

Faith in Our Students



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**Greater St. Albert Roman Catholic  
Separate School District No. 734**

**2011-2012  
Annual Education Results Report**

*In accordance with the Schools Councils Regulation (updated 2007), Greater St. Albert Roman Catholic Separate School District No. 734 will share its Annual Education Results Report with parents through school councils and with stakeholders through a distribution of the AERR Summary to parents and parishioners. School Results Reports are available at each school and on school websites.*

*A web link to individual schools can be accessed through the district website at [www.gsacrd.ab.ca](http://www.gsacrd.ab.ca) under Schools.*

*The jurisdiction's Alberta Initiative for School Improvement (AISI) Annual Report, Three-Year Education Plan and Class Size Report can be found on the district website at <http://www.gsacrd.ab.ca> under Quick Links, Forms and Reports. A print copy is available upon request. Contact District Office @ 780-459-7711.*

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## INTRODUCTION

- **Message from the Board Chair**
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- **Context for Improvement**
- **Accountability Statement**





It is with great pleasure that I, on behalf of my fellow Trustees, share with the Minister of Education; our parents, staff, and students; and our Catholic community the outstanding results that have been provided within this report.

As this report demonstrates, all results, except those that deal with our high school diploma exam programs have been assessed as being “excellent” or “high yield” in nature. We are blessed that the intentional work of our senior administration, school-based leadership, and work of staff within our schools have come together in such effective ways to demonstrate such outstanding achievements.

We are especially proud that our parent community continues to express such strong satisfaction with the qualitative elements of our accountability framework. Collaboration with parents at the school and district level is an important characteristic of our work, and I am pleased to acknowledge such high satisfaction with the focus on citizenship, educational quality, and safety within our schools. It is especially important to note your continued belief that our schools continue to focus their efforts on improving in their service to children.

Finally, I note the strong focus that our schools have promoted in making discipleship such an important focus of their programs. A life that imitates and follows Christ is a life that is concerned with the development of self for service to others. When students realize that they learn to potential so that what they know, value, and do can make our world a better place, they discover the true benefit of a Catholic school.

Last year, we have frequently proclaimed that we are the highest performing school system in the province. We came to this conclusion based upon our awareness of our performance relative to other systems in the province. Although it would be premature to make such an assessment, we can all be extremely gratified to know that as good as our performance was for 2010 – 2011, our most recent 2011 – 2012 results are even better.

With such strong results under consideration, we again appreciate all that our staff do to make our schools exemplary in their students to service. “Faith in Our Students” continues to be verified from the strong evidence of our faith mandate being pursued in our schools, and the academic gains that have been experienced by our students.

May your faith in us be abundantly confirmed by the great news that is in our 2011 – 2012 Annual Education Results Report.

Rosaleen McEvoy  
Board Chair





The well-known corporate consultant, Jim Collins, once analyzed the difference between “good” organizations and those that had “enduring greatness.” Collins determined that those that were the best shared one very important quality. “Great” organizations all had core values to clarify and focus their intent. He concluded that it didn’t really matter what these values were, but that organizations believed in their values and followed them unconditionally. Such self-discipline always brought about the continuous growth and long-term viability that the great organizations expected to receive. This 2011 – 2012 Annual Education Results Report for Greater St. Albert Catholic Schools contains continuing good news to celebrate the best of Collin’s evidence being alive and well in our schools.

Within the list of values for our school system, three in particular become the bedrock behind the strong evidence of results contained within this report. First of all, we embrace “commitment.” The outstanding work of our professional learning communities within our schools have demonstrated results in this report to indicate that staff pursuit of career-long learning does enable our students to learn to their potential. Secondly, we sustain “hope.” Our schools are all about a mission that is never impossible, and by seeing Christ in our students, we feel continually compelled to bring out the best in them, even when achievement doesn’t happen the first time around. And finally, we aspire to “excellence.” For us the capacity to be excellent resides in the success of every learner. We see it happen when we set standards for success in student learning, devote our personal best to achieving what we expect, and celebrate our results.


Perhaps the best way to clarify that our annual results demonstrate the effectiveness of these values being at work would be the following summary. Every result in this report indicates that we exceed results being experienced throughout the province when the same measures are considered. In fact, the average rate of exceeding provincial performance is by 5.4% on all measures. In getting to this place, there are no declining results in performance when these same results are compared through a four-year trend.

Like any strong organization, we are not indifferent to what pursuits can help us get better. We realize the continued growth that we can bring to diploma exam results, FNMI achievement, and our drop-out rates. But these areas have even experienced a positive trajectory throughout our schools. This is a report to celebrate!

The standard of “greatness” is indeed very different from being “good.” My heartfelt thanks extends to the exemplary work of our staff and parents for working so effectively together in our schools to demonstrate this difference in our schools, and for making our 6200 students the benefactors of such outstanding work.

David Keohane  
Superintendent of Schools

Our commitment to continuous improvement within our school division rests with our success in implementing our mission. This statement, which was re-developed in 2010, is as follows:



***Mission Statement***

Greater St. Albert Catholic Schools is a welcoming learning community that awakens the hearts and minds of students while educating and nurturing each to learn, live fully and serve others.

On behalf of the public, the Board of Trustees exercises its “over-sight” role in determining that this mission for our school district is being effectively met. To this end, this report addresses an evaluation of district results according to the three components of the School District’s mission statement. Outcomes being assessed are those that are outlined within the Board’s 2011 – 2014 Three- Year Education Plan. To be able to assess our progress so that we can validate our success or pursue growth in providing optimal learning opportunities for our students, measurement tools are aligned with these unique aspects of our mission.

