

# St. Mary School Westlock, AB

*Evergreen Catholic Separate Regional Division No. 2*



Combined 3-Year Education Plan  
(2011 – 2014)  
*and*  
Annual Education Results Report (AERR)  
(2010-2011)  
*October 2011*

## **Foundation Statements**

### ***ST. MARY SCHOOL 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*”.

### ***ST. MARY 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.

St. Mary School is a member of Evergreen Catholic Separate Regional Division No. 2

### ***EVERGREEN CATHOLIC SEPARATE REGIONAL DIVISION NO. 2***

#### **Mission**

Following in the footsteps of Jesus Christ, our mission is to educate in an atmosphere of faith, hope, and love so as to prepare our students to live as compassionate, confident, and contributing citizens.

In Evergreen Catholic Schools, we believe that:

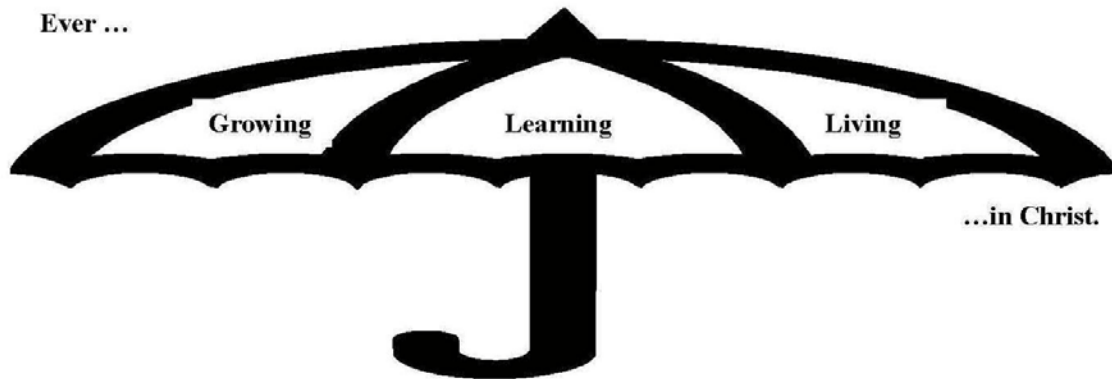
- every person is made in the image and likeness of God
- educational programs need to be student-centred and accessible
- highly qualified, faith-filled staff create excellent learning environments
- collaboration among home, school and parish fosters a comprehensive Catholic education

#### **Vision**

**EVERGREEN CATHOLIC: EVER GROWING, LEARNING, AND LIVING IN CHRIST**

Goal Statements

St. Mary School Goals – 2011-2012



Continual School Improvement through ...

Growing ... in Christ



**Continuing to Improve School-Community Relationships**

**STRATEGIES:**

- increased parental involvement in programming
- parent/teacher/student conferences to set student learning goals (early Oct.)
- increased use of school website, including developing teacher web pages and encouraging more parents to access HomeLogic
- increased teacher-parent communication through email and phone
- email newsletters and other parent information
- Provide parents, through newsletter and website, with strategies on "How to help ..."
- Increased involvement of parents in IPP planning and regular reviews

Learning ... in Christ



**Continuing to Sustain Student Success and Improve Student Learning**

**STRATEGIES:**

- Utilize a variety of Inquiry techniques to enrich student learning, improve students' critical thinking skills, and increase teachers' repertoires of instructional strategies
- Review assessment practices – assessment of learning and assessment for learning
- Develop and participate in Professional Learning Communities
- Expand our repertoire of strategies for success with Inclusive Education
- Provide instruction that leads to increased student engagement and deep understanding
- Seek/develop strategies in all subject areas to improve student literacy

Living ... in Christ



**Continuing to Provide Opportunities to Grow in our Faith**

**STRATEGIES:**

- Social justice/service projects
- Student involvement in planning school liturgies and active student participation in liturgies
- Re-introduce our foster child (through Chalice) and have students become more actively involved in communication with him
- School based PD focused on faith and spiritual development (invite our parish priest to provide direction, support, and expertise as we delve into our Catholicity)
- Work with our parish priest to provide the opportunity for students to seek spiritual direction; provide opportunities for students to have one-on-one conversations with our parish priest
- Continue to welcome Fr. Sabinus' involvement in our various school activities

## ST. MARY SCHOOL, WESTLOCK

Principal: Miss Audrey MacDonald

Asst. Principal: Mr. Derek Brown

Number of students registered for the 2011-2012 school year: 269

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. Our Catholicity permeates all that we do. 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, ParticipAction, Food Studies, Film Studies, 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, 30/30-1/30P/31 levels, the 10-2/10-3, 20-2, 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 athletics 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 2010-2011 school year, we also look ahead to the next three years and update our three-year plan, which will take us to 2014.

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 celebrate many successes. Overall, the highlights of the year are evident. The annual report portion of this document will reveal the progress and accomplishments of our 46<sup>th</sup> 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 2011.

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” work 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 sustain 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 High Achievement to Very High
- PAT Acceptable – from Low Achievement to Very High
- PAT Excellence – from High Achievement to Very High
- Diploma Exam Participation Rate (4+) – from Low Achievement to High
- Rutherford Scholarship Eligibility Rate – from Very Low Achievement to High

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

- Safe and Caring – Very High Achievement
- Quality of Education – Very High Achievement
- Transition Rate (6 yr) – Very High Achievement
- Work Preparation – High Achievement
- Citizenship – Very High Achievement
- Parental Involvement – Very High Achievement
- School Improvement – Very High Achievement

### October 2011 Accountability Pillar Overall Summary

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
Safe and Caring Schools	Excellent	Safe and Caring	92.2	92.5	89.2	88.1	87.6	86.6	Very High	Maintained	Excellent
Student Learning Opportunities	Acceptable	Program of Studies	84.0	80.7	75.1	80.9	80.5	80.1	Very High	Improved	Excellent
		Education Quality	94.5	91.4	89.2	89.4	89.2	88.9	Very High	Improved	Excellent
		Drop Out Rate	10.5	1.8	2.4	4.2	4.3	4.7	Very Low	Declined Significantly	Concern
		High School Completion Rate (3 yr)	60.2	50.3	64.7	72.6	71.5	71.1	Low	Maintained	Issue
Student Learning Achievement (Grades K-9)	Excellent	PAT: Acceptable	91.4	77.3	83.0	79.3	79.1	78.0	Very High	Improved	Excellent
		PAT: Excellence	24.7	21.8	21.4	19.6	19.4	18.5	Very High	Maintained	Excellent
Student Learning Achievement (Grades 10-12)	Acceptable	Diploma: Acceptable	69.5	79.6	82.4	82.6	83.4	84.0	Very Low	Maintained	Concern
		Diploma: Excellence	11.9	13.0	11.4	18.7	19.0	18.9	Low	Maintained	Issue
		Diploma Exam Participation Rate (4+ Exams)	56.5	33.5	56.7	54.9	53.5	53.5	High	Maintained	Good
		Rutherford Scholarship Eligibility Rate (Revised)	61.1	33.3	50.0	59.6	56.9	57.0	High	Maintained	Good
Preparation for Lifelong Learning, World of Work, Citizenship	Excellent	Transition Rate (6 yr)	73.2	68.4	64.2	59.3	59.8	59.3	Very High	Maintained	Excellent
		Work Preparation	83.3	87.5	88.0	80.1	79.9	79.8	High	Maintained	Good
		Citizenship	83.6	82.3	83.5	81.9	81.4	79.9	Very High	Maintained	Excellent
Parental Involvement	Excellent	Parental Involvement	89.7	87.7	82.0	79.9	80.0	79.4	Very High	Maintained	Excellent
Continuous Improvement	Excellent	School Improvement	91.8	89.1	87.2	80.1	79.9	78.8	Very High	Improved	Excellent

#### Notes:

- 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).
- 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.
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- The subsequent pages include evaluations for each performance measure. If jurisdictions desire not to present this information for each performance measure in the subsequent pages, please include a reference to this overall summary page for each performance measure.
- Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

## Measure Evaluation Reference

### Achievement Evaluation

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

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

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 65.53	65.53 - 78.44	78.44 - 85.13	85.13 - 89.49	89.49 - 100.00
PAT: Excellence	0.00 - 9.19	9.19 - 11.96	11.96 - 17.99	17.99 - 22.45	22.45 - 100.00
Diploma: Acceptable	0.00 - 74.42	74.42 - 83.58	83.58 - 88.03	88.03 - 92.35	92.35 - 100.00
Diploma: Excellence	0.00 - 10.31	10.31 - 15.67	15.67 - 20.27	20.27 - 23.77	23.77 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Rutherford Scholarship Eligibility Rate (Revised)	0.00 - 43.18	43.18 - 49.83	49.83 - 59.41	59.41 - 70.55	70.55 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

#### Notes:

- 1) For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- 2) Drop Out Rate measure: As "Drop-out Rate" is inverse to most measures (i.e. lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

### Improvement Table

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

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

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

### Overall Evaluation Table

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

Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

### Category Evaluation

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g. 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern)

## Goal One: Success for Every Student (*Ever Learning in Christ*)

**Outcome:** *Students demonstrate proficiency in literacy and numeracy*

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

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

Performance Measure	Results (in percentages)					Target <sup>1</sup>	Evaluation			Targets <sup>2</sup>		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	78.7	87.4	84.2	77.3	91.4	84.2	Very High	Improved	Excellent	91.5	92	92.5
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	15.7	27.4	14.9	21.8	24.7	21.8	Very High	Maintained	Excellent	25	25.5	26

### Comment on Results

Our excellent results show an ongoing commitment by our staff to help our students achieve a high level of competency in literacy and numeracy.

We are pleased with our significant gains in the number of students who achieved the acceptable standard; in fact, we exceeded our target.

### Strategies

We will continue to employ strategies to sustain these positive results, including:

- 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 3 of our AISI project – Inquiry Based Teaching and Learning, continuing our close focus on *Critical Thinking* again this year. We trust this focus will continue to provide increased success for our students.
- Professional Learning Communities will be formed and participated in by our teachers to increase opportunities for collaboration within the school.
- Our Asset Building goal, directed at more publically recognizing student academic success, at the junior and senior high levels, 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.
- Goal setting opportunities for students and parents will take place at October parent-student-teacher conferences. This collaboration increases involvement of students and parents in student programming.

- ✚ In specific subject and grade areas, the following strategies are being utilized by teachers:
- Teachers and parents will work collaboratively to help students succeed
  - Teachers will meet students where they are and teach them what they need to learn for success in their programs.
  - Teachers will emphasize mastery of key concepts. (Grades 1-3)
  - Teachers will teach students to focus on recognizing meaning in context. (Grades 1-3)
  - Teachers will teach students to recognize and identify details and encourage students to take the steps necessary to do this successfully. (Grades 1-3)
  - Numeration will remain a focus. (Grades 1-3)
  - Teachers will continue to build on the basics in a natural progression – Mathematics. (Grades 1-3)
  - Teachers will continue to teach from concrete to pictorial to abstract in every day teaching – Mathematics. (Grades 1-3)
  - Integrate the *6+1 Traits in Writing* (Grades 4-6)
  - Model writing practices more often. Scaffold support where needed (Grades 4-6)
  - Continue to focus on meaningful writing experiences, using many suggestions from Joanne Moore's presentation, "Writing with Results". (Grades 4-6)
  - Continue to use *Moving Up with Literacy*. (Grades 4-6)
  - Divide classes into smaller Guided Reading and Writing groups. (Grades 4-6)
  - Continue with daily silent reading program. (Grades 4-6)
  - Use higher level questioning techniques (critical challenges) and inquiry to challenge students.
  - Vary teaching styles and methods.
  - Focus on metacognition.
  - Utilize the techniques in *Guiding Readers and Writers: Grades 3-6*, by I. Fountas, and *Balanced Literacy*, by Edmonton Public Schools. (Grades 4-6)
  - Increased focus on – English Language Arts: identifying the author's purpose for using questions in the introduction of an informational article; identifying the connotative meaning of a phrase in a poem; inferring a character's feelings. (Grades 4-6)
  - Increased focus on – Mathematics: applying knowledge and understanding to higher level thinking skills in each strand of the Math curriculum. (Grades 4-6)
  - Increased focus on – Science: identifying the manipulated and responding variable in an experiment; analyzing statements to support particular points of view. (Grades 4-6)
  - Continue to include Science Fair projects as a unit of study. (Grades 4-6)
  - Increased focus on – Social Studies: *Knowledge and Understanding* – identifying a disadvantage of a decision making model used in the Iroquois Confederacy; *Skills and Processes* – community involvement: identifying the motivation and method by which citizen groups influence decision making; community involvement: identifying the reason that a specific activity is an effective way to influence decision making. (Grades 4-6)
  - Additional focus will be on "Patterns and Relationships" (solving equations) and "Shape and Success" (area and volume) – Mathematics. (Grades 7-9)
  - Continued focus on use of formulas – Mathematics. (Grades 7-9)
  - Students will be provided with strategies to write, and practice in writing, multiple choice tests with success. (Grades 7-9)
  - Students will continue to receive opportunities to reinforce skills taught in class and will be provided concrete and relevant strategies for problem solving – Mathematics. (Grades 7-9)
  - Teachers will continue to implement strategies to increase student success in determining meaning from context and will work to improve student vocabulary – Language Arts and Social Studies. (Grades 7-9)
  - 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 – Language Arts. (Grades 7-9)

