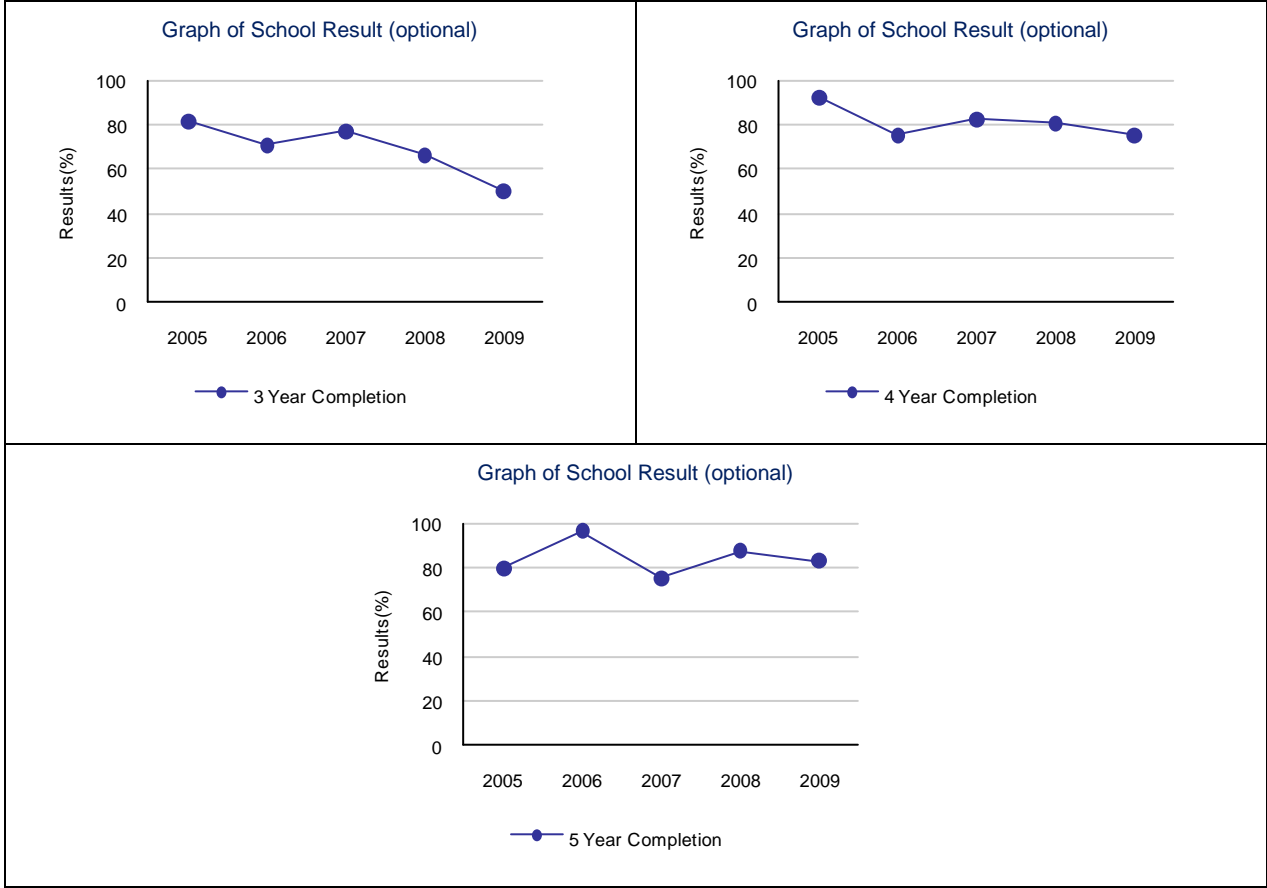
We will employ the following strategies in an effort to improve our high school completion rate of students within three years of entering grade 10:

- Students will be provided with information on how to access opportunities for success so that they at least meet the minimum requirements for graduation, allowing them increased opportunities to achieve to potential. The role of career counsellor will be vital here.
- Students will continue to receive academic counselling so that they enrol in courses in which they might achieve academic success.
- The expansion of our CTS offerings should provide an increasing number of students the opportunity for success in areas of interest to them. The possibility of “test-driving” potential career pathways should increase the number of students who complete high school on their way to pursuing those careers.
- Current and ongoing feedback to students and parents, of student progress, though the use of HomeLogic and TeacherLogic should allow for increased student success as issues of concern or lower than expected student results are available to parents very quickly. That increased involvement of parents is expected to bring more student success. The scheduling of Parent-Teacher Conferences early in October, and the excellent turnout of parents and students, allows for issues to be addressed earlier and allows students time to work toward increased success that should be apparent on November report cards.
- Students will continue to be provided the opportunity to attend the career fair, and open houses at post secondary institutions, and Skills Canada (Alberta) competitions.
- We will continue to recognize and celebrate student achievement successes.
- Support services will continue to be provided by our Family School Liaison Worker to assist students who might be dealing with issues potentially interfering with successful completion of high school.

Measure Details

High School Completion Rate – percentages of students who completed high school within three, four and five years of entering Grade 10.

	School					Authority					Province				
	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009
3 Year Completion	81.8	71.4	77.0	66.8	50.3	72.7	83.7	80.8	78.1	77.1	70.7	70.6	71.1	70.8	71.5
4 Year Completion	92.9	75.8	82.5	80.8	75.7	76.9	79.0	86.7	85.2	84.2	75.0	76.1	76.1	76.3	76.1
5 Year Completion	79.7	96.6	75.4	87.4	83.1	82.1	79.8	82.0	86.4	87.0	77.0	78.1	78.9	78.7	79.0



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

Goal Two: Excellence in Student Learning Outcomes

Outcome: Students demonstrate high standards in learner outcomes.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on provincial achievement tests.	80.7	78.7	87.4	84.2	77.3	84.3	Low	Maintained	Issue	84.2	85	86
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on provincial achievement tests.	18.5	15.7	27.4	14.9	21.8	30.0	High	Maintained	Good	21.8	22	23
Overall percentage of students who achieved the acceptable standard on diploma examinations.	69.4	80.7	82.0	85.7	79.6	81.5	Low	Maintained	Issue	83.4	84	85
Overall percentage of students who achieved the standard of excellence on diploma examinations.	10.2	20.5	14.0	7.1	13.0	20.5	Low	Maintained	Issue	19	20	21

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2005	2006	2007	2008	2009	2010	Achievement	Improvement	Overall	2011	2012	2013
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	36.4	47.6	65.4	71.3	33.5	72.0	Low	Declined Significantly	Concern	53.5	54	55
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	27.3	45.5	56.7	60.0	33.3	61	Very Low	n/a	n/a	56.9	57	58

Comment on Results

Our results are inconsistent; however, several areas require attention.

Nevertheless, some positive results were evident in particular grade levels and subject areas. These are revealed in the *Measure Details* tables below and include: English Language Arts 3 – Very High in Acceptable Standard; English Language Arts 6 – High in Acceptable Standard and Very High in Standard of Excellence; Science 6 – Very High in Standard of Excellence; Science 9 – Very High in Standard of Excellence; Math 30 Applied – Very High in Acceptable Standard; Chemistry 30 – Improved in Standard of Excellence. One student in grade 9 scored 100% on his Mathematics Achievement Test.

The grade 6 results include one student (accounting for 5% of the overall test results – there were 20 students in the class) who was absent for all but the written portion of the Language Arts Achievement Test and 4 students (20%) on academic IPPs. The grade 9 results were based on 23 students, 8 (34.7%) of whom were on academic IPPs.

In some Diploma Exam courses, the number of students writing the exam was quite small, making a valid statistical analysis difficult.

The move away from the written response portion of the diploma exam in the Mathematics and Sciences courses was considered unfortunate, providing students in those courses will a more limited opportunity to demonstrate their knowledge as they wrote only multiple choice tests.

Strategies

We will strive to move forward toward more consistent positive results employing the following strategies:

- We will continue to implement differentiated instructional strategies to accommodate students' varied learning styles and abilities.
- We will continue to adopt and implement assessment for learning strategies.
- Early literacy will remain a focus so that students might experience greater success in all subject areas as they

progress through all grade levels.

- Elementary teachers will continue to use a Balanced Literacy approach to English Language Arts instruction.
- Teachers will be encouraged to seek professional development opportunities, both in areas where curriculum is changing and in areas in which they have much experience, so that they might expand their repertoire of curriculum and teaching strategies. ERLC professional development opportunities will be stressed.
- We will continue to require analysis of Provincial Achievement Test and Diploma Examination results. Teachers will continue to be required to set goals and identify strategies to improve results.
- We will maintain high expectations for student achievement at all grade levels.
- We will continue with year 2 of our AISI project – Inquiry Based Teaching and Learning, focusing more closely on *Critical Thinking* this year. We trust this focus will contribute to increased success in areas where improvement might be warranted.
- Grade-level and subject-level meetings within the Evergreen division will be attended by St. Mary teachers in Kindergarten to grade 8 as part of our AISI initiative.
- Our Asset Building goal, directed at more publically recognizing student success – academically and behaviourally, is an attempt to encourage positive student achievement in all areas of student life at St. Mary. Junior and senior high students achieving honours in each of the core subjects will be recognized publically each month.
- Current and ongoing feedback to students and parents, of student progress, though the use of HomeLogic and TeacherLogic should allow for increased student success as issues of concern or lower than expected student results are available to parents very quickly. That increased involvement of parents is expected to bring more student success.
- In specific subject and grade areas, the following strategies are being utilized by teachers:
 - Increased support, where possible, for students requiring classroom accommodations will be provided
 - Teachers and parents will work collaboratively to help students succeed
 - Teachers will utilize the Alberta Education provided achievement test standardized method of assessment (achievement test rubric) when assessing student writing throughout the school year
 - Meaningful writing experiences will continue to be provided, sometimes using suggestions from Joanne Moore’s presentation, “Writing with Results” (grades 4-6)
 - Focus on a variety of learning experiences for students, including Guided Reading and Writing groups and daily silent reading, will continue
 - Focus on Metacognition
 - Vary teaching styles and methods
 - Use higher level questioning techniques (critical challenges) and inquiry to challenge students
 - In grades 4-6 Mathematics, an increased focus will be on problems involving pre-algebra strategies to solve problems
 - In grades 4-6 Science, teachers will provide an increased focus on analyzing information about an experiment to identify the responding variables and to identify the functions of a particular part of a tree and the characteristics of a leaf, for example
 - In grades 4-6 Social Studies, teachers will provide increased focus on Knowledge and Understanding (identifying a freedom on the Canadian Charter of Rights and Freedoms) and on Skills and Processes (evaluate information to infer the point of view of a person)
 - Teachers in junior high will continue to implement strategies to increase student success in determining meaning from context and will work to improve student vocabulary.
 - An increased focus will be on assisting students in gaining strategies to locate ideas and details in informational passages and to associate meaning in informational passages and narrative/poetic text
 - Students will be provided strategies to write, and practice in writing, multiple choice tests with success

