

St. Marguerite Catholic Middle School

Message from Principal

*Dear Members of our St. Marguerite Catholic School Community
and Evergreen Board of Trustees,*

The following document is an updated Three-Year Education Plan for 2010-2013. This plan reflects adjusted strategies and targets that are in alignment with Alberta Education and school division goals and outcomes. Community stakeholders have provided input in this planning process.

After reviewing Alberta Education's Accountability Pillar Survey results, the Evergreen CSRD NO.2 Scholie Survey results and the Provincial Achievement Testing results, I am pleased to report a continued level of satisfaction from all St. Marguerite Catholic School stakeholders. Due to the sustained satisfaction level and current achievement test results, we will be continuing with many of our existing strategies.

In addition to maintaining certain existing strategies we will be implementing new initiatives to continue the progressive development of St. Marguerite Catholic School as we embark on new educational challenges over the next three years. These initiatives include changes to our approaches to teaching and learning, and how students will represent that learning.

The next three years will be an exciting time for St. Marguerite Catholic School. We will continue to work together to meet the ongoing challenges in education. Thank-you to our students, parents, staff and parish for your ongoing efforts to support Catholic education in our community.

Sincerely,

James Fraser

Principal

October 18, 2010

Foundational Statements

St. Marguerite Catholic School's plan for the three years commencing September 1, 2010, and was prepared by school administration in accordance with responsibilities under the School Act and the Government Accountability Act. St. Marguerite Catholic School is committed to achieving the results laid out in this Education Plan.

Mission Statement

St. Marguerite School exists as the result of the expressed need of our Christian community for a Catholic school to serve adolescent students in a setting where they can celebrate their common bond of faith in God.

The staff and parents working in the name of Jesus and in the Spirit of His challenge are committed to providing a quality Catholic education that prepares students to live compassionately and morally where change is the only constant within an atmosphere of Faith, Hope, Love and Prayer.

“Many Parts, One Body in Christ” (1 Corinthians 12.20)

School Profile

Situated at the northern gateway to Spruce Grove, Alberta is St. Marguerite Catholic School. St. Marguerite Catholic School is one of nine schools that comprise the Evergreen CSRD NO.2. St. Marguerite Catholic School is a middle school with 458 students from grade five through grade eight. We have experienced 5% growth in population in each of the past two years. The class sizes for the 2010-2011 school year range from twenty two to twenty eight students. St. Marguerite Catholic School offers a wide range of programming to serve the diverse population.

St. Marguerite School offers an excellent elementary and junior high school program that includes all of the required core courses, plus a number of complementary courses including art, drama, instrumental music and Band, French (FSL) gr. 5-8, information processing, active living, outdoor education, science and technology studies, food studies, yearbook - photo design, public speaking and leadership. St. Marguerite School also offers a Learning Assistance Program in Language Arts and Math as well as tutorial programs at all grades, an ADAPT program for special needs students, enrichment programming as well as counseling services.

In addition, St. Marguerite School offers an extensive interschool athletic program including developmental and junior teams in seasonal team sports and an even more extensive co-curricular program of various clubs and student activities.

At St. Marguerite School, staff and student life is centered on our Catholic faith. Social justice issues and projects are an important part of the daily culture of the school. As a Christ-centered school, these social justice projects and community initiatives help reinforce our school mission statement in the daily lives of our students. We are an active member school of the national organization, the Catholic Holy Childhood Association. We sponsor a number of social justice initiatives in our local area as well as internationally in developing nations.

Parent involvement is an integral part of St. Marguerite School's success. Parent's positive participation directly helps to enhance and diversify the learning opportunities of our students. Through our School Council meetings, annual surveys and parent information nights, input is sought from our parent community. This input is used to help formulate goals and initiatives for long range planning.

October 2010 Accountability Pillar Overall Summary (OPTIONAL)

Goal	Measure Category	Measure Category Evaluation	Measure	St. Marguerite Catholic School			Alberta			Measure Evaluation		
				Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Goal 1: High-quality learning opportunities	Safe and Caring Schools	Excellent	Safe and Caring	90.6	89.6	87.6	87.6	86.9	85.4	Very High	Maintained	Excellent
	Student Learning Opportunities	n/a	Program of Studies	91.8	91.2	89.0	80.5	80.3	79.4	Very High	Maintained	Excellent
			Education Quality	92.0	90.5	89.7	89.2	89.3	88.4	Very High	Maintained	Excellent
			Drop Out Rate	*	*	n/a	4.3	4.8	4.8	*	*	*
			High School Completion Rate (3 yr)	n/a	n/a	n/a	71.5	70.8	70.9	n/a	n/a	n/a
Goal 2: Excellence in student learning outcomes	Student Learning Achievement (Grades K-9)	Excellent	PAT: Acceptable	95.0	92.5	90.2	79.1	78.3	77.2	Very High	Improved	Excellent
			PAT: Excellence	30.9	20.4	28.3	19.4	18.3	18.2	Very High	Maintained	Excellent
	Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	83.4	84.3	84.3	n/a	n/a	n/a
			Diploma: Excellence	n/a	n/a	n/a	19.0	18.5	19.2	n/a	n/a	n/a
			Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	53.5	53.3	53.6	n/a	n/a	n/a
			Rutherford Scholarship Eligibility Rate (Revised)	n/a	n/a	n/a	56.9	57.3	56.7	n/a	n/a	n/a
	Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	n/a	n/a	n/a	59.8	59.2	58.7	n/a	n/a	n/a
			Work Preparation	86.1	89.3	86.9	79.9	79.6	78.9	High	Maintained	Good
Citizenship			86.9	86.7	82.2	81.4	80.3	78.3	Very High	Improved	Excellent	
Goal 4: Highly responsive and responsible education system	Parental Involvement	Acceptable	Parental Involvement	81.0	88.7	88.7	80.0	80.1	78.6	High	Declined	Acceptable
	Continuous Improvement	Excellent	School Improvement	89.7	83.3	86.1	79.9	79.4	77.6	Very High	Maintained	Excellent