- 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 – Language Arts and Social Studies. (Grades 7-9)

Notes:

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

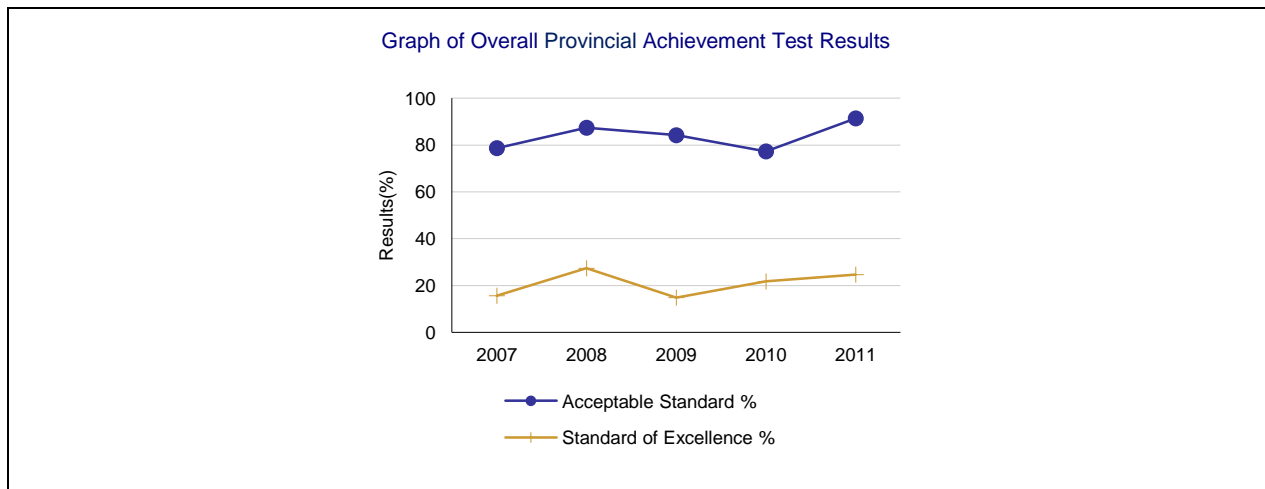
**Provincial Achievement Test Results – Measure Details**

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2007		2008		2009		2010		2011		2011	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 3	School	95.2	28.6	93.3	33.3	80.0	0.0	95.0	15.0	95.2	33.3		
	Authority	85.3	13.9	93.0	22.3	90.5	17.8	87.2	16.3	89.9	20.6		
	Province	80.3	17.7	80.1	16.1	81.3	18.2	81.6	19.5	81.8	17.5		
French Language Arts 3	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	83.8	15.8	84.1	16.3	80.6	15.8		
Français 3	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	82.5	16.3	86.4	16.3	84.2	18.6		
Mathematics 3	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	81.0	33.3		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	84.3	24.5		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	77.4	26.0		
English Language Arts 6	School	86.4	22.7	88.9	27.8	100.0	26.3	90.0	35.0	100.0	18.8		
	Authority	84.9	17.2	89.9	19.0	90.7	15.0	95.0	18.1	90.8	17.0		
	Province	80.3	19.8	81.1	21.0	81.8	18.9	83.3	18.9	83.0	18.5		
French Language Arts 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	88.1	11.0	87.7	14.2	91.5	15.9	88.3	15.9	89.4	17.1		
Français 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	93.0	18.0	94.3	17.1	92.6	18.7	91.3	18.3	92.2	17.6		
Mathematics 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	75.0	18.8		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	84.8	20.5		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	73.7	17.8		
Science 6	School	63.6	31.8	83.3	38.9	89.5	26.3	85.0	40.0	93.8	31.3		
	Authority	84.6	29.4	82.6	27.9	88.6	25.0	88.6	32.4	87.9	29.1		
	Province	75.2	26.6	74.8	24.1	76.5	24.8	76.8	26.4	76.2	25.0		
Social Studies 6	School	n/a	n/a	n/a	n/a	n/a	n/a	80.0	25.0	81.3	25.0		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	86.1	21.0	79.9	24.0		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	71.0	16.4	71.1	18.5		
English Language Arts 9	School	80.6	0.0	90.9	27.3	78.6	10.7	68.0	4.0	78.6	21.4		
	Authority	78.6	8.1	83.2	9.8	81.0	13.5	85.3	11.4	85.7	13.5		
	Province	77.5	14.8	76.5	14.8	78.7	14.7	79.3	15.0	79.1	16.3		
English Lang Arts 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	*	*	*	*		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	66.8	7.8	67.2	7.9		
French Language Arts 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		

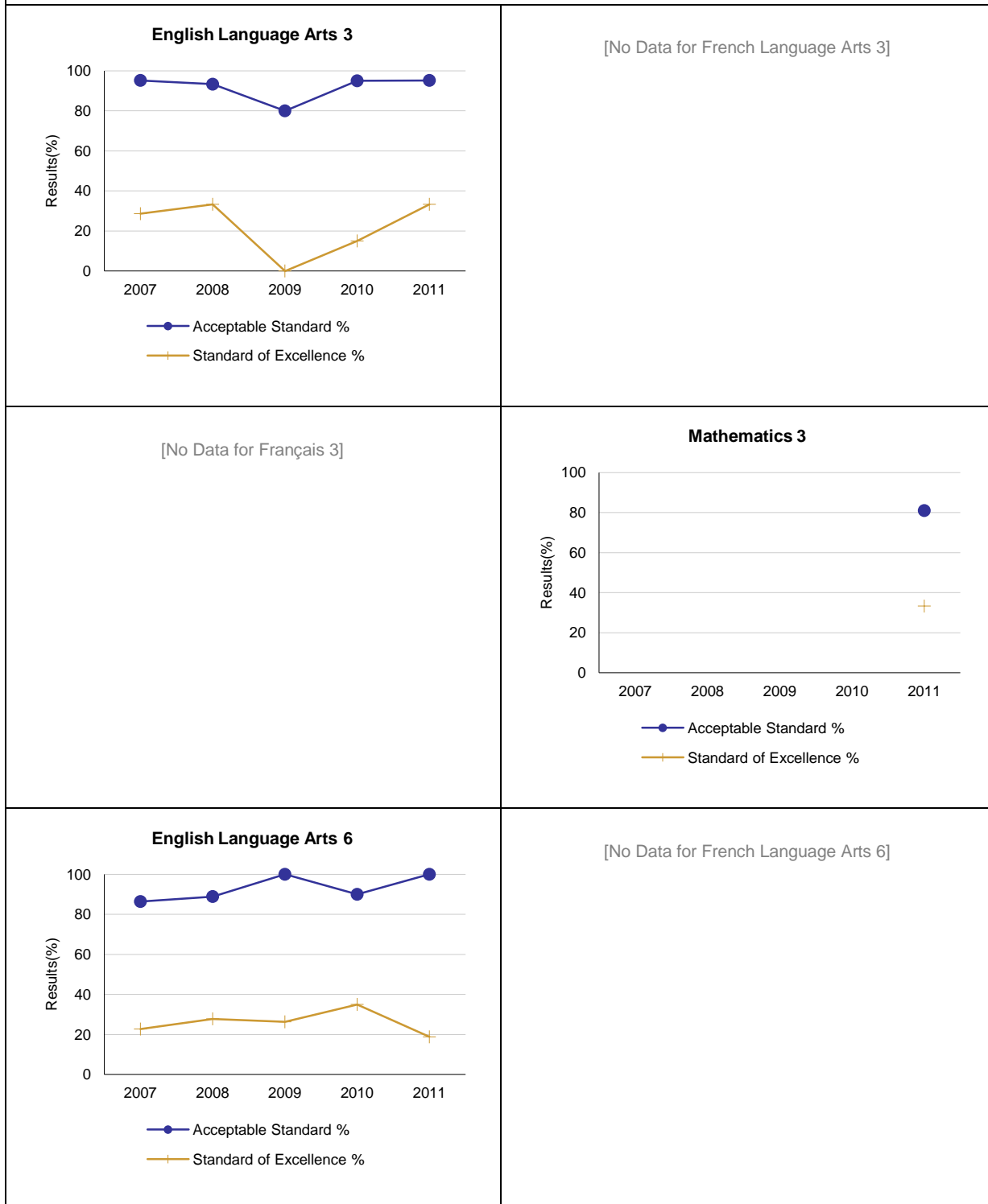
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	81.3	12.9	84.5	12.4	81.8	10.3	86.1	12.4	88.8	15.0		
Français 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	81.6	12.6	84.8	11.7	85.6	12.9	84.3	12.7	90.2	15.8		
Mathematics 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	71.4	14.3		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	70.6	14.7		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	66.1	17.3		
Mathematics 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	*	*	*	*		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	65.6	15.3	64.9	14.9		
Science 9	School	71.0	6.5	81.8	13.6	78.6	14.3	56.0	20.0	85.7	14.3		
	Authority	70.4	10.5	71.7	10.2	75.5	13.4	80.1	19.5	81.1	23.9		
	Province	69.6	14.7	69.3	13.0	72.2	15.8	73.6	17.7	74.9	20.8		
Science 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	*	*	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	67.2	14.3	69.5	15.3		
Social Studies 9	School	n/a	n/a	n/a	n/a	n/a	n/a	56.0	16.0	64.3	14.3		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	73.5	24.7	72.0	23.5		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	68.9	18.8	67.2	19.0		
Social Studies 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	64.6	15.7	61.9	13.6		

