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# Combined 3-Year Education Plan and Annual Education Results Report (AERR) St. Mary's School - Taber



*Our mission is to provide for the intellectual, spiritual, emotional and social growth of our students, rooted in the Gospel Message of Christ.*

*A Christ-centered learning community where students are cherished and achieve their potential.*

**Combined 2017 Accountability Pillar Overall Summary**

Measure Category	Measure	St. Mary's RCS School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	94.0	90.3	91.9	89.5	89.5	89.3	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	73.4	71.1	75.9	81.9	81.9	81.5	Intermediate	Maintained	Acceptable
	Education Quality	93.7	84.3	88.8	90.1	90.1	89.6	Very High	Improved	Excellent
	Drop Out Rate	0.0	0.7	2.1	3.0	3.2	3.3	Very High	Improved	Excellent
	High School Completion Rate (3 yr)	89.9	77.6	79.6	77.9	76.5	76.1	Very High	Improved	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	84.1	70.5	75.3	73.4	73.6	73.2	High	Improved	Good
	PAT: Excellence	16.4	14.5	14.3	19.5	19.4	18.8	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	75.4	80.0	87.5	83.0	82.7	83.1	Low	Declined	Issue
	Diploma: Excellence	12.3	11.1	16.7	22.2	21.2	21.5	Low	Maintained	Issue
	Diploma Exam Participation Rate (4+ Exams)	44.9	38.8	40.2	54.9	54.6	53.1	Intermediate	Maintained	Acceptable
	Rutherford Scholarship Eligibility Rate	59.5	63.0	63.0	62.3	60.8	60.8	n/a	Maintained	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	59.2	76.5	60.5	57.9	59.4	59.3	High	Maintained	Good
	Work Preparation	75.0	62.5	80.0	82.7	82.6	81.9	Intermediate	Maintained	Acceptable
	Citizenship	92.4	83.3	87.3	83.7	83.9	83.6	Very High	Improved	Excellent
Parental Involvement	Parental Involvement	84.1	80.6	86.6	81.2	80.9	80.7	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	84.7	80.5	82.4	81.4	81.2	80.2	Very High	Maintained	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.
5. 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 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
6. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. 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; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
11. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.

## Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017		2017	Achievement	Improvement	Overall	2018	2019
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests	80.9	83.2	72.3	70.5	84.1		High	Improved	Good			
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement	15.6	16.4	11.9	14.5	16.4		Intermediate	Maintained	Acceptable			

### Comment on Results

We have been focusing on increasing our number of students meeting acceptable standards and achieving standards of excellence. The data indicates some improvements in this area. Focus on literacy and numeracy will continue as part of our Continuous Improvement Plan to support these goals.

### Strategies

1. Numeracy and Literacy Intervention Programs from Grade 6-9
2. Focus on Staff PD on Literacy and Numeracy

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017		2017	Achievement	Improvement	Overall	2018	2019
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	74.4	84.7	97.7	80.0	75.4		Low	Declined	Issue			
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	7.3	18.4	20.7	11.1	12.3		Low	Maintained	Issue			

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016		2017	Achievement	Improvement	Overall	2018	2019
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	88.9	81.2	79.9	77.6	89.9		Very High	Improved	Excellent			
Drop Out Rate - annual dropout rate of students aged 14 to 18	5.4	3.2	2.6	0.7	0.0		Very High	Improved	Excellent			
High school to post-secondary transition rate of students within six years of entering Grade 10.	57.0	46.6	58.3	76.5	59.2		High	Maintained	Good			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	63.0	59.5		n/a	Maintained	n/a			
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	58.0	38.7	43.3	38.8	44.9		Intermediate	Maintained	Acceptable			

### Strategies

1. MFWHSRD to support personalized learning and opportunities to access greater supports
2. Diploma Prep sessions as part of Flex Programming
3. Grade 6-9 Intervention supports greater success in high school courses
4. Ability grouping data supports greater achievement