Notes:

1. PAT results are a weighted average of the percent meeting standards (Acceptable, Excellence) on Provincial Achievement Tests. The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9).
2. Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30.
3. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
4. The subsequent pages include evaluations for each performance measure. If jurisdictions desire not to present this information for each performance measure in the subsequent pages, please include a reference to this overall summary page for each performance measure.
5. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Goal One: High Quality Learning Opportunities

Outcome: Schools environments are safe and caring.

Performance Measure	Results (in percentages)					Target ¹	Evaluation			Targets ²		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	85.9	86.1	87.1	89.6	90.6		Very High	Maintained	Excellent	92	93	95

Comment on Results:

(an assessment of progress toward achieving the target)

- We have begun a three year plan this year to develop a comprehensive Safe and Caring School Initiative that includes Staff and Parent Committees as well as a Student Committee that will drive new ideas that will sponsor students to become leaders in peer relations at all levels.

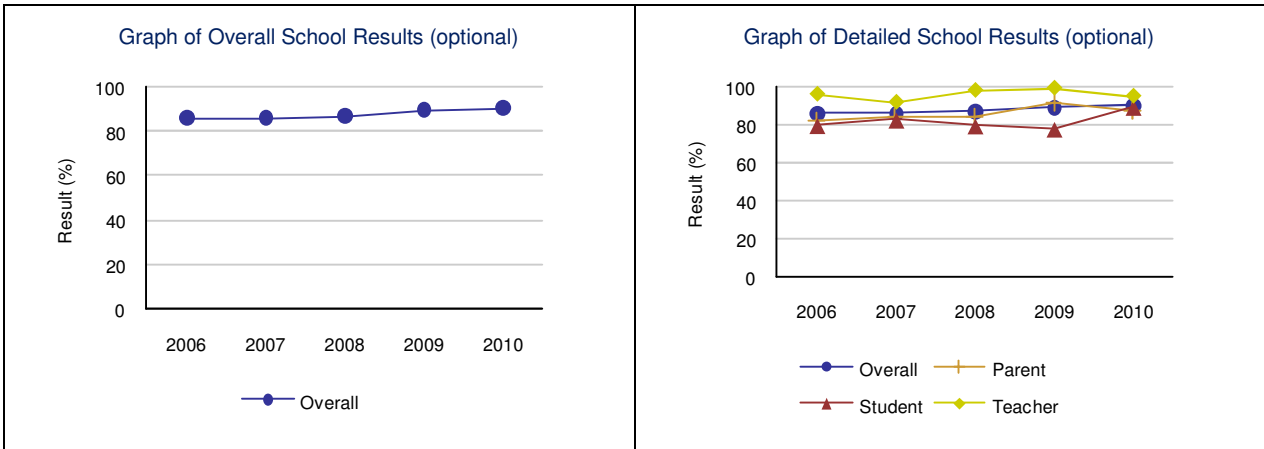
Strategies

- Continue to fund counselling position at St. Marguerite School (for both individual and group counselling) as well as sponsoring Behavioural Support services with S.H.I.P. partners and external consultants.
- Reshape student mentorship program – to match at-risk learners to staff that will remain through career at STM.
- Continue to expand offerings for collaboration with outside agencies to support student and family needs; ie.: Speech and Psychological Services.
- Continue in Year II AISI related grade level or subject specific cohort faculty to review the individual needs of all students and programs for “Inquiry Based Learning”. Develop school wide action projects to sponsor continuity of implementation and growth in teacher practice.
- Continue to practise dangerous intruder and fire emergency procedures, and report results to stakeholders.
- Continue to offer first aid training to our staff so that a minimum of 75% of staff are currently certified.
- Provide social justice opportunities for students to culture them as ‘citizens of the world’.

