

## 2009-2012 ANNUAL EDUCATION PLAN

This Education Plan provides St. Andrew's Schools the opportunity to reflect on accomplishments and challenges in our school. St. Andrew's School celebrates successes while at the same time works towards continuous improvement to meet our challenges.

We celebrate the successes we have in meeting the individual needs of all children. Teachers are committed to improve their professional practice through Professional Learning Communities.

Despite our challenges, St. Andrew's School remains optimistic about the future. The School values the Triad Partnership between the school, the parish and the home and continues to improve student learning in a Catholic community guided by Christ, our Teacher.

**Vision:**

St. Andrew's is a respected member of the community of High Prairie that provides:

- A welcoming, safe, energetic, risk-taking, positive place for all to learn.
- Innovative programs, strategies, equipment and technologies.
- An attractive, neat, clean, well cared for school environment.
- Our students leave our school with good basic knowledge, positive self-concept and a good basis for life-long learning.
- An atmosphere rich in faith, hope, love, peace, and respect.
- A great place that fosters a united effort to learn, grow, challenge, make choices and excel.
- Open and professional communication.
- Dedicated, caring, supportive staff.

**Mission:**

"Let Your Light Shine, In Pursuit of Excellence."

**Beliefs:**

We value:

- ▶ Catholic Education.
- ▶ God-given talents.
- ▶ Excellence in performance.
- ▶ Self-discipline and personal growth.
- ▶ A safe and caring environment.
- ▶ Uniqueness in every individual.
- ▶ Teamwork
- ▶ Life-long learning
- ▶ Input from stakeholders

Therefore, we believe:

- ▶ Christ is our guide and teacher.
- ▶ Spiritual growth must be fostered in our students.
- ▶ The child is the centre of the school system.
- ▶ Parents are the child's primary educators.
- ▶ In providing staff with opportunities for professional development.
- ▶ All students can learn and experience success
- ▶ Students learn best when the partnership between the home, the church, the school and community is strong.
- ▶ Technology can assist in the learning process.
- ▶ Individuals are responsible and accountable.
- ▶ Students will be prepared for their futures.
- ▶ Resources must be expended where they have the most impact.
- ▶ All school personnel are called to model Catholic values for students.

**Issues:**

Issues taken into account in goal development:

- ▶ Difficulty in the area of attracting staff to the North.
- ▶ Teacher retention, ensuring high quality teaching.
- ▶ Enhancing special education and counseling services.
- ▶ Maintaining comprehensive curricular and extra-curricular programs.
- ▶ Upgrading aging school facilities.
- ▶ Sustaining viable schools, programs and services.
- ▶ Sustainable funding.
- ▶ Improving Aboriginal learners opportunities and success through the FNMI programming.
- ▶ Student enrolment reduction due to a new grade 7 program in Peavine.
- ▶ High student transiency
- ▶ Shortage of Cree Language teachers.
- ▶ Transient student population.
- ▶ Student intake in grades 7 & 10 from a variety of feeder schools.
- ▶ Increasing need for community coaching in extra-curricular sports programs.
- ▶ Additional transportation costs for co & extra-curricular programs.

Trends that require consideration:

- ▶ Increasing dependence on schools for faith development.
- ▶ Increasing dependence of students on schools for social and emotional support.
- ▶ Fragmentation of the family unit.
- ▶ Growing numbers of students with special needs.
- ▶ Teacher/Administrator shortages.
- ▶ Increasing transient populations.
- ▶ Rapidly evolving technology and online services.
- ▶ Declining enrolments/rural to urban migration.
- ▶ Increasing health concerns because of inactive youth.
- ▶ Teacher retention

**Priorities:**

- ▶ Improve secondary student achievement in secondary sciences and math.
- ▶ Improve learning through effective use of assistive technology.
- ▶ Improve children's access to services through coordination of services.
- ▶ Improve staff and community satisfaction with education.
- ▶ Improve programs, results and reporting for First Nations, Métis and Inuit Learners.
- ▶ Improve the family, school, parish relationship.
- ▶ Improve respect students have for each other.
- ▶ Maintain community partnerships.
- ▶ Develop effective leadership.
- ▶ Continued Development of strong supports for FNMI students.
- ▶ Support equitable staff professional development.
- ▶ Maintain parental involvement in schools.
- ▶ Assessment.
- ▶ Reading Comprehension.

**Communication:**

This report is made available to parents and the public on the St. Andrew's School website at <http://www.hfcrd.ab.ca/Standrews/index.html> and copies are also provided to our school councils, and parish. St. Andrew's School Results Report is communicated to the school council and made available to parents and the public.

This report is a summary of St. Andrew's School achievements for the 2008-2009 school year based on the 2008/09 – 2010/11 Three Year Education Plan. It serves as a tool to continue monitoring improvement in the School and provides accountability to stakeholders.

## Performance Measures

**Overriding Goal:** To strengthen the Catholic school experience for students by supporting permeation of Catholic teaching in all aspects of the school program.

**Outcome:** Schools have a distinctive Catholic atmosphere.

Performance Measure	2004-05	2005-06	2006-07	2007-08	2008-09
Percentage of parents satisfied with the Catholic atmosphere of the schools.	96%	98%	97%	97%	97%
Percentage of parents who attend mass monthly.	48%	50%	36%	34%	17%
Percentage of teachers who attend mass monthly.	73%	76%	33%	43%	35%

Comment on Results:

- Maintained high level of satisfaction.

Strategies for 2009-10:

- Daily Bible verse in morning announcements
- Look to increase symbols displayed throughout the school.
- Encourage teachers to model Catholic faith for students.

**Outcome:** Schools incorporate Catholic teaching into the school environment.

Performance Measure	2004-05	2005-06	2006-07	2007-08	2008-09
Percentage of parents who are satisfied that Catholic teaching permeates the school environment.	96%	98%	98%	98%	97%
Percentage of staff who participate in religious professional development.	95%	96%	94%	94%	93%

Comment on Results:

- Maintained high level of satisfaction.

Strategies for 2009-10:

- Develop staff use of Division Religion Coordination Services.
- Maintenance of a faith goal on Professional Growth Plans.
- Develop SIS tracking of sacraments students have received.

**Outcome:** Schools work closely with parishes and families in the community.

Performance Measure	2004-05	2005-06	2006-07	2007-08	2008-09
Percentage of parents who are satisfied with the parish, the school and the family working closely together.	93%	95%	95%	95%	94%
Percentage of teachers who are satisfied with the parish, the school and the family working closely together.	74%	72%	84%	83%	68%

Comment on Results:

- Continued efforts with sacramental preparation and monthly St. Andrew's Sunday masses are a strength.

Strategies for 2009-10:

- Invite the parish priests for participation in sacramental preparation classes.
- 

**Outcome: Students value the spiritual and religious dimension of the school.**

Performance Measure	2004-05	2005-06	2006-07	2007-08	2008-09
Percentage of students who are satisfied with the spiritual and religious dimension of the school.	<b>76%</b>	<b>76%</b>	<b>83%</b>	<b>97%</b>	<b>70%</b>

Comment on Results:

Strategies for 2009-10:

- Create a Shine Leadership award for Honors Awards.
- 

**Outcome: Students actively live their faith.**

Performance Measure	2004-05	2005-06	2006-07	2007-08	2008-09
Percentage of Catholic grade 6 students who have received the sacrament of First Communion.	<b>55%</b>	<b>69%</b>	<b>70%</b>	<b>55%</b>	<b>51%</b>
Percentage of Catholic grade 9 students who received the sacrament of Confirmation.	<b>44%</b>	<b>56%</b>	<b>47%</b>	<b>50%</b>	<b>39%</b>
Percentage of students who attend Parish mass monthly.					

Comment on Results:

Strategies for 2009-10:

- Sacramental preparation for 1<sup>st</sup> Communion and Confirmation.
- School masses involving students will be held each month.

**Goal One: High Quality Learning Opportunities for All**

Outcome: Schools provide a safe and caring environment.