## Outcome Two: Alberta's students are successful

Performance Measure	Results (in percentages)					Target 2017	Evaluation			Targets		
	2013	2014	2015	2016	2017		Achievement	Improvement	Overall	2018	2019	2020
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	86.4	93.1	85.6	83.3	92.4		Very High	Improved	Excellent			
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	85.9	92.1	85.4	62.5	75.0		Intermediate	Maintained	Acceptable			

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. 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 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

## Outcome Three: Alberta's education system is inclusive

Performance Measure	Results (in percentages)					Target 2017	Evaluation			Targets		
	2013	2014	2015	2016	2017		Achievement	Improvement	Overall	2018	2019	2020
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.	89.5	94.9	90.4	90.3	94.0		Very High	Maintained	Excellent			

**Comment on Results**

*St. Mary's staff and students take pride in looking at and improving school culture on-goingly. We have students involved in Wellness and School Council that are supported in the differences they are attempting to make at SMS to improve culture.*

**Strategies**

1. *Emphasis in religious studies and health classes to promote positive school culture based on Gospel values. Weekly liturgies and / or prayer services with themes tied to safe and caring, respect, compassion and empathy are supportive of an inclusive environment at SMS*

Notes:

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2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

## Outcome Four: Alberta has excellent teachers, and school and school authority leaders

Performance Measure	Results (in percentages)					Target 2017	Evaluation			Targets		
	2013	2014	2015	2016	2017		Achievement	Improvement	Overall	2018	2019	2020
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.	81.3	82.5	74.0	71.1	73.4		Intermediate	Maintained	Acceptable			

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

**Outcome Five: Alberta's education system is well governed and managed**

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	81.3	83.0	83.6	80.5	84.7		Very High	Maintained	Excellent			
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	83.1	86.8	92.5	80.6	84.1		Very High	Maintained	Excellent			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	90.8	93.6	88.4	84.3	93.7		Very High	Improved	Excellent			

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TFM (Tell Them From Me) survey in 2014.

**Diploma Examination Results – Measure Details**

Diploma Exam Course by Course Results by Students Writing.