Measure Details (OPTIONAL)

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

	School					Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	85.9	86.1	87.1	89.6	90.6	87.6	85.6	88.2	87.5	90.5	84.4	84.2	85.1	86.9	87.6
Teacher	96.1	91.8	98.0	99.2	95.1	95.8	95.4	94.4	96.8	97.3	92.8	92.6	93.1	93.8	94.4
Parent	82.3	84.0	84.0	92.0	87.5	85.7	82.1	92.5	86.9	88.8	82.1	81.7	83.2	85.3	86.1
Student	79.4	82.3	79.2	77.5	89.2	81.3	79.2	77.7	78.9	85.5	78.4	78.5	79.1	81.7	82.2



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

Outcome: The education system meets the needs of all K–12 students and supports our society and the economy.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010		2010	Achievement	Improvement	Overall	2011	2012
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.	88.1	87.9	87.9	91.2	91.8		Very High	Maintained	Excellent	92	93	95
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	89.5	90.7	87.8	90.5	92.0		Very High	Maintained	Excellent	93	94	95

Comment on Results:

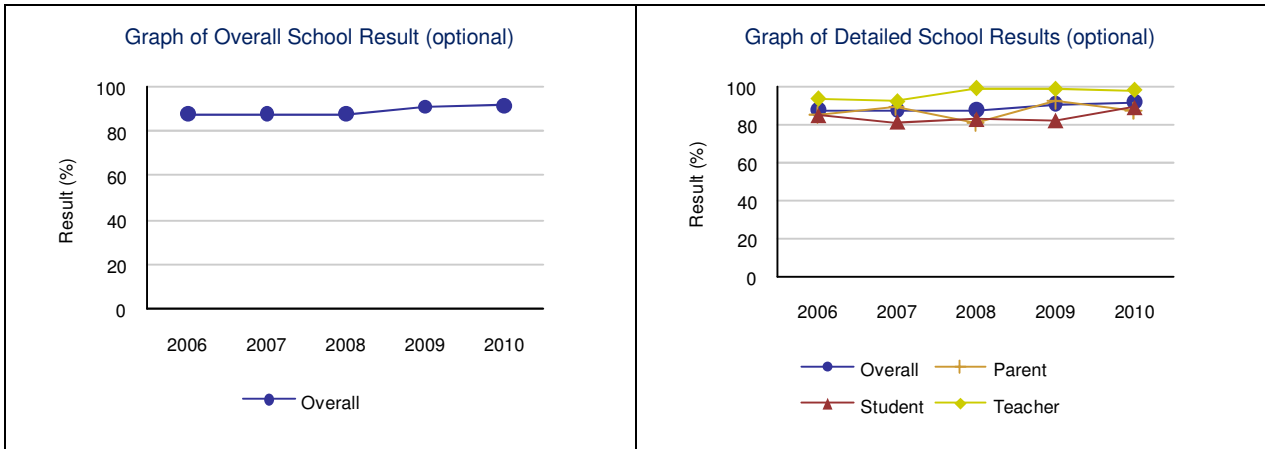
(an assessment of progress toward achieving the target)

- **Our students continue to receive a balance between Fine Arts and CTS type optional courses at junior high level. Our parents have commented on this balance being appropriate to the needs of their children. We continue to examine more technologically related options for year II and Year III of this plan.**

Strategies

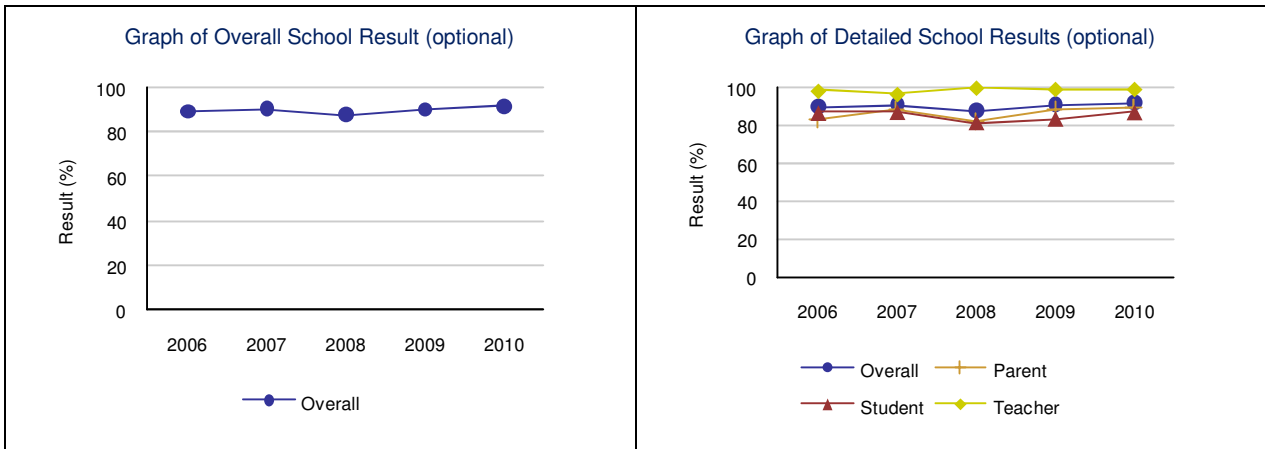
- **Continue to offer a wide range of options for our students including instrumental music, French FSL, information processing, drama, art, active living, outdoor education, leadership, science and technology and public speaking.**
- **We will fund the Band program with instrument funding to develop a more performance Band component in our Music 6 program.**
- **Continue to encourage staff to become involved in a variety of professional development opportunities related to identified school goals for inquiry-based learning methodology.**
- **Develop a link between current Div. II and III CTS program of studies and our complementary middle school programs.**
- **Sponsor Grade Level P.D. for teachers in specific teacher practice areas, with a focus on Math and L.A. - Writing.**