- Students will continue to be provided with opportunities to create a variety of texts and timely feedback in order to allow them to become increasingly more proficient writers
- Junior high Science students will be provided more experience with the units *Matter and Chemical Change* and *Space Exploration*, including more labs in Chemistry and more time with the Space Exploration unit. Students were most proficient in areas that had the most “hands on” opportunities and labs – such as *Biological Diversity* and *Electrical Principles and Technology*. The activities in these units will continue so that students continue to experience success in these areas.
- Junior high Math students will continue to receive opportunities to reinforce skills taught in the class and will be provided concrete and relevant strategies for problem solving.
- Junior high Social Studies students will be provided additional opportunities to improve already strong skills in drawing conclusions, interpreting information, and making generalizations through additional experience with more source analysis problems from a variety of sources such as political cartoons, graphs and charts. An increased focus will be on reading comprehension. Strategies that contributed to success for students in The Political and Judicial System, Individual and Collective Rights and Consumerism, Quality of Life and Political Decision Making will continue. Students will be provided opportunities in problem solving techniques to reinforce their confidence in analysis decision making. They will be provided strategies to help move them beyond their comfort zone – recall – toward the higher thinking skills – processing information.
- In senior high English, there will be continued teacher focus on improved assessment methods and more rigorous evaluation. Higher expectations will continue to be stresses along with continued emphasis on critical reading tasks. An overall improvement in reading “habit” will be stressed, but additional opportunity for more sight reading “training” and additional practice on test-specific writing is also proposed. Additional reading-skill-specific tasks to be embedded in regular work. Improved questioning techniques to be employed and continued emphasis on critical-analytical writing. An increased variety of text to be studied, including new novel choices.
- In high school Mathematics, the strategies that contributed to positive results in Math 30A will continue to be employed. In Math 30P, students will be exposed to increasingly more difficult questions throughout the year and will write a second school exam at the end of the course so that they have additional opportunity to write more “large scale” exams.
- In Biology 30, areas of strength such as population dynamics, development, and reproduction will continue to be stressed. Additional focus will occur in areas such as cell division, genetics, nervous systems, and endocrine systems. Specific strategies will include additional activity in the solving of sample problems, the use of animations from the internet, providing students with the URLs for these sources so that they can also review them at home, and using classroom computers to illustrate biological processes through online activities and computer labs.
- Physics 30 students will be given more opportunity to practice Diploma Exam type tests, with emphasis on the wording used on these tests. Students will be given more practice with numerical response questions; will spend additional time studying magnetic fields and, in particular, induction of magnetic fields; will have increased emphasis on emission spectra and electron behaviour; will do more questions on the photoelectric effect; and will have less emphasis on quarks and modern atomic particle behaviour.
- Chemistry 30 students will have the material covered in chemical equilibrium reduced so that more focus on the basics can provide them with a better grounding in this subject. Particular emphasis will be in the area of transitioning from equilibria into acid-base chemistry. Additional time will be spent on organic chemistry. An apparent weakness in addressing theory questions in thermochemistry will be addressed by integrating the energy theme in Chemistry 30 and other Science courses. Students will be provided additional emphasis in the theory of electrochemistry, with more focus on the structure and use of electrochemical cells.
- Social Studies 30-1 students will continue to be provided opportunities that have contributed to previous success on the multiple choice portion of the test. Additional strategies will be employed to increase student success in the written response, specifically related to identifying and expressing relationships among the three sources. Students will be taught to provide stronger arguments and sufficient evidence as they defend positions. They will be taught how to develop strong relationships to sources and to their positions, and how to validate arguments with specific evidence – through additional source analysis and practice in justifying the relevance of their arguments and the evidence they provide. They will be taught, step by step,

how to interpret, analyze, and synthesize source information and will be shown how to develop the relationships in the source information. Repeated practice and effort, along with timely reinforcement and feedback at each step, will increase student confidence.

- The strategies that contributed to Social Studies 30-2 students exceeding the provincial scores on 3 of the 4 related curriculum issues will continue to be employed. In addition, those which contributed to them exceeding the provincial average in Understanding and Analysis along with Evaluation and Synthesis will continue. Student growth will be encouraged in Written Response III as students are taught additional strategies related to exploration, analysis, and defence of position. Repetition, multiple assignments, and group processing are expected to contribute to more complex and insightful explorations. Students will be provided opportunities to analyze issues from a variety of points of view and will explain their reasoning to the class as they work together through the issues. Additional stress will be on the topics of Individualism and Collectivism as they relate to particular ideologies and formation of identity, particularly through class discussion. Students will continue to be instructed in combined Social Studies 30-1/30-2 groupings which seems to contribute to a higher level of understanding of topics and encourages increased learning.

Notes:

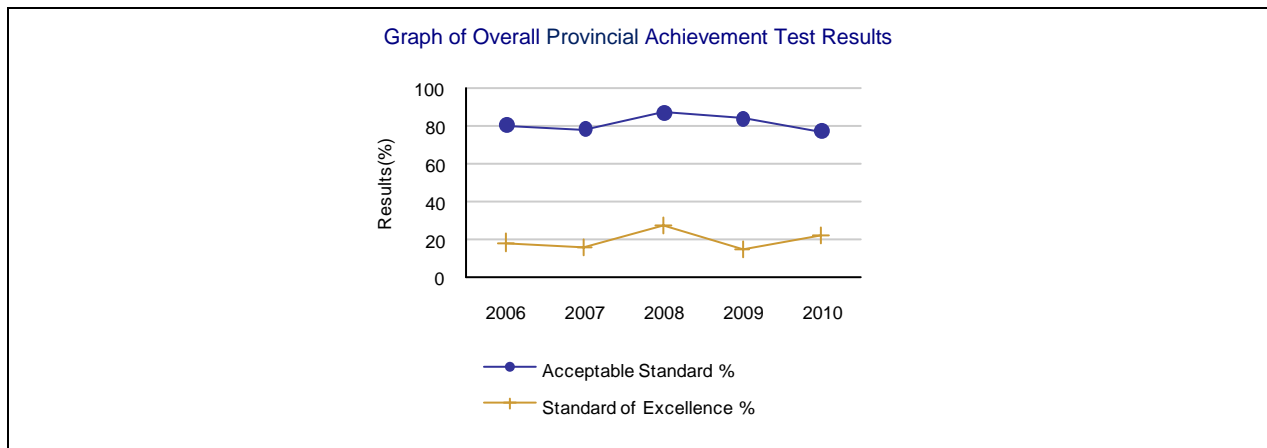
1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9). The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
2. 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.
3. Diploma Examination Participation rates are based upon a cohort of grade 10 students who are tracked over time.
4. 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.
5. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Measure Details													
PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2006		2007		2008		2009		2010		2010	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 3	School	100.0	30.4	95.2	28.6	93.3	33.3	80.0	0.0	95.0	15.0		
	Authority	91.3	17.5	85.3	13.9	93.0	22.3	90.5	17.8	87.2	16.3		
	Province	81.3	14.1	80.3	17.7	80.1	16.1	81.3	18.2	81.6	19.5		
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	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	83.8	15.8	84.1	16.3		
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	n/a	n/a	82.5	16.3	86.4	16.3		
Mathematics 3	School	87.0	21.7	90.5	23.8	80.0	26.7	75.0	15.0	n/a	n/a		
	Authority	91.7	30.6	87.5	16.8	91.2	29.3	86.5	26.5	80.1	20.2		
	Province	82.0	26.9	79.9	23.5	78.7	23.9	79.7	26.8	76.4	24.8		
English Language Arts 6	School	83.9	12.9	86.4	22.7	88.9	27.8	100.0	26.3	90.0	35.0		
	Authority	85.1	11.7	84.9	17.2	89.9	19.0	90.7	15.0	95.0	18.1		
	Province	79.0	15.9	80.3	19.8	81.1	21.0	81.8	18.9	83.3	18.9		
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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	87.5	11.2	88.1	11.0	87.7	14.2	91.5	15.9	88.3	15.9		
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	94.5	19.7	93.0	18.0	94.3	17.1	92.6	18.7	91.3	18.3		
Mathematics 6	School	67.7	9.7	59.1	9.1	72.2	16.7	94.7	15.8	85.0	25.0		
	Authority	72.2	11.3	78.1	9.3	81.0	15.1	88.2	10.7	88.1	14.8		
	Province	75.2	15.6	74.0	14.5	74.6	15.9	76.6	16.8	74.3	16.5		
Science 6	School	80.6	35.5	63.6	31.8	83.3	38.9	89.5	26.3	85.0	40.0		
	Authority	87.5	27.0	84.6	29.4	82.6	27.9	88.6	25.0	88.6	32.4		
	Province	78.1	27.7	75.2	26.6	74.8	24.1	76.5	24.8	76.8	26.4		
Social Studies 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	80.0	25.0		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	86.1	21.0		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	71.0	16.4		
English Language Arts 9	School	76.0	4.0	80.6	0.0	90.9	27.3	78.6	10.7	68.0	4.0		
	Authority	83.3	15.5	78.6	8.1	83.2	9.8	81.0	13.5	85.3	11.4		
	Province	77.4	13.6	77.5	14.8	76.5	14.8	78.7	14.7	79.3	15.0		
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	n/a	n/a	*	*		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	66.8	7.8		
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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	83.3	10.9	81.3	12.9	84.5	12.4	81.8	10.3	86.1	12.4		
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	86.1	14.7	81.6	12.6	84.8	11.7	85.6	12.9	84.3	12.7		
Mathematics 9	School	64.0	16.0	45.2	6.5	77.3	9.1	60.7	3.6	40.0	12.0		

	Authority	70.5	11.6	61.3	6.9	65.7	11.0	66.3	14.3	35.7	10.7		
	Province	67.4	17.4	66.3	18.3	65.7	18.5	67.0	18.6	66.4	19.8		
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	n/a	n/a	*	*		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	65.6	15.3		
Science 9	School	64.0	8.0	71.0	6.5	81.8	13.6	78.6	14.3	56.0	20.0		
	Authority	73.2	11.6	70.4	10.5	71.7	10.2	75.5	13.4	80.1	19.5		
	Province	67.4	13.3	69.6	14.7	69.3	13.0	72.2	15.8	73.6	17.7		
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	n/a	n/a	*	*		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	67.2	14.3		
Social Studies 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	56.0	16.0		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	73.5	24.7		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	68.9	18.8		
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	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	64.6	15.7		

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.



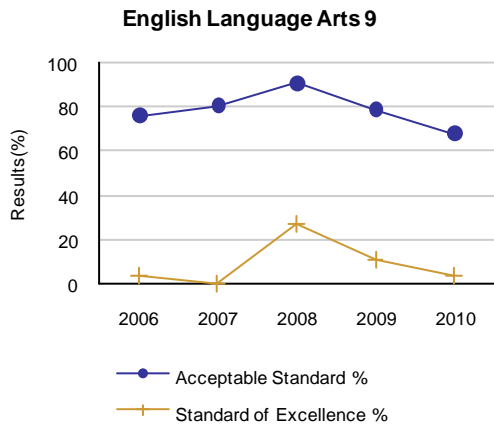
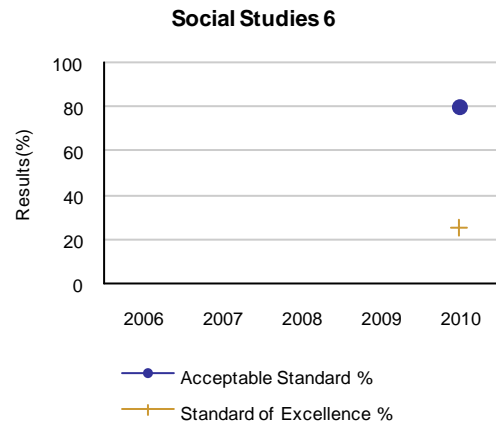
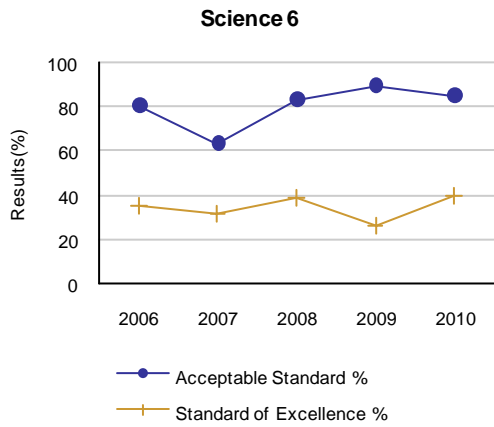
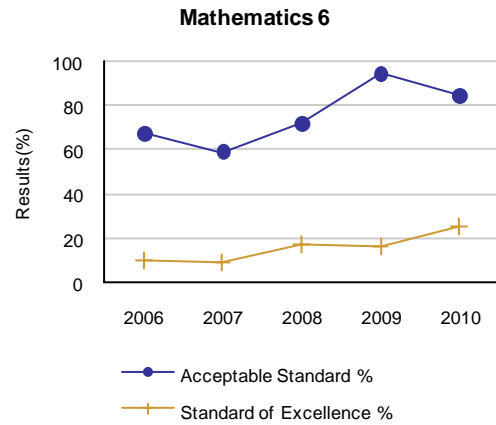
Graph of Provincial Achievement Test Results by Course