		Results (in percentages)										Target	
		2013		2014		2015		2016		2017		2017	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	School	73.3	0.0	100.0	11.1	100.0	9.1	96.0	4.0	87.5	12.5		
	Authority	88.8	11.2	91.2	10.4	88.0	7.4	90.2	10.3	88.6	13.7		
	Province	85.9	10.4	87.6	11.8	86.5	11.4	86.8	10.7	86.5	11.7		
English Lang Arts 30-2	School	66.7	11.1	76.2	14.3	100.0	0.0	92.3	0.0	94.4	0.0		
	Authority	86.1	7.6	86.8	10.5	97.6	9.4	94.6	5.4	89.7	9.4		
	Province	89.4	10.9	89.8	13.1	88.6	11.2	89.1	12.3	89.5	11.4		
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	100.0	7.7	*	*	*	*	92.9	14.3	73.3	10.0		
	Province	95.4	12.4	96.6	14.6	95.5	9.9	93.8	8.7	94.7	9.4		
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	96.8	18.2	99.3	29.2	95.3	17.1	99.3	20.3	98.1	18.6		
Pure Mathematics 30	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	59.0	11.4	*	*	n/a	n/a	n/a	n/a	n/a	n/a		
Applied Mathematics 30	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	71.4	17.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
Mathematics 30-1	School	100.0	16.7	50.0	0.0	*	*	46.7	13.3	75.0	25.0		
	Authority	87.3	32.4	65.2	20.0	78.8	28.8	58.1	18.5	58.2	20.0		
	Province	80.9	35.9	75.1	27.9	76.1	31.6	70.7	25.9	73.1	30.7		
Mathematics 30-2	School	71.4	0.0	63.6	18.2	100.0	50.0	83.3	50.0	57.1	0.0		
	Authority	63.8	5.2	60.7	6.0	67.1	11.0	56.6	7.9	63.8	9.5		
	Province	69.5	9.7	71.3	15.0	73.9	15.5	75.4	16.8	74.7	15.9		
Social Studies 30-1	School	63.6	9.1	100.0	0.0	90.9	18.2	77.3	4.5	57.9	5.3		
	Authority	93.8	26.9	88.8	17.9	92.2	14.7	82.4	11.4	74.3	7.9		
	Province	85.4	15.2	85.6	14.2	87.1	16.2	84.9	14.3	86.0	14.8		
Social Studies 30-2	School	91.7	8.3	86.4	13.6	100.0	0.0	64.7	0.0	64.7	5.9		
	Authority	85.6	12.4	92.2	12.5	91.5	7.7	78.0	10.1	66.1	6.3		
	Province	82.2	13.7	83.9	14.8	81.3	12.5	81.1	13.1	80.6	12.6		
Biology 30	School	70.6	5.9	100.0	36.4	100.0	39.1	78.9	15.8	89.3	32.1		
	Authority	90.1	27.0	84.7	20.9	84.4	25.4	81.1	20.8	76.7	16.8		
	Province	84.4	32.2	85.2	31.8	85.8	33.0	85.1	32.4	84.2	32.3		
Chemistry 30	School	*	*	100.0	50.0	*	*	94.4	27.8	55.6	11.1		
	Authority	80.8	37.5	84.7	29.6	79.8	34.2	75.7	26.2	74.6	31.7		
	Province	78.8	31.8	81.5	35.2	82.1	34.2	81.5	34.5	83.1	38.6		
Physics 30	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*		
	Authority	87.5	37.5	75.3	18.2	79.6	24.1	84.5	29.6	69.3	17.0		
	Province	81.5	30.4	83.2	34.3	83.9	35.8	85.8	39.8	85.7	41.8		
Science 30	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	92.9	28.6	80.0	6.7	63.6	9.1	70.4	7.4		
	Province	84.1	25.8	85.0	25.4	83.9	26.6	84.4	27.6	84.9	28.4		

Notes:

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2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.

Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

**Provincial Achievement Test Results – Measure Details**

		Results (in percentages)										Target	
		2013		2014		2015		2016		2017		2017	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	81.5	11.1	91.7	27.8	80.9	0.0	82.6	17.4	85.7	9.5		
	Authority	75.7	13.6	79.5	16.8	82.0	14.9	83.9	19.9	84.8	15.5		
	Province	82.5	16.3	81.9	17.6	82.8	19.5	82.9	20.4	82.5	18.9		
French Language Arts 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	96.3	14.8	96.0	28.0	91.4	11.4	93.3	30.0	89.2	24.3		
	Province	88.6	16.3	88.0	15.6	87.5	13.6	87.7	14.2	85.1	13.5		
Français 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	94.0	21.6	90.6	17.1	89.0	15.0	91.4	17.2	92.1	21.6		
Mathematics 6	School	48.1	0.0	72.2	5.6	55.3	8.5	65.2	4.3	85.7	0.0		
	Authority	59.3	10.2	66.2	9.2	67.9	9.4	68.2	9.2	70.4	9.8		
	Province	73.0	16.4	73.5	15.4	73.2	14.1	72.2	14.0	69.4	12.6		
Science 6	School	81.5	11.1	75.0	19.4	83.0	14.9	69.6	17.4	95.2	28.6		
	Authority	68.6	15.3	66.8	16.8	71.3	15.4	75.3	15.8	78.0	24.5		
	Province	77.5	25.9	75.9	24.9	76.3	25.3	78.0	27.1	76.9	29.0		
Social Studies 6	School	59.3	7.4	63.9	8.3	46.8	2.1	65.2	17.4	85.7	23.8		
	Authority	60.3	12.5	60.4	9.2	61.9	11.7	66.1	11.9	72.8	17.7		
	Province	72.7	19.0	70.4	16.6	69.8	18.1	71.4	22.0	72.9	21.7		
English Language Arts 9	School	96.4	14.3	100.0	11.5	75.0	6.3	72.7	4.5	80.6	16.1		
	Authority	84.1	15.6	79.0	11.3	74.7	13.3	78.1	12.5	78.8	13.9		
	Province	76.7	14.8	76.3	15.0	75.6	14.4	77.0	15.2	76.8	14.9		
English Lang Arts 9 KAE	School	88.2	11.8	100.0	0.0	*	*	*	*	n/a	n/a		
	Authority	75.7	10.8	91.4	5.7	88.9	25.9	77.4	25.8	90.5	28.6		
	Province	62.4	4.3	62.8	3.5	63.0	4.5	59.8	6.2	58.8	5.9		
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	95.2	14.3	84.0	20.0	94.1	17.6	85.7	33.3	85.7	14.3		
	Province	87.2	13.9	86.5	11.1	85.8	10.1	83.0	10.8	83.1	11.2		
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	84.0	14.5	86.1	17.8	88.5	20.2	86.4	26.8	88.9	26.1		
Mathematics 9	School	84.0	12.0	96.3	11.1	61.8	14.7	73.7	10.5	74.2	9.7		
	Authority	70.9	18.3	68.9	9.4	61.8	15.0	67.0	14.9	72.2	14.5		
	Province	66.8	18.3	67.1	17.3	65.3	17.9	67.8	17.5	67.2	19.0		
Mathematics 9 KAE	School	95.0	30.0	80.0	0.0	*	*	87.5	62.5	n/a	n/a		
	Authority	69.2	17.9	72.2	11.1	75.0	31.3	74.3	34.3	90.9	54.5		
	Province	65.8	14.7	63.4	14.5	60.9	14.4	61.2	13.0	57.5	13.3		
Science 9	School	87.9	24.2	88.9	33.3	93.8	31.3	70.4	11.1	88.5	26.9		
	Authority	79.0	23.6	78.6	21.7	77.4	22.6	75.9	21.9	76.3	19.2		
	Province	72.9	20.0	73.2	22.1	74.1	22.8	74.2	22.4	74.0	21.4		
Science 9 KAE	School	83.3	16.7	90.0	50.0	*	*	n/a	n/a	*	*		
	Authority	54.8	9.7	77.8	25.0	65.5	10.3	61.5	23.1	83.3	12.5		
	Province	68.4	17.1	64.1	14.9	64.5	15.1	63.8	14.3	63.9	13.3		
Social Studies 9	School	83.9	29.0	78.6	17.9	80.0	16.7	59.3	11.1	80.6	16.1		
	Authority	75.2	24.1	70.0	15.2	71.1	21.5	69.1	17.6	73.8	20.8		
	Province	65.5	18.8	65.5	19.9	65.1	19.8	64.7	18.0	67.0	20.2		
Social Studies 9 KAE	School	92.9	21.4	88.9	11.1	100.0	0.0	n/a	n/a	n/a	n/a		
	Authority	57.6	15.2	81.3	12.5	79.3	13.8	69.2	26.9	90.9	31.8		
	Province	64.6	13.0	61.8	10.7	57.3	11.2	58.0	11.6	56.3	12.7		

Notes:

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3. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