### **Component 1: “Awaken Hearts and Minds”**

Consciously enhancing the passion, purpose, conviction, and joy of staff through their engagement in serving student learning has continued to be a special focal point of our school district over the past year. Known in a collective sense as *engagement*, it has been the conviction of our school district that when staff members are highly engaged, predictably, this will further strong levels of student engagement in their learning. Last year our school district extended its support of engagement by pursuing the *Gallup Student Poll*, a research-based survey that verifies the level of student engagement within school.

Measurement: Measurement of staff engagement continues to include the 12 variables that the *Gallup Corporation* has determined to be working conditions that consistently predicts strong levels of engagement, or the psychological and emotional attachment of employees. Staff communities at the school level receive this information to validate or reinforce leadership practices that can be exercised to enhance engagement levels. Such information supports results obtained under *Goal 1: High Quality Learning Opportunities for All*, and is assessed beginning on page 14 of this report.

## Component 2: “Educate and Nurture”

The purpose of funding from Alberta Education is to achieve success in student learning. The ministry’s demonstration of growth in this regard is dependent upon the success of school jurisdictions and their schools in meeting the educational needs of students. Our school district associates its success in educating and nurturing students by being respondent to the outcomes and measures that comprise the province’s “Accountability Pillar.”

Measurement: Results linked to measures within this accountability framework are evaluated on two bases: achievement and improvement. These results are then given an overall evaluation that combines the achievement and improvement evaluations. The achievement evaluation is based upon comparing the current jurisdiction result against fixed standards for each measure. This results in one of the following achievement levels:

- Very High
- High
- Intermediate
- Low
- Very Low

Selecting the 5<sup>th</sup>, 25<sup>th</sup>, 75<sup>th</sup>, and 95<sup>th</sup> percentiles on the distribution of all jurisdictions, baseline three-year average results sets the standards for each measure. It is expected that the standard for each measure is fixed and held constant for seven to ten years. Greater St. Albert Catholic Schools’ results on each measure are compared against these fixed standards each year.

The improvement evaluation is based on comparing the current jurisdiction results with the prior three-year average jurisdiction results for each measure. This results in one of the following improvement levels:

- Improved Significantly
- Improved
- Maintaining
- Declined
- Declined Significantly

The evaluations of improvement and achievement are combined for the overall evaluation for the measure, as depicted in the table on the next page.



Achievement					
Improvement	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

Similarly, each of the seven categories of measures is given an evaluation that is based on an average of the overall evaluation for each measure within the category. This results in one of the following evaluations:

- Excellent
- Good
- Acceptable
- Issue
- Concern

The Accountability Pillar results are linked to six outcomes and associated measures that are referenced within *Goal 1: Success for every Student*; *Goal 2: Transformed Education through Collaboration*; and *Goal 3: Success for First Nations, Métis, Inuit Students (FNMI)*. Since such results are the first point of reference for most of our district and school improvement initiatives, a summary of our overall results is listed on page 8 of this report. For any results showing “issue” or “concern,” targets are required by Alberta Education. The Accountability Pillar for GSACRD demonstrates no declining results, therefore targets are not publicly stated within this report. A slight exception to this standard occurs within the analysis of our FNMI results, where in order to be fully responsive to the Provincial Government’s assessment in three areas, targets have been established.

### Component 3: “Live Fully and Serve Others”

The very basis for the assessment of all performance previously outlined within this report rests within this aspect of the mission of our school district. Our Catholic schools bring secular visions of “student achievement,” “safe and caring schools,” and “citizenship” to a far greater sense of significance. Through the influence of gospel values, and church teaching, our classrooms permeate instruction with the moral purpose of caring deeply for the development of “self,” and “others,” for the good of creation. To this end, our mandate promotes the abundant discovery of God given talents within our students so that they may bring benefit to the Kingdom of God through their social and vocational endeavors.

Measurement: We believe that all results in this report are a reflection of our efforts to further a Catholic ethos within our schools. However, special emphasis during the 2011 – 2012 school

year was spent enhancing the capacity of our staff and students to respond to the following theme: “Called to be God’s Own People; Called to be Disciples of the Lord.” Based upon a scriptural reference (1 Peter 2: 9), the theme complemented the Archdiocese of Edmonton’s “Nothing More Beautiful” evangelization program. Like the program, our schools focused on the beauty of the Church and the Communion of Life in the Church. The first goal referenced in this report, our “Faith Goal,” is evaluated through listing processes that enable staff, students, and parents to further discipleship. By engaging in such work, our provincial measures of education quality and safe and caring schools experienced growth as a result of our efforts to further this moral purpose.

### **Result Assessment Methodology**

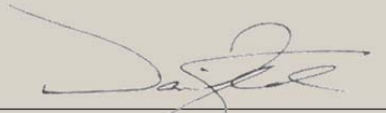
Finally, in order to make this document one that is a complete summation of district progress, it affirms success, but also informs growth opportunities. As such, a process for interpreting last year’s results is in order. For this reason, to complement the Accountability Pillar, an overall assessment is provided that has one of the following four descriptors:

- **High Yield Result:** This assessment is provided when the current result either falls into the 90% or better range, reflects 3% growth through a three or five-year trend, is supported by an accountability pillar evaluation of “excellent,” or represents growth that can be directly associated with a purposeful initiative occurring at the district level.
- **Consistent Result:** This assessment occurs for current results that reflect small variances, usually 0 – 2% over a three or five-year trend.
- **Declining Result:** Such an assessment is provided when a result demonstrates a 3% or more decline in performance throughout a three or five-year term.
- **Suppressed Data:** When the number of respondents is less than 6, data values have been suppressed. Suppression is marked with an asterisk (\*)

The Annual Education Results Report for Greater St. Albert Roman Catholic School District No. 734 for the 2011/2012 school year was prepared under the direction of the Board in accordance with the responsibilities under the *School Act* and the *Government Accountability Act*. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the jurisdiction can acquire the knowledge, skills and attitudes they need to be self-reliant, responsible, caring and contributing members of society.