Performance Measure		Results (in percentages)					
		2005	2006	2007	2008	2009	
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.	Overall (required)	School	79.9	83.4	82.1	83.7	83.8
		Authority	82.4	83.7	84.9	84.5	86.0
		Province	83.1	84.4	84.2	85.1	86.9
	Teacher (optional)	School	83.8	92.1	90.2	88.6	87.9
		Authority	87.4	89.6	91.3	92.6	90.2
		Province	92.3	92.8	92.6	93.1	93.8
	Parent (optional)	School	77.7	85.7	77.6	84.2	83.6
		Authority	82.0	86.1	82.3	85.0	87.9
		Province	79.9	82.1	81.7	83.2	85.3
	Student (optional)	School	78.3	72.5	78.4	78.3	79.9
		Authority	77.7	75.5	81.0	75.9	79.9
		Province	77.2	78.4	78.5	79.1	81.7

**Comment on Results**

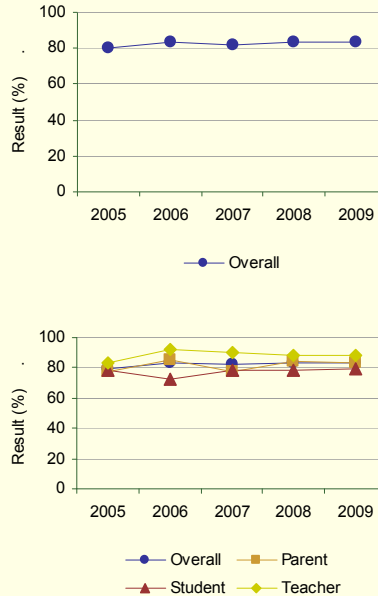
(an assessment of progress in relation to past performance)

- ▶ Clear and consistent expectations over time are leading a positive school culture.
- ▶ In-house personal counseling when available has had a very positive effect on school environment.
- ▶ Implementation of the HOSTS mental health capacity building project has a positive impact in our school.

**Strategies for 2009-10:**

- Clear and consistent expectations.
- Renew & re-organize Emergency Response Plans.
- Continue OH&S training and reporting.
- Taming the Dragon program.
- Occupational Health and Safety program maintained.
- Student Gathering program maintained through FNMI program.
- HOSTS program maintained.
- Review how we address drug infractions.
- Work with RCMP and Town Peace Constable to fighting, harassment, and bullying.

**Graph of Overall School Results (optional)**



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

\*\* If school had set a target for 2008/09 in the three year education plan 2008/09 – 2010/11, include it in the space provided for each required measure.

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

Performance Measure			Results (in percentages)				
			2005	2006	2007	2008	2009
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.	Overall (required)	School	74.9	77.8	77.6	77.7	65.7
		Authority	72.1	74.8	76.0	75.0	72.7
		Province	76.7	78.1	78.5	79.4	80.3
	Teacher (optional)	School	87.5	88.4	90.5	82.0	68.8
		Authority	78.7	81.7	83.3	80.1	77.0
		Province	83.6	85.2	85.7	86.4	86.8
	Parent (optional)	School	64.4	74.7	75.5	74.2	65.9
		Authority	72.6	73.3	76.0	78.3	75.6
		Province	75.0	76.6	76.9	77.6	78.7
	Student (optional)	School	72.8	70.4	66.7	76.9	62.6
		Authority	65.1	69.4	68.8	66.7	65.7
		Province	71.5	72.6	72.9	74.1	75.3

Comment on Results

(an assessment of progress in relation to past performance)

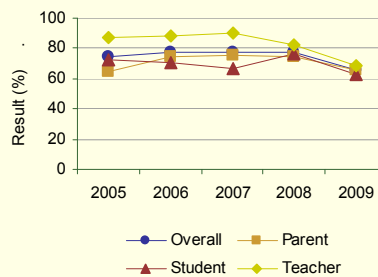
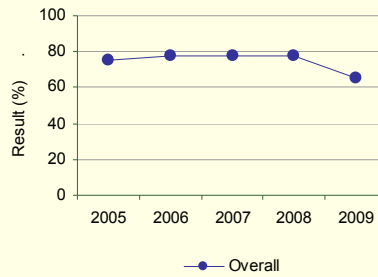
Comment on Results:

- ▶ Funding cuts have negatively limited programs we are able to offer.
- ▶ Impending loss of segments of second language programming were of concern.
- ▶ The loss of a Jr. / Sr. Resource Room was felt by students, parents, and staff.
- ▶ The school worked on option program planning at Junior and Senior High levels.

Strategies for 2009-10:

- ▶ New Jr. High Option implementation to replace Language Programming.
- ▶ New Sr. High Options to be implemented.
- ▶ Senior high option program rotated to create diversity over time.
- ▶ Additional extra-curricular activities to expose students to cultural opportunities offered in Jr. / Sr. High.
- ▶ Additional cuts to programs anticipated for next year given current provincial fiscal policy.

Graph of Overall 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 education system meets the needs of all K–12 students, society and the economy. (continued)

Performance Measure		Results (in percentages)					
		2005	2006	2007	2008	2009	
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	Overall (required)	School	86.9	87.7	88.7	85.7	85.1
		Authority	83.9	85.9	87.7	86.8	88.7
		Province	86.1	87.7	87.6	88.2	89.3
	Teacher (optional)	School	92.3	95.6	96.8	87.4	86.9
		Authority	89.2	91.3	93.0	91.8	91.9
		Province	93.9	94.8	94.7	94.9	95.3
	Parent (optional)	School	80.1	81.8	81.7	83.8	80.0
		Authority	79.0	80.8	82.1	84.0	86.1
		Province	78.9	81.6	81.8	83.0	84.4
	Student (optional)	School	88.3	85.8	87.6	85.9	88.4
		Authority	83.6	85.8	88.0	84.6	88.1
		Province	85.6	86.6	86.4	86.6	88.3

**Comment on Results**

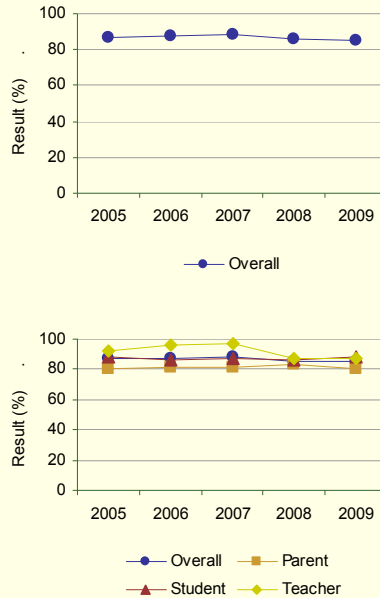
(an assessment of progress in relation to past performance)

- ▶ Results are in line with concerns with loss of programs.

**Strategies for 2009-10:**

- Second language programs maintained at elementary level with a review of support for implementation of French in grade 7.
- Refine "Assessment for Learning" and "Differentiated Instruction" implementation through AISI program.
- Add additional co-curricular and extra-curricular educational and experiential activities to junior and senior high programs.
- Implement new senior high non-core programming.
- Involve parents in instructional setting.

Graph of Overall 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 education system meets the needs of all K–12 students, society and the economy. (continued)

Performance Measure		Results (in percentages)					
		2005	2006	2007	2008	2009	
Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.	Overall (required)	School	73.7	78.8	73.0	74.4	65.3
		Authority	70.4	70.3	72.5	73.5	69.8
		Province	67.2	68.5	68.2	69.2	70.3
	Teacher (optional)	School	83.7	90.4	90.0	85.6	65.5
		Authority	74.3	75.8	78.8	78.3	76.0
		Province	70.0	71.5	72.0	73.4	74.5
	Parent (optional)	School	55.7	69.5	50.7	58.8	58.3
		Authority	63.0	60.7	61.4	68.9	59.3
		Province	54.9	56.9	55.9	56.5	58.1
	Student (optional)	School	81.7	76.7	78.3	78.8	72.0
		Authority	73.9	74.2	77.4	73.3	74.1
		Province	76.7	77.1	76.8	77.7	78.4

Comment on Results

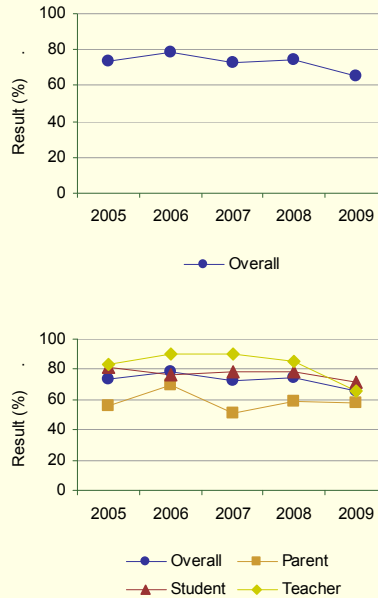
(an assessment of progress in relation to past performance)

► Reduced satisfaction

Strategies for 2009-10:

- Implement new Division based attendance strategies for students under 16 years of age.
- Refer and work with Alberta Education's Attendance Board.
- Approach Alberta Children's Services for supports with attendance issues in High School.
- Seek to build new attendance policy for students 16 years of age and older.
- School efforts made to meet individual junior and senior high student programming needs where possible.
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Graph of Overall 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: Children and youth at risk have their needs addressed through effective programs and supports.