		St. Mary's RCS School							Alberta			
		Achievement	Improvement	Overall	2017		Prev 3 Year Average		2017		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	Intermediate	Maintained	Acceptable	21	85.7	35	85.0	49,572	82.5	46,989	82.5
	Standard of Excellence	Low	Maintained	Issue	21	9.5	35	15.1	49,572	18.9	46,989	19.2
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,185	85.1	2,864	87.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,185	13.5	2,864	14.4
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	542	92.1	524	90.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	542	21.6	524	16.5
Mathematics 6	Acceptable Standard	High	Improved	Good	21	85.7	35	64.3	49,507	69.4	46,906	73.0
	Standard of Excellence	Very Low	Declined	Concern	21	0.0	35	6.1	49,507	12.6	46,906	14.5
Science 6	Acceptable Standard	Very High	Improved	Excellent	21	95.2	35	75.8	49,501	76.9	46,914	76.7
	Standard of Excellence	High	Improved	Good	21	28.6	35	17.2	49,501	29.0	46,914	25.8
Social Studies 6	Acceptable Standard	Very High	Improved Significantly	Excellent	21	85.7	35	58.6	49,485	72.9	46,903	70.5
	Standard of Excellence	High	Improved	Good	21	23.8	35	9.3	49,485	21.7	46,903	18.9
English Language Arts 9	Acceptable Standard	Intermediate	Maintained	Acceptable	31	80.6	27	82.6	45,487	76.8	43,746	76.3
	Standard of Excellence	High	Improved	Good	31	16.1	27	7.4	45,487	14.9	43,746	14.9
English Lang Arts 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	11	100.0	1,428	58.8	1,576	61.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	11	0.0	1,428	5.9	1,576	4.8
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,763	83.1	2,625	85.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,763	11.2	2,625	10.7
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	379	88.9	392	87.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	379	26.1	392	21.6
Mathematics 9	Acceptable Standard	High	Maintained	Good	31	74.2	27	77.2	45,020	67.2	43,295	66.7
	Standard of Excellence	Low	Maintained	Issue	31	9.7	27	12.1	45,020	19.0	43,295	17.6
Mathematics 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	9	83.8	1,848	57.5	2,026	61.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	9	31.3	1,848	13.3	2,026	14.0
Science 9	Acceptable Standard	Very High	Maintained	Excellent	26	88.5	29	84.3	45,445	74.0	43,808	73.8
	Standard of Excellence	Very High	Maintained	Excellent	26	26.9	29	25.2	45,445	21.4	43,808	22.4
Science 9 KAE	Acceptable Standard	*	*	*	4	*	10	90.0	1,440	63.9	1,547	64.1
	Standard of Excellence	*	*	*	4	*	10	50.0	1,440	13.3	1,547	14.8
Social Studies 9	Acceptable Standard	Very High	Maintained	Excellent	31	80.6	28	72.6	45,484	67.0	43,722	65.1
	Standard of Excellence	Intermediate	Maintained	Acceptable	31	16.1	28	15.2	45,484	20.2	43,722	19.2
Social Studies 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	8	94.4	1,393	56.3	1,533	59.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	8	5.6	1,393	12.7	1,533	11.2

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. 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.
3. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.



**St. Mary's School**  
**Continuous Improvement Plan**  
**2017-2018**



*A Christ centered learning community where students are cherished and achieve their potential.*

**St. Mary's School Philosophy**

*We are a Catholic School and Parish Community. As followers of Christ, we aspire to provide the best possible education within the context of our Christian values. We strive to create for our students an atmosphere of acceptance, encouragement, respect, dignity, and pride.*