This Annual Education Results Report for 2011/2012 was approved by the Board on November 26, 2012.

  
(Board Chair)

  
(Superintendent of Schools)



Back Row: Lauri-Ann Turnbull, Dave Caron, Noreen Radford, Rosaleen McEvoy  
Front Row: Cathy Proulx, Jacquie Hansen, Joan Crockett



## DISTRICT HIGHLIGHTS

- **Accountability Pillar Overall Summary**
- **District Accomplishments**



### October 2012 Accountability Pillar Overall Summary

Measure Category	Measure Category Evaluation	Measure	Greater St. Albert CSSD No.734			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	Safe and Caring	91.7	92.1	90.1	88.6	88.1	87.5	Very High	Improved	Excellent
Student Learning Opportunities	Excellent	Program of Studies	85.4	87.1	85.3	80.7	80.9	80.6	Very High	Maintained	Excellent
		Education Quality	92.5	92.0	90.9	89.4	89.4	89.3	Very High	Improved	Excellent
		Drop Out Rate	2.2	3.0	3.2	3.2	4.2	4.4	Very High	Improved Significantly	Excellent
		High School Completion Rate (3 yr)	81.1	82.6	78.2	74.1	72.6	71.6	High	Maintained	Good
Student Learning Achievement (Grades K-9)	Excellent	PAT: Acceptable	88.9	87.5	88.5	79.1	79.3	78.9	High	Maintained	Good
		PAT: Excellence	23.4	21.8	22.1	20.9	19.6	19.1	Very High	Maintained	Excellent
Student Learning Achievement (Grades 10-12)	Good	Diploma: Acceptable	88.0	88.6	86.0	83.5	82.6	83.5	Intermediate	Maintained	Acceptable
		Diploma: Excellence	19.8	19.7	17.6	18.6	18.7	18.7	Intermediate	Maintained	Acceptable
		Diploma Exam Participation Rate (4+ Exams)	63.3	62.6	60.1	56.2	54.9	53.9	High	Maintained	Good
		Rutherford Scholarship Eligibility Rate (Revised)	76.4	73.0	66.0	61.5	59.6	58.0	Very High	Improved Significantly	Excellent
Preparation for Lifelong Learning, World of Work, Citizenship	Good	Transition Rate (6 yr)	66.7	64.4	66.2	58.4	59.3	59.5	High	Maintained	Good
		Work Preparation	82.9	81.1	79.2	79.7	80.1	79.9	High	Improved	Good
		Citizenship	87.9	87.3	84.9	82.5	81.9	81.2	Very High	Improved Significantly	Excellent
Parental Involvement	Excellent	Parental Involvement	84.5	83.2	81.9	79.7	79.9	80.0	Very High	Improved	Excellent
Continuous Improvement	Excellent	School Improvement	85.8	85.2	83.9	80.0	80.1	79.8	Very High	Improved	Excellent

### October 2012 Accountability Pillar Overall Summary – FNMI

Measure Category	Measure Category Evaluation	Measure	Greater St. Albert CSSD No.734			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Learning Opportunities	n/a	Drop Out Rate	3.0	5.3	7.2	9.0	10.4	10.9	High	Improved	Good
		High School Completion Rate (3 yr)	61.0	80.4	61.7	40.2	38.2	36.0	Low	Maintained	Issue
Student Learning Achievement (Grades K-9)	Good	PAT: Acceptable	79.5	72.6	72.7	58.3	58.1	57.8	Intermediate	Improved	Good
		PAT: Excellence	12.8	8.5	10.0	6.6	6.0	5.9	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	Acceptable	Diploma: Acceptable	89.3	72.4	73.7	77.6	77.7	77.0	High	Improved	Good
		Diploma: Excellence	14.3	6.9	8.8	8.8	7.4	8.1	Low	Maintained	Issue
		Diploma Exam Participation Rate (4+ Exams)	36.6	33.5	46.7	19.6	19.1	17.7	Low	Maintained	Issue
		Rutherford Scholarship Eligibility Rate (Revised)	58.8	31.3	47.1	34.4	32.1	29.6	Intermediate	Maintained	Acceptable
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	*	61.4	50.2	30.2	31.2	32.3	*	*	*

## Our Accomplishments

### ✓ Full, conscious, and active participation within our faith mandate ...

- 16 initiatives linked to support the goal of “Called to be Disciples of the Lord” were addressed by our school communities;
- Archbishop Richard Smith was engaged in a community forum to further awareness of how pastoral priorities linked to faith can be implemented in our schools;
- Schools discovered processes to enhance support for Catholic Social Services;
- Students continued their active support of social justice initiatives at a local and international level.

### ✓ Proficiency in Literacy and Numeracy ...

- Combined English Language Arts results at grades 3, 6, and 9 indicated an 11% achievement above the provincial average at the Acceptable Standard;
- A similar trend was evident for English Language Arts results at the Standard of Excellence with 4% of students achieving above the provincial average;
- Combined results for Mathematics at grades 3, 6, and 9 exceeded provincial results at the Acceptable Standard by 11%.
- When the combined results for grades 3, 6, and 9 at the Standard of Excellence is considered, our students exceeded the provincial average by 4%.
- Differentiated instruction, “just right” ability interventions, and data tracking for students who are below, at, or above expected targets remains the highest yield intervention strategies to address literacy and numeracy.