Performance Measure		Results (in percentages)				
		2004	2005	2006	2007	2008
Drop Out Rate - annual dropout rate of students aged 14 to 18 (required).	School	4.8	4.7	6.3	5.6	6.2
	Authority	5.7	6.7	5.7	6.4	5.7
	Province	5.3	5.0	4.7	5.0	4.8
Returning Rate (optional)	School	38.5	58.4	45.2	10.8	34.4
	Authority	30.1	21.2	38.0	20.2	25.3
	Province	23.0	21.3	21.2	21.3	19.8

Comment on results

(an assessment of progress in relation to past performance)

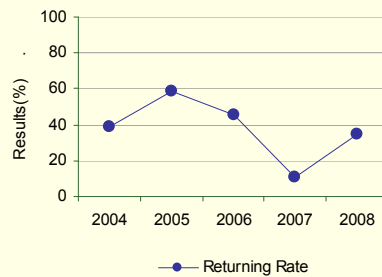
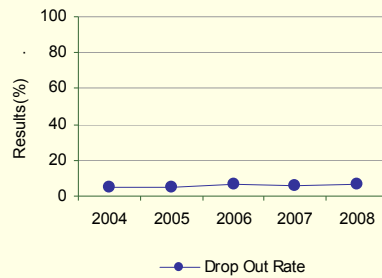
Comment on Results:

- ▶ Improvement noted

Strategies for 2009-10:

- ▶ Implementation of the High School Completion Project. Academic and Personal Goal setting and tracking are the focus.
- ▶ Renewal of attendance procedures.
- ▶ Renewal of procedures for students late to class to include parent participation in addressing student behaviors.
- ▶ Lobby government for continued funding for HOSTS partnership.
- ▶ Additional quality teacher aides hired for one year.
- ▶ Pilot flexible groupings in Junior High Language Arts Program.

Graph of Overall 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: Children and youth at risk have their needs addressed through effective programs and supports. (continued)

Performance Measure		Results (in percentages)					
		2005	2006	2007	2008	2009	
Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.	Overall (required)	School	80.0	82.4	78.8	82.7	80.6
		Authority	79.7	81.5	81.0	83.8	82.9
		Province	76.9	78.6	78.3	79.5	81.4
	Teacher (optional)	School	97.1	96.5	98.2	92.8	90.5
		Authority	94.6	91.3	93.9	91.7	92.6
		Province	90.6	91.6	91.2	91.9	92.5
	Parent (optional)	School	65.5	72.8	60.8	77.8	71.4
		Authority	71.0	75.8	70.6	82.3	77.7
		Province	63.8	67.0	66.8	68.5	71.3
	Student (optional)	School	77.5	77.8	77.4	77.4	80.0
		Authority	73.7	77.4	78.4	77.4	78.3
		Province	76.1	77.1	77.0	78.0	80.3

Comment on results

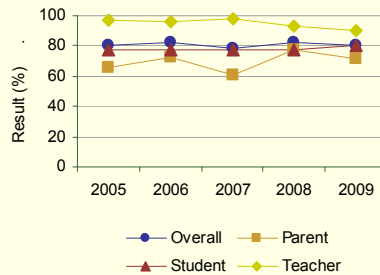
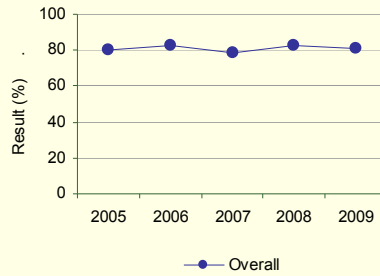
(an assessment of progress in relation to past performance)

- We are seeing positive results in this area.

Strategies for 2009-10:

- Junior High Teachers gaining greater understanding of Modified program requirements for students with exceptional needs.
- K & E program improvements throughout year.
- Student-Teacher advisors in High School.
- High School Completion Program.
- New Personal Counsellor in Place.
- Full complement on HOSTS team.

Graph of Overall 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: Students complete programs.

Performance Measure			Results (in percentages)				
			2004	2005	2006	2007	2008
High School Completion Rate – percentages of students who completed high school within three, four and five years of entering Grade 10.	Within 3 Years	School	48.4	48.2	55.2	53.5	54.8
		Authority	58.2	61.6	61.1	62.1	60.6
		Province	69.3	70.4	70.4	71.0	70.7
	Within 4 Years	School	55.2	68.8	63.5	63.4	70.3
		Authority	66.5	72.3	70.2	69.0	69.4
		Province	73.4	75.1	76.2	76.3	76.5
	Within 5 Years	School	73.5	80.4	78.0	69.9	66.2
		Authority	70.5	73.9	78.9	76.1	71.5
		Province	75.5	77.4	78.6	79.5	79.2

**Comment on Results**

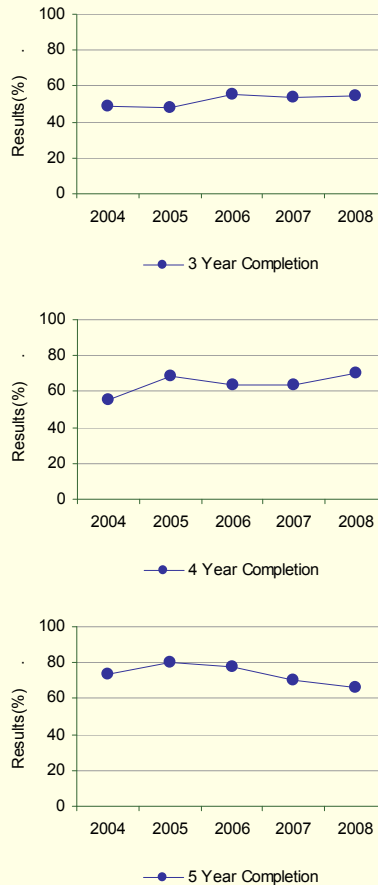
(an assessment of progress in relation to past performance)

- ▶ High student transiency continues to be an issue.

**Strategies for 2009-10:**

- Improve career counselling at junior/senior high school level.
- Student-Teacher advisors in High School.
- High School Completion Program.
- Youth Employment Services presentations focusing on career education requirements, resume writing, etc...

Graph of Overall School Results (optional)



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

**School: 1670 St. Andrew's School**

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Also report results on all local authority/school Goal One measures from the authority's/school's Three-Year Education Plan 2008/09 – 2010/11 in relation to Goal 1, Goal 1 outcomes and targets for 2008/09. Minimum one year of results – schools are encouraged to provide multi-year results for trend analysis.

**Goal Two: Excellence in Student Learning Outcomes**

*Outcome: Students demonstrate high standards in learner outcomes.*

Performance Measure		Results (in percentages)**											
PAT Results by Number Enrolled - percentages of students who achieve the acceptable standard and the percentages who achieve the standard of excellence on Grades 3, 6 and 9 Provincial Achievement Tests (cohort results).		2005		2006		2007		2008		2009			
		A	E	A	E	A	E	A	E	A	E		
Grade 3	English Language Arts 3	School	97.2	22.2	85.0	7.5	82.6	21.7	95.0	22.5	78.9	5.3	
		Authority	86.1	11.1	87.9	10.7	84.8	14.7	89.8	16.0	82.2	7.9	
		Province	82.2	16.2	81.3	14.1	80.3	17.7	80.1	16.1	81.3	18.2	
	Mathematics 3	School	91.7	27.8	77.5	35.0	80.4	30.4	87.5	27.5	68.4	10.5	
		Authority	83.3	20.0	85.2	29.5	85.9	20.9	85.0	29.4	78.3	14.5	
		Province	80.3	26.1	82.0	26.9	79.9	23.5	78.7	23.9	79.7	26.8	
Grade 6	English Language Arts 6	School	63.6	7.3	75.0	0.0	82.4	8.8	83.3	13.9	71.7	4.3	
		Authority	72.5	10.9	79.0	5.9	88.8	14.3	86.7	20.4	85.2	13.7	
		Province	77.3	15.5	79.0	15.9	80.3	19.8	81.1	21.0	81.8	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	83.3	16.7	92.3	7.7	75.0	0.0	75.0	0.0	100.0	12.5	
		Province	85.1	8.8	87.5	11.2	88.1	11.0	87.7	14.2	91.5	15.9	
	Français 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
		Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
		Province	92.0	22.8	94.5	19.7	93.0	18.0	94.3	17.1	92.6	18.7	
	Mathematics 6	School	60.0	7.3	59.1	6.8	85.3	14.7	77.8	11.1	71.7	6.5	
		Authority	75.1	10.9	69.4	6.5	82.0	10.6	72.9	10.5	77.0	8.2	
		Province	78.2	18.1	75.2	15.6	74.0	14.5	74.6	15.9	76.6	16.8	
	Science 6	School	56.4	16.4	68.2	18.2	79.4	14.7	77.8	13.9	60.0	6.7	
		Authority	72.0	16.6	76.9	17.7	79.5	19.9	78.9	19.4	75.8	16.5	
		Province	79.8	26.0	78.1	27.7	75.2	26.6	74.8	24.1	76.5	24.8	
	Social Studies 6	School	52.7	3.6	70.5	4.5	73.5	11.8	75.0	16.7	n/a	n/a	
		Authority	66.3	10.4	74.7	9.7	83.9	14.9	80.6	18.3	n/a	n/a	
		Province	78.4	21.5	78.6	22.9	77.4	22.3	77.9	23.8	84.8	27.6	
	Grade 9	English Language Arts 9	School	56.5	4.3	64.6	10.4	88.9	11.1	83.3	11.1	85.7	11.9
			Authority	66.7	8.7	74.7	11.4	74.1	6.9	75.1	11.3	78.5	9.9
			Province	77.9	14.1	77.4	13.6	77.5	14.8	76.5	14.8	78.7	14.7
		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	*	*	*	*	100.0	20.0	75.0	0.0	54.5	0.0
			Province	85.9	13.6	83.3	10.9	81.3	12.9	84.5	12.4	81.8	10.3
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	87.2	17.4	86.1	14.7	81.6	12.6	84.8	11.7	85.6	12.9	
Mathematics 9		School	56.5	19.6	70.2	12.8	80.6	25.0	77.1	22.9	80.0	25.0	
		Authority	51.4	9.8	63.0	12.1	52.3	11.5	51.2	9.9	56.6	10.1	
		Province	68.0	19.7	67.4	17.4	66.3	18.3	65.7	18.5	67.0	18.6	
Science 9		School	45.7	2.2	63.8	4.3	80.6	5.6	62.9	5.7	76.2	11.9	