Priority #1 – Staff and students will grow in their faith and experience the richness of a relationship with Jesus Christ and the Gospel.		
Goal	Strategies	Measurement Tools
By June 30, 90% of students and staff will have collaborated with and/or coordinated faith activities relating to Catholic social teachings or liturgical season.	<p><b>FAITH</b></p> <ol style="list-style-type: none"> <li>Take steps to coordinate a campus ministry team consisting of students and other interested stakeholders. (ID leaders – retreat – build around this foundation. Staff led/directed weekly liturgies to engage in faith and model faith.</li> <li>Provide students with the division prayer journal and time to use it.</li> <li>Recruit interested and available school community members to guide and lead our students in this endeavour</li> <li>Coordinate a campus ministry team consisting of students and other interested stakeholders. (ID leaders – retreat – build around this foundation</li> <li>Continued staff presence and leadership in weekly liturgies as part of continuing Teacher Faith Formation and increased modelling of faith to students.</li> <li>Faith Formation component to every staff meeting</li> <li>Faith tied into Wellness Program (Whole Student Approach)</li> </ol>	<p>Collection of DREC monthly reporting forms</p> <p>Documentation of staff liturgy leadership (every staff member has organized a Friday liturgy throughout the school year as identified in school calendar)</p> <p>Collection of shared liturgies led by staff (liturgy library created)</p> <p>TTFM Survey Results                      Students were asked: "I am taught to explore my relationship with God and to use my faith to help me understand issues and solve problems."                      Answered: 100%</p> <p>"I have the opportunity at school to openly express and celebrate my faith throughout all school activities including prayer; religious celebrations such as mass, prayer services and retreats; and religion courses."</p>
By June 30 <sup>th</sup> , at least 95% of students and staff will have attended a Mass as a class community a minimum of two times (chapel mass and teaching mass at St. Augustine)	<ol style="list-style-type: none"> <li>Maintain an on-going relationship with our parish.</li> <li>Ensure that staff and students perform the ministries at masses.</li> <li>Facilitate opportunities for students to become more educated in the 'formal' roles of mass participation (ie: lector/Eucharistic Minister) through connection with our parish community and</li> </ol>	<p>Documentation of Mass attendance schedule</p> <p>Feedback from parish priest</p> <p>Permeation: support to teacher (unrelenting invitation) process (5 marks of Catholic Identity)</p>

	education sessions that students can attend within the school (ie: Friday sessions)	
By September of 2018, Increase the rigor of our religious study program.	<ol style="list-style-type: none"> <li>1. Begin preparing Religion teachers to have tests in religion classes as well as final exams.</li> <li>2. 5 Marks of Catholic Teacher – PD</li> <li>3. <i>Out to your Mark: reverse direct to direct. Always be prepared to give an answer to someone who asks you to give the reasons for the things that you have said do not "let your heart be troubled" - John 14:1</i> <ul style="list-style-type: none"> <li>- Provide foundational support for staff to respond to faith questions that arise (Apologetics) for staff and students.</li> <li>- Create an understanding of the reasons why Christians engage in social justice through lives of the saints, Chalice etc</li> </ul> </li> </ol>	Database of prepared religion exams from Gr. 6-12

**Priority # 2. All students will develop literacy and numeracy skills that will prepare them for the changing future. Success for every student- Continue to provide flexible learning environments and opportunities where we strive to provide success for every student. Students have opportunities to direct their own learning and access to support when they need additional help.**

Goal	Strategies	Measurement Tools
<p>By 2018, 85% of students will be achieving at grade level in literacy and numeracy.</p> <p>By 2018, at least 95% or better of students will meet acceptable standard in Grade 12 diploma blended marks.</p> <p>By 2018, 80% of students will achieve acceptable standards on diploma exams.</p> <p>By 2018, 85% of students will identify that there are learning supports available to improve achievement results.</p> <p>By June 2018, teaching staff will have engaged in at least 4 PD events. By June 2018, 80% of staff will have shared PD highlights in staff meetings/PD days and employed acquired strategies associated with literacy and numeracy improvements.</p>	<p><b>LITERACY AND NUMERACY</b></p> <ol style="list-style-type: none"> <li>1. Focus professional learning opportunities and supervision of instruction on high quality teaching and assessment practices (beginning with feedback)</li> <li>2. Utilize PD Days to focus on literacy and numeracy - Utilize experts to present workshops on recognizing literacy and numeracy in curricular contexts.</li> <li>3. Familiarize and Use Alberta Education's Literacy and Numeracy Progressions.</li> <li>4. Encourage staff to use CIF PD to work on creating an inventory of subject specific definitions and examples of literacy and numeracy.</li> <li>5. Further develop literacy and numeracy interventions with increased focus on data collection/assessment and tiered content.</li> <li>6. Professional reflection for teachers to determine entry points of literacy and numeracy in every program.</li> <li>7. Identify areas of concern in PAT/Diploma/CAT/Math Assessment data and discuss/implement routes to improving achievement. (PAT/DIP Analysis - Oct 19)</li> </ol>	<p>(For all strategies)</p> <ul style="list-style-type: none"> <li>• Accountability Pillar Results</li> <li>• Classroom Visits (evidence of literacy and numeracy strategies)</li> </ul> <p><b>Common Assessments</b></p> <p>CAT4 Grade 6-9: Division Competency Math Assessment Grade 6/9: PAT Results Grade 12: Diploma results TTFM Survey Results Teacher Assessment</p> <p>Staff PD sharing Anecdotal reports from staff on team teaching successes</p>