### ✓ Achieving Educational Outcomes ...

- Grades 6 and 9 Science results for our students exceeded provincial results at the Acceptable Standard by 11%;
- The same trend was true for Social Studies with the Acceptable Standard results exceeding provincial results by 10%;
- Science and Social results in grades 6 and 9 at the Standard of Excellence exceeded provincial results by 3%.
- Our students exceed the provincial results on 9 of 11 diploma examinations at the Acceptable Standard.
- Rutherford Scholarship Eligibility for our students was 15% higher than eligibility being experienced throughout the province.
- The transitioning of our students to post-secondary was 8% higher than provincial trends.
- Our FNMI students achieved in provincial testing at a higher rate than all other



provincial students and our drop-out rate for these students has decreased by 2.3% over the past year.

✓ **Students Prepared for the 21<sup>st</sup> Century ...**

- The satisfaction of our communities with how our programs prepare students for the world of work increased by 4% when current results are compared to our previous three year average;
- A similar trend has been realized when we measure how we prepare students for citizenship with a 3% increase compared to our previous three-year average.

✓ **Student Access to Programming and Support ...**

- The satisfaction of our communities with the quality of education to address basic learning needs increased by 2% when current results are compared to our previous three-year average. The result for 2011 – 2012 was the highest of all our accountability pillar report evaluations, registering at 93%.
- Satisfaction with the quality and diverse range of program of studies continued to maintain very high results. The overall result of 85% is nearly 5% higher than that experienced within the province, and received an overall ranking of “excellent” by the Ministry of Education.
- Safe and caring schools are our first priority. Our community satisfaction in this area exceeded provincial results by 3%. At 92% satisfaction, this result also received an overall ranking of “excellent” by the Ministry.

✓ **Innovative and Collaborative Learning Communities ...**

- Parental involvement within our schools was strongly satisfied by parents, teachers, and students. Our results in this area was nearly 5% higher than that experienced elsewhere in province and is ranked by Alberta Education as being “excellent”;
- A same trend has been experienced when we measure the extent of satisfaction with the efforts of schools to improve in their service to students. Satisfaction was 6% higher than what was experienced province – wide. Again, the Ministry has ranked our satisfaction of 86% as being in the “excellent” category.

In summary, the average rate of exceeding provincial performance with the measures previously outlined was by 5.4%. GSACRD improved its overall ranking of “excellent” by Alberta Education from 8 areas to 9, and no declining results for 2011 – 2012 were evident. Our school communities have every reason to be proud of this accomplishment and confident with the District’s effectiveness in addressing student learning needs.



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## FAITH GOAL

- **Called to be God's Own People; Called to be Disciples of the Lord**



**GSACRD Outcome 1.1: Students are learning and living their faith.**

Performance Measure			Results (in percentages)				
			2008	2009	2010	2011	2012
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	Overall	Authority (required)	90.1	89.7	91.0	92.0	92.5
		Province (optional)	88.2	89.3	89.2	89.4	89.4
	Teacher	Authority (optional)	97.7	97.4	97.6	98.0	98.2
		Province (optional)	94.9	95.3	95.6	95.5	95.4
	Parent	Authority (optional)	82.8	81.4	84.1	86.2	88.4
		Province (optional)	83.0	84.4	83.9	84.2	84.2
	Student	Authority (optional)	89.8	90.4	91.2	91.9	90.9
		Province (optional)	86.6	88.3	88.2	88.5	88.6

Performance Measure			Results (in percentages)				
			2008	2009	2010	2011	2012
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	Authority (required)	89.3	89.1	89.2	92.1	91.7
		Province (optional)	85.1	86.9	87.6	88.1	88.6
	Teacher	Authority (optional)	95.9	96.9	96.2	97.2	97.1
		Province (optional)	93.1	93.8	94.4	94.5	94.8
	Parent	Authority (optional)	87.3	85.1	84.7	90.1	90.0
		Province (optional)	83.2	85.3	86.1	86.6	87.4
	Student	Authority (optional)	84.5	85.3	86.7	89.1	88.0
		Province (optional)	79.1	81.7	82.2	83.3	83.7

**Strategy:** *To build discipleship by welcoming all, conscientiously modeling faith and purposefully planning compelling liturgies, permeation of faith, staff formation, and service to others.*

**Analysis:** The faith goal “Called to be God’s Own People: Called to be Disciples of the Lord” corresponded with Year 4 of the Archdiocese of Edmonton’s evangelization program, Nothing More Beautiful.

The modeling and witnessing of our faith through the example of our staff is what animates the call to be Disciples of Christ within our students. Through imitating a kind of service that focuses on the value and dignity of others, and the pursuit of the common good, students experience a sense of well-being that brings out the best in them and in others. This explains our interest in linking the provincial measures associated with education quality and safe and caring schools to our faith goal.

Highlights of what our schools did over the past year to further a sense of discipleship within our schools and parent / parish communities is as follows:

**Staff Development**

- ✓ At Blueprints Day, our opening staff day, Terry Hershey introduced our faith dimension goal with the theme of discipleship.