Measure Details (OPTIONAL)															
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.															
	School					Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	88.1	87.9	87.9	91.2	91.8	82.1	84.0	83.6	84.8	88.7	78.1	78.5	79.4	80.3	80.5
Teacher	94.0	92.5	99.4	99.0	98.5	90.0	92.8	92.7	92.5	94.8	85.2	85.7	86.4	86.8	87.7
Parent	85.1	89.7	81.2	92.4	87.4	77.6	81.2	82.9	82.7	84.2	76.6	76.9	77.6	78.7	78.0
Student	85.0	81.5	83.0	82.3	89.4	78.9	78.0	75.3	79.2	87.1	72.6	72.9	74.1	75.3	75.9



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

Measure Details (OPTIONAL)															
Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	School					Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	89.5	90.7	87.8	90.5	92.0	89.5	89.9	91.3	90.2	91.8	87.7	87.6	88.2	89.3	89.2
Teacher	98.4	96.6	100.0	99.3	99.3	96.6	97.1	97.8	98.3	98.3	94.8	94.7	94.9	95.3	95.6
Parent	83.4	88.5	81.9	88.6	89.6	84.4	84.6	90.3	85.8	87.6	81.6	81.8	83.0	84.4	83.9
Student	86.7	87.1	81.6	83.6	87.0	87.6	88.0	85.8	86.3	89.6	86.6	86.4	86.6	88.3	88.2



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

Goal Two: Excellence in Student Learning Outcomes

Outcome: Students demonstrate high standards in learner outcomes.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on provincial achievement tests.	93.1	88.3	89.9	92.5	95.0		Very High	Improved	Excellent	96	97	98
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on provincial achievement tests.	22.3	33.2	31.3	20.4	30.9		Very High	Maintained	Excellent	31	33	35

Comment on Results:

(an assessment of progress toward achieving the target)

- **Our teachers have focused the past year on P.D. and School Based Core Subject presentations to emphasize hands on learning, and visual representation of the learning objectives in Science and Social Studies.**

Strategies

- **Continue to encourage teachers to participate in a variety of 'learning styles' approach to professional development opportunities.**
- **Continue to provide a Learning Assistance Program in Math and Language Arts for all grade levels, for students with grade level delays of more than two years.**
- **Continue to offer a teacher led tutorial program for all grade levels for Math and Language Arts by Core teachers.**
- **Continue to use special education coordinator to assist teachers with modifying program for enrichment purposes.**
- **Develop a more inclusive model of Special Education by supporting teacher P.D. for IPP development to move along with new the "Setting the Direction" Initiative from Alberta Education.**
- **Continue to use ERLC & other workshops to support teachers with AISI direction and new curriculum (Math – Gr. 6; 2010).**
- **Continue to develop a clearinghouse of activities and lessons for staff to share best practices for inquiry-based learning instructional methodology.**
- **Development of assessment portfolios that reflect student directed inquiry-based learning focus in order to more fully engage students with the attitude objectives within the core curriculum.**
- **Develop a new "Outcomes Based" reporting program for student learning at the elementary grades level for Year I. Move to a similar style of reporting assessment of learning for gr. 7 & 8 by the end of this three year cycle.**

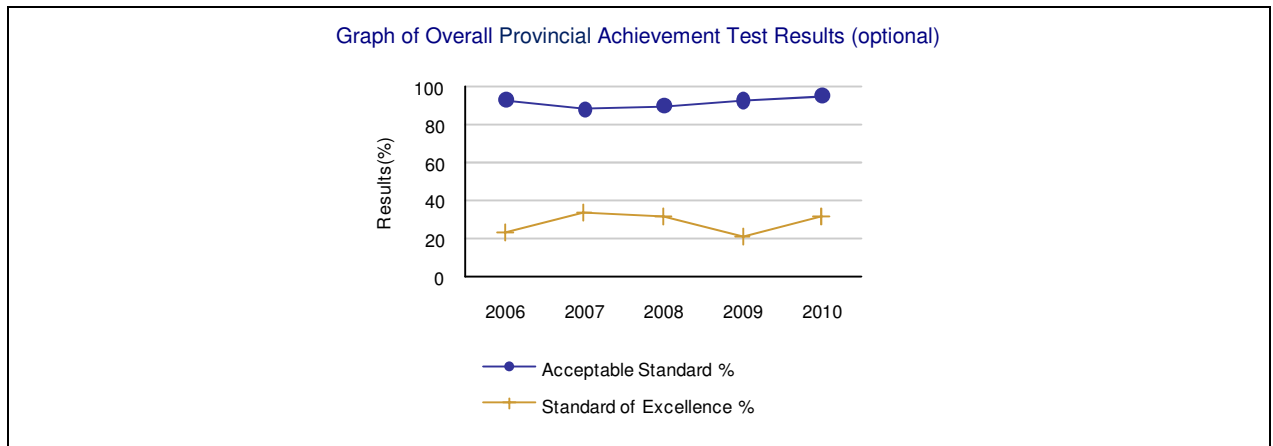
Notes:

1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9). The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
2. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30. The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Diploma Examination Participation rates are based upon a cohort of grade 10 students who are tracked over time.
4. Please note that the rules for Rutherford Scholarships changed in 2008, which increased the number of students eligible for Rutherford Scholarships. The history for the measure has been re-computed to allow for trends to be identified.
5. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Measure Details (OPTIONAL)													
PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2006		2007		2008		2009		2010		2010	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	90.1	13.9	85.7	23.5	87.9	25.3	92.9	8.0	96.4	19.1	97	20
	Authority	85.1	11.7	84.9	17.2	89.9	19.0	90.7	15.0	95.0	18.1		
	Province	79.0	15.9	80.3	19.8	81.1	21.0	81.8	18.9	83.3	18.9		
Mathematics 6	School	80.2	12.9	82.7	16.3	90.9	23.2	86.7	11.5	91.8	19.1	92	20
	Authority	72.2	11.3	78.1	9.3	81.0	15.1	88.2	10.7	88.1	14.8		
	Province	75.2	15.6	74.0	14.5	74.6	15.9	76.6	16.8	74.3	16.5		
Science 6	School	96.0	30.7	90.8	42.9	91.9	37.4	92.0	32.7	93.6	42.7	95	45
	Authority	87.5	27.0	84.6	29.4	82.6	27.9	88.6	25.0	88.6	32.4		
	Province	78.1	27.7	75.2	26.6	74.8	24.1	76.5	24.8	76.8	26.4		
Social Studies 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	87.3	30.0	88	32
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	86.1	21.0		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	71.0	16.4		

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 (optional)

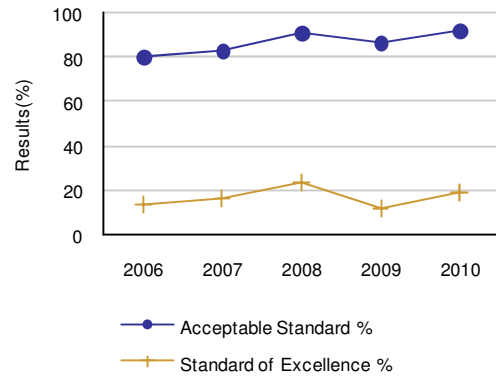
<p style="text-align: center;">English Language Arts 6</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2006</td> <td>90</td> <td>15</td> </tr> <tr> <td>2007</td> <td>85</td> <td>25</td> </tr> <tr> <td>2008</td> <td>88</td> <td>28</td> </tr> <tr> <td>2009</td> <td>92</td> <td>10</td> </tr> <tr> <td>2010</td> <td>95</td> <td>20</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2006	90	15	2007	85	25	2008	88	28	2009	92	10	2010	95	20	<p style="text-align: center;">[No Data for French Language Arts 6]</p>
Year	Acceptable Standard %	Standard of Excellence %																	
2006	90	15																	
2007	85	25																	
2008	88	28																	
2009	92	10																	
2010	95	20																	

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

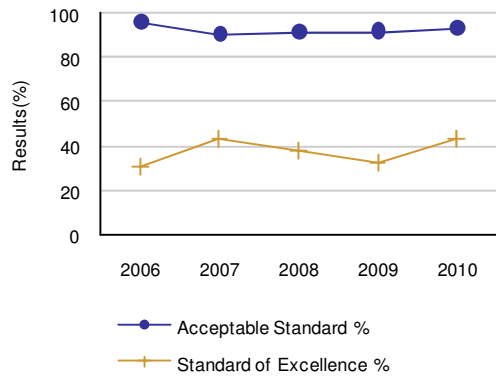
Graph of Provincial Achievement Test Results by Course (optional)

[No Data for Français 6]

Mathematics 6



Science 6



Social Studies 6



PAT Results Course By Course Summary By Enrolled With Measure Evaluation (optional)

		St. Marguerite Catholic School							Alberta			
		Achievement	Improvement	Overall	2010		Prev 3 Yr Avg		2010		Prev 3 Yr Avg	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 3	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	42,061	81.6	42,181	80.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	42,061	19.5	42,181	17.3
English Language Arts 6	Acceptable Standard	Very High	Improved Significantly	Excellent	110	96.4	103	88.8	43,599	83.3	44,064	81.1
	Standard of Excellence	High	Maintained	Good	110	19.1	103	18.9	43,599	18.9	44,064	19.9
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,487	88.3	2,252	89.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,487	15.9	2,252	13.7
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	436	91.3	436	93.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	436	18.3	436	17.9
Science 6	Acceptable Standard	Very High	Maintained	Excellent	110	93.6	103	91.6	43,509	76.8	43,945	75.5
	Standard of Excellence	Very High	Maintained	Excellent	110	42.7	103	37.7	43,509	26.4	43,945	25.2
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,651	79.3	44,250	77.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,651	15.0	44,250	14.8
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,403	86.1	2,328	82.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,403	12.4	2,328	11.9
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	324	84.3	314	84.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	324	12.7	314	12.4
Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,372	73.6	44,075	70.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,372	17.7	44,075	14.5