School: 1670 St. Andrew's School

		Authority	45.4	4.9	61.8	4.8	56.9	6.9	60.5	6.4	70.7	9.9
		Province	67.5	12.8	67.4	13.3	69.6	14.7	69.3	13.0	72.2	15.8
	Social Studies 9	School	52.2	17.4	57.4	17.0	77.8	16.7	77.1	22.9	n/a	n/a
		Authority	49.2	9.8	66.1	12.1	62.6	9.8	68.4	12.3	77.8	8.3
		Province	71.3	18.3	72.5	18.9	71.4	18.7	71.7	18.9	82.6	26.4

		Results (in percentages)									
		2005		2006		2007		2008		2009	
		A	E	A	E	A	E	A	E	A	E
Overall	School	64.0	12.5	70.1	11.6	82.5	17.2	81.0	16.3	73.9	10.1
	Authority	69.3	11.6	74.7	12.0	75.7	13.3	75.4	15.3	75.4	11.2
	Province	76.4	18.4	76.0	17.9	75.5	18.6	75.3	18.3	76.8	19.2

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*). Aggregated PAT results are based upon a weighted average of Acceptable or Excellence percent meeting standards. The weights are the number of students in the cohort for the course.

Student Learning Achievement: PAT Values reported are weighted averages of PAT Acceptable and PAT Excellence results. Courses included: ELA (Grades 3, 6, 9), Math (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9).

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

### Comment on Results

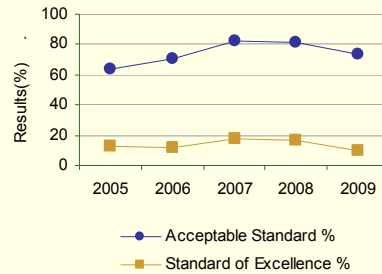
(an assessment of progress in relation to past performance)

- ▶ Gr. 3 – Significant Drop in grade 3 results.
- ▶ Gr. 6 – Significant Drop in grade 6 results.
- ▶ Gr. 9 – Improvements noted.

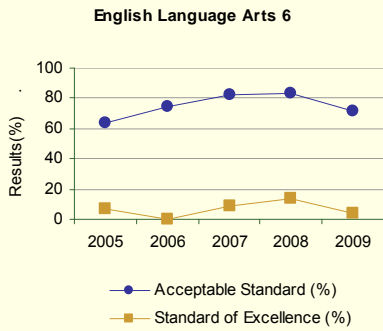
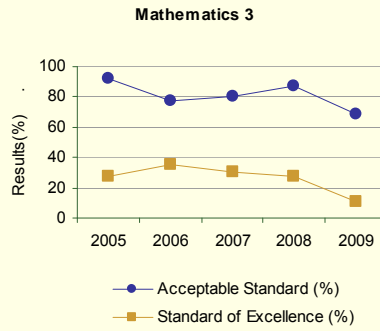
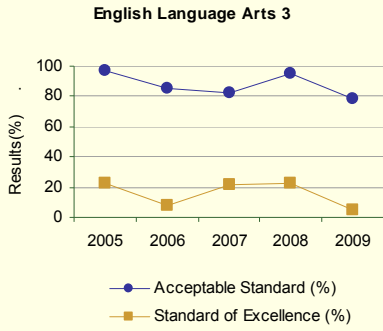
### Strategies for 2009-10:

- Ensure consistency of teaching staff over the course of the year in grade 3.
- Ensure consistency and quality of teaching staff and programming in grades 5 & 6.
- Continue efforts to improve result over time in Junior High Science program.
- Provide Smartboard training to staff.
- Provide staff time and resources available to work on school improvement planning.
- Focus professional learning communities work on formative and summative assessment in unit planning.
- Focus on outcomes based planning.
- Participation in Division organized curriculum implementation in-service.
- Improve career counselling.
- Promote Technology integration opportunities.
- Promote electronic planning formats for teacher plans.

Graph of Overall School Results (optional)

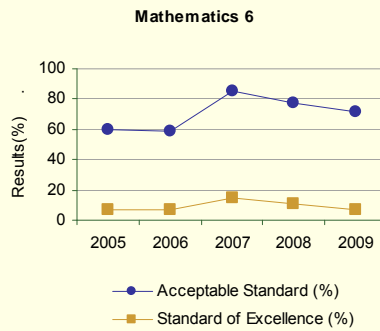


Graph of Provincial Achievement Test Results by Course (optional)



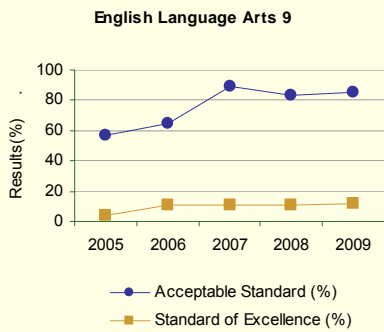
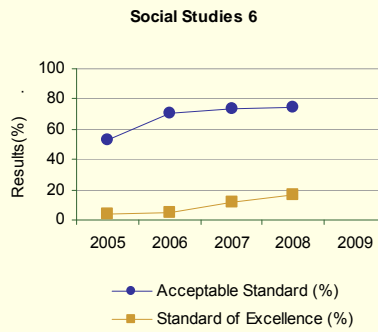
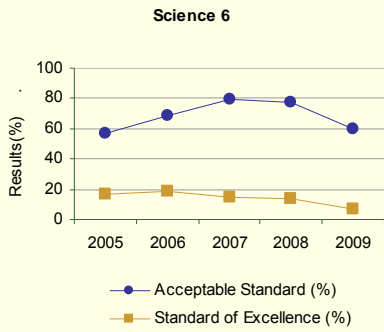
[No Data for French Language Arts 6]

[No Data for Français 6]



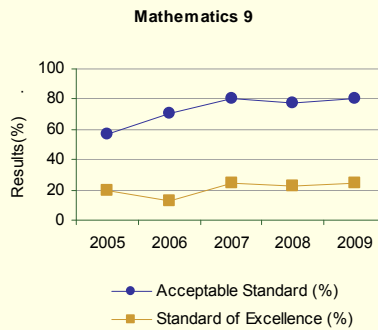
Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

Graph of Provincial Achievement Test Results by Course (optional)



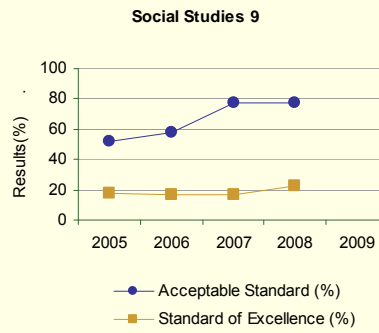
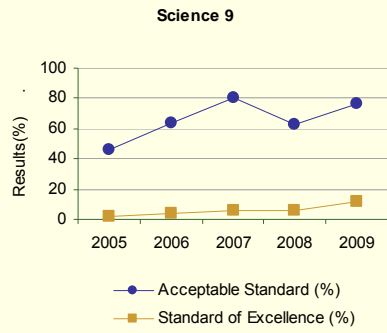
[No Data for French Language Arts 9]

[No Data for Français 9]



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)



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

Outcome: Students demonstrate high standards in learner outcomes. (continued)