- ✓ On October 14<sup>th</sup>, our administrators gathered for a one-day administrators' retreat at the Star of the North Retreat House in St. Albert. Sandy Prather spoke on the topic of discipleship, helping us to break open our faith dimension goal. Later in the fall, District Office staff participated in a similar retreat.
- ✓ Five of our classroom teachers joined a cohort of teachers in the Graduate Diploma for Religious Education (GDRE) program.
- ✓ Our staff took a more active role in supporting Catholic Social Services in the Edmonton area. Our support was manifested in the following ways:
  - Ongoing prayer was dedicated to the 60,000 people served annually in the areas of family counseling, support for new Canadians, care and support for those with drug / alcohol addictions, help for seniors experiencing abuse or neglect;
  - Fundraising for the campaign through first-steps to establish a *Kids Who Care* program;
  - Continued promotion of an employee deduction program for staff who wish to contribute regularly;
  - Retreat opportunities for school staff to visit some of the Catholic Social Services programs and to provide some volunteer service at those sites.
- ✓ We enhanced the capacity for the participation of staff at liturgies and extending their ability to lead students in liturgical participation through inservicing of the New Roman Missal.
- ✓ Beginning teachers completed the District's Catholic Education Formation Program.
- ✓ "Theology on Tap" was initiated as a voluntary and relaxed medium through which staff could receive instruction on Christian Spirituality.
- ✓ The District Religious Education Committee met four times this year to enable religious education leaders in our schools to discuss matters of interest with respect to faith leadership, and bring additional information back to their school communities.
- ✓ *The Sower Newsletter* was used as a mechanism for staff to become more fully informed about the District faith goal. One special feature in the newsletter was "Quotes from Disciples for Disciples." This inclusion enabled staff to learn from the inspirational words of faith leaders who throughout history have contemplated the benefits of a life of service to Christ.

### ***Student Development***

- ✓ Students benefited from the visitation of Parish Priests to our schools, and the stories about what has been behind our priests vocational calling.

- ✓ Students decorated 2500 bags filled with gifts and goodies for the inmates of various jails, and those imprisoned by poverty at the Marian Centre in inner-city Edmonton.
- ✓ Schools continued their active support of social justice projects at the school and classroom level. In particular, the Guatemala Oblate Mission Backpack Project and the Roots of Change Project for community development in Nicaragua received broad-based support from our schools.
- ✓ The Oblate Youth Ministry Team conducted several retreats for our students, and dedicated a special mission to the restoration of New Orleans in the aftermath of Hurricane Katrina. 21 students from Morinville Community High School participated in the trip last spring.

### ***Parish and Parent Development***

- ✓ School Council representatives shared their school-based faith initiatives at Council of Council meetings.
- ✓ The monthly parish newsletter, *Telling Our Story*, was used as a mechanism to educate school supporters who no longer have children in school about our faith goal initiatives.
- ✓ The fall stakeholders meeting engaged over 100 community members to discuss the pastoral priorities of Richard Smith, Archbishop of Edmonton.

It has been said that with matters of faith, success is difficult to measure. Nonetheless, the fact that such an extensive list of intentional faith development initiatives were implemented last year is important to consider when other qualitative outcomes are considered. It is the collective impact of these initiatives that furthers an ethos conducive to producing strong community satisfaction of “excellent” when the provincial measures of education quality and safe and caring schools is considered.

### **Assessment: High Yield Result**





## ALBERTA EDUCATION GOAL 1

- Success for Every Student



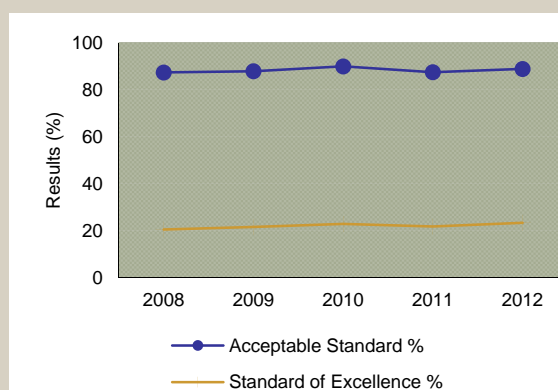


**Provincial Outcome 1.1: Students demonstrate proficiency in literacy and numeracy.**

Performance Measure 1.1.1		Results (in percentages) <sup>1</sup>									
		2008		2009		2010		2011		2012	
PAT Results by Number Enrolled – Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard and overall percentage who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).		A	E	A	E	A	E	A	E	A	E
Overall <sup>2</sup>	Authority (required)	87.4	20.5	87.9	21.6	90.0	22.9	87.5	21.8	88.9	23.4
	Province (optional)	76.6	17.7	78.3	18.3	79.1	19.4	79.3	19.6	79.1	20.9

**Analysis:** Over the past year, a strong focus has been placed upon undertaking diagnostic efforts and furthering intervention plans dedicated to K – 9 success in meeting literacy and numeracy standards. Our K – 9 schools have used common approaches to further success in reading, writing, and numeracy. In literacy, reading programs that address “just right” reading levels for each student, and differentiate (individualize) interventions to move each student to higher grade level competencies have been established. With respect to mathematics, problem solving, and flexible student groupings based upon skill development have been established so that students will progress in meeting desired outcomes.