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

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

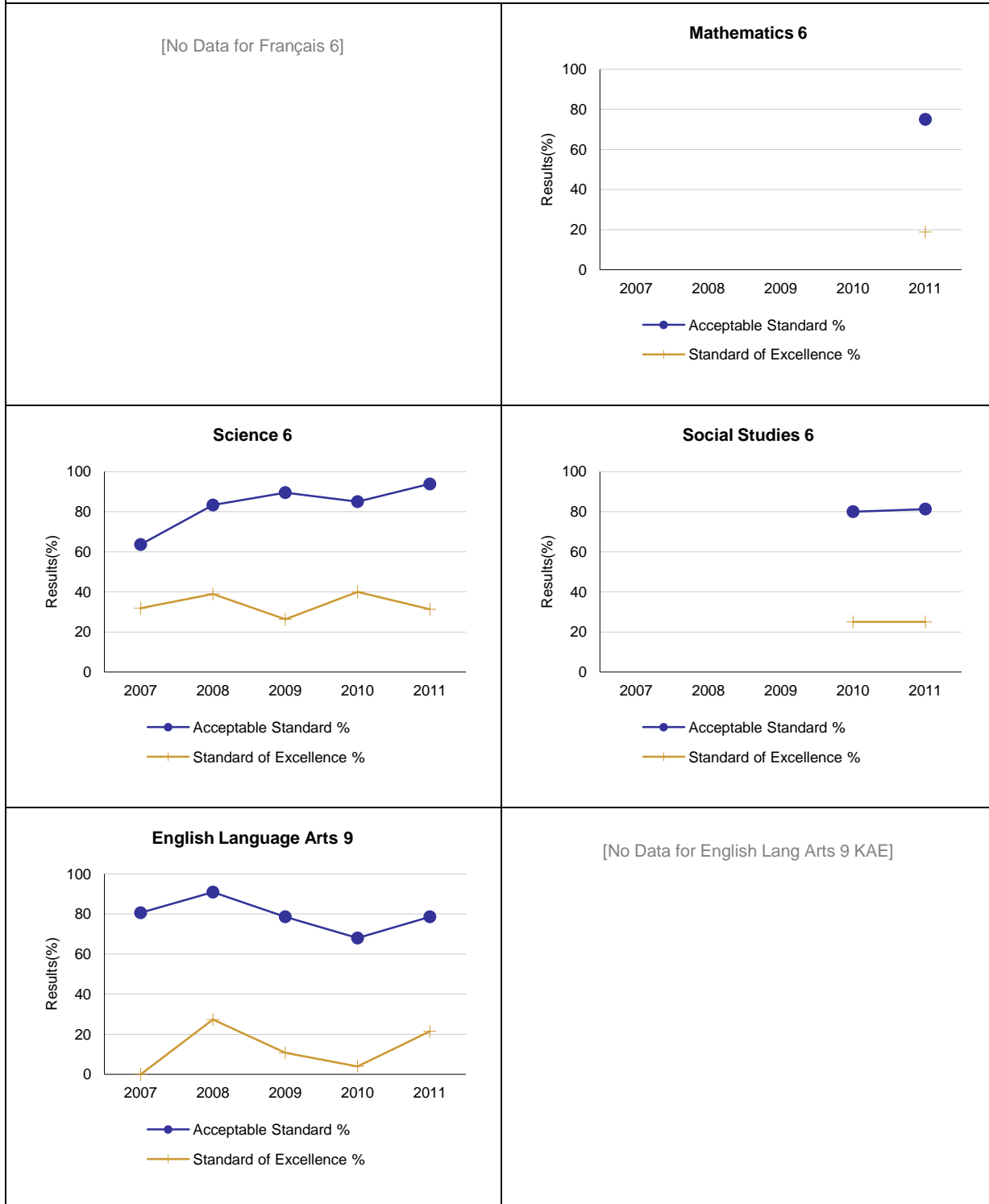


Graph of Provincial Achievement Test Results by Course



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

Graph of Provincial Achievement Test Results by Course



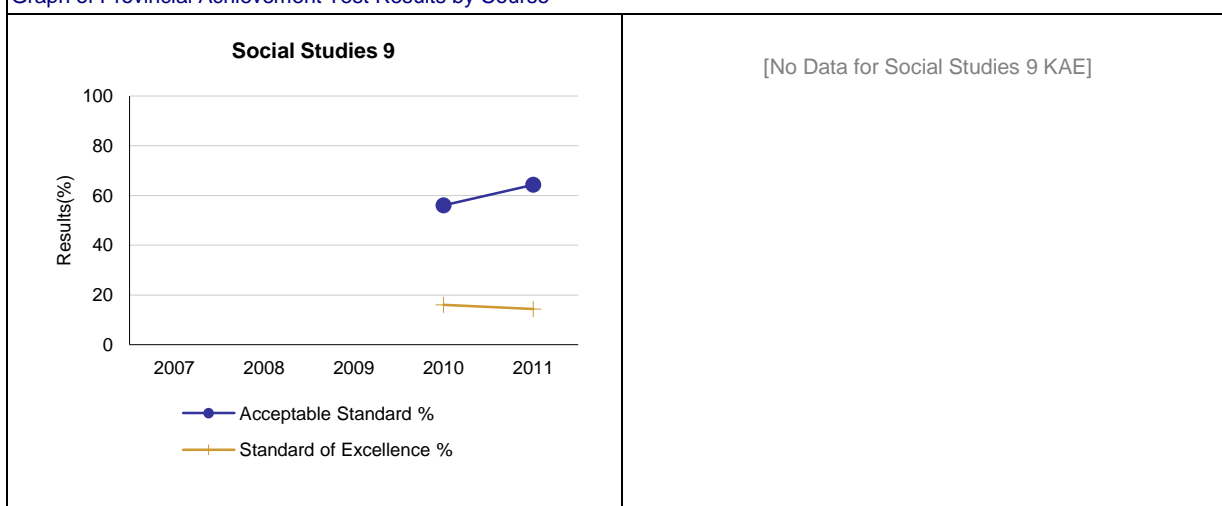
Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

Graph of Provincial Achievement Test Results by Course

<p>[No Data for French Language Arts 9]</p>	<p>[No Data for Français 9]</p>																		
<p style="text-align: center;"><b>Mathematics 9</b></p> <table border="1"> <caption>Mathematics 9 Data</caption> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2007</td> <td></td> <td></td> </tr> <tr> <td>2008</td> <td></td> <td></td> </tr> <tr> <td>2009</td> <td></td> <td></td> </tr> <tr> <td>2010</td> <td></td> <td></td> </tr> <tr> <td>2011</td> <td>72</td> <td>15</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2007			2008			2009			2010			2011	72	15	<p>[No Data for Mathematics 9 KAE]</p>
Year	Acceptable Standard %	Standard of Excellence %																	
2007																			
2008																			
2009																			
2010																			
2011	72	15																	
<p style="text-align: center;"><b>Science 9</b></p> <table border="1"> <caption>Science 9 Data</caption> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2007</td> <td>70</td> <td>8</td> </tr> <tr> <td>2008</td> <td>82</td> <td>15</td> </tr> <tr> <td>2009</td> <td>78</td> <td>15</td> </tr> <tr> <td>2010</td> <td>55</td> <td>20</td> </tr> <tr> <td>2011</td> <td>85</td> <td>15</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2007	70	8	2008	82	15	2009	78	15	2010	55	20	2011	85	15	<p>[No Data for Science 9 KAE]</p>
Year	Acceptable Standard %	Standard of Excellence %																	
2007	70	8																	
2008	82	15																	
2009	78	15																	
2010	55	20																	
2011	85	15																	

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	2011	Prev 3 Yr Avg	2011	Prev 3 Yr Avg	2011	Prev 3 Yr Avg		
					N	%	N	%	N	%	N	%
English Language Arts 3	Acceptable Standard	Very High	Maintained	Excellent	21	95.2	18	89.4	42,944	81.8	42,052	81.0
	Standard of Excellence	Very High	Improved	Excellent	21	33.3	18	16.1	42,944	17.5	42,052	17.9
French Language Arts 3	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,180	80.6	3,046	83.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,180	15.8	3,046	16.1
Français 3	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	532	84.2	520	84.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	532	18.6	520	16.3
English Language Arts 6	Acceptable Standard	Very High	Improved	Excellent	16	100.0	19	93.0	43,433	83.0	43,646	82.1
	Standard of Excellence	High	Maintained	Good	16	18.8	19	29.7	43,433	18.5	43,646	19.6
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,635	89.4	2,307	89.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,635	17.1	2,307	15.3
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	460	92.2	442	92.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	460	17.6	442	18.0
Science 6	Acceptable Standard	Very High	Maintained	Excellent	16	93.8	19	85.9	43,441	76.2	43,534	76.0
	Standard of Excellence	High	Maintained	Good	16	31.3	19	35.1	43,441	25.0	43,534	25.1
Social Studies 6	Acceptable Standard	n/a	Maintained	n/a	16	81.3	20	80.0	43,537	71.1	43,601	71.0
	Standard of Excellence	n/a	Maintained	n/a	16	25.0	20	25.0	43,537	18.5	43,601	16.4
English Language Arts 9	Acceptable Standard	Intermediate	Maintained	Acceptable	14	78.6	25	79.2	43,024	79.1	43,763	78.2
	Standard of Excellence	Very High	Maintained	Excellent	14	21.4	25	14.0	43,024	16.3	43,763	14.8
English Lang Arts 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,606	67.2	1,587	66.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,606	7.9	1,587	7.8
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,331	88.8	2,324	84.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,331	15.0	2,324	11.7
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	336	90.2	324	84.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	336	15.8	324	12.4
Mathematics 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,936	64.9	1,894	65.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,936	14.9	1,894	15.3
Science 9	Acceptable Standard	Very High	Maintained	Excellent	14	85.7	25	72.1	42,932	74.9	43,553	71.7
	Standard of Excellence	High	Maintained	Good	14	14.3	25	16.0	42,932	20.8	43,553	15.5
Science 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,586	69.5	1,526	67.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,586	15.3	1,526	14.3
Social Studies 9	Acceptable Standard	n/a	Maintained	n/a	14	64.3	25	56.0	43,128	67.2	43,769	68.9
	Standard of Excellence	n/a	Maintained	n/a	14	14.3	25	16.0	43,128	19.0	43,769	18.8
Social Studies 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,573	61.9	1,557	64.6

	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,573	13.6	1,557	15.7
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Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

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

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

### Measure Evaluation Reference - Achievement Evaluation

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

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

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Language Arts 3	Acceptable Standard	0.00 - 72.53	72.53 - 80.49	80.49 - 89.12	89.12 - 93.04	93.04 - 100.00
	Standard of Excellence	0.00 - 6.06	6.06 - 11.35	11.35 - 16.93	16.93 - 20.27	20.27 - 100.00
English Language Arts 6	Acceptable Standard	0.00 - 67.95	67.95 - 78.40	78.40 - 86.09	86.09 - 91.37	91.37 - 100.00
	Standard of Excellence	0.00 - 6.83	6.83 - 11.65	11.65 - 17.36	17.36 - 22.46	22.46 - 100.00
French Language Arts 6	Acceptable Standard	0.00 - 41.69	41.69 - 73.54	73.54 - 92.32	92.32 - 97.93	97.93 - 100.00
	Standard of Excellence	0.00 - 2.72	2.72 - 8.13	8.13 - 15.29	15.29 - 23.86	23.86 - 100.00
Science 6	Acceptable Standard	0.00 - 60.36	60.36 - 78.51	78.51 - 86.46	86.46 - 90.64	90.64 - 100.00
	Standard of Excellence	0.00 - 11.74	11.74 - 17.42	17.42 - 25.34	25.34 - 34.31	34.31 - 100.00
English Language Arts 9	Acceptable Standard	0.00 - 63.55	63.55 - 75.66	75.66 - 83.70	83.70 - 90.27	90.27 - 100.00
	Standard of Excellence	0.00 - 5.96	5.96 - 9.43	9.43 - 14.72	14.72 - 20.46	20.46 - 100.00
French Language Arts 9	Acceptable Standard	0.00 - 67.59	67.59 - 81.33	81.33 - 92.06	92.06 - 97.26	97.26 - 100.00
	Standard of Excellence	0.00 - 1.67	1.67 - 6.81	6.81 - 17.11	17.11 - 28.68	28.68 - 100.00
Science 9	Acceptable Standard	0.00 - 50.57	50.57 - 60.14	60.14 - 72.50	72.50 - 76.89	76.89 - 100.00
	Standard of Excellence	0.00 - 3.39	3.39 - 6.71	6.71 - 11.81	11.81 - 15.85	15.85 - 100.00

Notes:

The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.

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

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

### Improvement Table

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

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

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

### Overall Evaluation Table

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

	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

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

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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	80.7	82.0	85.7	79.6	69.5	83.4	Very Low	Maintained	Concern	83.4	84	84.5
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	20.5	14.0	7.1	13.0	11.9	19	Low	Maintained	Issue	19	19.5	20

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2011	Achievement	Improvement	Overall	2012	2013	2014
High School Completion Rate - percentages of students who completed high school within three years of entering Grade 10.	71.4	77.0	66.8	50.3	60.2	76	Low	Maintained	Issue	76	77	78
Drop Out Rate - annual dropout rate of students aged 14 to 18	1.3	4.1	1.3	1.8	10.5	1.1	Very Low	Declined Significantly	Concern	1.1	1.0	1.0
High school to post-secondary transition rate of students within six years of entering Grade 10.	69.7	66.8	57.4	68.4	73.2	72	Very High	Maintained	Excellent	73.5	74	75
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	45.5	56.7	60.0	33.3	61.1	56.9	High	Maintained	Good	61.5	62	62.5
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	47.6	65.4	71.3	33.5	56.5	53.5	High	Maintained	Good	56.5	57	57.5

**Comment on Results**

We are pleased with the following significant progress:

- ✦ Very high results have been sustained in the High school to post-secondary transition rate of students within six years if entering high school.
- ✦ Our overall percentage of grade 12 students eligible for a Rutherford Scholarship has improved from "Very Low" to "High."
- ✦ Our percentage of students writing four or more diploma exams within 3 years of entering grade 10 has improved from "Low" to "High."

Our lower results in High School Completion and Drop Out Rate are the result of one class with a disproportionately large percentage of students who seemed unable to handle the necessary commitment to school. This is an issue that has been addressed so we anticipate improved results in the future. However, we have been willing to give students a chance to be successful at St. Mary School and will continue to "take a chance" on students if it seems warranted. This philosophy has allowed many students to make changes in their lives and achieve success. Sometimes that is more important than potentially low scores.

Low Diploma Examination scores will be addressed.

## Strategies

We will strive to sustain favourable results and work to improve less favourable results through the following strategies:

### ✚ Diploma Exam Results

- Teachers and parents will work collaboratively to help students succeed – increased parental involvement in programming
- Teachers involvement in Professional Learning Communities with an opportunity for collaborative goal setting and professional development
- Differentiated instructional strategies will continue to be implemented to accommodate students' varied learning styles and abilities
- Assessment for and of learning strategies will be utilized
- Teachers will continue to be encouraged to seek professional development opportunities so that they might expand their repertoire of curriculum and teaching strategies. ERLC professional development opportunities will be stressed.
- Teachers will continue to analyze diploma exam results in order to set goals and identify strategies to improve results
- High expectations for student achievement will be maintained at all grade levels
- Inclusion of high school students and teachers in the A.I.S.I. project – Inquiry – is expected to increase opportunities for the application of higher level thinking skills
- Students achieving honours standing in each core course will continue to be recognized publically on a monthly basis
- 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.
- Increased focus on literacy in all subject areas
- Students will be provided strategies to write, and practice in writing, sample diploma exams
- Subject-specific strategies:
  - Mathematics – an increased focus on problem solving and inquiry, where appropriate
  - Social Studies – students will be provided additional instruction in constructing effective written responses and will receive on-going feedback on their work. Strategies in interpretation, analysis, and synthesis of information will be reinforced.
  - English Language Arts – students will be provided more challenging sight-reading experiences and more opportunities to practice this skill. Students will be challenged with higher level critical thinking tasks, questions, and discussions. More emphasis on the various types of text creation. Additional opportunities for critical thinking and analytical thought will be provided. More effective rubric and other assessment tools will be developed and utilized.
  - Biology – increased focus on review and on placing new material in context with previously learned material. More emphasis will be placed on numerical response questions and students will be provided additional opportunity to work with numerical response questions. Opportunities will be provided for students to get additional help, when necessary.
  - Chemistry – additional emphasis on numerical response. An increased focus will be placed on enthalpy and oxidation-reduction reactions. Problem solving strategies will be a focus. Order of course presentation will be changed so that level of difficulty increases as the course proceeds. Focus on full course study and preparation so students do not rely on end of course cramming.
  - Physics – increased focus on numerical response. An increased focus will be on the units of momentum and impulse as well as forces and fields. An understanding of electromagnetic forces as related to trajectory and momentum knowledge will be emphasized. Students will be taught to make connections between various aspects of Physics. A focus will be placed on problem solving. Supporting resources – specifically videos – will be used.