Performance Measure		Results (in percentages)**									
		2005		2006		2007		2008		2009	
		A	E	A	E	A	E	A	E	A	E
Diploma Exam Results by Students Writing – percentages of students who achieve the acceptable standard and the percentages who achieve the standard of excellence on diploma examinations.	School	42.9	0.0	76.5	5.9	66.7	0.0	100.0	0.0	72.7	0.0
	Authority	85.9	13.0	80.6	16.4	83.8	5.9	81.0	14.3	79.7	1.7
	Province	89.1	17.8	88.0	19.3	87.7	19.0	87.1	15.5	86.1	12.3
English Lang Arts 30-1	School	71.4	0.0	73.3	0.0	80.0	20.0	100.0	0.0	100.0	13.3
	Authority	83.9	6.5	85.1	0.0	91.7	5.6	87.1	3.2	93.8	6.3
	Province	89.4	10.1	86.1	8.1	88.7	9.7	88.9	8.8	88.2	8.5
English Lang Arts 30-2	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Authority	100.0	22.2	*	*	100.0	42.9	100.0	62.5	*	*
	Province	95.1	19.1	95.0	21.8	95.6	23.1	94.9	24.5	95.1	18.9
French Lang Arts 30-1	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Province	95.0	16.3	94.8	28.1	97.2	24.6	98.5	25.4	94.7	33.1
Français 30	School	*	*	83.3	16.7	50.0	0.0	*	*	100.0	20.0
	Authority	83.9	22.6	76.2	4.8	55.9	5.9	68.8	0.0	72.7	9.1
	Province	87.6	21.8	77.5	11.8	77.6	12.1	76.4	10.7	79.4	13.5
Applied Mathematics 30	School	57.1	0.0	50.0	25.0	57.1	7.1	92.3	15.4	*	*
	Authority	81.5	12.0	65.6	14.8	67.1	15.1	81.4	11.6	72.9	4.2
	Province	85.2	24.3	85.5	23.9	86.1	24.6	84.7	21.5	84.2	21.4
Social Studies 30	School	100.0	9.1	50.0	7.1	100.0	25.0	90.0	40.0	94.4	33.3
	Authority	79.1	4.7	66.7	6.3	70.6	8.8	73.5	11.8	95.0	20.0
	Province	85.0	17.6	83.5	19.0	84.8	19.6	85.3	18.9	85.6	20.2
Social Studies 33	School	57.1	14.3	33.3	11.1	61.1	0.0	85.7	0.0	*	*
	Authority	68.9	16.7	67.2	23.0	74.7	15.2	78.4	8.1	61.4	9.1
	Province	81.9	26.6	81.4	26.4	83.5	27.4	82.3	26.3	83.0	26.6
Biology 30	School	*	*	*	*	100.0	50.0	88.9	11.1	n/a	n/a
	Authority	70.7	26.8	89.3	25.0	82.1	25.6	71.0	6.5	n/a	n/a
	Province	88.2	33.4	88.4	37.1	89.3	37.9	89.2	39.2	77.6	19.5
Chemistry 30 Old	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	58.3	4.2
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	76.3	27.7
Chemistry 30	School	*	*	*	*	*	*	85.7	14.3	n/a	n/a
	Authority	37.8	11.1	60.0	5.0	81.1	5.4	76.2	14.3	n/a	n/a
	Province	84.2	27.8	84.4	30.0	86.1	29.3	85.7	32.0	74.4	25.6
Physics 30 Old	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	52.9	5.9
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	79.3	23.1
Physics 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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

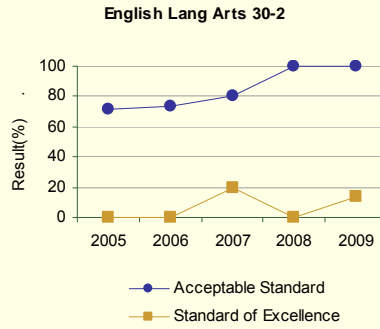
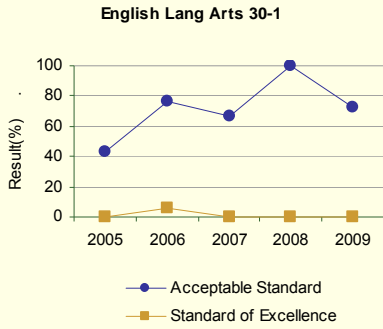
Science 30	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Authority	*	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Province	88.1	22.1	82.8	17.3	87.1	18.0	88.6	21.6	86.0	20.9

		Results (in Percentages)									
		2005		2006		2007		2008		2009	
		A	E	A	E	A	E	A	E	A	E
Overall	School	62.5	3.6	62.5	9.7	68.7	10.8	86.2	9.2	85.3	14.7
	Authority	77.6	12.7	71.7	12.9	75.9	11.5	77.8	10.5	76.9	7.9
	Province	85.5	21.2	84.2	20.7	84.8	20.9	84.4	19.4	84.4	19.1

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).  
 Aggregated Diploma results are based upon a weighted average of Acceptable or Excellence percent meeting standards. The weights are the number of students writing the Diploma Examination for each course.  
 \*\* "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

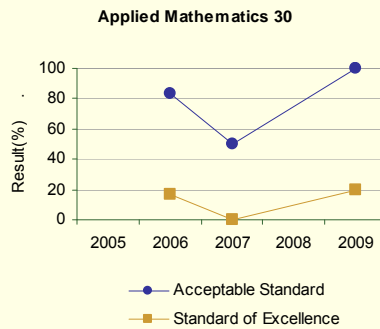
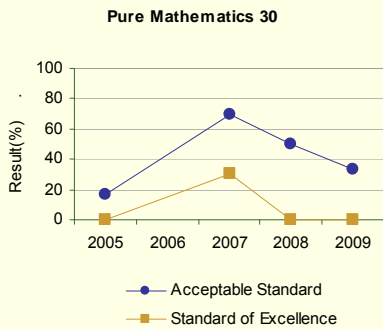
<p><b>Comment on Results</b>                  (an assessment of progress in relation to past performance)</p> <ul style="list-style-type: none"> <li>English 30.1 – Results declined over last year.</li> <li>Math 30 – Results declining over two years.</li> </ul> <p><b>Strategies for 2009-10:</b></p> <ul style="list-style-type: none"> <li>Provide P.D. opportunities</li> <li>Provide opportunities for external mentorship.</li> <li>Review program delivery</li> <li>Focus PLCs on Assessment</li> </ul>	<p><b>Graph of Overall School Results (optional)</b></p> <table border="1"> <caption>Data for Graph of Overall School Results</caption> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2005</td> <td>62.5</td> <td>3.6</td> </tr> <tr> <td>2006</td> <td>62.5</td> <td>9.7</td> </tr> <tr> <td>2007</td> <td>68.7</td> <td>10.8</td> </tr> <tr> <td>2008</td> <td>86.2</td> <td>9.2</td> </tr> <tr> <td>2009</td> <td>85.3</td> <td>14.7</td> </tr> </tbody> </table> <p>Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).</p>	Year	Acceptable Standard %	Standard of Excellence %	2005	62.5	3.6	2006	62.5	9.7	2007	68.7	10.8	2008	86.2	9.2	2009	85.3	14.7
Year	Acceptable Standard %	Standard of Excellence %																	
2005	62.5	3.6																	
2006	62.5	9.7																	
2007	68.7	10.8																	
2008	86.2	9.2																	
2009	85.3	14.7																	

Diploma Exam Results By Course (Optional)