Graph of Overall Authority Results



Each school in the jurisdiction has established a learning goal based upon the evidence provided in achievement tests at the grades 3 and 6 levels, or Canadian Achievement Tests. Literacy and / or numeracy improvement strategies have been developed based upon what the evidence suggests at the school level. The cumulative impact of our schools' work has produced the following trends:

- Combined English Language Arts results at grades 3, 6, and 9 indicated an 11% achievement above the provincial average at the Acceptable Standard;
- A similar trend was evident for English Language Arts results at the Standard of Excellence with 4% of students achieving above the provincial average;
- Combined results for Mathematics at grades 3, 6, and 9 exceeded provincial results at the Acceptable Standard by 11%;
- When the combined results for grades 3, 6, and 9 at the Standard of Excellence is considered, our students exceeded the provincial average by 4%;
- Grades 6 and 9 Science results for our students exceeded provincial results at the Acceptable Standard by 11%;
- The same trend was true for Social Studies with the Acceptable Standard results exceeding provincial results by 10%;
- Science and Social results in grades 6 and 9 at the Standard of Excellence exceeded provincial results by 3%.

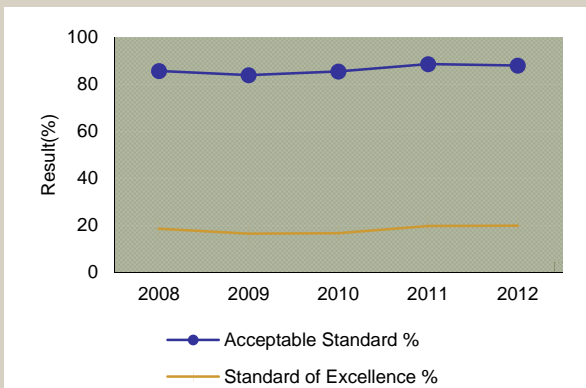
At 89%, the Acceptable Standard results 1% beneath the 90% indicator of a High Yield Result. Given this reality, and the fact that our Standard of Excellence results were evaluated at the “excellent” level, the following assessment has been provided.

### Assessment: High Yield Result

Performance Measure 1.1.2			Results (in percentages)									
			2008		2009		2010		2011		2012	
PAT Course by Course Results by Number Enrolled.			A	E	A	E	A	E	A	E	A	E
Grade 3	English Language Arts 3	Authority	91.9	22.7	93.0	29.3	91.0	27.4	93.1	22.8	93.0	27.3
		Province	80.1	16.1	81.3	18.2	81.6	19.5	81.8	17.5	81.9	20.4
	French Language Arts 3	Authority	n/a	n/a	90.6	12.5	95.4	15.6	91.1	23.7	92.4	21.8
		Province	n/a	n/a	83.8	15.8	84.1	16.3	80.6	15.8	82.1	14.5
	Francais 3	Province	n/a	n/a	82.5	16.3	86.4	16.3	84.2	18.6	82.3	12.5
	Mathematics 3	Authority	n/a	n/a	n/a	n/a	n/a	n/a	87.3	28.3	86.9	29.7
Province		n/a	n/a	n/a	n/a	n/a	n/a	77.4	26.0	76.8	25.5	
Grade 6	English Language Arts 6	Authority	91.9	27.2	91.7	24.8	93.6	26.4	90.5	22.7	91.3	21.4
		Province	81.1	21.0	81.8	18.9	83.3	18.9	83.0	18.5	82.7	17.8
	French Language Arts 6	Authority	98.0	26.0	92.6	20.4	96.0	25.3	80.0	15.2	89.8	18.0
		Province	87.7	14.2	91.5	15.9	88.3	15.9	89.4	17.1	89.3	17.2
	Français 6	Province	94.3	17.1	92.6	18.7	91.3	18.3	92.2	17.6	91.0	21.9
	Mathematics 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	81.9	23.4	83.8	18.3
		Province	n/a	n/a	n/a	n/a	n/a	n/a	73.7	17.8	74.7	16.6
	Science 6	Authority	87.6	30.7	85.4	26.7	88.3	27.9	83.3	26.2	87.7	32.6
		Province	74.8	24.1	76.5	24.8	76.8	26.4	76.2	25.0	77.8	28.2
	Social Studies 6	Authority	n/a	n/a	n/a	n/a	81.8	17.4	77.8	21.2	83.0	21.8
Province		n/a	n/a	n/a	n/a	71.0	16.4	71.1	18.5	73.2	19.5	
Grade 9	English Language Arts 9	Authority	81.2	12.5	88.5	17.2	91.6	15.3	87.6	18.1	87.3	18.2
		Province	76.5	14.8	78.7	14.7	79.3	15.0	79.1	16.3	77.4	16.4
	English Lang Arts 9 KAE	Authority	n/a	n/a	n/a	n/a	80.0	0.0	64.3	3.6	80.0	0.0
		Province	n/a	n/a	n/a	n/a	66.8	7.8	67.2	7.9	61.4	5.8
	French Language Arts 9	Authority	95.5	9.0	86.2	14.6	85.1	13.9	89.4	16.3	88.7	12.4
		Province	84.5	12.4	81.8	10.3	86.1	12.4	88.8	15.0	87.5	12.2
	Français 9	Province	84.8	11.7	85.6	12.9	84.3	12.7	90.2	15.8	84.6	16.1
	Mathematics 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	77.4	16.5	79.4	22.0
		Province	n/a	n/a	n/a	n/a	n/a	n/a	66.1	17.3	66.5	17.8
	Mathematics 9 KAE	Authority	n/a	n/a	n/a	n/a	71.8	20.5	68.8	10.4	82.8	20.7
		Province	n/a	n/a	n/a	n/a	65.6	15.3	64.9	14.9	62.4	15.4
	Science 9	Authority	81.4	10.7	81.9	14.8	85.8	20.1	84.8	21.9	85.3	21.2
		Province	69.3	13.0	72.2	15.8	73.6	17.7	74.9	20.8	74.2	22.4
	Science 9 KAE	Authority	n/a	n/a	n/a	n/a	59.1	9.1	80.0	17.5	75.0	37.5
		Province	n/a	n/a	n/a	n/a	67.2	14.3	69.5	15.3	67.9	17.3
	Social Studies 9	Authority	n/a	n/a	n/a	n/a	79.9	19.4	74.9	20.3	78.4	23.1
		Province	n/a	n/a	n/a	n/a	68.9	18.8	67.2	19.0	68.9	19.1
	Social Studies 9 KAE	Authority	n/a	n/a	n/a	n/a	68.2	4.5	63.0	11.1	80.0	20.0
Province		n/a	n/a	n/a	n/a	64.6	15.7	61.9	13.6	63.5	13.9	