### ✚ High School Completion Rate / Drop Out Rate / High School to Post-secondary Transition Rate / Rutherford Eligibility / Percentage Writing Four or More Diploma Exams

The following strategies will be implemented:

- 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. Grade 10 and 11 students will take a variety of Career Transitions courses. Students will continue to have opportunities to access early Apprenticeship training through CTS courses.

- Eligible students will continue to have opportunities to participate in Work Experience and RAP.
- 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.
- 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.

Notes:

1. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30. The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
2. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
3. Please note that the rules for Rutherford Scholarships changed in 2008, which increased the number of students eligible for Rutherford Scholarships. The history for the measure has been re-computed to allow for trends to be identified.
4. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

**Diploma Examination Results – Measure Details**

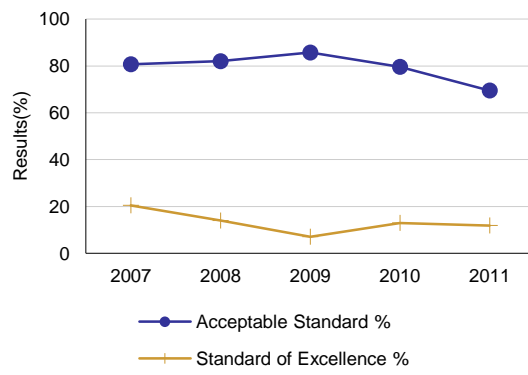
Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2007		2008		2009		2010		2011		2011	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	School	90.5	19.0	92.9	14.3	92.9	0.0	87.5	12.5	83.3	0.0		
	Authority	92.0	19.5	92.8	14.4	94.3	10.6	92.9	7.9	93.6	8.0		
	Province	87.7	19.0	87.1	15.5	86.1	12.3	85.1	10.1	84.4	10.1		
English Lang Arts 30-2	School	90.9	9.1	*	*	88.9	0.0	*	*	*	*		
	Authority	98.5	22.7	98.9	23.3	96.6	17.0	98.8	18.8	98.9	25.3		
	Province	88.7	9.7	88.9	8.8	88.2	8.5	88.8	9.8	88.6	9.1		
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	95.6	23.1	94.9	24.5	95.1	18.9	93.7	16.3	95.3	14.3		
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	97.2	24.6	98.5	25.4	94.7	33.1	94.2	15.6	93.8	20.1		
Pure Mathematics 30	School	70.6	29.4	80.0	20.0	66.7	16.7	63.6	18.2	70.0	20.0		
	Authority	80.6	26.9	77.8	17.8	81.6	18.4	79.0	29.6	81.4	19.6		

	Province	81.1	24.6	81.3	25.8	82.1	26.3	82.9	29.7	81.0	28.7		
Applied Mathematics 30	School	54.5	0.0	62.5	0.0	*	*	100.0	0.0	88.9	22.2		
	Authority	82.0	9.8	72.1	8.8	77.2	11.4	85.1	8.5	70.7	6.7		
	Province	77.6	12.1	76.4	10.7	79.4	13.5	77.3	12.6	74.3	9.8		
Social Studies 30	School	75.0	37.5	66.7	0.0	55.6	0.0	n/a	n/a	n/a	n/a		
	Authority	89.2	27.5	92.9	23.2	86.4	22.3	87.5	12.5	n/a	n/a		
	Province	86.1	24.6	84.7	21.5	84.2	21.4	67.8	10.4	69.7	12.1		
Social Studies 30-1	School	n/a	n/a	n/a	n/a	n/a	n/a	64.7	5.9	70.0	10.0		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	91.9	12.2	85.7	10.7		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	84.5	16.1	82.8	14.9		
Social Studies 33	School	90.0	10.0	85.7	42.9	90.0	10.0	n/a	n/a	n/a	n/a		
	Authority	93.7	23.8	90.5	27.4	93.9	32.7	*	*	n/a	n/a		
	Province	84.8	19.6	85.3	18.9	85.6	20.2	76.4	11.5	69.0	21.4		
Social Studies 30-2	School	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	97.4	25.0	98.8	34.1		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	85.0	13.7	85.6	15.9		
Biology 30	School	87.0	30.4	76.9	23.1	80.0	10.0	66.7	20.0	42.1	15.8		
	Authority	90.3	39.8	82.6	21.5	80.0	19.3	77.0	20.4	75.3	19.5		
	Province	83.5	27.4	82.3	26.3	83.0	26.6	81.4	28.1	81.9	29.8		
Chemistry 30 Old	School	83.3	33.3	83.3	41.7	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	88.2	46.1	89.4	38.8	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	89.3	37.9	89.2	39.2	77.6	19.5	87.5	37.5	n/a	n/a		
Chemistry 30	School	n/a	n/a	n/a	n/a	55.6	0.0	46.2	15.4	25.0	12.5		
	Authority	n/a	n/a	n/a	n/a	68.0	21.3	72.5	19.6	69.9	15.1		
	Province	n/a	n/a	n/a	n/a	76.3	27.7	79.0	29.9	75.1	27.7		
Physics 30 Old	School	83.3	41.7	77.8	22.2	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	84.3	21.6	81.0	23.8	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	86.1	29.3	85.7	32.0	74.4	25.6	75.0	25.0	n/a	n/a		
Physics 30	School	n/a	n/a	n/a	n/a	*	*	55.6	11.1	33.3	16.7		
	Authority	n/a	n/a	n/a	n/a	93.8	18.8	69.4	14.3	59.7	17.7		
	Province	n/a	n/a	n/a	n/a	79.3	23.1	73.9	20.3	76.7	27.7		
Science 30	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	100.0	71.4	*	*	83.3	20.0	83.3	20.0	82.9	28.6		
	Province	87.1	18.0	88.6	21.6	86.0	20.9	80.1	22.8	80.4	21.0		

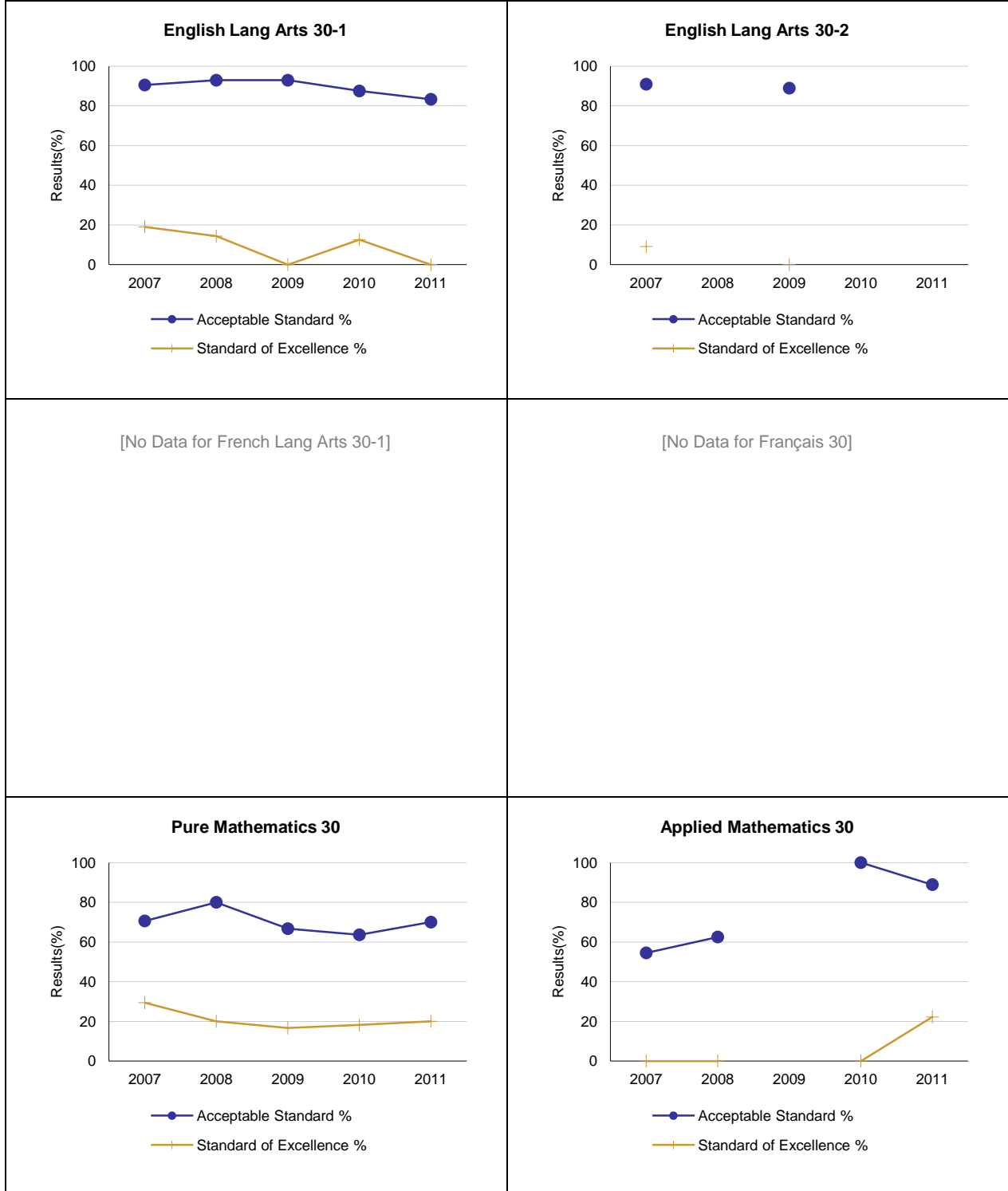
Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

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

Graph of Diploma Examination Results – Overall



Diploma Examination Results by Course

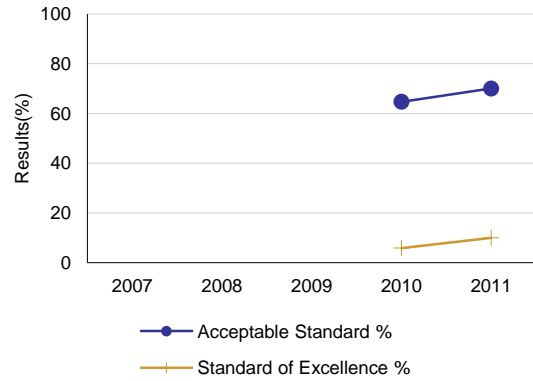


Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

Diploma Examination Results by Course

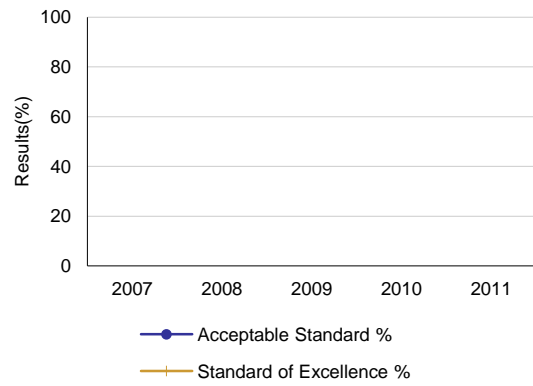
[No Data for Social Studies 30]

**Social Studies 30-1**

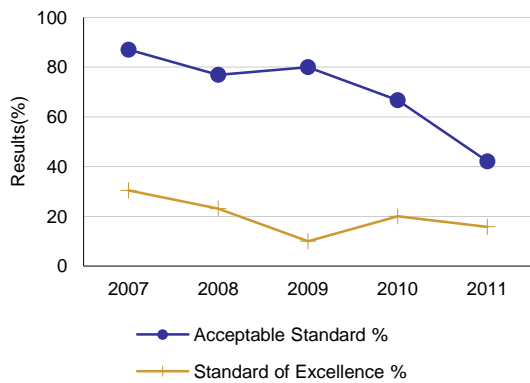


[No Data for Social Studies 33]

**Social Studies 30-2**



**Biology 30**



[No Data for Chemistry 30 Old]

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;"><b>Chemistry 30</b></p> <table border="1"> <caption>Chemistry 30 Results</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>0</td> </tr> <tr> <td>2010</td> <td>45</td> <td>15</td> </tr> <tr> <td>2011</td> <td>25</td> <td>12</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2009	55	0	2010	45	15	2011	25	12	<p>[No Data for Physics 30 Old]</p>
Year	Acceptable Standard %	Standard of Excellence %											
2009	55	0											
2010	45	15											
2011	25	12											
<p style="text-align: center;"><b>Physics 30</b></p> <table border="1"> <caption>Physics 30 Results</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> <tr> <td>2011</td> <td>35</td> <td>15</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2010	55	10	2011	35	15	<p>[No Data for Science 30]</p>			
Year	Acceptable Standard %	Standard of Excellence %											
2010	55	10											
2011	35	15											