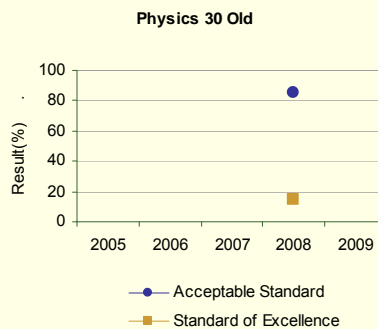
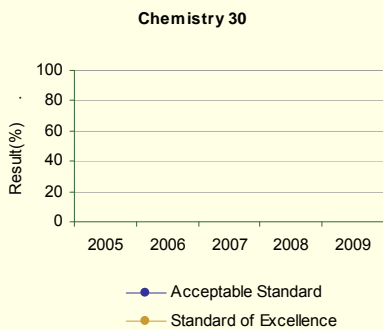
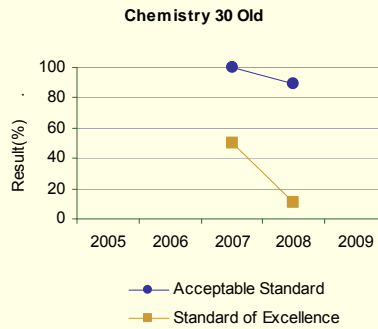
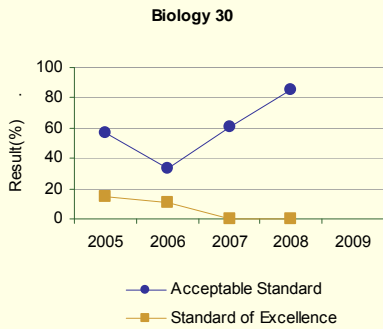
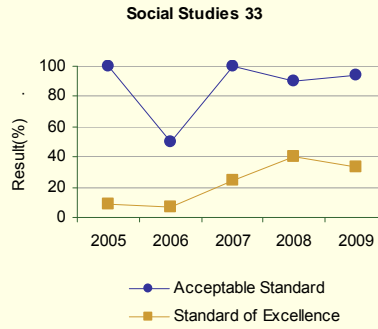
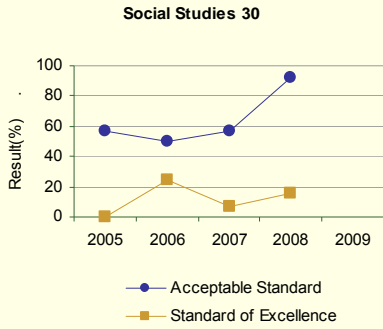
[No Data for French Lang Arts 30-1]

[No Data for Français 30]

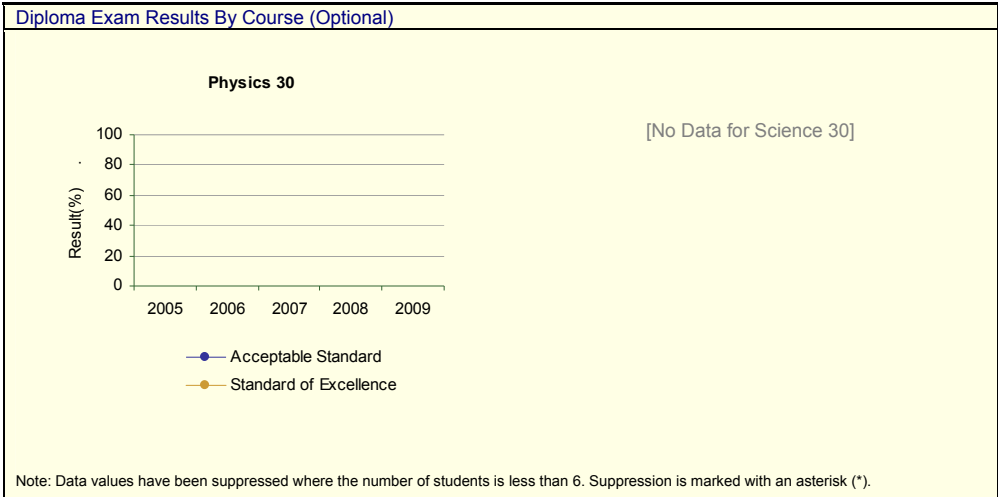


Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

Diploma Exam Results By Course (Optional)



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



Outcome: Students demonstrate high standards in learner outcomes. (continued)

Performance Measure	Results (in percentages)					
	2004	2005	2006	2007	2008	
Diploma examination participation rate: Percentages of students who have written four or more diploma exams by the end of their third year of high school.	School	15.1	17.0	23.7	41.3	41.1
	Authority	31.6	45.7	39.8	52.3	40.4
	Province	52.4	53.5	53.7	53.6	53.3

**Comment on Results**

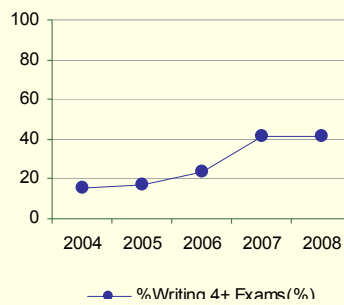
(an assessment of progress in relation to past performance)

- Increased over 2 years

**Strategies for 2009-10:**

- Career Planning
- Review requirements for post-secondary institutions.

**Graph of Overall School Results (optional)**



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

School: 1670 St. Andrew's School

Percentage of students writing 0 to 6 or more Diploma Examinations by the end of their 3rd year of high school (optional)

	St. Andrew's School					Alberta				
	2004	2005	2006	2007	2008	2004	2005	2006	2007	2008
<b>N</b>	<b>34</b>	<b>37</b>	<b>39</b>	<b>42</b>	<b>30</b>	<b>43,221</b>	<b>43,032</b>	<b>43,930</b>	<b>44,661</b>	<b>45,432</b>
% Writing 0 Exams	33.4	43.2	36.9	22.2	34.9	18.3	18.1	17.8	18.0	18.4
% Writing 1+ Exams	66.6	56.8	63.1	77.8	65.1	81.7	81.9	82.2	82.0	81.6
% Writing 2+ Exams	54.5	53.9	60.5	68.1	65.1	77.9	78.3	78.5	78.6	78.0
% Writing 3+ Exams	36.3	39.7	36.8	53.5	54.8	64.1	65.6	65.6	65.6	64.9
<b>% Writing 4+ Exams</b>	<b>15.1</b>	<b>17.0</b>	<b>23.7</b>	<b>41.3</b>	<b>41.1</b>	<b>52.4</b>	<b>53.5</b>	<b>53.7</b>	<b>53.6</b>	<b>53.3</b>
% Writing 5+ Exams	12.1	11.4	13.1	14.6	34.3	33.9	34.5	34.6	34.7	34.3
% Writing 6+ Exams	0.0	11.4	5.3	12.2	27.4	12.8	12.8	13.0	13.2	12.7

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

	St. Andrew's School					Alberta				
	2004	2005	2006	2007	2008	2004	2005	2006	2007	2008
<b>N</b>	<b>34</b>	<b>37</b>	<b>39</b>	<b>42</b>	<b>30</b>	<b>43,221</b>	<b>43,032</b>	<b>43,930</b>	<b>44,661</b>	<b>45,432</b>
English 30/30-1	23.5	24.3	28.2	42.9	36.7	53.4	54.4	54.7	54.5	53.8
English 33/30-2	38.2	29.7	33.3	28.6	26.7	24.4	23.7	23.5	23.6	24.0
<b>Total of 1 or more English Diploma Exams</b>	<b>58.8</b>	<b>54.1</b>	<b>61.5</b>	<b>71.4</b>	<b>63.3</b>	<b>76.6</b>	<b>76.9</b>	<b>77.1</b>	<b>77.0</b>	<b>76.7</b>
Social 30	17.6	27.0	30.8	40.5	33.3	47.8	49.1	49.5	49.3	48.1
Social 33	41.2	24.3	30.8	35.7	33.3	30.3	29.1	28.8	28.8	29.5
<b>Total of 1 or more Social Diploma Exams</b>	<b>58.8</b>	<b>51.4</b>	<b>59.0</b>	<b>69.0</b>	<b>63.3</b>	<b>76.9</b>	<b>77.0</b>	<b>77.2</b>	<b>77.2</b>	<b>76.7</b>
Math 30/Pure	17.6	18.9	12.8	28.6	33.3	39.5	41.1	41.9	41.7	41.1
Math 33/Applied	14.7	13.5	12.8	21.4	13.3	20.0	19.9	19.5	19.5	19.1
<b>Total of 1 or more Math Diploma Exams</b>	<b>32.4</b>	<b>32.4</b>	<b>25.6</b>	<b>50.0</b>	<b>46.7</b>	<b>58.9</b>	<b>60.4</b>	<b>60.7</b>	<b>60.7</b>	<b>59.7</b>
Biology 30	11.8	21.6	33.3	42.9	43.3	38.7	39.4	39.6	39.8	39.1
Chemistry 30	11.8	10.8	12.8	16.7	36.7	33.9	34.4	34.2	34.3	34.5
Physics 30	5.9	10.8	5.1	11.9	26.7	21.5	21.6	21.6	21.5	20.4
Science 30	0.0	0.0	0.0	0.0	0.0	6.7	7.0	7.0	7.0	7.4
<b>Total of 1 or more Science Diploma Exams</b>	<b>17.6</b>	<b>21.6</b>	<b>33.3</b>	<b>42.9</b>	<b>43.3</b>	<b>55.5</b>	<b>56.6</b>	<b>56.7</b>	<b>56.5</b>	<b>56.1</b>
Français 30	0.0	0.0	0.0	0.0	0.0	0.2	0.2	0.2	0.2	0.2
French Language Arts 30	0.0	0.0	0.0	0.0	0.0	2.3	2.4	2.7	2.7	2.7
<b>Total of 1 or more French</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>2.5</b>	<b>2.6</b>	<b>2.9</b>	<b>2.9</b>	<b>2.9</b>

Note:

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

Results are based upon a cohort of grade 10 students who are tracked over time. The table shows the percentage of students in this cohort who complete diploma exams by the end of their third year of high school.