<p>English Language Arts 3</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2006</td> <td>100</td> <td>32</td> </tr> <tr> <td>2007</td> <td>95</td> <td>30</td> </tr> <tr> <td>2008</td> <td>93</td> <td>35</td> </tr> <tr> <td>2009</td> <td>80</td> <td>0</td> </tr> <tr> <td>2010</td> <td>95</td> <td>18</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2006	100	32	2007	95	30	2008	93	35	2009	80	0	2010	95	18	<p>[No Data for French Language Arts 3]</p>
Year	Acceptable Standard %	Standard of Excellence %																	
2006	100	32																	
2007	95	30																	
2008	93	35																	
2009	80	0																	
2010	95	18																	
<p>[No Data for Français 3]</p>	<p>Mathematics 3</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2006</td> <td>88</td> <td>22</td> </tr> <tr> <td>2007</td> <td>92</td> <td>25</td> </tr> <tr> <td>2008</td> <td>80</td> <td>28</td> </tr> <tr> <td>2009</td> <td>75</td> <td>18</td> </tr> <tr> <td>2010</td> <td></td> <td></td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2006	88	22	2007	92	25	2008	80	28	2009	75	18	2010		
Year	Acceptable Standard %	Standard of Excellence %																	
2006	88	22																	
2007	92	25																	
2008	80	28																	
2009	75	18																	
2010																			
<p>English Language Arts 6</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2006</td> <td>85</td> <td>15</td> </tr> <tr> <td>2007</td> <td>88</td> <td>25</td> </tr> <tr> <td>2008</td> <td>90</td> <td>30</td> </tr> <tr> <td>2009</td> <td>100</td> <td>28</td> </tr> <tr> <td>2010</td> <td>90</td> <td>38</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2006	85	15	2007	88	25	2008	90	30	2009	100	28	2010	90	38	<p>[No Data for French Language Arts 6]</p>
Year	Acceptable Standard %	Standard of Excellence %																	
2006	85	15																	
2007	88	25																	
2008	90	30																	
2009	100	28																	
2010	90	38																	

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 Français 6]



[No Data for English Lang Arts 9 KAE]

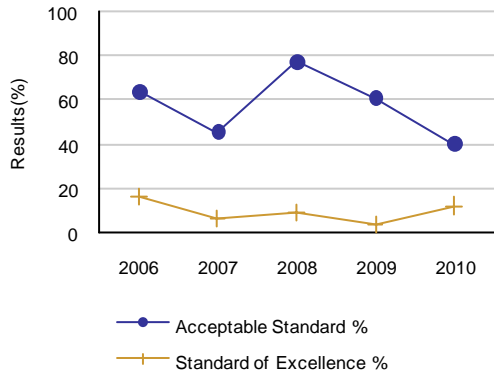
Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Graph of Provincial Achievement Test Results by Course

[No Data for French Language Arts 9]

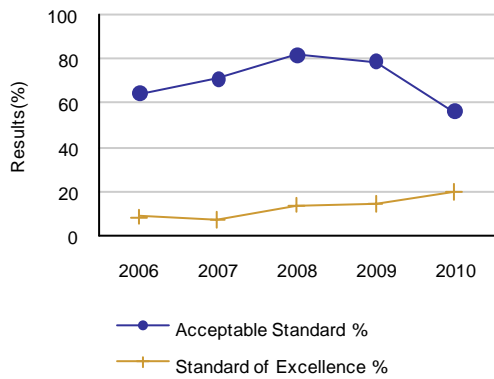
[No Data for Français 9]

Mathematics 9



[No Data for Mathematics 9 KAE]

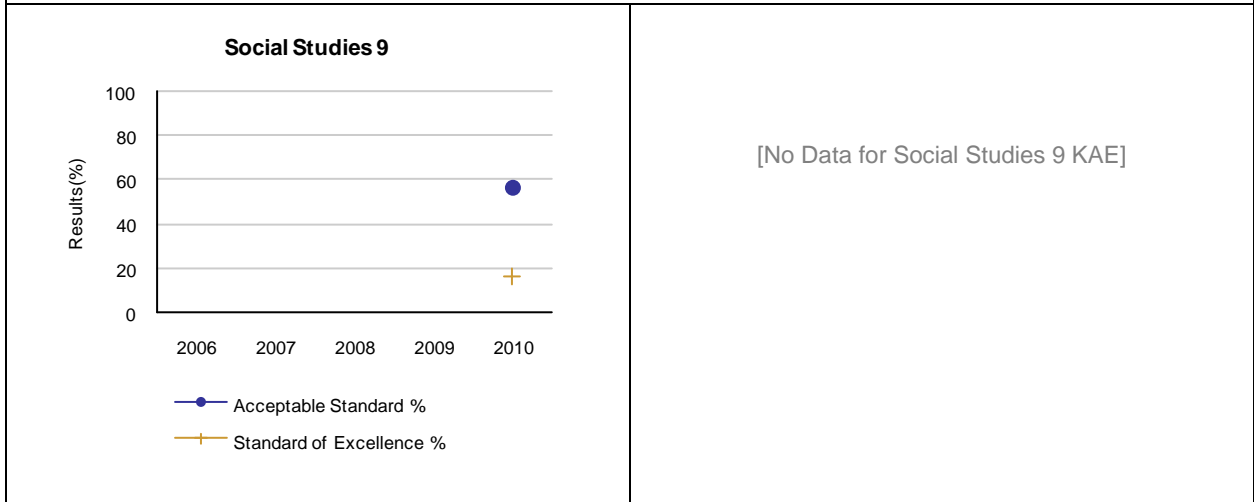
Science 9



[No Data for Science 9 KAE]

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

Graph of Provincial Achievement Test Results by Course



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 School						Alberta				
		Achievement	Improvement	Overall	2010		Prev 3 Yr Avg		2010		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Language Arts 3	Acceptable Standard	Very High	Maintained	Excellent	20	95.0	19	89.5	42,061	81.6	42,181	80.6
	Standard of Excellence	Intermediate	Maintained	Acceptable	20	15.0	19	20.6	42,061	19.5	42,181	17.3
English Language Arts 6	Acceptable Standard	High	Maintained	Good	20	90.0	20	91.8	43,599	83.3	44,064	81.1
	Standard of Excellence	Very High	Maintained	Excellent	20	35.0	20	25.6	43,599	18.9	44,064	19.9
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,487	88.3	2,252	89.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,487	15.9	2,252	13.7
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	436	91.3	436	93.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	436	18.3	436	17.9
Science 6	Acceptable Standard	Intermediate	Maintained	Acceptable	20	85.0	20	78.8	43,509	76.8	43,945	75.5
	Standard of Excellence	Very High	Maintained	Excellent	20	40.0	20	32.3	43,509	26.4	43,945	25.2
English Language Arts 9	Acceptable Standard	Low	Declined	Issue	25	68.0	27	83.4	43,651	79.3	44,250	77.6
	Standard of Excellence	Very Low	Declined	Concern	25	4.0	27	12.7	43,651	15.0	44,250	14.8
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,403	86.1	2,328	82.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,403	12.4	2,328	11.9
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	324	84.3	314	84.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	324	12.7	314	12.4
Science 9	Acceptable Standard	Low	Declined	Issue	25	56.0	27	77.1	43,372	73.6	44,075	70.4
	Standard of Excellence	Very High	Maintained	Excellent	25	20.0	27	11.5	43,372	17.7	44,075	14.5

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

Too few jurisdictions offer Français (Grades 6, 9) for an Achievement Evaluation to be calculated. However, the results from Français (Grades 6, 9) are included in the aggregation of all PAT courses.

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

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 the lower value to 100%.

Too few jurisdictions offer Français (Grades 6, 9) for an Achievement Evaluation to be calculated. However, the results from Français (Grades 6, 9) are included in the aggregation of all PAT courses.

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

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

Performance Measure		Results (in percentages)					Target
		2006	2007	2008	2009	2010	2010
Participation rates in provincial achievement tests (PATs) for Grades 3, 6 and 9.							
English Language Arts 3	School	100.0	95.2	100.0	100.0	100.0	
	Authority	99.6	97.4	97.8	96.7	96.8	
	Province	90.6	90.1	89.8	90.6	91.1	
French Language Arts 3	School	n/a	n/a	n/a	n/a	n/a	
	Authority	n/a	n/a	n/a	n/a	n/a	
	Province	n/a	n/a	n/a	96.5	97.3	
Francais 3	School	n/a	n/a	n/a	n/a	n/a	
	Authority	n/a	n/a	n/a	n/a	n/a	
	Province	n/a	n/a	n/a	97.5	97.7	
Mathematics 3	School	100.0	95.2	100.0	100.0	n/a	
	Authority	99.6	97.8	98.2	96.7	96.9	
	Province	90.8	90.5	90.5	91.2	88.3	
English Language Arts 6	School	100.0	100.0	88.9	100.0	95.0	
	Authority	99.2	98.2	97.3	99.6	98.2	
	Province	90.1	89.6	89.5	90.0	90.7	
French Language Arts 6	School	n/a	n/a	n/a	n/a	n/a	
	Authority	n/a	n/a	n/a	n/a	n/a	
	Province	96.1	97.5	95.6	97.6	97.5	
Français 6	School	n/a	n/a	n/a	n/a	n/a	
	Authority	n/a	n/a	n/a	n/a	n/a	
	Province	98.0	97.6	98.5	97.7	98.4	
Mathematics 6	School	100.0	100.0	88.9	100.0	95.0	
	Authority	99.6	97.5	97.7	99.6	99.2	
	Province	90.6	90.0	90.0	90.6	88.3	
Science 6	School	100.0	100.0	88.9	100.0	95.0	
	Authority	99.6	95.7	97.7	98.2	98.6	
	Province	90.0	89.1	89.0	89.6	90.5	
Social Studies 6	School	n/a	n/a	n/a	n/a	95.0	
	Authority	n/a	n/a	n/a	n/a	98.6	
	Province	n/a	n/a	n/a	n/a	90.3	
English Language Arts 9	School	84.0	90.3	100.0	96.4	92.0	
	Authority	92.8	94.0	95.1	92.9	96.7	
	Province	87.7	87.9	87.7	89.7	89.8	
English Lang Arts 9 KAE	School	n/a	n/a	n/a	n/a	n/a	
	Authority	n/a	n/a	n/a	n/a	*	
	Province	n/a	n/a	n/a	n/a	82.2	
French Language Arts 9	School	n/a	n/a	n/a	n/a	n/a	
	Authority	n/a	n/a	n/a	n/a	n/a	
	Province	95.9	93.7	96.8	95.2	98.0	
Français 9	School	n/a	n/a	n/a	n/a	n/a	
	Authority	n/a	n/a	n/a	n/a	n/a	
	Province	98.0	96.9	97.8	98.5	97.5	
Mathematics 9	School	96.0	96.8	100.0	96.4	92.0	
	Authority	93.6	93.1	93.1	90.5	92.9	
	Province	87.3	88.0	88.0	89.8	86.8	