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

Diploma Examination Results Course By Course Summary With Measure Evaluation

Course	Measure	St. Mary School						Alberta				
		Achievement	Improvement	Overall	2011		Prev 3 Yr Avg		2011		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	Very Low	Maintained	Concern	18	83.3	15	91.1	29,063	84.4	28,502	86.1
	Standard of Excellence	Very Low	Declined	Concern	18	0.0	15	8.9	29,063	10.1	28,502	12.6
English Lang Arts 30-2	Acceptable Standard	*	*	*	3	*	9	88.9	14,550	88.6	13,676	88.6
	Standard of Excellence	*	*	*	3	*	9	0.0	14,550	9.1	13,676	9.0
French Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,269	95.3	1,262	94.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,269	14.3	1,262	19.9
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	144	93.8	139	95.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	144	20.1	139	24.7
Pure Mathematics 30	Acceptable Standard	Low	Maintained	Issue	10	70.0	9	70.1	23,033	81.0	22,548	82.1
	Standard of Excellence	Intermediate	Maintained	Acceptable	10	20.0	9	18.3	23,033	28.7	22,548	27.3
Applied Mathematics 30	Acceptable Standard	Intermediate	Maintained	Acceptable	9	88.9	8	81.3	10,807	74.3	10,371	77.7
	Standard of Excellence	High	Improved	Good	9	22.2	8	0.0	10,807	9.8	10,371	12.3
Social Studies 30-1	Acceptable Standard	n/a	Maintained	n/a	10	70.0	17	64.7	23,603	82.8	23,484	84.5
	Standard of Excellence	n/a	Maintained	n/a	10	10.0	17	5.9	23,603	14.9	23,484	16.1
Social Studies 30-2	Acceptable Standard	*	*	*	5	*	n/a	n/a	16,537	85.6	14,903	85.0
	Standard of Excellence	*	*	*	5	*	n/a	n/a	16,537	15.9	14,903	13.7
Biology 30	Acceptable Standard	Very Low	Declined	Concern	19	42.1	13	74.5	22,817	81.9	21,372	82.2
	Standard of Excellence	Low	Maintained	Issue	19	15.8	13	17.7	22,817	29.8	21,372	27.0
Chemistry 30	Acceptable Standard	n/a	Declined	n/a	16	25.0	11	50.9	18,792	75.1	18,152	77.6
	Standard of Excellence	n/a	Maintained	n/a	16	12.5	11	7.7	18,792	27.7	18,152	28.8
Physics 30	Acceptable Standard	n/a	Maintained	n/a	6	33.3	9	55.6	10,660	76.7	10,216	76.6
	Standard of Excellence	n/a	Maintained	n/a	6	16.7	9	11.1	10,660	27.7	10,216	21.7
Science 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	5,007	80.4	4,450	84.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	5,007	21.0	4,450	21.8

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

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

### 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 or equal to the lower value to 100%.

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

### Improvement Table

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

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

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

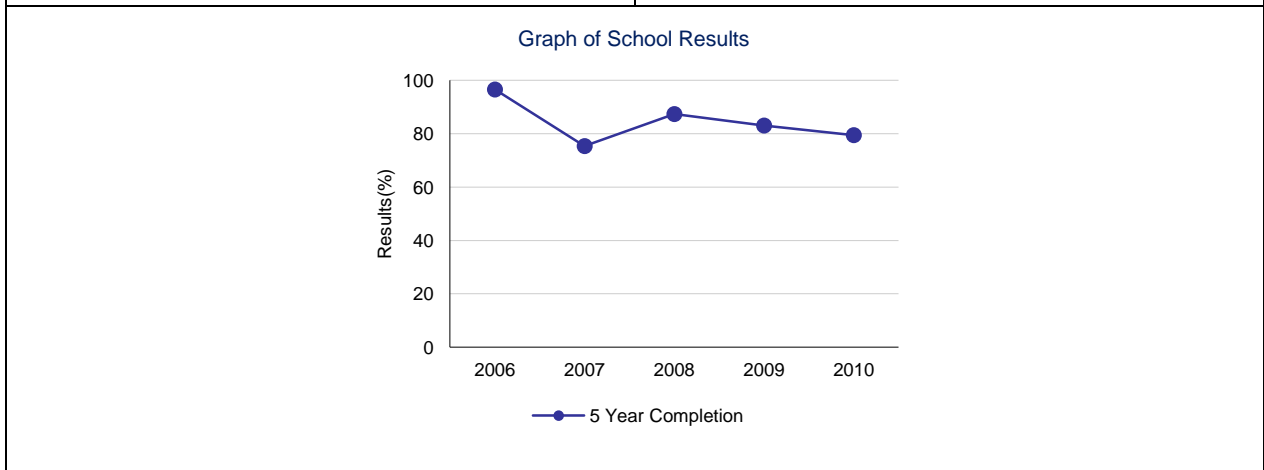
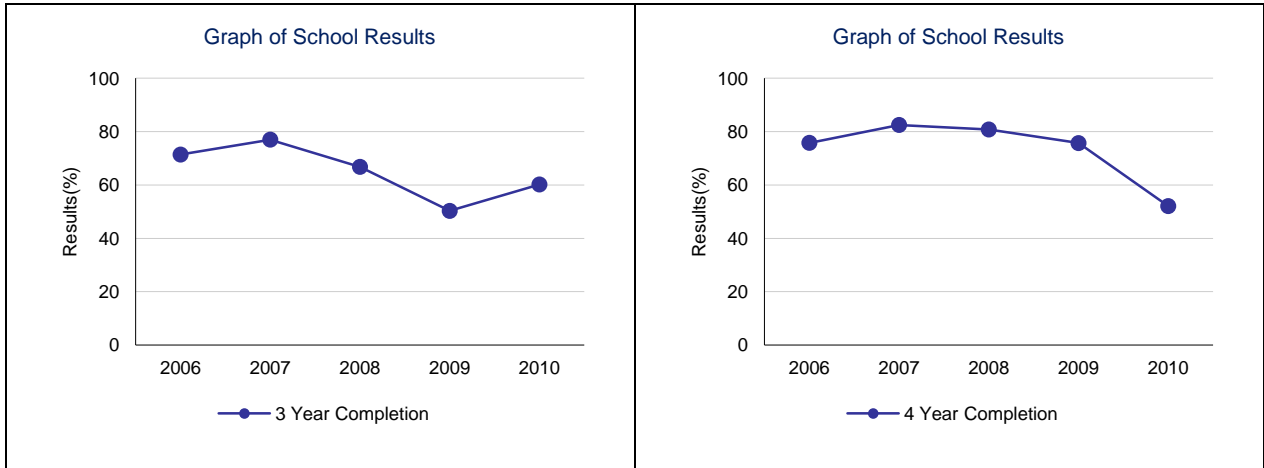
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	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

### High School Completion Rate – Measure Details

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

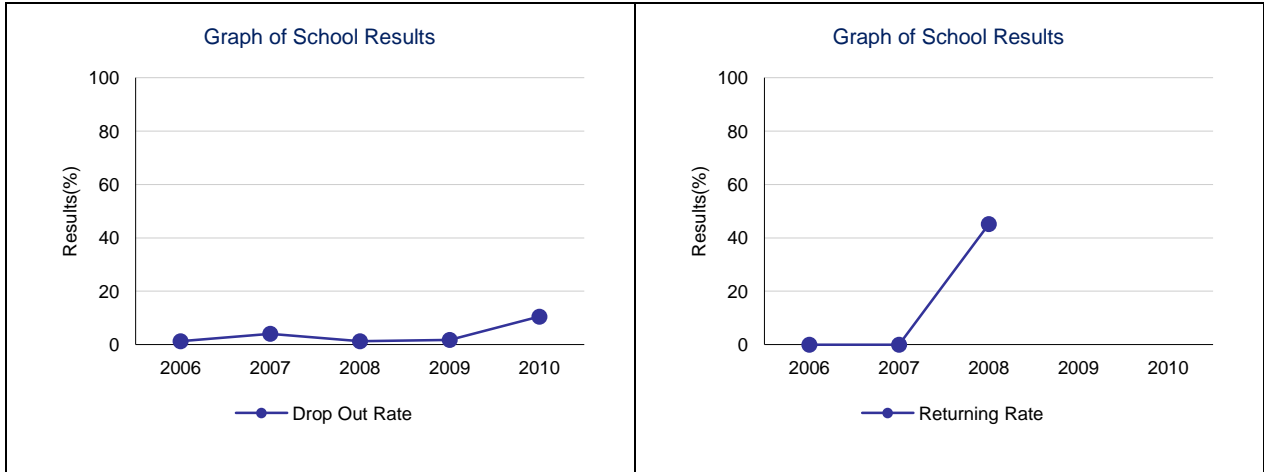
	School					Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
3 Year Completion	71.4	77.0	66.8	50.3	60.2	83.7	80.8	78.1	77.1	81.0	70.6	71.1	70.8	71.5	72.6
4 Year Completion	75.8	82.5	80.8	75.7	52.1	79.0	86.7	85.2	84.2	83.6	76.1	76.1	76.3	76.1	76.9
5 Year Completion	96.6	75.4	87.4	83.1	79.5	79.8	82.0	86.4	87.0	85.9	78.1	78.9	78.7	79.0	79.0



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

### Drop Out Rate – Measure Details

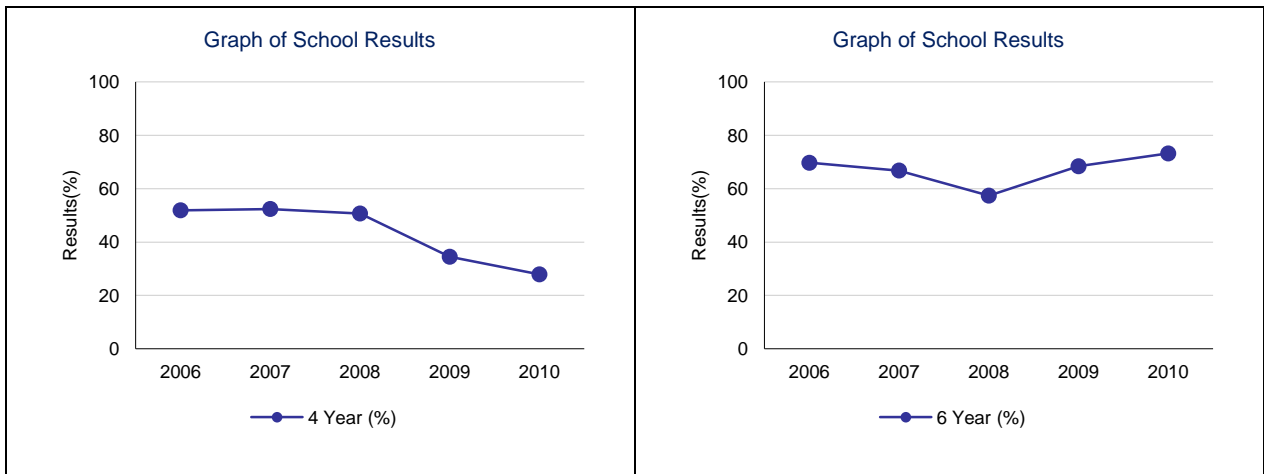
Drop Out Rate - annual dropout rate of students aged 14 to 18															
	School					Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Drop Out Rate	1.3	4.1	1.3	1.8	10.5	1.6	2.5	2.1	0.5	2.1	4.7	5.0	4.8	4.3	4.2
Returning Rate	0.0	0.0	45.2	*	*	8.6	34.2	40.2	6.1	77.9	21.2	21.3	19.8	23.5	27.9



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

### High School to Post-secondary Transition Rate – Measure Details

High school to post-secondary transition rate of students within four and six years of entering Grade 10.															
	School					Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
4 Year Rate	51.9	52.4	50.7	34.5	27.9	30.7	39.6	38.6	37.5	38.9	37.7	38.7	38.9	37.5	37.8
6 Year Rate	69.7	66.8	57.4	68.4	73.2	59.6	62.5	53.1	61.8	63.5	58.1	58.8	59.2	59.8	59.3

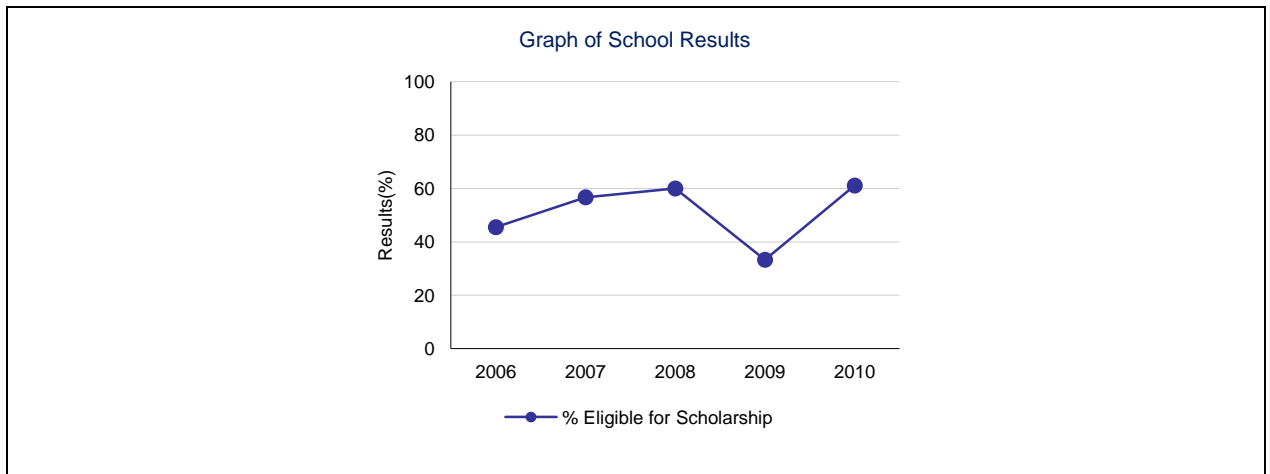


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

### Rutherford Eligibility Rate – Measure Details

Percentage of Grade 12 students eligible for a Rutherford Scholarship.															
	School					Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Rutherford Scholarship Eligibility Rate (Revised)	45.5	56.7	60.0	33.3	61.1	53.5	51.9	60.6	58.7	57.1	56.1	56.8	57.3	56.9	59.6