Outcome: Students demonstrate high standards in learner outcomes. (continued)

Performance Measure	Results (in percentages)					
	2004	2005	2006	2007	2008	
Percentages of Grade 12 students who meet the Rutherford Scholarship eligibility criteria.	School	75.0	47.1	38.9	70.6	62.5
	Authority	50.4	62.2	56.1	66.1	51.1
	Province	52.9	54.6	56.1	56.8	57.3

**Comment on Results**

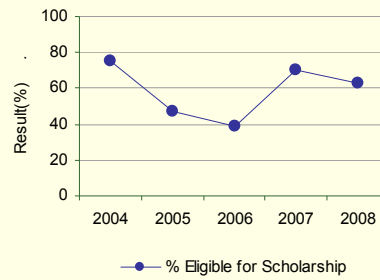
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- Above Provincial and Authority Results

**Strategies for 2009-10:**

- Ensure students are enrolled in appropriate programming.

**Graph of Overall 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: Students are well prepared for lifelong learning.

Performance Measure		Results (in percentages)					
		2004	2005	2006	2007	2008	
High school to post-secondary transition rate within four and six years of entering Grade 10.	Within 6 Years	School	45.8	50.5	66.5	54.4	55.2
		Authority	56.6	53.4	60.6	60.1	56.6
		Province	54.4	57.5	59.5	60.3	60.7
	Within 4 Years	School	29.6	37.7	32.2	28.7	33.2
		Authority	32.2	38.5	39.1	40.7	42.9
		Province	34.0	37.0	39.5	40.7	40.3

**Comment on Results**

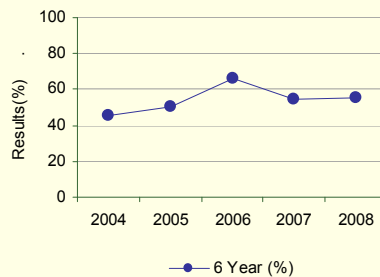
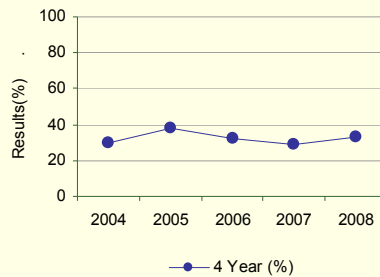
(an assessment of progress in relation to past performance)

- Improvement noted

**Strategies for 2009-10:**

- Continue to emphasize parental involvement.
- Provide Students with opportunities to post-secondary visits varied over time.
- Improve career counselling.
- Mail report cards home.
- Explore real time reporting to students and parents.

**Graph of Overall 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: Students are well prepared for lifelong learning. (continued)

Performance Measure		Results (in percentages)					
		2005	2006	2007	2008	2009	
Percentage of teacher and parent satisfaction that high school graduates demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	Overall (required)	School	64.1	69.8	71.9	71.3	61.2
		Authority	60.8	62.1	65.1	67.0	64.8
		Province	64.4	66.1	65.6	66.7	67.4
	Teacher (optional)	School	80.0	78.9	87.8	77.0	80.4
		Authority	68.7	71.8	78.0	69.5	72.0
		Province	73.7	74.2	74.1	73.8	74.0
	Parent (optional)	School	48.2	60.7	55.9	65.7	42.0
		Authority	52.9	52.3	52.3	64.5	57.5
		Province	55.1	57.9	57.1	59.5	60.8

**Comment on Results**

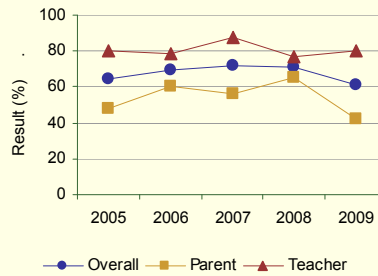
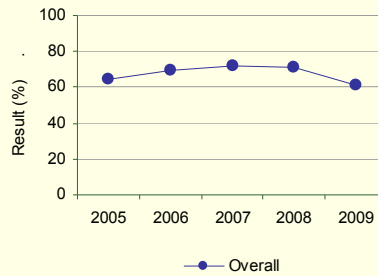
(an assessment of progress in relation to past performance)

- Noted decline in results.

**Strategies for 2009-10:**

- Will be school recommended focus of school council improvement planning efforts.
- Improve school communication.

**Graph of Overall 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: Students are well prepared for employment.

Performance Measure		Results (in percentages)					
		2005	2006	2007	2008	2009	
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.	Overall (required)	School	67.1	87.0	89.7	78.7	61.7
		Authority	73.8	78.6	82.1	84.1	74.6
		Province	74.9	77.0	77.1	80.1	79.6
	Teacher (optional)	School	91.4	97.4	100.0	81.1	71.4
		Authority	88.8	87.3	92.6	87.9	86.5
		Province	89.1	89.4	89.2	89.3	88.9
	Parent (optional)	School	42.9	76.7	79.4	76.3	52.0
		Authority	58.8	69.8	71.5	80.3	62.7
		Province	60.8	64.6	65.1	70.9	70.2

**Comment on Results**

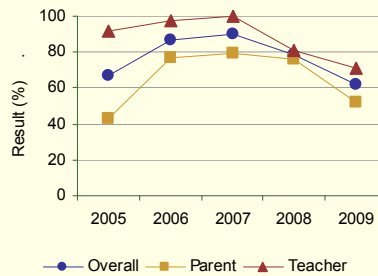
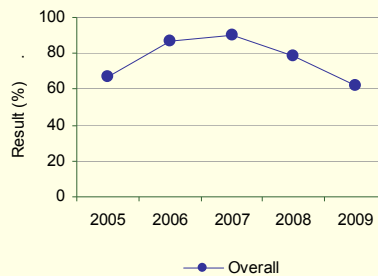
(an assessment of progress in relation to past performance)

- Noted decline in results.

**Strategies for 2009-10:**

- Promote student responsibility to themselves and peers.
- Will be a focus of school improvement planning.
- Improve school communication.

**Graph of Overall 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: Students model the characteristics of active citizenship.

Performance Measure		Results (in percentages)					
		2005	2006	2007	2008	2009	
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	Overall (required)	School	73.2	74.2	71.2	71.1	67.5
		Authority	72.5	73.8	74.9	76.9	75.5
		Province	75.3	76.8	76.6	77.9	80.3
	Teacher (optional)	School	81.6	81.3	86.4	81.4	63.6
		Authority	84.8	82.8	85.9	87.7	82.5
		Province	89.5	90.3	89.9	90.6	91.8
	Parent (optional)	School	72.9	77.5	64.9	70.5	73.1
		Authority	69.1	74.4	72.1	79.2	77.9
		Province	70.3	72.4	72.6	74.7	77.4
	Student (optional)	School	65.2	63.9	62.2	61.4	65.7
		Authority	63.6	64.2	66.5	63.8	66.1
		Province	66.1	67.5	67.1	68.5	71.8

**Comment on Results**

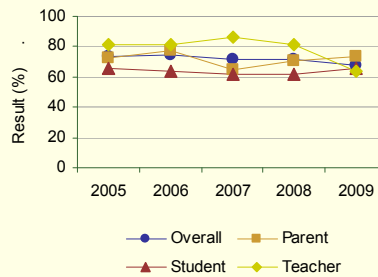
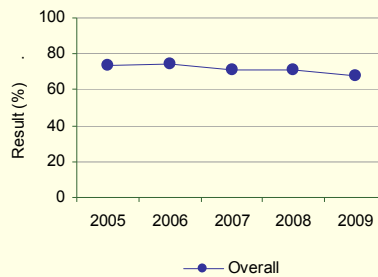
(an assessment of progress in relation to past performance)

- Teacher results show decline.

**Strategies for 2009-10:**

- Let Your Light Shine Program
- Will be a focus of school improvement planning.
- Have a citizenship award in Honors Program

Graph of Overall 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 results on all local authority/school Goal Two measures from the authority's/school's Three-Year Education Plan 2008/09 – 2010/11 in relation to Goal 2, Goal 2 outcomes and targets for 2008/09. Minimum one year of results – schools are encouraged to provide multi-year results for trend analysis.