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

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

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

Measure Evaluation Reference - Achievement Evaluation

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

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

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

Notes:

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

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

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

Improvement Table

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

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

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

Overall Evaluation Table

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

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

Performance Measure		Results (in percentages)					Target
		2006	2007	2008	2009	2010	2010
Participation rates in provincial achievement tests (PATs) for Grades 3, 6 and 9.							
English Language Arts 6	School	100.0	98.0	98.0	99.1	99.1	100
	Authority	99.2	98.2	97.3	99.6	98.2	
	Province	90.1	89.6	89.5	90.0	90.7	
Mathematics 6	School	100.0	98.0	99.0	99.1	99.1	100
	Authority	99.6	97.5	97.7	99.6	99.2	
	Province	90.6	90.0	90.0	90.6	88.3	
Science 6	School	100.0	98.0	99.0	98.2	100.0	100
	Authority	99.6	95.7	97.7	98.2	98.6	
	Province	90.0	89.1	89.0	89.6	90.5	
Social Studies 6	School	n/a	n/a	n/a	n/a	100.0	100
	Authority	n/a	n/a	n/a	n/a	98.6	
	Province	n/a	n/a	n/a	n/a	90.3	

Outcome: Students are well prepared for employment.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
Percentages of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	79.1	85.4	86.0	89.3	86.1		High	Maintained	Good	88	90	92

Comment on Results:

(an assessment of progress toward achieving the target)

- Our staff has maintained that a balance of core versus complementary programs be in place in order to provide balance to the overall educational offerings at our school.

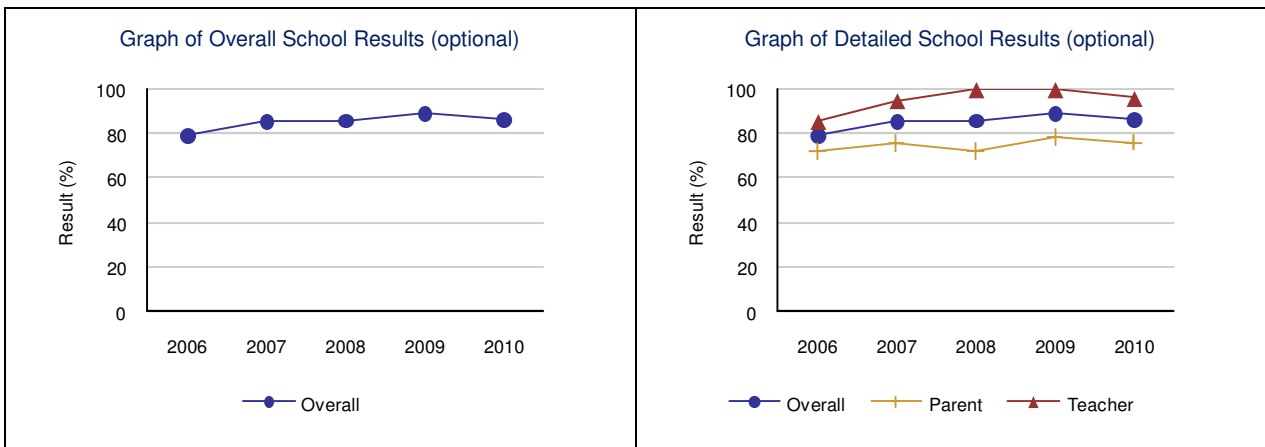
Strategies

- Provide a wider range of inquiry-based learning opportunities for our students.
- Develop project-based learning into the curriculum that better facilitates technology learning outcomes.
- Continue to model, as faculty and student body, Christian-like behaviours in all aspects of school life.
- Develop a comprehensive Safe and Caring Schools plan to let students feel comfortable in being themselves within a very homogeneous student population.
- Continue to recognize student excellence in academics, fine arts, extracurricular endeavours and leadership skills such as public speaking and community service projects, by expanding school awards programs.
- Provide a broad array of social justice projects / initiatives for all our students to participate in as 'citizens of the world'. Continue sponsorship of programs such as Parkland Food Bank, Santa Clara Missions - Mexico, Holy Childhood Association and Development and Peace Catholic Charities.

Measure Details (OPTIONAL)

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

	School					Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	79.1	85.4	86.0	89.3	86.1	79.2	82.2	87.1	81.9	83.4	77.0	77.1	80.1	79.6	79.9
Teacher	85.7	95.0	100.0	100.0	96.0	90.0	95.0	91.7	94.5	95.1	89.4	89.2	89.3	88.9	90.0
Parent	72.4	75.9	72.0	78.6	76.2	68.4	69.4	82.6	69.3	71.7	64.6	65.1	70.9	70.2	69.8



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

Outcome: Students model the characteristics of active citizenship.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	76.6	78.4	81.4	86.7	86.9		Very High	Improved	Excellent	88	90	92

Comment on Results:

(an assessment of progress in relation to past performance)