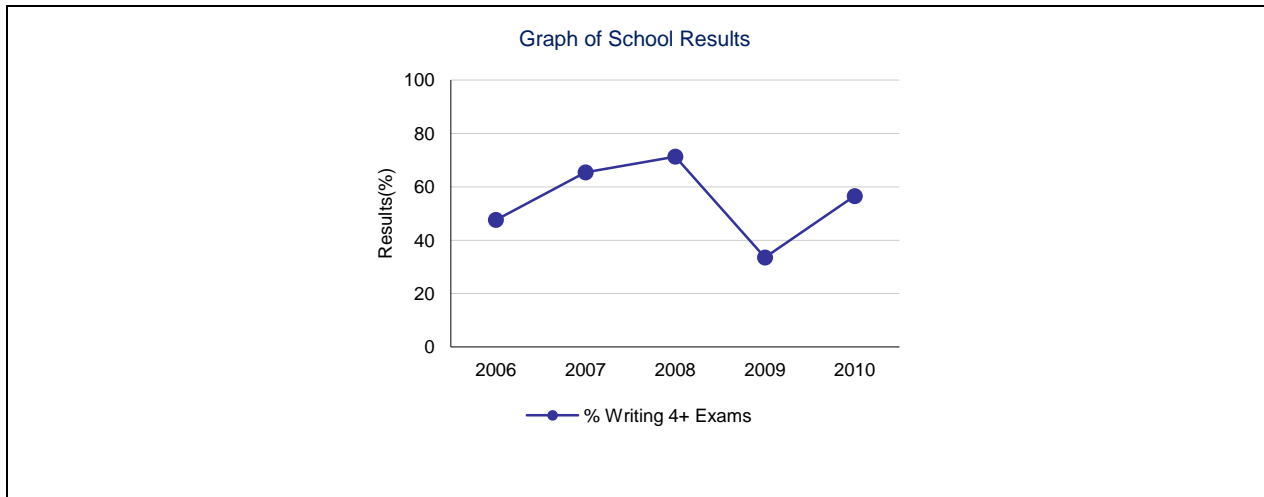
Rutherford eligibility rate details.									
Reporting School Year	Total Students	Grade 10 Rutherford		Grade 11 Rutherford		Grade 12 Rutherford		Overall	
		Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible
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
2010	18	11	61.1	10	55.6	6	33.3	11	61.1



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

### Diploma Examination Participation Rate – Measure Details

Diploma examination participation rate: Percentage of students writing 0 to 6 or more Diploma Examinations by the end their 3rd year of high school.															
	School					Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
% Writing 0 Exams	0.0	5.9	15.3	16.2	20.9	8.0	9.1	8.1	15.5	11.6	17.8	18.0	18.4	18.0	17.2
% Writing 1+ Exams	100.0	94.1	84.7	83.8	79.1	92.0	90.9	91.9	84.5	88.4	82.2	82.0	81.6	82.0	82.8
% Writing 2+ Exams	90.5	88.9	84.7	67.0	75.3	90.3	87.5	90.0	81.2	85.8	78.5	78.6	78.0	78.7	79.6
% Writing 3+ Exams	81.0	78.4	80.3	46.1	67.8	82.6	70.3	71.8	71.3	78.0	65.6	65.6	64.9	65.2	66.0
<b>% Writing 4+ Exams</b>	<b>47.6</b>	<b>65.4</b>	<b>71.3</b>	<b>33.5</b>	<b>56.5</b>	<b>68.4</b>	<b>55.1</b>	<b>60.0</b>	<b>55.6</b>	<b>66.8</b>	<b>53.7</b>	<b>53.6</b>	<b>53.3</b>	<b>53.5</b>	<b>54.9</b>
% Writing 5+ Exams	38.1	52.3	44.6	29.3	45.2	44.8	34.9	30.9	30.1	45.3	34.6	34.7	34.3	34.7	36.1
% Writing 6+ Exams	14.3	26.1	31.2	12.6	26.4	19.5	18.7	13.2	9.9	17.7	13.0	13.2	12.7	12.9	13.4



Percentage of students writing 1 or more Diploma Examinations by the end of their 3rd year of high school, by course and subject.

	School					Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
English 30 / English Language Arts 30-1	57.1	56.4	60.9	50.0	63.0	58.5	53.8	48.6	45.5	51.3	54.7	54.5	53.8	54.0	54.5
English 33 / English Language Arts 30-2	42.9	35.9	17.4	25.0	11.1	30.1	35.1	40.5	36.2	34.2	23.5	23.6	24.0	24.5	25.1
<b>Total of 1 or more English Diploma Exams</b>	<b>100.0</b>	<b>92.3</b>	<b>78.3</b>	<b>75.0</b>	<b>74.1</b>	<b>88.1</b>	<b>88.0</b>	<b>88.7</b>	<b>81.3</b>	<b>85.0</b>	<b>77.1</b>	<b>77.0</b>	<b>76.7</b>	<b>77.1</b>	<b>78.0</b>
Social Studies 30	52.4	53.8	60.9	37.5	0.0	55.1	53.8	48.6	40.2	1.7	49.5	49.3	48.1	48.1	3.7
Social Studies 30-1	n/a	n/a	0.0	0.0	66.7	n/a	n/a	0.0	0.0	53.0	n/a	n/a	0.0	0.0	45.7
Social Studies 33	33.3	30.8	21.7	37.5	0.0	32.4	32.7	40.1	41.1	0.4	28.8	28.8	29.5	30.1	2.5
Social Studies 30-2	n/a	n/a	0.0	0.0	11.1	n/a	n/a	0.0	0.0	32.5	n/a	n/a	0.0	0.0	27.4
<b>Total of 1 or more Social Diploma Exams</b>	<b>85.7</b>	<b>84.6</b>	<b>82.6</b>	<b>75.0</b>	<b>77.8</b>	<b>86.9</b>	<b>85.1</b>	<b>88.3</b>	<b>80.9</b>	<b>85.9</b>	<b>77.2</b>	<b>77.2</b>	<b>76.7</b>	<b>77.4</b>	<b>78.1</b>
Mathematics 30 / Pure Mathematics 30	33.3	46.2	43.5	25.0	37.0	40.3	37.5	36.5	31.3	35.5	41.9	41.7	41.1	40.8	41.4
Mathematics 33 / Applied Mathematics 30	47.6	30.8	34.8	12.5	25.9	34.1	31.7	31.1	30.9	40.2	19.5	19.5	19.1	19.7	19.7
<b>Total of 1 or more Math Diploma Exams</b>	<b>76.2</b>	<b>76.9</b>	<b>73.9</b>	<b>37.5</b>	<b>63.0</b>	<b>73.3</b>	<b>66.3</b>	<b>67.1</b>	<b>62.2</b>	<b>74.8</b>	<b>60.7</b>	<b>60.7</b>	<b>59.7</b>	<b>59.9</b>	<b>60.6</b>
Biology 30	52.4	61.5	60.9	41.7	55.6	60.2	46.6	53.2	50.4	59.8	39.6	39.8	39.1	39.8	41.2
Chemistry 30	n/a	n/a	n/a	29.2	48.1	n/a	n/a	n/a	28.0	39.7	n/a	n/a	n/a	29.7	35.2
Physics 30	n/a	n/a	n/a	12.5	25.9	n/a	n/a	n/a	11.4	20.5	n/a	n/a	n/a	17.5	20.0
Science 30	0.0	0.0	0.0	0.0	0.0	4.5	2.9	1.8	12.2	12.8	7.0	7.0	7.4	8.2	9.0
<b>Total of 1 or more Science Diploma Exams</b>	<b>52.4</b>	<b>66.7</b>	<b>73.9</b>	<b>41.7</b>	<b>59.3</b>	<b>68.8</b>	<b>56.3</b>	<b>62.6</b>	<b>63.8</b>	<b>69.7</b>	<b>56.7</b>	<b>56.5</b>	<b>56.1</b>	<b>56.1</b>	<b>57.6</b>
Français 30-1	0.0	0.0	0.0	0.0	0.0	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	0.0	0.0	0.0	0.0	0.0	2.7	2.7	2.7	2.7	2.9
<b>Total of 1 or more French Diploma Exams</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>2.9</b>	<b>2.9</b>	<b>2.9</b>	<b>2.9</b>	<b>3.1</b>

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

**Outcome:** Students are prepared for the 21<sup>st</sup> century

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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	80.7	82.4	85.9	82.3	83.6	86	Very High	Maintained	Excellent	86	87	88
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.	88.1	92.9	83.5	87.5	83.3	87.5	High	Maintained	Good	87.5	88	88.5

#### Comment on Results

We are pleased to have maintained such favourable results and will strive to sustain these successes.

#### Strategies

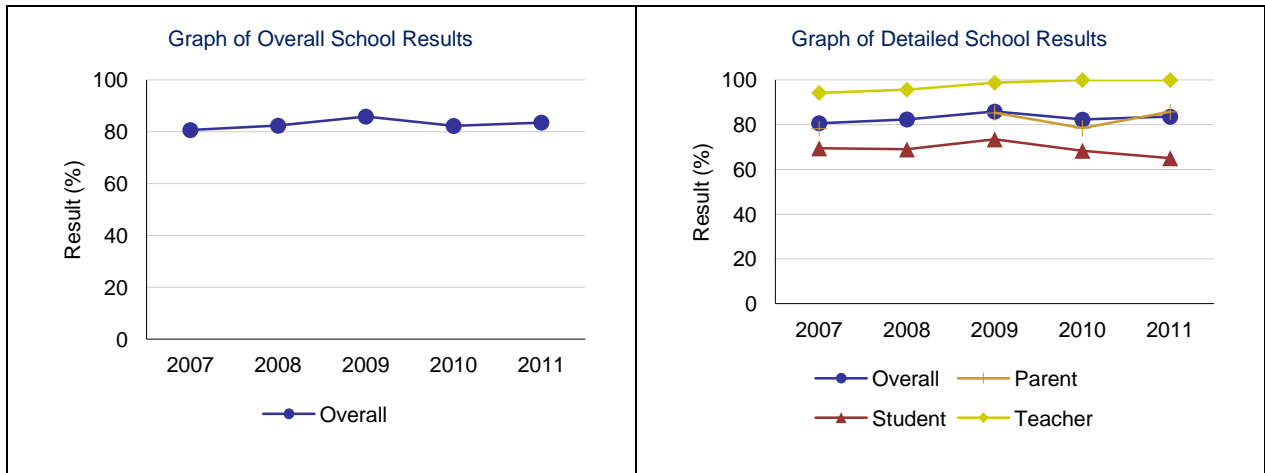
- ✚ Students will continue to be provided volunteer and other social justice opportunities.
- ✚ Students will continue to be invited to participate in school council meetings.
- ✚ Junior and senior high students will continue to be encouraged to participate in students' union activities as well as co-curricular 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 School Council to develop initiatives that will contribute to the betterment of our students.
- ✚ 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.

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

#### Citizenship – Measure Details

Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	School					Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	80.7	82.4	85.9	82.3	83.6	79.2	82.8	82.3	87.2	84.2	76.6	77.9	80.3	81.4	81.9
Teacher	94.3	95.7	98.8	100.0	100.0	95.3	95.9	96.6	99.0	97.3	89.9	90.6	91.8	93.0	92.7
Parent	78.3	n/a	85.3	78.5	85.8	73.9	86.0	79.3	83.0	78.8	72.6	74.7	77.4	78.5	78.6

Student	69.5	69.0	73.5	68.4	65.1	68.3	66.5	71.1	79.5	76.5	67.1	68.5	71.8	72.7	74.5
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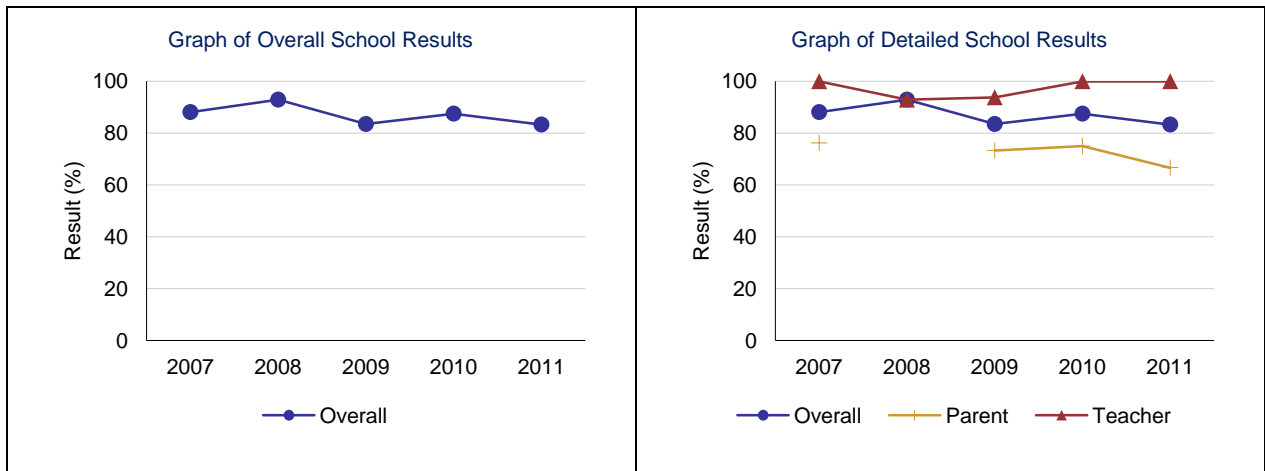


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

### Work Preparation – Measure Details

Percentages of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.