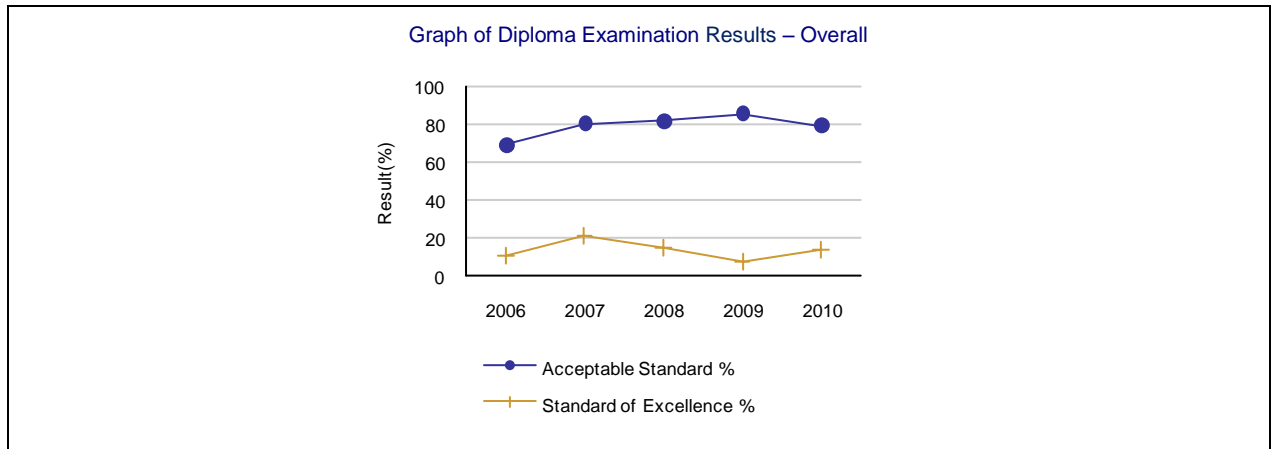
Mathematics 9 KAE	School	n/a	n/a	n/a	n/a	n/a	
	Authority	n/a	n/a	n/a	n/a	*	
	Province	n/a	n/a	n/a	n/a	87.3	
Science 9	School	96.0	96.8	100.0	96.4	92.0	
	Authority	93.6	95.1	95.1	94.1	97.4	
	Province	88.1	88.8	89.0	90.5	90.4	
Science 9 KAE	School	n/a	n/a	n/a	n/a	n/a	
	Authority	n/a	n/a	n/a	n/a	*	
	Province	n/a	n/a	n/a	n/a	86.7	
Social Studies 9	School	n/a	n/a	n/a	n/a	96.0	
	Authority	n/a	n/a	n/a	n/a	95.3	
	Province	n/a	n/a	n/a	n/a	90.2	
Social Studies 9 KAE	School	n/a	n/a	n/a	n/a	n/a	
	Authority	n/a	n/a	n/a	n/a	n/a	
	Province	n/a	n/a	n/a	n/a	85.2	

Measure Details													
Diploma Exam Course by Course Results by Students Writing													
		Results (in percentages)										Target	
		2006		2007		2008		2009		2010		2010	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	School	91.7	8.3	90.5	19.0	92.9	14.3	92.9	0.0	87.5	12.5		
	Authority	94.0	24.0	92.0	19.5	92.8	14.4	94.3	10.6	92.9	7.9		
	Province	88.0	19.3	87.7	19.0	87.1	15.5	86.1	12.3	85.1	10.1		
English Lang Arts 30-2	School	57.1	0.0	90.9	9.1	*	*	88.9	0.0	*	*		
	Authority	90.6	15.1	98.5	22.7	98.9	23.3	96.6	17.0	98.8	18.8		
	Province	86.1	8.1	88.7	9.7	88.9	8.8	88.2	8.5	88.8	9.8		
French Lang Arts 30-1	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	95.0	21.8	95.6	23.1	94.9	24.5	95.1	18.9	93.7	16.3		
Français 30-1	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	94.8	28.1	97.2	24.6	98.5	25.4	94.7	33.1	94.2	15.6		
Pure Mathematics 30	School	57.1	28.6	70.6	29.4	80.0	20.0	66.7	16.7	63.6	18.2		
	Authority	76.3	25.0	80.6	26.9	77.8	17.8	81.6	18.4	79.0	29.6		
	Province	82.8	26.5	81.1	24.6	81.3	25.8	82.1	26.3	82.9	29.7		
Applied Mathematics 30	School	72.7	0.0	54.5	0.0	62.5	0.0	*	*	100.0	0.0		
	Authority	67.1	7.1	82.0	9.8	72.1	8.8	77.2	11.4	85.1	8.5		
	Province	77.5	11.8	77.6	12.1	76.4	10.7	79.4	13.5	77.3	12.6		
Social Studies 30	School	63.6	9.1	75.0	37.5	66.7	0.0	55.6	0.0	n/a	n/a		
	Authority	91.7	25.0	89.2	27.5	92.9	23.2	86.4	22.3	87.5	12.5		
	Province	85.5	23.9	86.1	24.6	84.7	21.5	84.2	21.4	67.8	10.4		
Social Studies 30-1	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	64.7	5.9		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	91.9	12.2		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	84.5	16.1		
Social Studies 33	School	28.6	14.3	90.0	10.0	85.7	42.9	90.0	10.0	n/a	n/a		
	Authority	80.6	25.8	93.7	23.8	90.5	27.4	93.9	32.7	*	*		
	Province	83.5	19.0	84.8	19.6	85.3	18.9	85.6	20.2	76.4	11.5		
Social Studies 30-2	School	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	97.4	25.0		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	85.0	13.7		
Biology 30	School	58.3	16.7	87.0	30.4	76.9	23.1	80.0	10.0	66.7	20.0		
	Authority	79.6	20.4	90.3	39.8	82.6	21.5	80.0	19.3	77.0	20.4		
	Province	81.4	26.4	83.5	27.4	82.3	26.3	83.0	26.6	81.4	28.1		
Chemistry 30 Old	School	100.0	42.9	83.3	33.3	83.3	41.7	n/a	n/a	n/a	n/a		
	Authority	84.0	37.3	88.2	46.1	89.4	38.8	n/a	n/a	n/a	n/a		
	Province	88.4	37.1	89.3	37.9	89.2	39.2	77.6	19.5	87.5	37.5		
Chemistry 30	School	n/a	n/a	n/a	n/a	n/a	n/a	55.6	0.0	46.2	15.4		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	68.0	21.3	72.5	19.6		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	76.3	27.7	79.0	29.9		
Physics 30 Old	School	*	*	83.3	41.7	77.8	22.2	n/a	n/a	n/a	n/a		
	Authority	88.9	37.0	84.3	21.6	81.0	23.8	n/a	n/a	n/a	n/a		
	Province	84.4	30.0	86.1	29.3	85.7	32.0	74.4	25.6	75.0	25.0		
Physics 30	School	n/a	n/a	n/a	n/a	n/a	n/a	*	*	55.6	11.1		

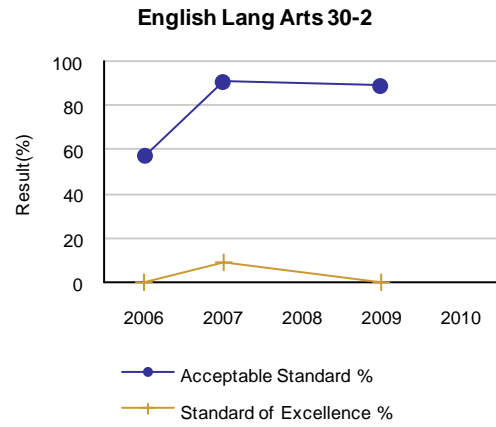
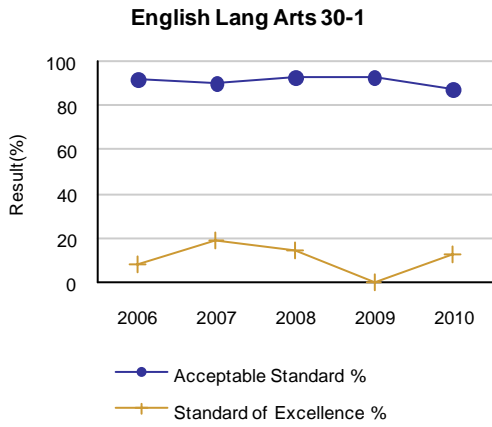
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	93.8	18.8	69.4	14.3		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	79.3	23.1	73.9	20.3		
Science 30	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	83.3	16.7	100.0	71.4	*	*	83.3	20.0	83.3	20.0		
	Province	82.8	17.3	87.1	18.0	88.6	21.6	86.0	20.9	80.1	22.8		

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.

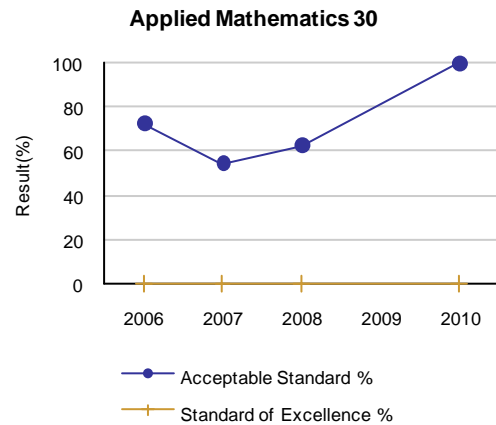
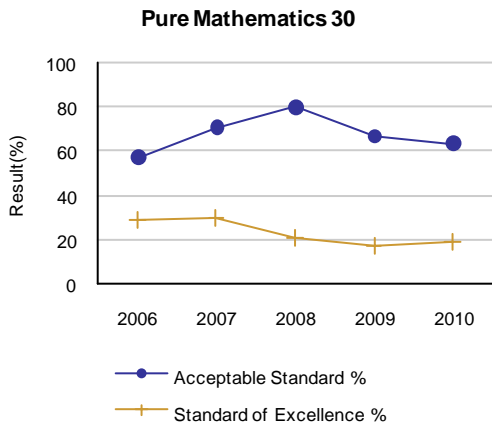


Diploma Examination Results by Course



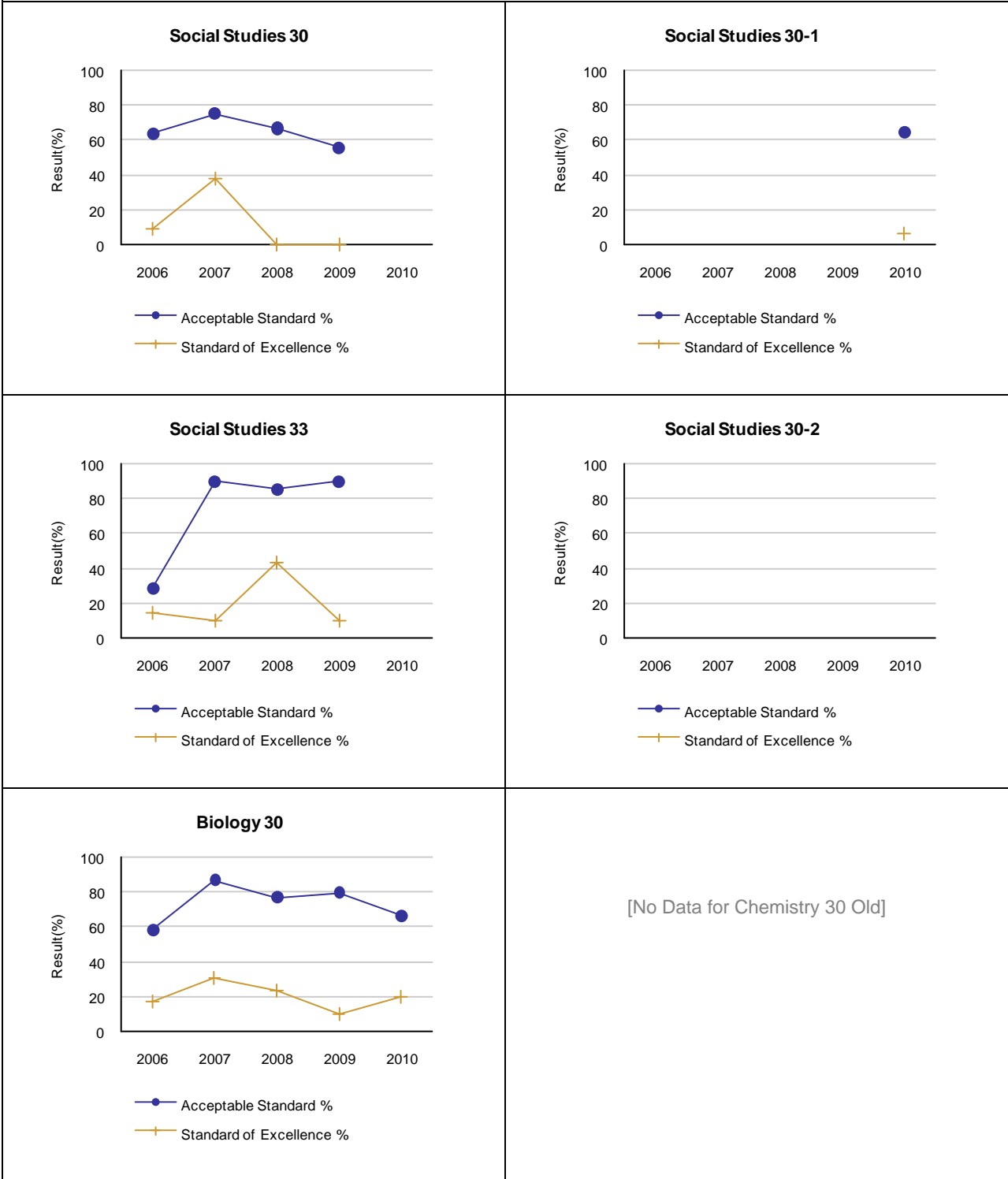
[No Data for French Lang Arts 30-1]