	<ol style="list-style-type: none"> <li>8. Organization of our school day to reflect the reality that all students learn at different rates. Provide flexible learning environments, (FLEX FRIDAY, Flex Dismissals) and personalization of education (open work/support sessions, credit recovery, embedded ADLC time, creative scheduling, CTF programming)</li> <li>9. Develop Teacher Mastery through Teacher directed PD, Division Wide PD, Team Teaching Practices, Cognitive Coaching</li> <li>10. Creation of an ELL program as part of CIF to support literacy development in our ELL population.</li> </ol>	
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**Priority #3 – Staff will grow in awareness of First Nations, Metis and Inuit cultures in relationship to the developing relevant KSA.**

Goal	Strategies	Measurement Tools
By the required implementation and KSA requirement time, 100% of teachers will display proficient levels of understanding of KSA in relation to First Nation, Metis and Inuit.	<p><b>FIRST NATION, METIS AND INUIT</b></p> <ol style="list-style-type: none"> <li>1. Provision of resources/training from AB ED and Division. Emphasis in curriculum based topics</li> <li>2. A Plan to implement KSA requirement (work in conjunction with HS to create and work plan)</li> <li>3. Accessing resources from "Walking Together" for PD</li> <li>4. Recognize that the church is the focus of bringing cultures together. Recognizing the entry points (historical and spiritual) in which Catholicism is rooted and welcome</li> </ol>	<p>KSA Acquisition Treaty Acknowledgement Staff Feedback and Reflection from Presentations PD shared day with SPT and SMI</p> <p>Elder visit – smudge ceremony Oct 27</p> <p>Staff Reflection / Discussion / Written reflection Share school accomplishments in our school – "Did you Know" at church</p>

	2013-14	2014-15	2015-16	2016-17
Interested and Motivated Students	39 (+9)	39 (+9)	45 (+15)	40 (+10)
Students Value Outcomes	76 (+3)	74 (+1)	77 (+4)	80 (+2)
Relevance	68 (+6)	63 (+3)	67 (+7)	67 (+7)
Students Using Time Effectively	74 (+6)	70 (+5)	71 (+6)	77 (+12)
Effort Put Forth by Students	81 (+11)	74 (+5)	72 (+3)	79 (+10)
Intending to Complete High School	89 (+7)	79 (-3)	76 (-10)	86 (+4)
Rigor	7.1	6.6	6.9	7.2
Positive Homework Behaviors	131 (+7)	131 (+3)	130 (+10)	136 (+10)
Positive Behavior	89 (+2)	89 (+3)	91 (+3)	98 (+10)
Positive Student-Teacher Relations		86 (+6)	71 (+11)	
Intellectual Engagement	76 (+20)		73 (+23)	78 (+26)
Treasury	14 (+13)	19 (+8)	15 (+12)	7 (+20)
<b>Accountability Pillar Results</b>				
Safe and Caring	89.5 (+)	94.9 (+)	90.4 (+)	90.4 (+)
High School Completion	82.8	80.8	79.6 (+)	77.6 (+)
Diploma Acceptable	81.5	72.1	80.1 (+)	87.1 (+)
Diploma Excellence	7	11	17.6 (+)	19.8 (+)
Citizenship	86.4	93.1	83.3 (+)	85.6 (+)