	School					Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	88.1	92.9	83.5	87.5	83.3	82.2	87.1	81.9	83.4	81.4	77.1	80.1	79.6	79.9	80.1
Teacher	100.0	92.9	93.8	100.0	100.0	95.0	91.7	94.5	95.1	93.6	89.2	89.3	88.9	90.0	89.6
Parent	76.2	n/a	73.3	75.0	66.7	69.4	82.6	69.3	71.7	69.2	65.1	70.9	70.2	69.8	70.6



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

## Goal Two: Transformed Education Through Collaboration *(Ever Growing in Christ)*

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

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

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

Performance Measure	Results (in percentages)					Target 2011	Evaluation			Targets		
	2007	2008	2009	2010	2011		Achievement	Improvement	Overall	2012	2013	2014
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	75.1	70.3	74.4	80.7	84.0	81	Very High	Improved	Excellent	84	84.5	85
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	88.6	87.8	88.3	91.4	94.5	91.4	Very High	Improved	Excellent	94.5	95	95.5
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.	85.2	84.3	90.8	92.5	92.2	92.5	Very High	Maintained	Excellent	92.5	93	93.5

### Comment on Results

We have met or exceeded our targets in all three areas.

- ✦ Satisfaction with opportunities to receive a broad program of studies – we improved from “High” Achievement to “Very High”
- ✦ Satisfaction with overall quality of basic education – we maintained our “very High” achievement
- ✦ Satisfaction with safe, caring, and respectful school – we maintained our “Very High” achievement

### Strategies

We will employ the following strategies as we continue to strive 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 has allowed 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 until last year. Students will continue to 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.
- ✦ 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

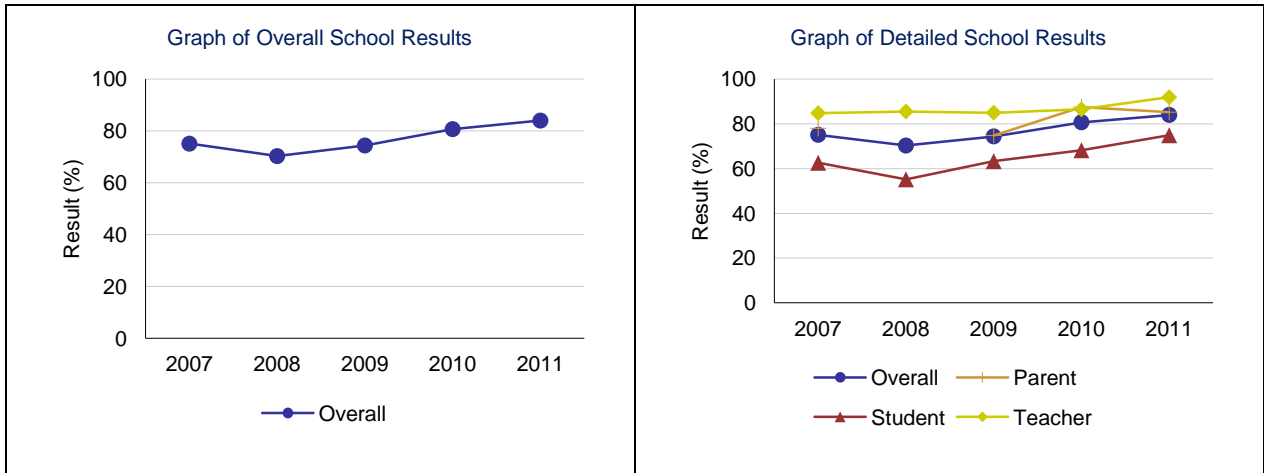
as bicycle safety, internet safety, drug awareness, anti-bullying, and cyber-bullying will continue. Students will continue to be made aware of behavioural expectations and we will continue to work with parents in these areas.

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

### Program of Studies – Measure Details

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.

	School					Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	75.1	70.3	74.4	80.7	84.0	84.0	83.6	84.8	88.7	88.4	78.5	79.4	80.3	80.5	80.9
Teacher	84.8	85.5	85.0	86.5	91.9	92.8	92.7	92.5	94.8	93.4	85.7	86.4	86.8	87.7	87.6
Parent	78.0	n/a	74.8	87.5	85.2	81.2	82.9	82.7	84.2	81.9	76.9	77.6	78.7	78.0	78.3
Student	62.6	55.2	63.3	68.2	74.9	78.0	75.3	79.2	87.1	90.0	72.9	74.1	75.3	75.9	76.9

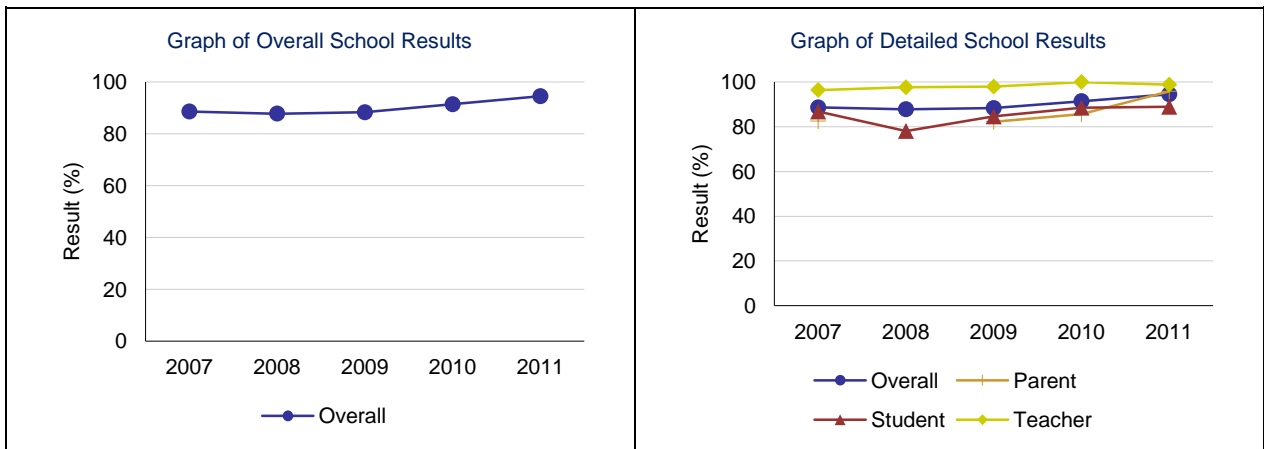


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

### Education Quality – Measure Details

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

	School					Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	88.6	87.8	88.3	91.4	94.5	89.9	91.3	90.2	91.8	92.6	87.6	88.2	89.3	89.2	89.4
Teacher	96.4	97.6	97.9	100.0	98.8	97.1	97.8	98.3	98.3	98.9	94.7	94.9	95.3	95.6	95.5
Parent	82.5	n/a	82.2	85.7	95.8	84.6	90.3	85.8	87.6	88.6	81.8	83.0	84.4	83.9	84.2
Student	86.8	78.1	84.6	88.5	88.9	88.0	85.8	86.3	89.6	90.4	86.4	86.6	88.3	88.2	88.5

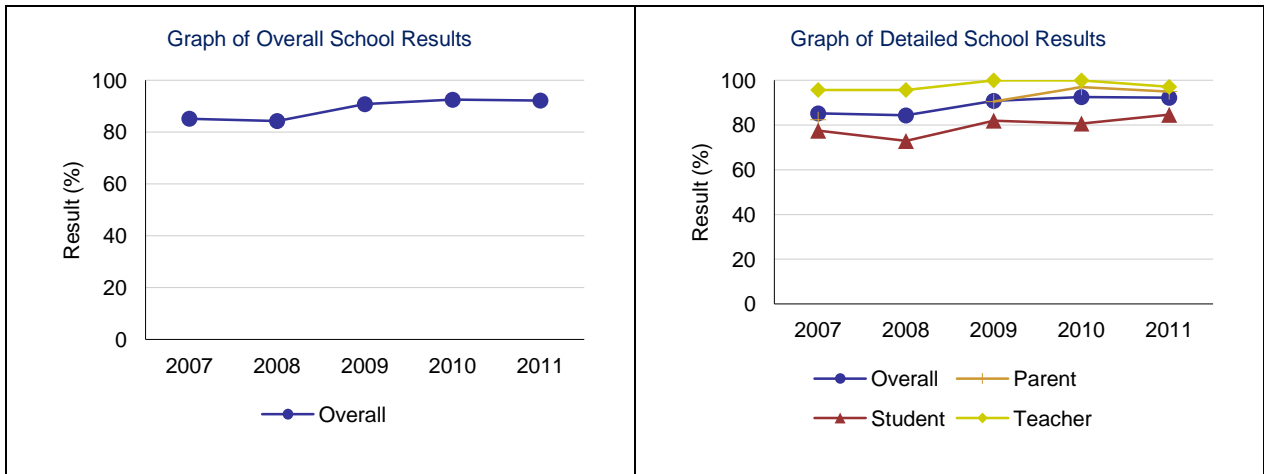


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

### Safe and Caring – Measure Details

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

	School					Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	85.2	84.3	90.8	92.5	92.2	85.6	88.2	87.5	90.5	89.4	84.2	85.1	86.9	87.6	88.1
Teacher	95.7	95.7	100.0	100.0	97.1	95.4	94.4	96.8	97.3	96.7	92.6	93.1	93.8	94.4	94.5
Parent	82.4	n/a	90.5	96.9	95.0	82.1	92.5	86.9	88.8	86.5	81.7	83.2	85.3	86.1	86.6
Student	77.5	72.9	82.0	80.7	84.6	79.2	77.7	78.9	85.5	84.9	78.5	79.1	81.7	82.2	83.3



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

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

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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	61.7	90.0	68.2	87.7	89.7	87.7	Very High	Maintained	Excellent	88	88.5	89
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.	80.7	82.3	90.1	89.1	91.8	90.5	Very High	Improved	Excellent	91	91.5	92

**Comment on Results**  
 We are pleased to have achieved “Very High” results in these areas, exceeding our targets in both cases.

**Strategies**  
 We will work to sustain these excellent results with the following 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-Student 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-student 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 notices, 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 school 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).
- ✦ School improvement will remain a focus as we implement curriculum changes, address issues such as declining

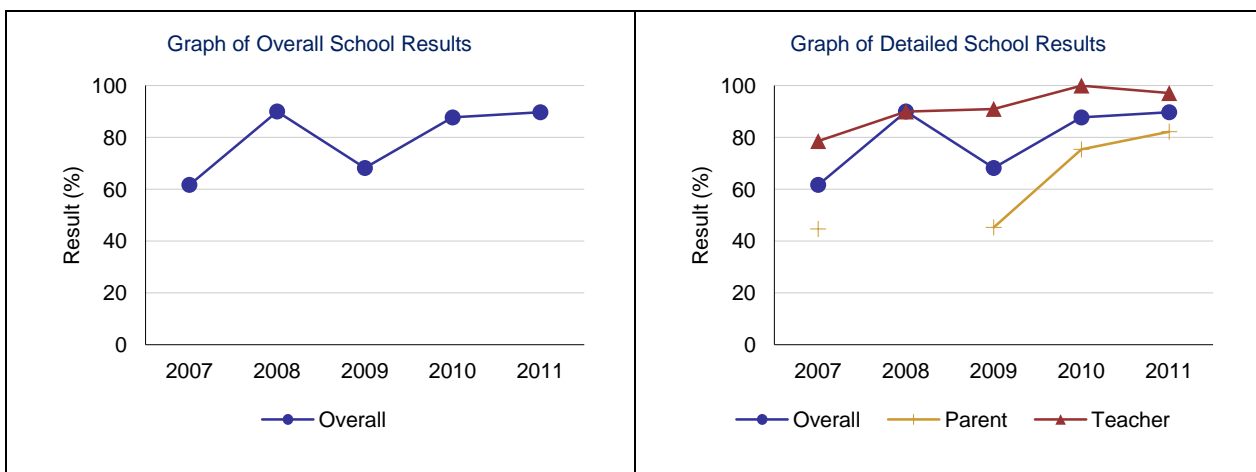
enrolment in rural areas, and work with the positive school community in which we reside.