[No Data for Français 30]



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

Diploma Examination Results by Course



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

Diploma Examination Results by Course

<p style="text-align: center;">Chemistry 30</p> <table border="1"> <caption>Chemistry 30 Data</caption> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2009</td> <td>55</td> <td>2</td> </tr> <tr> <td>2010</td> <td>45</td> <td>15</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2009	55	2	2010	45	15	<p>[No Data for Physics 30 Old]</p>
Year	Acceptable Standard %	Standard of Excellence %								
2009	55	2								
2010	45	15								
<p style="text-align: center;">Physics 30</p> <table border="1"> <caption>Physics 30 Data</caption> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2010</td> <td>55</td> <td>10</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2010	55	10	<p>[No Data for Science 30]</p>			
Year	Acceptable Standard %	Standard of Excellence %								
2010	55	10								

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

Diploma Exam Results Course By Course Summary With Measure Evaluation

Course	Measure	St. Mary School							Alberta			
		Achievement	Improvement	Overall	2010		Prev 3 Yr Avg		2010		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	Low	Maintained	Issue	16	87.5	16	92.1	29,151	85.1	28,157	87.0
	Standard of Excellence	Low	Maintained	Issue	16	12.5	16	11.1	29,151	10.1	28,157	15.6
English Lang Arts 30-2	Acceptable Standard	*	*	*	4	*	10	89.9	14,314	88.8	13,150	88.6
	Standard of Excellence	*	*	*	4	*	10	4.5	14,314	9.8	13,150	9.0
French Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,324	93.7	1,224	95.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,324	16.3	1,224	22.1
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	154	94.2	135	96.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	154	15.6	135	27.7
Pure Mathematics 30	Acceptable Standard	Low	Maintained	Issue	11	63.6	11	72.4	22,917	82.9	22,411	81.5
	Standard of Excellence	Low	Maintained	Issue	11	18.2	11	22.0	22,917	29.7	22,411	25.6
Applied Mathematics 30	Acceptable Standard	Very High	Improved Significantly	Excellent	8	100.0	10	58.5	10,639	77.3	10,191	77.8
	Standard of Excellence	Very Low	Maintained	Concern	8	0.0	10	0.0	10,639	12.6	10,191	12.1
Biology 30	Acceptable Standard	Very Low	Maintained	Concern	15	66.7	15	81.3	22,345	81.4	20,946	82.9
	Standard of Excellence	Intermediate	Maintained	Acceptable	15	20.0	15	21.2	22,345	28.1	20,946	26.8
Chemistry 30	Acceptable Standard	n/a	Maintained	n/a	13	46.2	9	55.6	18,933	79.0	17,370	76.3
	Standard of Excellence	n/a	Improved	n/a	13	15.4	9	0.0	18,933	29.9	17,370	27.7
Physics 30	Acceptable Standard	n/a	n/a	n/a	9	55.6	n/a	n/a	10,360	73.9	10,072	79.3
	Standard of Excellence	n/a	n/a	n/a	9	11.1	n/a	n/a	10,360	20.3	10,072	23.1
Science 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,941	80.1	4,004	87.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,941	22.8	4,004	20.2

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

Too few jurisdictions offer Français 30-1 for an Achievement Evaluation to be calculated. However, the results from Français 30-1 are included in the aggregation of all Diploma courses.

Achievement Evaluations for Physics 30 and Chemistry 30 are not calculated due to the changes in the examinations in 2009. Evaluations for Social Studies (30, 33, 30-1, 30-2) are not calculated due to the changes in the examinations in 2010.

Measure Evaluation Reference - Achievement Evaluation

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

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

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Lang Arts 30-1	Acceptable Standard	0.00 - 83.76	83.76 - 92.02	92.02 - 95.13	95.13 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 6.22	6.22 - 13.46	13.46 - 20.88	20.88 - 27.39	27.39 - 100.00
English Lang Arts 30-2	Acceptable Standard	0.00 - 70.83	70.83 - 82.43	82.43 - 90.72	90.72 - 96.00	96.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 3.13	3.13 - 8.65	8.65 - 11.61	11.61 - 100.00
French Lang Arts 30-1	Acceptable Standard	0.00 - 77.27	77.27 - 93.33	93.33 - 100.00	100.00 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.49	5.49 - 19.84	19.84 - 28.00	28.00 - 100.00
Pure Mathematics 30	Acceptable Standard	0.00 - 54.07	54.07 - 76.74	76.74 - 86.06	86.06 - 92.18	92.18 - 100.00
	Standard of Excellence	0.00 - 6.15	6.15 - 18.46	18.46 - 29.38	29.38 - 34.62	34.62 - 100.00
Applied Mathematics 30	Acceptable Standard	0.00 - 73.06	73.06 - 80.94	80.94 - 90.03	90.03 - 91.69	91.69 - 100.00
	Standard of Excellence	0.00 - 4.57	4.57 - 10.29	10.29 - 16.08	16.08 - 23.77	23.77 - 100.00
Biology 30	Acceptable Standard	0.00 - 67.51	67.51 - 78.03	78.03 - 85.82	85.82 - 89.41	89.41 - 100.00
	Standard of Excellence	0.00 - 12.33	12.33 - 19.00	19.00 - 25.60	25.60 - 30.05	30.05 - 100.00
Science 30	Acceptable Standard	0.00 - 76.11	76.11 - 83.33	83.33 - 91.76	91.76 - 97.14	97.14 - 100.00
	Standard of Excellence	0.00 - 6.98	6.98 - 11.36	11.36 - 21.80	21.80 - 36.81	36.81 - 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 category, values range from greater than the lower value to 100%.

Too few jurisdictions offer Français 30-1 for an Achievement Evaluation to be calculated. However, the results from Français 30-1 are included in the aggregation of all Diploma courses.

Achievement Evaluations for Physics 30 and Chemistry 30 are not calculated due to the changes in the examinations in 2009. Evaluations for Social Studies (30, 33, 30-1, 30-2) are not calculated due to the changes in the examinations 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

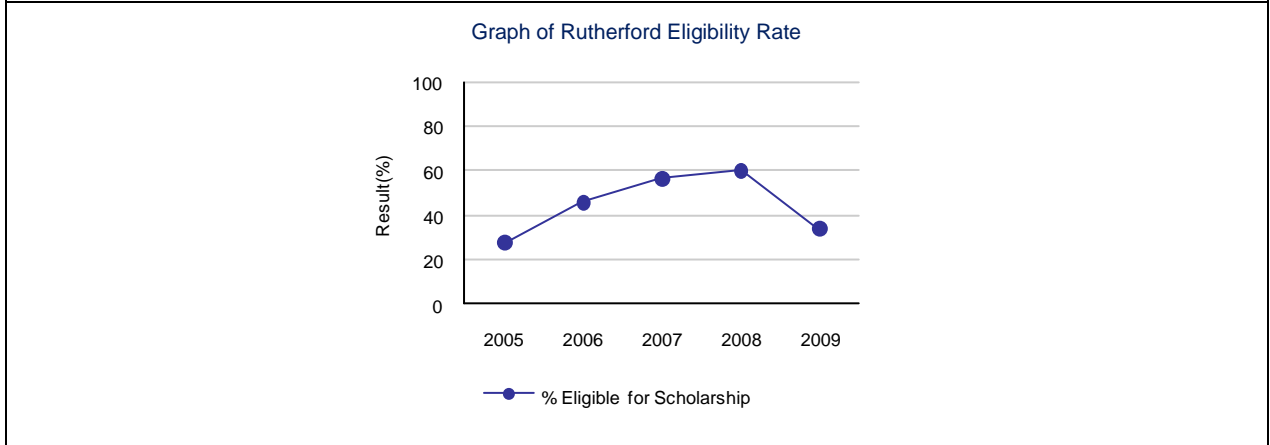
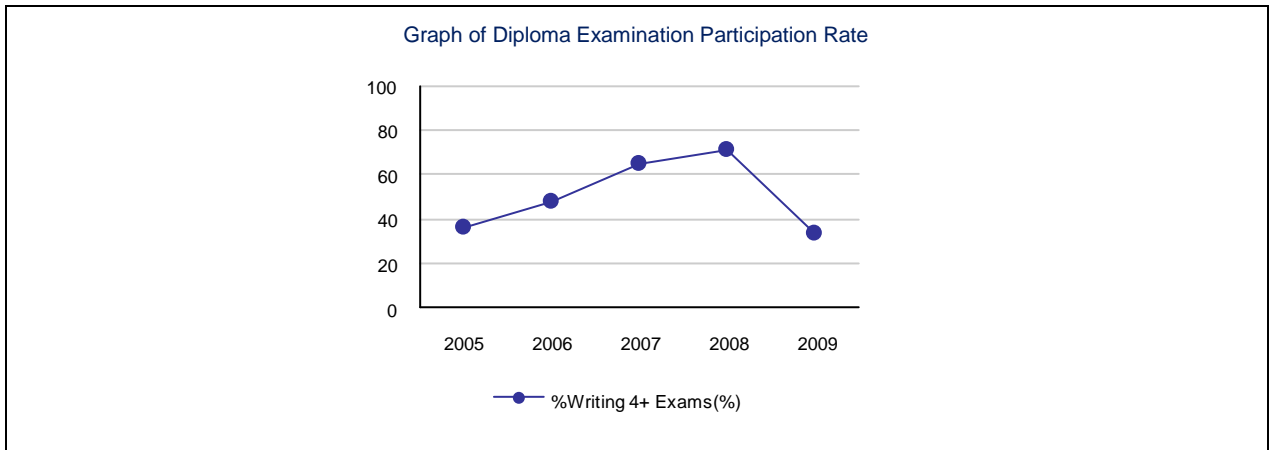
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	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

Measure Details										
Diploma examination participation rate: Percentage of students writing 0 to 6 or more Diploma Examinations by the end of their 3rd year of high school										
	School					Province				
	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009
% Writing 0 Exams	9.1	0.0	5.9	15.3	16.2	18.1	17.8	18.0	18.4	18.0
% Writing 1+ Exams	90.9	100.0	94.1	84.7	83.8	81.9	82.2	82.0	81.6	82.0
% Writing 2+ Exams	90.9	90.5	88.9	84.7	67.0	78.3	78.5	78.6	78.0	78.7
% Writing 3+ Exams	63.6	81.0	78.4	80.3	46.1	65.6	65.6	65.6	64.9	65.2
% Writing 4+ Exams	36.4	47.6	65.4	71.3	33.5	53.5	53.7	53.6	53.3	53.5
% Writing 5+ Exams	27.3	38.1	52.3	44.6	29.3	34.5	34.6	34.7	34.3	34.7
% Writing 6+ Exams	18.2	14.3	26.1	31.2	12.6	12.8	13.0	13.2	12.7	12.9