**Goal Three: Success for First Nation, Métis and Inuit (FNMI) Students**

**Outcome: FNMI students are well prepared for citizenship, the workplace and post-secondary education and training.**

<b>Performance Measures</b> [results required to be reported in 2010]
<ul style="list-style-type: none"> <li>• High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.</li> </ul>
<p><b>Strategies</b></p> <ol style="list-style-type: none"> <li>1. Provide opportunities to visit post secondary support programs for First Nation, Metis, Inuit students when visiting post secondary and career options, including apprenticeship and industry training.</li> <li>2. Ensure school participation in the Division level Cultural Hand Games Competition.</li> <li>3. Continue the practice of having regular FNMI Update Meetings to ensure opportunity for regular input from stakeholder groups.</li> <li>4. Encourage school parents to attend FNMI meetings to provide input.</li> <li>5. Continue to e-mail Education Councilors when activities are being built.</li> <li>6. Provide new staff Professional Development based on cultural awareness.</li> <li>7. Continue creation of culturally relevant information blurb in short format for staff P.D. – Did You Know?</li> <li>8. Provide Aboriginal Studies program from grades 10 – 12 at St. Andrew's.</li> <li>9. Provide a locally developed Aboriginal Studies Program for grades 4 – 9 at St. Andrew's.</li> <li>10. Promotion of the aboriginal studies programs for all students.</li> <li>11. Junior &amp; Senior High Student Gathering Program.</li> <li>12. Infuse cultural material and indigenous methodology in instruction - 2 new infusions per teacher.</li> <li>13. Provide opportunities for students to learn from positive aboriginal community role models.</li> <li>14. Provide opportunities for students to enjoy 2 cultural performances per year.</li> <li>15. Mail progress reports to the home.</li> <li>16. Continue to Increase parental and Elder involvement as resource people in the classroom.</li> <li>17. Provide parents with information and support required for career planning.</li> <li>18. Provide career planning for grade 7 to 12.</li> <li>19. Participation in division level FNMI P.D. for principals.</li> <li>20. Provide information on student progress to community education officers.</li> <li>21. Work in collaboration with community education officers to improve student success.</li> <li>22. Holy Family FNMI newsletter for parents and students to be part of St. Andrew's School newsletter.</li> <li>23. Work in collaboration with community education officers to improve student success.</li> </ol>

**Outcome: Key outcomes for FNMI students improve.**

<b>Performance Measures</b> [results required to be reported in 2010]
<ul style="list-style-type: none"> <li>• Overall percentage of self-identified FNMI students who achieved the acceptable standard and overall percentage who achieved the standard of excellence on provincial achievement tests.</li> </ul>
<ul style="list-style-type: none"> <li>• Overall percentage of self-identified FNMI students who achieved the acceptable standard and overall percentage who achieve the standard of excellence on diploma examinations.</li> </ul>
<ul style="list-style-type: none"> <li>• Annual dropout rate of self-identified FNMI students aged 14-18.</li> </ul>
<ul style="list-style-type: none"> <li>• High school completion rate of self-identified FNMI students (three-year rate).</li> </ul>
<ul style="list-style-type: none"> <li>• Percentages of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.</li> </ul>

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<ul style="list-style-type: none"><li>Percentages of self-identified Grade 12 FNMI students eligible for a Rutherford Scholarship.</li></ul>
<b>Strategies</b>

Goal Four: Highly Responsive and Responsible Jurisdiction

Outcome: The authority demonstrates effective working relationships.

Performance Measure		Results (in percentages)					
		2005	2006	2007	2008	2009	
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	Overall (required)	School	81.7	78.4	81.9	84.7	66.8
		Authority	78.6	76.9	79.2	81.7	74.9
		Province	76.1	77.9	77.5	78.2	80.1
	Teacher (optional)	School	83.9	85.2	93.4	87.6	78.6
		Authority	84.2	83.0	85.1	84.3	79.8
		Province	87.0	87.6	87.1	87.5	88.0
	Parent (optional)	School	79.6	71.7	70.4	81.9	55.1
		Authority	72.9	70.8	73.3	79.0	69.9
		Province	65.2	68.1	67.9	69.0	72.2

Comment on Results

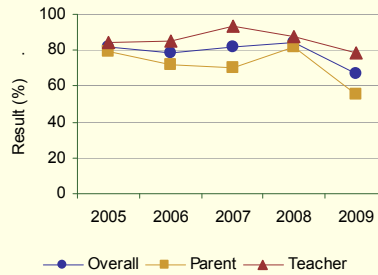
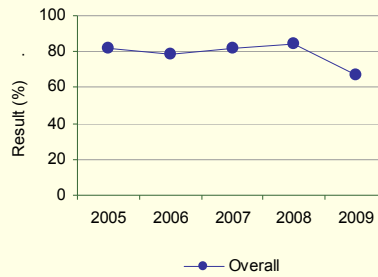
(an assessment of progress in relation to past performance)

- ▶ Significant decline noticed.
- ▶ Nutrition Policy affected grade 9 trip and other fundraising efforts in the school.
- ▶ Loss of Art programming.
- ▶ Loss of Second Language Program in Junior and Senior High.
- ▶ Staffing Issues in four grade levels.

Strategies for 2009-10:

- Explore real time reporting to students and parents.
- Prepare for outcomes based reporting to students and parents.
- School Councils are active in school improvement planning.
- Additional School Improvement efforts built into staff work plan.
- School web page and communication tools are further developed.
- Request staff and parent input on upcoming changes as a result of impending budget cuts.

Graph of Overall 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 authority demonstrates leadership and continuous improvement.

Performance Measure		Results (in percentages)					
		2005	2006	2007	2008	2009	
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.	Overall (required)	School	72.0	78.9	80.6	81.6	70.0
		Authority	73.8	75.8	80.0	81.9	77.7
		Province	73.9	76.8	76.3	77.0	79.4
	Teacher (optional)	School	67.6	84.2	77.8	68.6	59.3
		Authority	70.1	77.6	79.3	81.4	77.5
		Province	73.1	75.5	74.5	75.6	78.2
	Parent (optional)	School	67.9	77.4	85.3	94.4	69.2
		Authority	73.6	74.2	77.9	84.6	75.9
		Province	70.9	75.4	75.1	75.9	78.1
	Student (optional)	School	80.4	75.2	78.7	81.7	81.6
		Authority	77.7	75.8	82.8	79.8	79.8
		Province	77.9	79.4	79.3	79.5	81.8

**Comment on Results**

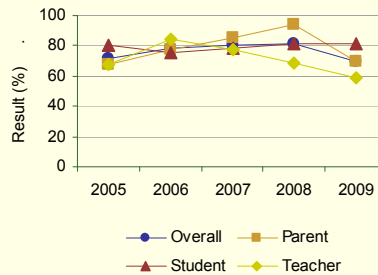
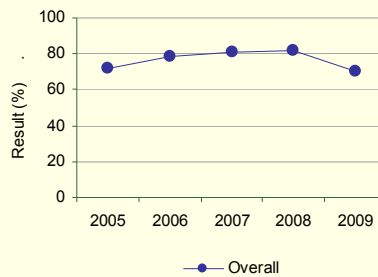
(an assessment of progress in relation to past performance)

► Significant decline noticed

**Strategies for 2009-10:**

- Regularly discuss methods for managing change with staff and school council.
- Continue school level PLCs.
- Provide all stakeholders with clear communication about upcoming budget cuts.
- Provide all stakeholders with clear communication about changes to Special Education, changes to School Act.
- 

Graph of Overall 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 authority demonstrates leadership and continuous improvement. (continued)

Performance Measure			Results (in percentages)				
			2005	2006	2007	2008	2009
The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.	Overall (required)	School	83.8	86.8	87.4	85.6	70.2
		Authority	80.2	86.7	87.1	92.2	82.2
		Province	76.5	78.2	78.8	80.4	81.5
	Teacher (optional)	School	83.8	86.8	87.4	85.6	70.2
		Authority	80.2	86.7	87.1	92.2	82.2
		Province	76.5	78.2	78.8	80.4	81.5

**Comment on Results**

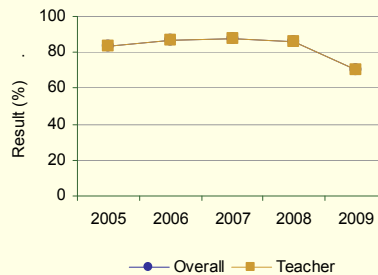
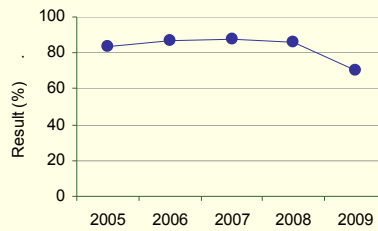
(an assessment of progress in relation to past performance)

- ▶ Significant decline noticed
- ▶ ATA will now be approving P.D.
- ▶ P.D. will be mandated in areas of new curriculum.

**Strategies for 2009-10:**

- Work towards equitable P.D. funding for all.
- Work to ensure all staff participates in P.D.
- Ensure P.D. is in line with professional growth plans.
- School and Division will work to cover costs of Division organized P.D. programs.
- ATA funds to cover costs of self-directed P.D.

**Graph of Overall School Results (optional)**



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

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