Strategies

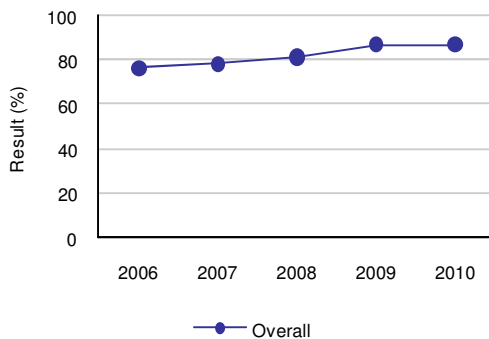
- Continue to encourage student participation in a wide variety of social justice projects and community initiatives including the following: Terry Fox Run for cancer research, Holy Childhood Association, Save a Family Plan, Toonies for Tuition Campaign, Parkland Foodbank, Boyle Street CO-OP, Santa Clara Shoebox Campaign, Foster Parent Families, Local Seniors Residents and support to local families in need.
- Continue to offer a student leadership option for grade eight students – sponsoring the Heroes Leadership model for all of our senior students who participate in the program.
- Develop a public speaking option that will enhance student leader communication skills.
- Provide a project based learning philosophy across the curriculum that emphasizes conservation education on our planet.
- Develop Safe and Caring Schools student leadership model to drive student programs.

Measure Details (OPTIONAL)

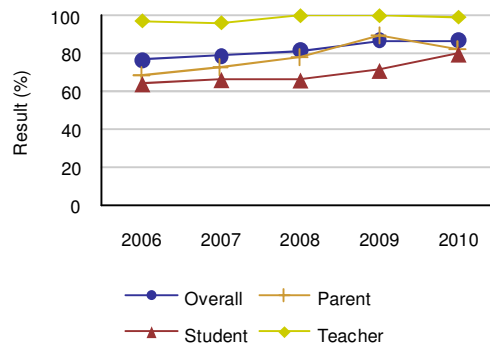
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

	School					Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	76.6	78.4	81.4	86.7	86.9	80.8	79.2	82.8	82.3	87.2	76.8	76.6	77.9	80.3	81.4
Teacher	97.1	96.0	100.0	100.0	99.2	94.8	95.3	95.9	96.6	99.0	90.3	89.9	90.6	91.8	93.0
Parent	68.5	72.9	78.2	89.2	81.9	76.8	73.9	86.0	79.3	83.0	72.4	72.6	74.7	77.4	78.5
Student	64.1	66.2	66.0	71.0	79.6	70.7	68.3	66.5	71.1	79.5	67.5	67.1	68.5	71.8	72.7

Graph of Overall School Results (optional)



Graph of Detailed School Results (optional)



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

Also report targets and results for all local school/authority measures related to Goal 2 (minimum one year of results – authorities are encouraged to provide multi-year results for trend analysis).

Goal Four: Highly Responsive and Responsible Jurisdiction

Outcome: The jurisdiction demonstrates effective working relationships.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	82.3	88.0	89.6	88.7	81.0		High	Declined	Acceptable	90	92	93

Comment on Results:

(an assessment of progress toward achieving the target)

- We were not successful in attracting many parents to School Council sponsored in-school information programs that support their children's education. We hope to establish that goal in a stronger sense with parent components with the Safe and Caring Schools project being initiated this year.

Strategies

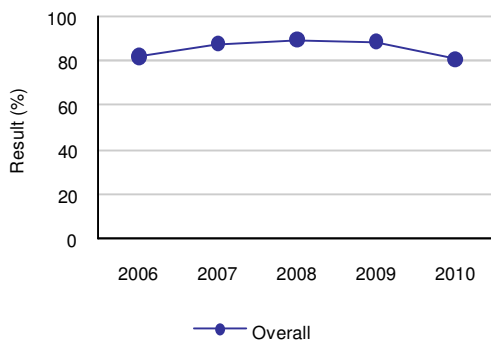
- Continue to invite parents to be active volunteers in St. Marguerite Catholic School.
- Continue process of active parent participation in the development of student individual program plans.
- Support Parent Council Executive Members initiatives, and suggest ways that School Council can sponsor new programs that get parents involved in their children's learning.
- Develop more information and program ideas for the home with our "Inquiry Based Learning" AISI project.
- Develop a formal parent-teacher conferences that promotes discussion of student assessment and learning portfolios developed with the use of technology.
- Invite parent participation/input through monthly newsletter and surveys during assessment review points during the year.

Measure Details (OPTIONAL)

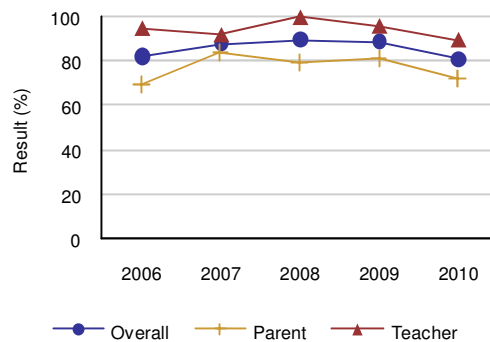
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	School					Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	82.3	88.0	89.6	88.7	81.0	79.6	81.4	85.7	81.4	84.0	77.9	77.5	78.2	80.1	80.0
Teacher	95.0	91.9	100.0	96.0	89.6	91.0	92.1	92.6	90.3	93.0	87.6	87.1	87.5	88.0	88.6
Parent	69.7	84.0	79.2	81.3	72.4	68.2	70.6	78.9	72.4	75.1	68.1	67.9	69.0	72.2	71.3