Percentage of students writing 1 or more Diploma Examinations by the end of their 3rd year of high school, by course and subject										
	School					Province				
	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009
English 30/30-1	45.5	57.1	56.4	60.9	50.0	54.4	54.7	54.5	53.8	54.0
English 33/30-2	45.5	42.9	35.9	17.4	25.0	23.7	23.5	23.6	24.0	24.5
Total of 1 or more English Diploma Exams	90.9	100.0	92.3	78.3	75.0	76.9	77.1	77.0	76.7	77.1
Social 30	27.3	52.4	53.8	60.9	37.5	49.1	49.5	49.3	48.1	48.1
Social 33	63.6	33.3	30.8	21.7	37.5	29.1	28.8	28.8	29.5	30.1
Total of 1 or more Social Diploma Exams	90.9	85.7	84.6	82.6	75.0	77.0	77.2	77.2	76.7	77.4
Math 30/Pure	27.3	33.3	46.2	43.5	25.0	41.1	41.9	41.7	41.1	40.8
Math 33/Applied	36.4	47.6	30.8	34.8	12.5	19.9	19.5	19.5	19.1	19.7
Total of 1 or more Math Diploma Exams	63.6	76.2	76.9	73.9	37.5	60.4	60.7	60.7	59.7	59.9
Biology 30	36.4	52.4	61.5	60.9	41.7	39.4	39.6	39.8	39.1	39.8
Chemistry 30	27.3	33.3	48.7	52.2	14.6	34.4	34.2	34.3	34.5	17.3
Physics 30	18.2	23.8	33.3	39.1	6.3	21.6	21.6	21.5	20.4	10.0
Science 30	0.0	0.0	0.0	0.0	0.0	7.0	7.0	7.0	7.4	8.2
Total of 1 or more Science Diploma Exams	36.4	52.4	66.7	73.9	41.7	56.6	56.7	56.5	56.1	56.1
Français 30	0.0	0.0	0.0	0.0	0.0	0.2	0.2	0.2	0.2	0.2
French Language Arts 30	0.0	0.0	0.0	0.0	0.0	2.4	2.7	2.7	2.7	2.7
Total of 1 or more French Diploma Exams	0.0	0.0	0.0	0.0	0.0	2.6	2.9	2.9	2.9	2.9

Measure Details									
Rutherford eligibility rate (optional)									
Reporting School Year	Total Students	Grade 10 Rutherford		Grade 11 Rutherford		Grade 12 Rutherford		Overall	
		Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible
2005	11	3	27.3	2	18.2	2	18.2	3	27.3
2006	22	9	40.9	8	36.4	5	22.7	10	45.5
2007	30	12	40.0	17	56.7	10	33.3	17	56.7
2008	20	11	55.0	9	45.0	7	35.0	12	60.0
2009	18	6	33.3	6	33.3	3	16.7	6	33.3



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

Outcome: Students are well prepared for lifelong learning.

Performance Measures	2005	2006	2007	2008	2009	Target	Evaluation			Targets		
						2010	Achievement	Improvement	Overall	2011	2012	2013
High school to post-secondary transition rate within six years of entering Grade 10.	68.2	69.7	66.8	57.4	68.4	72	Very High	Maintained	Excellent	72	73	74

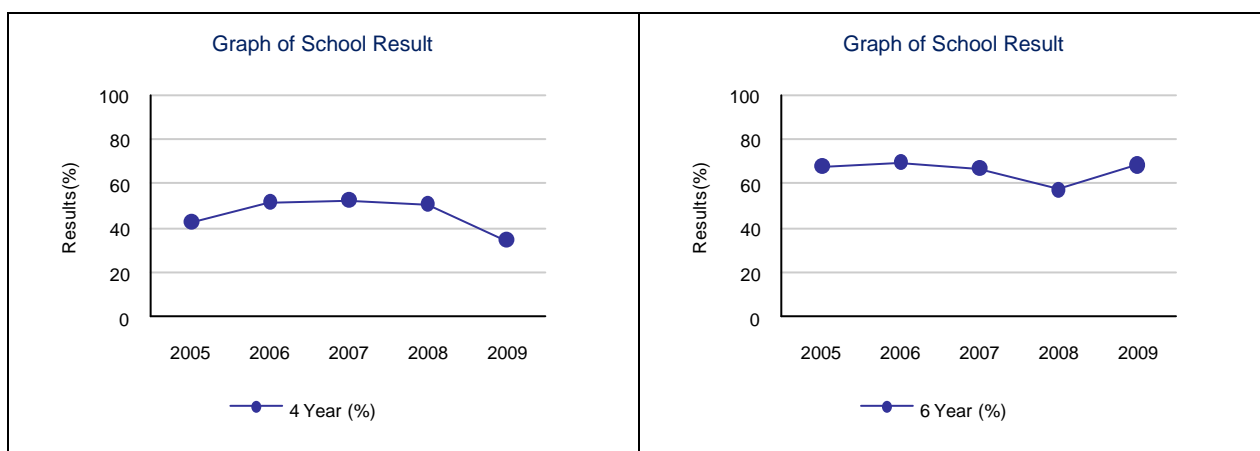
Comment on Results

We are fortunate to continue to achieve excellent results in this area. We will strive to sustain these results by incorporating the strategies listed below:

Strategies

- Students will continue to be counselled so that they are aware of post secondary educational opportunities in order to complete, successfully, the courses that will make them eligible to enrol in the post secondary educational programs of their choice.
- We will maintain our school's *Career Counselling Corner*.
- Appropriate presentations will be provided to students in a variety of areas including The Trades and Apprenticeships, Health Sciences, and others as interest is apparent and opportunities warrant.
- Students will continue to be provided opportunities and encouragement to attend post secondary open house events and Career Fairs.
- Grade 10 and grade 11 students will take a variety of Career Transitions courses.
- Eligible students will continue to have opportunities to participate in Work Experience and RAP.
- We will continue to provide students with social justice and volunteer opportunities.
- Grade 9 and 10 students will continue to attend Skills Canada (Alberta) competitions.
- Students will continue to have opportunities to access early Apprenticeship training through CTS courses.

Measure Details															
High school to post-secondary transition rate															
	School					Authority					Province				
	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009
6 year rate	68.2	69.7	66.8	57.4	68.4	53.1	59.6	62.5	53.1	61.8	56.6	58.1	58.8	59.2	59.8
4 year rate	42.9	51.9	52.4	50.7	34.5	34.2	30.7	39.6	38.6	37.5	35.6	37.7	38.7	38.9	37.5



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

Outcome: Students are well prepared for employment.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
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.	75.4	88.1	92.9	83.5	87.5	84	Very High	Maintained	Excellent	87.5	88	88.5

Comment on Results

We are pleased to have moved from last year's High Achievement to the Very High Achievement earned this year. In order to sustain this result, we will continue with the strategies listed below.

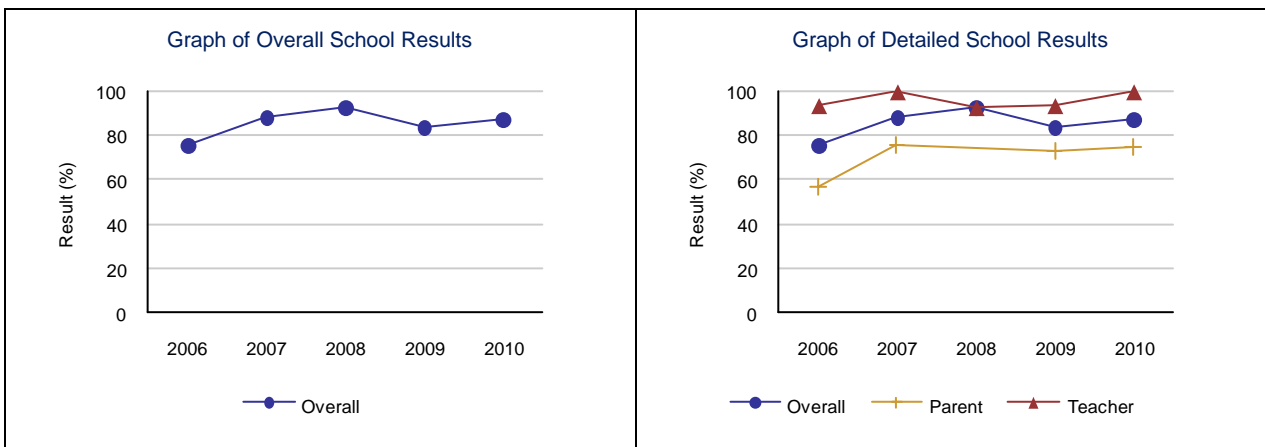
Strategies

- We will continue to provide students with opportunities, through direct instruction and through various other educational pursuits, which will contribute to their future success in the work world.
- Our continued expansion of our CTS offerings will provide students with additional opportunities to prepare for a successful transition into the world of work, whether directly after high school or after their post secondary educational pursuits.
- Grade 10 and grade 11 students will continue to take a variety of Career Transitions courses.
- Eligible students will continue to have opportunities to participate in Work Experience and RAP.
- Our career counsellor will continue to meet, individually and in groups, with grades 9-12 students and will provide additional opportunities for students to learn about post-secondary expectations both in educational programs and in work and career opportunities.

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				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	75.4	88.1	92.9	83.5	87.5	79.2	82.2	87.1	81.9	83.4	77.0	77.1	80.1	79.6	79.9
Teacher	93.8	100.0	92.9	93.8	100.0	90.0	95.0	91.7	94.5	95.1	89.4	89.2	89.3	88.9	90.0
Parent	57.1	76.2	n/a	73.3	75.0	68.4	69.4	82.6	69.3	71.7	64.6	65.1	70.9	70.2	69.8



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

Outcome: Students model the characteristics of active citizenship.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	81.2	80.7	82.4	85.9	82.3	86	Very High	Maintained	Excellent	86	87	88

Comment on Results

Our Very High results have been sustained. In order to continue to achieve these results we will employ strategies that have been contributing to this success.

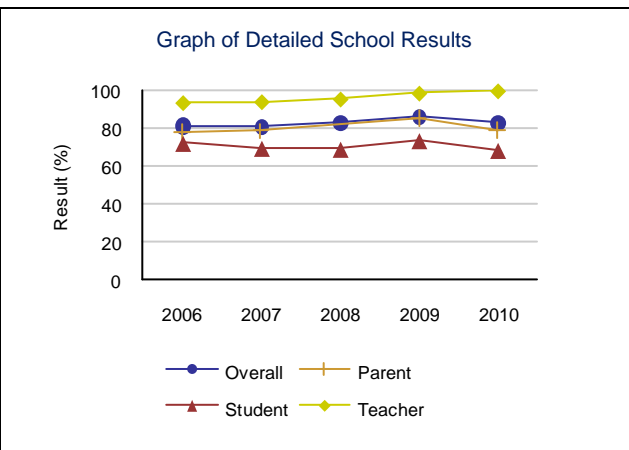
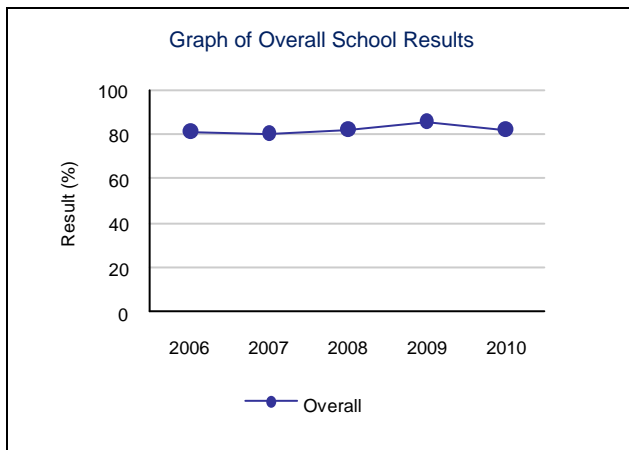
Strategies

- **Students will continue to be provided volunteer and other social justice opportunities.**
- **Students will continue to be invited to participate in parent council meetings.**
- **Junior and senior high students will continue to be encouraged to participate in students' union activities as well as co-curricular and extra-curricular activities.**
- **We will continue to provide structured opportunities for cross-grade mentoring.**
- **We will continue to develop our relationship with our local parish and with our local parish priest.**
- **We will work with Parent Council to develop initiatives that will contribute to the betterment of our students.**

Measure Details

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

	School					Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	81.2	80.7	82.4	85.9	82.3	80.8	79.2	82.8	82.3	87.2	76.8	76.6	77.9	80.3	81.4
Teacher	93.8	94.3	95.7	98.8	100.0	94.8	95.3	95.9	96.6	99.0	90.3	89.9	90.6	91.8	93.0
Parent	77.7	78.3	n/a	85.3	78.5	76.8	73.9	86.0	79.3	83.0	72.4	72.6	74.7	77.4	78.5
Student	72.1	69.5	69.0	73.5	68.4	70.7	68.3	66.5	71.1	79.5	67.5	67.1	68.5	71.8	72.7



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

Goal Four: Highly Responsive and Responsible Jurisdiction

Outcome: The jurisdiction demonstrates effective working relationships.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	76.7	61.7	90.0	68.2	87.7	76.1	Very High	Improved	Excellent	87.7	88	88.5

Comment on Results

A significant improvement is evident. We will continue to employ strategies to sustain that improvement.