**Provincial Outcome 1.2: Students achieve educational outcomes.**

Performance Measure 1.2.1		Results (in Percentages) <sup>1</sup>									
		2008		2009		2010		2011		2012	
Diploma Exam Results by Students Writing - Overall percentage of students who achieved the acceptable standard and overall percentage of students who achieved the standard of excellence on Diploma Examinations (overall results).		A	E	A	E	A	E	A	E	A	E
Overall <sup>2</sup>	Authority (required)	85.7	18.5	83.9	16.4	85.5	16.6	88.6	19.7	88.0	19.8
	Province (optional)	84.1	19.1	84.3	18.5	83.4	19.0	82.6	18.7	83.5	18.6

**Graph of Overall Authority Results**

**Analysis:** A fundamental challenge of high school programming has been to move beyond whole group instruction, and a “content” based education, and transition to differentiated (individualized) instruction based upon feedback from a common assessment strategy used in each subject discipline. This approach has resulted in the following results:

- A 2% gain when current results are compared to the previous three-year average, is evident at the Acceptable Standard.
- A slightly smaller gain of this kind (1%) was made at the Standard of Excellence.
- For 2011 – 2012, our students exceeded the provincial results on 9 of 11 diploma examinations at the Acceptable Standard.

English Language Arts 30-1, Science 30, and Applied Math 30 results exceeded provincial results at the Acceptable Standard by an average of 7%.

English Language Arts 30-1 and Applied Math 30 exceeded provincial results at the Standard of Excellence by an average of 6%. All other results were within provincial range.



**Assessment: Consistent Result**

Performance Measure 1.2.2		Results (in percentages)									
		2008		2009		2010		2011		2012	
Diploma Exam Course by Course Results by Students Writing		A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	Authority	92.5	14.9	87.2	12.8	89.0	12.4	92.6	16.0	92.9	15.0
	Province	87.1	15.5	86.1	12.3	85.1	10.1	84.4	10.1	86.0	11.3
English Lang Arts 30-2	Authority	91.5	5.9	94.5	14.5	95.7	11.3	93.3	8.4	95.5	10.3
	Province	88.9	8.8	88.2	8.5	88.8	9.8	88.6	9.1	89.5	10.7
French Lang Arts 30-1	Authority	97.4	28.2	93.3	13.3	97.2	11.1	100.0	13.3	97.8	21.7
	Province	94.9	24.5	95.1	18.9	93.7	16.3	95.3	14.3	95.5	13.4
Pure Mathematics 30	Authority	83.2	23.9	81.5	19.0	85.4	24.2	83.9	25.1	85.4	25.3
	Province	81.3	25.8	82.1	26.3	82.9	29.7	81.0	28.7	81.8	27.1
Applied Mathematics 30	Authority	86.3	14.7	79.5	12.5	78.0	11.8	90.9	15.9	83.3	16.7
	Province	76.4	10.7	79.4	13.5	77.3	12.6	74.3	9.8	75.6	10.3
Social Studies 30	Authority	82.6	17.8	74.5	18.6	72.9	6.3	n/a	n/a	n/a	n/a
	Province	84.7	21.5	84.2	21.4	67.8	10.4	69.7	12.1	n/a	n/a
Social Studies 30-1	Authority	n/a	n/a	n/a	n/a	86.7	18.5	90.5	20.9	89.1	15.5
	Province	n/a	n/a	n/a	n/a	84.5	16.1	82.8	14.9	86.2	16.7
Social Studies 33	Authority	89.6	15.6	89.2	16.9	81.8	9.1	n/a	n/a	n/a	n/a
	Province	85.3	18.9	85.6	20.2	76.4	11.5	69.0	21.4	n/a	n/a
Social Studies 30-2	Authority	n/a	n/a	n/a	n/a	89.5	14.0	88.7	16.9	86.6	9.4
	Province	n/a	n/a	n/a	n/a	85.0	13.7	85.6	15.9	83.1	13.7
Biology 30	Authority	74.6	23.8	77.3	21.4	79.2	19.3	82.4	26.7	81.5	26.4
	Province	82.3	26.3	83.0	26.6	81.4	28.1	81.9	29.8	81.8	28.1
Chemistry 30 Old	Authority	89.1	37.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Province	89.2	39.2	77.6	19.5	87.5	37.5	n/a	n/a	n/a	n/a
Chemistry 30	Authority	n/a	n/a	73.8	22.6	83.1	33.9	81.3	31.1	81.7	27.5
	Province	n/a	n/a	76.3	27.7	79.0	29.9	75.1	27.7	76.7	28.4
Physics 30 Old	Authority	88.7	28.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Province	85.7	32.0	74.4	25.6	75.0	25.0	n/a	n/a	n/a	n/a
Physics 30	Authority	n/a	n/a	83.3	25.0	78.6	17.9	83.3	26.9	76.5	32.1
	Province	n/a	n/a	79.3	23.1	73.9	20.3	76.7	27.7	81.0	30.3
Science 30	Authority	100.0	10.0	100.0	22.2	91.7	33.3	100.0	36.4	87.0	17.4
	Province	88.6	21.6	86.0	20.9	80.1	22.8	80.4	21.0	79.8	22.0