Graph of Overall School Results (optional)



Graph of Detailed School Results (optional)



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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
Percentages of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	80.7	87.4	87.6	83.3	89.7		Very High	Maintained	Excellent	92	93	95

Comment on Results (OPTIONAL)

(an assessment of progress toward achieving the target)

Strategies

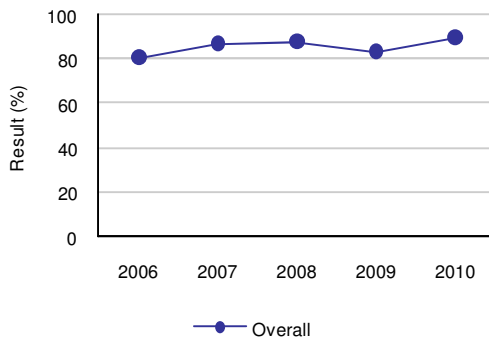
- Communicate student learning effectively to parents using technological mediums; HomeLogic at all grade levels.
- Invite the local media and community groups to more school activities; comprehensive public relations strategy.
- Relate teachers' professional development to identified professional growth plan goals.
- Provide grade or subject level teacher release time within AISI model to enhance collegial model of teaching cohort learning – Inquiry-based learning methodology.
- Meet twice a year with individual teachers and monthly with cohort learning groups regarding implementation their professional growth plans.

Measure Details (OPTIONAL)

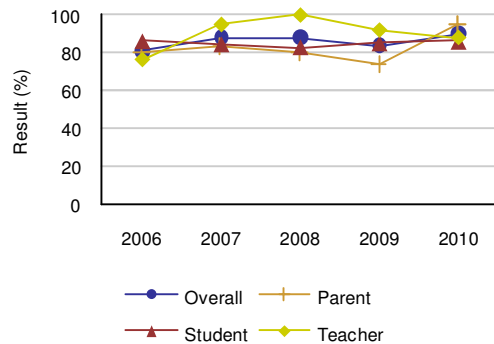
Percentages of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

	School					Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	80.7	87.4	87.6	83.3	89.7	75.9	81.3	84.4	81.4	84.9	76.8	76.3	77.0	79.4	79.9
Teacher	76.2	95.0	100.0	92.0	88.0	68.8	84.9	85.7	81.7	89.4	75.5	74.5	75.6	78.2	80.8
Parent	80.0	82.8	80.0	73.3	95.2	80.2	81.2	87.1	81.8	82.2	75.4	75.1	75.9	78.1	77.0
Student	85.9	84.3	82.7	84.7	85.7	78.7	77.7	80.5	80.8	83.1	79.4	79.3	79.5	81.8	81.8

Graph of Overall School Results (optional)



Graph of Detailed School Results (optional)



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

Also report targets and results for all local school/authority measures related to Goal 4 (minimum one year of results – authorities are encouraged to provide multi-year results for trend analysis).

In addition, please include targets and results on measures in relation to local goals and outcomes (minimum one year of results – authorities are encouraged to provide multi-year results for trend analysis).

Budget Highlights

St. Marguerite Catholic School will have a balanced budget in the 2010-2011 school year. All of the budget expenditures support staffing and student programming, as we have increased the percentage of the budget that supports staffing. We are fortunate to have a healthy carried forward surplus to augment some areas of staffing and resource expenditure for the coming three years.

The Learning Assistance Program and the Staff/Student Tutorial Program remain fully funded this year. The 2010-2011 school year has many new curriculum changes, most notably, Mathematics 6, and we continue to develop our specific learner outcome-based assessment reporting to better illustrate student learning to parents. Our second year of the current AISI initiative continues to emphasize Inquiry Based Learning, in a 21st Century reality, and our increased staffing is reflective of this lead teacher – cohort learning model that continues to be employed as of September, 2010. To support these new initiatives, we are committed to providing extensive professional development opportunities for our staff.

Fine Arts and Science equipment will be a priority for St. Marguerite Catholic School in the coming year. Purchasing and installation of Smart Board technology was actuated over the past three years, and full use of these as interactive teaching and learning tools in the hands of students will be one of the goals of the new AISI project and teacher growth plan targets.

An equipment and instructional reserve fund will be started in anticipation of the needs for an anticipated higher number of students entering grade five over the next three years.

Highlights of Facility and Capital Plans

St. Marguerite Catholic School has again received recent modernized infrastructure. A classroom has been added in the library, and the Band room has been renovated for flexible programming. The school has recently had all students computers replaced and school-wide wireless internet service was installed to enhance anywhere student research with 'Learning 2.0' capability.

Publication and Communication

The Three-Year Education Plan has been read by our school council chairperson and a member of our school leadership council. Input has been provided by these stakeholders.

This three year plan will be presented to Evergreen CSR No. 2 central office administration. The three year plan will be available at the school office and will be posted on the school website.