Strategies

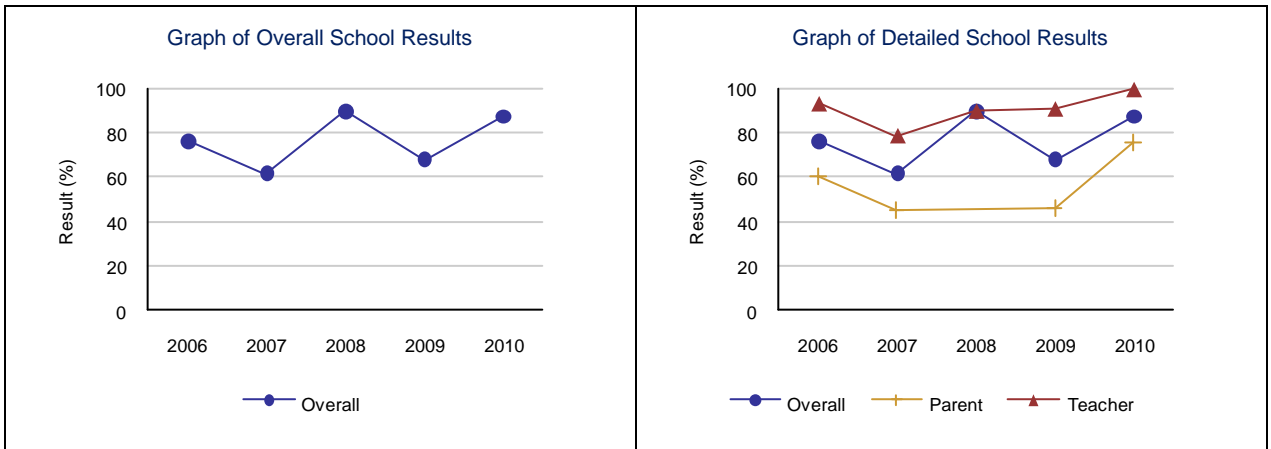
- We will continue to attempt to make parents feel more welcome in the school, in individual classrooms, and in school decision making.
- Our fall Parent-Teacher Conferences will continue to evolve into a more collaborative discussion with parents (and students, where appropriate) to set goals and discuss strategies regarding the education of their children. These parent-teacher conferences will provide significant opportunity for parental involvement in their children's' education.
- Student-led conferences will replace parent-teacher interviews at spring interview time for our elementary grades.
- We will seek ways to keep parents consistently involved in the school – for instance, with classroom newsletters, individualized to the specific grade of the student.
- More information will be posted on the school website and we will endeavour to keep the website up-to-date.
- Teachers will be encouraged to have parents more involved in programming for their child, particularly in the preparation and review of IPP's. Parents will be treated as an extension of staff as we focus on the education of their children.
- We will continue working with our active parent council and will continue to invite parents to participate in this council. We will support their various initiatives.
- We will continue to invite parents to feel welcome to discuss their children's education with the appropriate school personnel – and in appropriate locations and at appropriate times.
- We will increase parent awareness of, and work for increased use of, communication software (HomeLogic) to share achievement and attendance data with parents.
- We will continue to invite parents to attend and/or join in special events throughout the school year.
- We will investigate the possibility of mass communication (emails, automated phone announcements) to parents on a regular basis to keep them informed of school activities.
- We will pursue the plan to purchase and erect a school sign as a means of providing current information to the public (explore possible corporate partnerships, business support in manufacturing the sign, solicit donations)
- Pursue opportunities for school-community involvement (i.e. cooperative project with a community group, for example the Rotary Club; involvement of community members in the school to do presentations, for example; continue with, and perhaps expand, opportunities for students to perform community service tasks, similar to the grade 12 Religion class service work at the Westlock Continuing Care facility).

Measure Details

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

	School					Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	76.7	61.7	90.0	68.2	87.7	79.6	81.4	85.7	81.4	84.0	77.9	77.5	78.2	80.1	80.0
Teacher	93.4	78.6	90.0	91.0	100.0	91.0	92.1	92.6	90.3	93.0	87.6	87.1	87.5	88.0	88.6

Parent	60.0	44.7	n/a	45.3	75.4	68.2	70.6	78.9	72.4	75.1	68.1	67.9	69.0	72.2	71.3
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Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Outcome: The jurisdiction demonstrates leadership, innovation and continuous improvement.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
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.	90.5	80.7	82.3	90.1	89.1	90.5	Very High	Maintained	Excellent	90.5	91	91.5

Comment on Results

This is a result in which we take pride. In order to continue to experience success, we will employ the following strategies:

Strategies

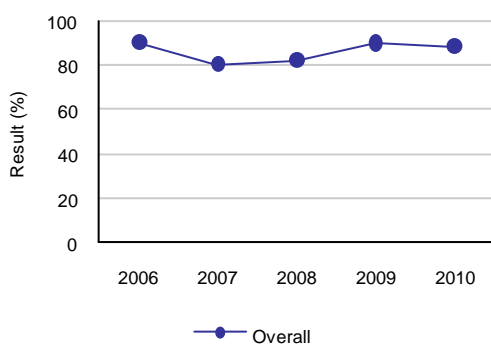
- School improvement will remain a focus as we implement curriculum changes, address issues such as declining enrolment in rural areas, and work with the positive school community in which we reside.
- Teachers will continue to prepare and implement Professional Growth Plans, with some direction from administration
- Opportunities for group professional development and collaborative planning, particularly in relation to our AISI Project, will be provided and encouraged
- Staff members will be provided professional development opportunities to assist them in dealing effectively with changes in curriculum and pedagogy

Measure Details

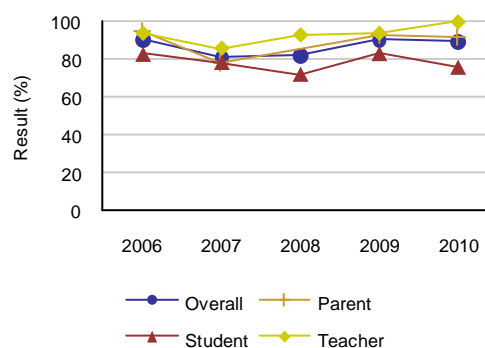
Percentages of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

	School					Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	90.5	80.7	82.3	90.1	89.1	75.9	81.3	84.4	81.4	84.9	76.8	76.3	77.0	79.4	79.9
Teacher	93.8	85.7	92.9	93.8	100.0	68.8	84.9	85.7	81.7	89.4	75.5	74.5	75.6	78.2	80.8
Parent	95.0	78.3	n/a	93.3	91.7	80.2	81.2	87.1	81.8	82.2	75.4	75.1	75.9	78.1	77.0
Student	82.8	78.3	71.7	83.2	75.6	78.7	77.7	80.5	80.8	83.1	79.4	79.3	79.5	81.8	81.8

Graph of Overall School Results (optional)



Graph of Detailed School Results (optional)



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

Celebrating our Successes

Highlights of 2009-2010

PROGRESS/SUCCESS IN IMPLEMENTING STRATEGIES TO IMPROVE RESULTS

Since the fall of 2007 our staff has been meeting to review our Accountability Pillar results. At that first meeting we worked on strategic planning as we prepared a *School Improvement and Maintenance Plan*. We chose to work to maintain or improve in areas where we had achieved at an acceptable level; however, we identified specific goals and strategies to address areas where we were dissatisfied with our results. Since then, we have continued with that process, reviewing our previous goals, amending them where necessary and adding new ones, as we deem necessary. We continue to review our Accountability Pillar results and determine strategies to sustain positive results and improve in necessary areas. Parental involvement has been sought in this process as we believe parents provide valuable insight into the provision of positive learning opportunities for their children. Ultimately, our primary goal is to provide the best education possible for our students.

SPECIAL NEEDS PROGRAM

Individualization of instruction is the approach taken at St. Mary School as special needs and gifted students are integrated into regular classrooms wherever possible. Special needs and gifted students' needs generally are met by classroom teachers on an individual basis throughout all grade levels. While we strive to work within an Inclusion model, on occasion it is necessary for us to meet the needs of specific students in a less integrated setting.

Students in the elementary grades who required additional support received that additional instruction, often in a Reading Recovery program, in a “pull out” situation on a very limited basis. However, elementary teachers, utilizing a Balanced Literacy approach in Language Arts instruction, met most needs.

Students in grades 1, 2, and 3 received Language Arts instruction in small groups, as classes were split into two heterogeneous groups for Language Arts at these grade levels. The additional support this provided to the small groups of students was recognized favourably by parents, teachers, and students themselves. Our belief in that approach has meant that we have continued it into the 2010-2011 school year.

Teacher Assistants

Two teacher assistants worked directly with severe disability students providing support, for the most part, within the classroom setting, although one divided her time between the “severe” students to whom she was assigned and the implementation of S.L.P and O.T programs for elementary students who required such services. One additional part-time teacher assistant worked in the E.C.S. classroom. Support for one additional severe disability student was contracted out to an educational consultant, hired to meet the complex needs of this high needs child.

Future Strategies

We continue to provide the most comprehensive educational program we can, attempting to

maximize the money we are allocated. All students requiring special needs assistance will continue to be provided with an appropriate program based on an Individual Program Plan. All elementary grades will continue with a Balanced Literacy approach to English Language Arts. Smaller Language Arts class sizes in grades 1, 2, and 3 will allow for the accommodation of individual student needs, including students requiring gifted and talented programming. This was a previous AISI project at St. Mary, one we have managed to sustain. It is focused on early literacy, and grounded in a Balanced Literacy approach to Language Arts instruction. We are emphasizing Early Literacy, specifically focusing on kindergarten to grade three in an attempt to best meet the needs of our students and provide them with the foundation for success in their future grades as well. The success of our Balanced Literacy approach in the primary grades has led us to implement this approach in grades 4 to 6 as well.

Students in the Mild-Moderate range who require program supports will continue on in an inclusive program, with an IPP. Support, where possible, will be provided by the teacher assistants who work with our severe needs children. High school Work Experience students have also provided valued support to teachers and students.

In addition, students requiring speech language, occupational therapy, or behavioural support will continue to be provided that assistance through the appropriate agencies. We will also continue in our commitment to provide Family-School counselling with our Family School Liaison Worker.

ACADEMIC ACCOMPLISHMENTS

Scholarship Winners

Several very deserving students were successful in earning a variety of scholarships. A number of grade twelve students were offered University of Alberta Academic Excellence Scholarships based on their grade 11 marks. In addition, scholarships presented at the annual awards night included: the Busby Lions Club Scholarship, the Evergreen C.S.R.D. #2 Academic Scholarship, the Marianne St. Louis "Spirit of Youth" Scholarship, the Knights of Columbus Scholarship, the Peter Skitsko Science Achievement Award, the ELKS Community Award – to two students, the Roy Ritter Memorial Scholarship sponsored by our local Rotary Club, the Sisters of Charity Halifax Scholarship, and four Rutherford Scholarships – to Jenny Arts, Brittany Chubbs, Erin Loogman, and Jordan Roelofs.

Governor General's Award

The Governor General's Medal was presented to Brittany Chubbs.

Elementary Science Fair

Science Fair remained an integral part of the elementary science program. Teachers integrated science fair preparation into their weekly science lessons beginning in January. All students entered their projects into the St. Mary School Science Fair. At the Westlock local science fair, St. Mary School students who had finished in the top three at St. Mary competed with students from six other schools for the opportunity to represent Westlock at

the Edmonton Regional Science Fair. St. Mary School students achieved well at the local science fair.