- ✚ 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. The formation of, and participation in, Professional Learning Communities will be a professional requirement for teachers.
- ✚ Staff members will be provided professional development opportunities to assist them in dealing effectively with changes in curriculum and pedagogy

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

### Parental Involvement – Measure Details

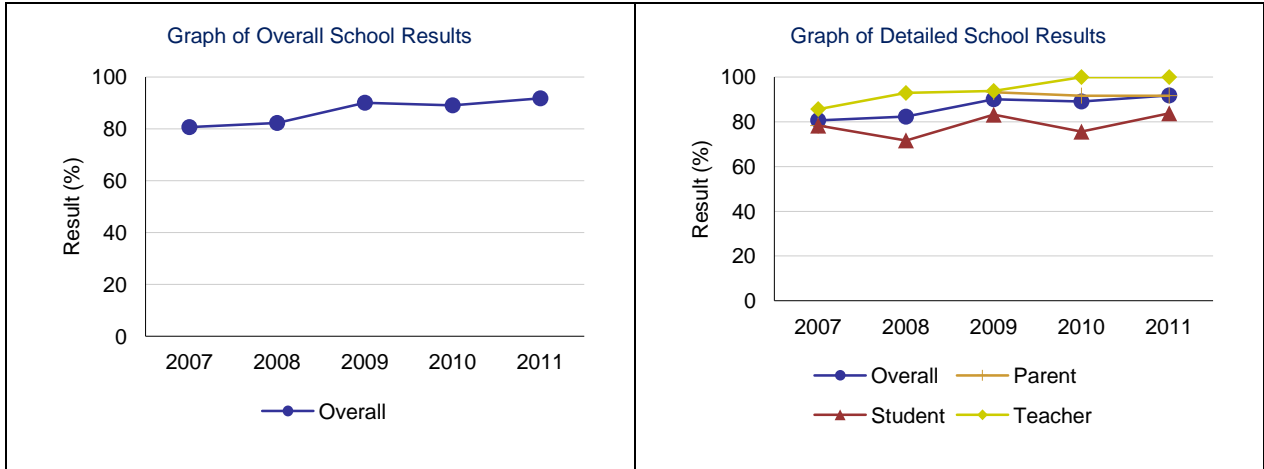
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.															
	School					Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	61.7	90.0	68.2	87.7	89.7	81.4	85.7	81.4	84.0	80.3	77.5	78.2	80.1	80.0	79.9
Teacher	78.6	90.0	91.0	100.0	97.1	92.1	92.6	90.3	93.0	92.3	87.1	87.5	88.0	88.6	88.1
Parent	44.7	n/a	45.3	75.4	82.2	70.6	78.9	72.4	75.1	68.4	67.9	69.0	72.2	71.3	71.7



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

### School Improvement – Measure Details

Percentages of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.															
	School					Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	80.7	82.3	90.1	89.1	91.8	81.3	84.4	81.4	84.9	87.3	76.3	77.0	79.4	79.9	80.1
Teacher	85.7	92.9	93.8	100.0	100.0	84.9	85.7	81.7	89.4	90.7	74.5	75.6	78.2	80.8	80.1
Parent	78.3	n/a	93.3	91.7	91.7	81.2	87.1	81.8	82.2	85.7	75.1	75.9	78.1	77.0	77.3
Student	78.3	71.7	83.2	75.6	83.8	77.7	80.5	80.8	83.1	85.6	79.3	79.5	81.8	81.8	82.9



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

### Goal Three: Opportunities to Grow in our Faith *(Ever Living in Christ)*

**As a Catholic school, we believe we have a serious responsibility to ensure Catholicity permeates all that we do; however, we also believe we must work to ensure both staff and students do not take for granted this commitment to Catholicity. This commitment has led us to make one of our school-based goals a faith-based goal.**

#### **Strategies**

- ✚ Social justice/service projects
- ✚ Student involvement in planning school liturgies and active student participation in liturgies
- ✚ Re-introduce our foster child (through Chalice) and have students become more actively involved in communication with him
- ✚ School based PD focused on faith and spiritual development (invite our parish priest to provide direction, support, and expertise as we delve into our Catholicity
- ✚ Work with our parish priest to provide the opportunity for students to seek spiritual direction; provide opportunities for students to have one-on-one conversations with our parish priest
- ✚ Continue to welcome Fr. Sabinus' involvement in our various school activities

#### ***Celebrating our Successes***

Highlights of 2010-2011

#### ***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 also 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 appropriate. 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.

#### ***INCLUSIVE EDUCATION 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.

At the junior and senior high levels, students were included in the regular classroom setting and their individual needs were met by the classroom teacher with support, where possible, provided by teacher assistants.

#### **Teacher Assistants**

Four teacher assistants worked directly with severe disability students providing support, for the most part, within the classroom setting. Additional support was provided, by one of these teacher assistants, in implementing occupational therapy and speech language programming. On-going support was also provided in the kindergarten classroom. Support for one additional severe disability student was contracted out to an educational consultant, hired to meet the complex needs of this 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 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 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 eight Rutherford Scholarships – to Fatema Jamaly, Jillian Kryskow, Andrew McKee, Darian Myshyniuk, Tyler Oleitschuk, Scott Raines, Brenden Watamaniuk, and Erin Wiese.

#### **Governor General’s Award**

The Governor General’s Medal was presented to Brenden Watamaniuk.

#### **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 High Achievement to Very High
- ✚ PAT Acceptable – from Low Achievement to Very High
- ✚ PAT Excellence – from High Achievement to Very High
- ✚ Diploma Exam Participation Rate (4+) – from Low Achievement to High
- ✚ Rutherford Scholarship Eligibility Rate – from Very Low Achievement to High

We have maintained a high standing in the following areas:

- ✚ Safe and Caring – Very High Achievement
- ✚ Quality of Education – Very High Achievement
- ✚ Transition Rate (6 yr) – Very High Achievement
- ✚ Work Preparation – High Achievement
- ✚ Citizenship – Very High Achievement
- ✚ Parental Involvement – Very High Achievement
- ✚ School Improvement – Very High Achievement

The following specific highlights are noteworthy:

- ✚ English Language Arts 3 – Very High in Acceptable Standard
- ✚ English Language Arts 3 – Standard of Excellence
- ✚ English Language Arts 6 – Very High in Acceptable Standard
- ✚ English Language Arts 6 – High in Standard of Excellence
- ✚ Science 6 – Very High in Acceptable Standard
- ✚ Science 6 – High in Standard of Excellence
- ✚ English Language Arts 9 – Very High in Standard of Excellence
- ✚ Science 9 – Very High in Acceptable Standard
- ✚ Science 9 – High in Standard of Excellence
- ✚ Math 30 Applied –High 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
- Memorial Mass celebrated by Fr. Sabinus in the school gym to pray for our family members who died during the school year
- Kindergarten to grade 12 Advent Celebration
- End of year kindergarten to grade 6 liturgy of the word 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

### ST. MARY BAND PROGRAM 2010-2011 RESULTS

#### **Junior High Band:**

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

their Level II category)

**Wind Ensemble:**

- Grande Prairie Encana Music Festival: High School category : Gold Award
- Grande Prairie Encana Music Festival: Recital category: Gold 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
- Leduc Rotary Music Festival: High School Category: Gold Award
- Leduc Rotary Music Festival: High School Recital: Gold Award
- Edmonton Kiwanis Music Festival: High School Category: Distinction Award (Silver)
- Edmonton Kiwanis Music Festival: Recital Category: Distinction Award (Silver)
- ABA Provincial Festival of Bands-Red Deer: Superior Award and top mark overall in their Level III High School category**

**Stage Band:**

- Grande Prairie Encana Music Festival: Gold Award
- St. Albert Rotary Music Festival: Gold Award
- Leduc Rotary Music Festival: Gold Award
- Edmonton Kiwanis Music Festival: Distinction Award (Silver)

**ATHLETIC EXTRACURRICULAR ACCOMPLISHMENTS 2010-2011**

**Golf**

- Erin Wiese placed 1<sup>st</sup> at zone competition in Hinton and participated at Provincials, for her fourth year, where she competed well
- The boys' team, consisting of Scott Raines, Brenden Watamaniuk, Tyler Oleitschuk, and Colton Simpson won the 1A Boys team banner at zone competition, also in Hinton, 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 for elementary, junior, and senior high runners.
- The program included elementary runners for the second consecutive season, and enthusiasm was generated while learning and training.
- 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 had a strong showing at provincial competition.
- Senior high girls also had a very strong season, and earned the right to participate at provincials where they performed well.
- 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 young team worked hard and had a successful season.

- Junior high boys played hard all season, as well. They competed at the same events as the girls and generally placed well. It proved to be a good experience for all involved.
- Elementary students in grades 5 and 6 had the opportunity to participate in a local volleyball league. They attended before-school practices run by the high school boys' coach, assisted by high school students and participated in a final tournament at Westlock Elementary School. Excellent participation was noted and a successful season was experienced.

### **Basketball**

- Senior high boys and girls participated in several tournaments and each hosted their own home tournament. Neither team advanced beyond zone competition. Nevertheless, it was a positive season for both teams.
- 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.
- Senior high students competed well, but none qualified for provincial competition.
- 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 junior and senior high school students participated in competitions, but no students advanced to zones.

### *OTHER SPECIAL ACTIVITIES AND EVENTS*

#### **St. Mary School SADD (Students Against Destructive Decisions)**

- ✚ Our SADD group had another successful year organizing several “awareness” activities as they worked to educate their peers about the need to make positive choices and the potential negative repercussions of less favourable choices.

#### **St. Mary School Foods Club**

- ✚ Our Foods Club met periodically after school to experiment with several recipes and learn some of the finer aspects of “home cooking.” Participating students always went home satisfied with their own cooking efforts – and well-fed.

#### **St. Mary School Elementary French Club**

- ✚ Initiated at the grade 4 level, a number of students met regularly at lunch time to further explore their interest in French studies and French literature.

*Some highlights of the 2010-2011 school year included:*

**September**

- Junior high cross-country run
- Awards Night
- School Council organized “Meet and Greet” barbeque
- School opening liturgy at the church
- Terry Fox Run
- School Council Meeting
- Grade 1-3 students travel to Prairie Garden Greenhouses

**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-Student Conferences/Goal Setting
- School Council meeting
- Grade 12 overnight Retreat at Camp Encounter
- High school Trades and RAP presentations
- Junior high dance

**November**

- Catholic Education Sunday and Catholic Education Week activities
- Remembrance Day “Prayer for Peace”
- Report cards issued at all grade levels
- Grade 9-12 students attended School Expo in Westlock
- Sr. high boys volleyball team hosted zone competitions
- Senior high boys and girls volleyball teams attend provincials
- Band Parents’ meeting

**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
- Advent liturgy

**January**

- School Council meeting
- School mid-term and final exams
- Diploma exams

- School Council organized video-conference on Bullying
- Band Parents' meeting

### **February**

- Semester II begins
- 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
- School Council organized second annual Family Games Night
- Junior high divisional basketball tournament
- Junior/senior high report cards issued

### **March**

- Elementary Science Fair at St. Mary School
- Elementary students participated in local science fair at Westlock Community Hall
- Ash Wednesday Liturgy
- Grade 5/6/7/8/9/Phys. Ed. 20-30 skiing
- Elementary Report Cards issued
- Parent-teacher- student conferences
- Band music festivals
- School Council meeting
- School Council organized and hosted a parent information evening on *Kids and House Party Liability*

### **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
- Band Parents' meeting

### **May**

- Band Dinner Show
- Elementary Science Fair and Chess Awards presentations
- Band provincial competitions in Red Deer
- Track meets
- Achievement Exams
- Grade 12 seatbelt safety presentation
- Graduation
- Elementary swim program
- Grade 7 and 10 parent information evenings

### **June**

- Band wrap-up concert
- School Council put on Staff Appreciation Dinner

- First Reconciliation – grade 2
- First Communion and Confirmation – grade 3
- Volunteer Appreciation Tea
- Memorial mass in school gym celebrated by Father Sabinus
- Year end liturgy – elementary
- Junior and senior high exams
- Various field trips

## **PROPOSED FUND RAISING PLANS FOR 2011-2012**

### **St. Mary Elementary Students**

**Activity:** Family Reading Magazine Fundraiser

**Activity Dates:** September – October 2011

**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 Chalice, 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 2011

**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:** to be determined

**Activity Dates:**

**Completion Date:**

**Fund Raising Goal:**

**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:** to be determined

**Activity Dates:** throughout the year (to be determined)

**Completion Date:** spring 2011

**Fund Raising Goal:** to be determined

**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:**

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

**Fruit Sales:**

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

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

- Saturday, May 5, 2012 \$8000

**Sobeys Food Gift Certificates**

- Ongoing through the school year \$10,000

**Talent Show/Night (CATS)**

- Monday, December 5, 2011 \$1,500

**Flamenco En Vivo Show at Westlock Cultural Arts Theatre**

- Saturday, October 29, 2011 \$3,000

**SCHOOL COUNCIL – SUMMARY OF ACTIVITIES** (provided by school council)

The school council kicked off the 2010-2011 school year with an awesome *Back to School BBQ* on Awards Night. In our council meetings, parents have been kept informed about the school and the impact of changes on our children. This year we also connected with councils from the other schools in our school division. Throughout the year, we hosted four parent information events, including great presentations on bullying and house party liability. We also organized snacks for everyone at student-led conferences. Our 2<sup>nd</sup> Annual Family Games Night was a huge success and we wrapped up the year with the staff appreciation dinner.

This Combined Annual Report and Three Year Plan will be posted on our school website at:  
<http://www.smschool.ca/index.php/parents/planning-and-reporting>

## SCHOOL ANNUAL THREE-YEAR PLAN

This Three Year plan for 2011-2014 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.



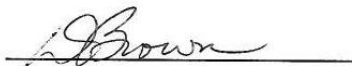


*Principal*

*Date*

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

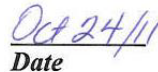




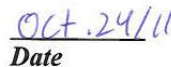
*Staff Representative*

*Date*

  
*School Council Chairperson*

  
*Date*

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

  
*Date*

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Approved by: \_\_\_\_\_  
*Superintendent*

\_\_\_\_\_ *Date*