Positive Accountability Pillar Results – Academic Achievement Related

We have made noticeable gains in the following areas:

- Program of Studies – from Intermediate Achievement to High Achievement
- Education Quality – from High Achievement to Very High Achievement
- PAT Excellence – from Intermediate Achievement to High Achievement
- Work Preparation – from High Achievement to Very High Achievement

We have maintained a high standing in the following areas:

- Drop Out Rate – Very High Achievement
- Transition Rate (6 yr) – Very High Achievement
- School Improvement – Very High Achievement

The following specific highlights are noteworthy:

- One student in grade 9 scored 100% on his Mathematics Achievement Test
- English Language Arts 3 – Very High in Acceptable Standard
- English Language Arts 6 – High in Acceptable Standard
- English Language Arts 6 – Very High in Standard of Excellence
- Science 6 – Very High in Standard of Excellence
- Science 9 – Very High in Standard of Excellence
- Math 30 Applied – Very High in Acceptable Standard
- Chemistry 30 – Improved in Standard of Excellence

RELIGIOUS EDUCATION ACTIVITIES

St. Mary School students were involved in a variety of activities to complement their Religious Studies programs at all grade levels. While some were tied more directly to their specific grade level programs, others were social justice activities that sometimes involved students across grade levels. These activities included:

- Santa's Anonymous
- Shoebox Campaign – Project Santa Clara
- Support for the Westlock Food Bank
- Volunteering at the Westlock Long Term Care Centre
- Celebration of Catholic Sunday and Catholic Education Week
- Remembrance Day "Prayer for Peace" in school gym
- Grade two Friendship Party (part of First Communion preparation)
- Grade four Bible presentation
- Three kindergarten to grade 12 liturgies at the Church celebrated by our parish priest, Fr. Dario Abram
- Kindergarten to grade 12 Advent Celebration in the school gymnasium
- End of year kindergarten to grade 6 liturgy in school cafeteria

- Sponsorship of a foster child in India through *Chalice*
- Sacramental preparation of students in grade 2 and 3 for first Reconciliation, first Communion, and Confirmation
- Retreats for students in grades 5-12 with Mike Landry, our Division Youth Minister
- Junior–Senior High Retreats organized by the Oblates Youth Ministry team (LEAP), in conjunction with Pickardville parish

ST. MARY BAND PROGRAM 2008-2009 RESULTS

Junior High Band:

- St. Albert Rotary Music Festival: Gold with Distinction Award
- Edmonton Kiwanis Music Festival: Superior Award
- ABA Provincial Festival of Bands-Red Deer: Excellent Award (II)**

Wind Ensemble:

- AIB Festival (Alberta International Band Festival) Edmonton: Silver Award
- St. Albert Rotary Music Festival: High School Category: Gold with Distinction Award
- St. Albert Rotary Music Festival: High School Recital: Gold with Distinction Award
- St. Albert Rotary Music Festival: Top High School Band over all with \$200 Award
- Leduc Music Festival: High School Category: Gold Award
- Leduc Music Festival: High School Recital: Gold Award
- Edmonton Kiwanis Music Festival: Superior Award and Top High School Band over all with \$100 Award
- ABA Provincial Festival of Bands-Red Deer: Excellent Award (II)**
- Heritage International Music Festival in Vancouver: Silver Award**

Stage Band:

- AIB Festival (Alberta International Band Festival) Edmonton: Silver Award
- St. Albert Rotary Music Festival: Gold with Distinction Award
- Leduc Music Festival: Gold Award
- Edmonton Kiwanis Music Festival: Superior Award
- Heritage International Music Festival in Vancouver: Silver Award**

ATHLETIC EXTRACURRICULAR ACCOMPLISHMENTS 2009-2010

Golf

- St. Mary hosted golf zones for the 12th year in a row.
- Erin Wiese placed 1st at zone competition and participated at Provincials, for her third year, where she competed well
- The boys' team, consisting of Scott Raines, Brenden Watamaniuk, Patrick Schaaf and Tyler Oleitschuk, won the 1A Boys team banner at zone competition but failed to qualify for Provincials.

Cross Country Running

- St. Mary Cross Country runners wrapped up the season in October, after a short, but

positive season of practice and competition.

- The program included elementary runners for the second consecutive season, and enthusiasm was generated while learning and training.
- Between 12 and 25 runners attended meets in Edmonton and Spruce Grove, as well as weekly practices, and one Grade 12 student, Nathan McKeever, qualified for the Provincial Championship.
- A good season of fitness and challenge was enjoyed by those who participated, and next season looks to see more emerging talent.

Volleyball

- Senior high boys had a strong season, topped by a win at zone competition, hosted by St. Mary School. They competed at provincial competition in Coronation, tying for 5th place.
- Senior high girls also played well throughout the season, but were unable to move beyond zone competition. They gained valuable experience to carry over into the 2010-2011 season.
- Junior high girls held practises twice a week starting the middle of September with a focus on good eating and sleeping habits. They played in the Pembina Hills league as well as hosting and participating in mini-tournaments after school. This very young team (only one Gr. 9) had to develop skills and battle hard against older teams (seven gr. 8 and six gr. 7 players). There was much equal opportunity for all to play with this young team. They travelled to Boyle at the end of November for zone play downs – the first time ever for our junior teams. We purchased new uniforms which will be used for several years to come.
- Junior high boys had a more experienced team and played hard all season, as well. They competed at the same events as the girls and generally placed well. A group of grade 6 boys joined the team for practices and competitions when the opposition was bringing younger players. It proved to be a good experience for all involved.

Basketball

- Senior high boys and girls participated in several tournaments and each hosted their own home tournament. Neither team advanced beyond zone competition. The boys hosted zones and placed 5th.
- Junior high students participated in one full tournament, several games against local schools and the divisional tournament, where both teams placed well.

Track and Field

- Junior high students competed at our local and regional meets.
- No senior high students competed this year as it fell at the same time band students were in Vancouver.
- Elementary students participated at our St. Mary track meet and travelled to Boyle to compete there, as well.

Soccer

- Six teams from St. Mary participated in the junior high soccer tournament held in Fawcett. It was an enjoyable day for all participants.

Badminton

- Several high school students participated in conference competition at R.F. Staples. No students advanced to zone competition.

OTHER SPECIAL ACTIVITIES AND EVENTS

Some highlights of the 2009-2010 school year included:

September

- Junior high cross-country run
- Awards Night
- School opening liturgy at the church
- Terry Fox Run
- Parent Council Meeting
- Grade 9 and 10 students attend World Skills competitions in Calgary
- St. Mary School hosts golf zones

October

- Elementary cross-country run
- Evergreen Elementary Cross Country Run in Spruce Grove
- Grade 2 Friendship Party
- Grade 4 Bible Presentation
- Hosted high school boys' Volleyball Tournament (Joe Nestorovich Memorial)
- Junior high soccer tournament in Fawcett
- "Drive Away Hunger" campaign to support the Westlock Food Bank
- SADD Retreat
- Parent-Teacher Conferences
- Parent Council meeting

November

- Catholic Education Sunday and Catholic Education Week activities
- Remembrance Day "Prayer for Peace"
- Elementary Farm Safety presentations
- Report cards issued at all grade levels
- Parent Council Meeting
- Grade 9-12 students attended School Expo at Barrhead Comp.
- Sr. high boys volleyball team hosted zone competitions

December

- E.C.S. Father-child night
- Grade 2 "Hand Are Not for Hitting" presentations
- Band Talent Show
- Elementary Christmas concert
- Wind ensemble played at Sunday masses in Edmonton and in Westlock
- Junior and senior high Christmas dinners
- Junior high dance
- Advent liturgy

January

- Junior Achievement Presentation – junior-senior high
- Parent Council meeting
- School mid-term and final exams
- Diploma exams
- Junior high dance

February

- Semester II begins
- Grade 5/6/7/8/9/Phys. Ed. 20-30 skiing
- Hosted the William Kallal senior high boys basketball tournament
- Hosted the Cathy Mitchell senior high girls basketball tournament
- Band concert at the Cultural Arts Theatre
- Kindergarten Valentines tea
- Junior high divisional basketball tournament
- Elementary Science Fair
- Ash Wednesday Liturgy
- Junior/senior high report cards issued
- Student Retreat – Oblate Youth Retreat Team

March

- Elementary students participated in local science fair
- Elementary Report Cards issued
- Parent-teacher conferences
- Band music festivals
- Band “Spring Fling”

April

- Hosted E.C.S. parent night
- Hosted E.C.S. open house
- Grade 9 PARTY Program
- Junior/senior high report cards issued
- Band participates in music festivals
- Grade 8 and 9 Junior Achievement
- SADD candle light vigil
- Grade 11 -12 students attend King Lear production

May

- Band Dinner Show
- Elementary Science Fair and Chess Awards presentations
- Band provincial competitions in Red Deer
- Junior high track meets
- Achievement Exams
- Grade 12 seatbelt safety presentation
- Graduation
- Elementary swim program
- Elementary track meet

- Band trip to Vancouver

June

- Band wrap-up concert
- Parent Council put on Staff Appreciation Dinner
- First Reconciliation – grade 2
- First Communion and Confirmation – grade 3
- Volunteer Appreciation Tea
- St. Mary School elementary track meet – grades 1-6
- Elementary students attend Boyle Track Meet
- Year end liturgy – elementary
- Junior and senior high exams
- Junior high track meet at Fowler Field in St. Albert

FUND RAISING PLANS FOR 2010-2011

St. Mary Elementary Students

Activity: Family Reading Magazine Fundraiser

Activity Dates: September – October 2010

Completion Date: end of October

Fund Raising Goal: to meet last year's total

Proceeds to Fund: Live Theatre Presentation, Motivational/Inspirational Presentations, Chess Awards, Track Meet and Fun Day Awards, Science Fair Awards, Foster Child through Child Care International, Classroom Incentives, Purchase of classroom microwaves, kettles, and other items when necessary, Extra-curricular Bussing, Special Activities, Volunteer Appreciation.

St. Mary Junior High Students

Activity: “Mom’s Pantry” – (food/spices sales)

Activity Dates: October 2010

Completion Date: end of October

Fund Raising Goal: to meet last year's total

Proceeds to Fund: Tournament entry fees, team uniforms, school dances, officiating costs, Foster Child through Child Care International, Speakers/Motivational Presentations, Prizes for Special Events Days, P.A.R.T.Y. Program, Social Justice Projects, Extra-curricular Bussing, Volunteer Appreciation, Special Activities, Terry Fox Run

St. Mary Senior High Students

Activity: “Mom’s Pantry” – (food/spices sales); Cupid Valentine Service (flower sales)

Activity Dates: October; February

Completion Date: end of October; February

Fund Raising Goal: \$2,500; \$200

Proceeds to Fund: Tournament entry fees, officiating costs, Foster Child through Child Care International, Speakers/Motivational Presentations, Prizes for Special Events Days, Social Justice Projects, Extra-curricular bussing, Volunteer Appreciation, Special Activities, Terry

Fox Run

Graduation Committee

Activity: Food Sales (for example, hamburgers)

Activity Dates: throughout the year (to be determined)

Completion Date: spring 2010

Fund Raising Goal: \$1,600

Proceeds to Fund: graduation breakfast, decorations, grad gown rental, and to supplement ticket costs.

St. Mary Band Program – proceeds to fund travel expenses to enable all wind ensemble students to attend an international music festival every second year.

Bottle Drives:

- November \$1000.
- February \$1000.
- May \$1000.
- And ongoing throughout the year

Sausage Sales:

- November \$1500.
- April \$1500.

Fruit Sales:

- Fall \$1500.
- Spring \$1500.

Dinner Show (with Silent Auction and 50/50 Raffle): Westlock and District Community Hall:

- Saturday, April 30th or May 7th \$8000

Sobeys Food Gift Certificates

- Ongoing through the school year \$10,000

Talent Show/Night (CATS)

- Thursday, December 3, 2009 \$1,500

Family Dinner and Dance

- Saturday, March 26th \$4,000

SCHOOL ANNUAL THREE-YEAR PLAN

This Three Year plan for 2010-2013 has been developed by all of the

Year

Stakeholders from St. Mary School and is being submitted to the

School

Superintendent for review and presentation to the Board of Trustees.



Principal



Date

The following stakeholders have participated in the development of the plan and have reviewed the contents of the school plan:



Staff Representative



Date



School Council Chairperson



Date



Student Council President
(Junior/Senior High School where applicable)



Date

Approved by: _____
Superintendent

Date