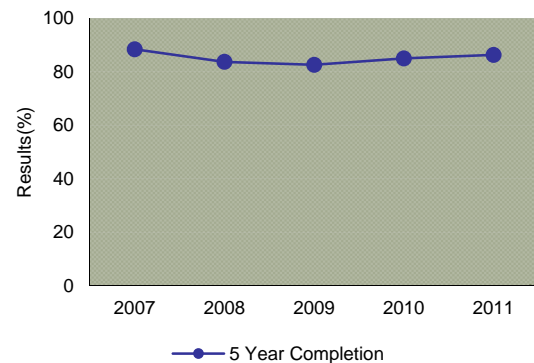
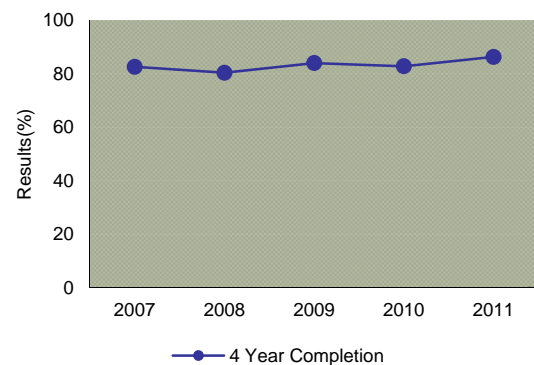
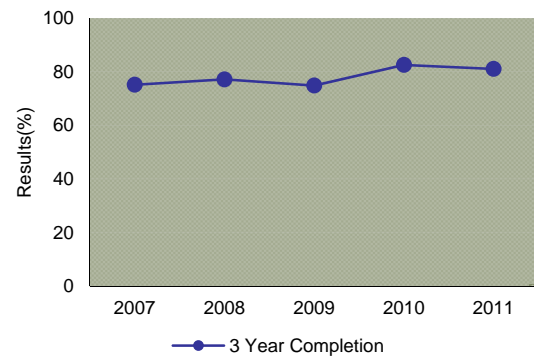
Performance Measure 1.2.3			Results (in percentages)				
			2007	2008	2009	2010	2011
High School Completion Rate – percentages of students who completed high school within three, four and five years of entering Grade 10.	Within 3 Years <sup>1</sup>	Authority (required)	75.2	77.2	74.9	82.6	81.1
		Province (optional)	71.1	70.8	71.5	72.6	74.1
	Within 4 Years	Authority (optional)	82.6	80.4	84.0	82.8	86.3
		Province (optional)	76.1	76.3	76.1	76.9	78.1
	Within 5 Years	Authority (optional)	88.4	83.7	82.6	85.0	86.3
		Province (optional)	78.9	78.7	79.0	79.0	79.6

**Analysis:** Our ongoing efforts to counsel and support students who are challenged to meet expected learning standards has influenced significant growth over the last five years. The three-year rate, which the government formally assesses, has demonstrated an increase of 6.2% over a five-year period. Currently, our three-year rate exceeds that of the province by 7%. Growth rates within the 4 and 5 year time frame have grown at a faster rate than the province over the past three years.

A three-year improvement of 6%, and an achievement designation of “high,” has resulted in the following assessment.

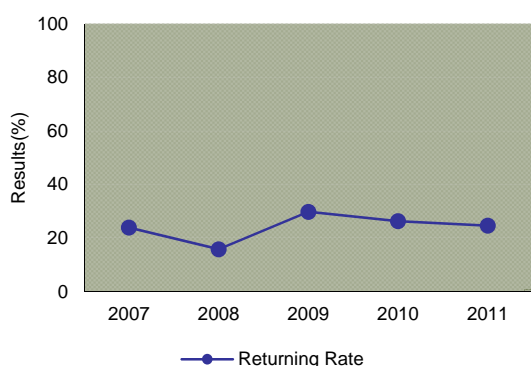
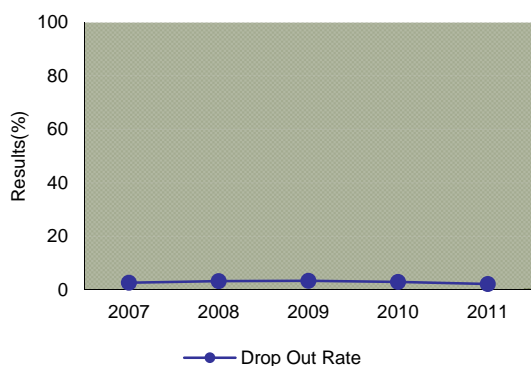
#### Assessment: High Yield Result

Graph of Overall Authority Results



Performance Measure 1.2.4		Results (in percentages)				
		2007	2008	2009	2010	2011
Drop-Out Rate - annual dropout rate of students aged 14 to 18	Authority (required)	2.7	3.3	3.4	3.0	2.2
	Province (optional)	5.0	4.8	4.3	4.2	3.2
Returning Rate	Authority (optional)	23.9	15.8	29.8	26.3	24.6
	Province (optional)	21.3	19.8	23.5	27.9	23.4

Graph of Overall Authority Results



**Analysis:** Efforts continue to be in place to provide more flexible opportunities to pursue learning goals as students enter the high school grades. Our iLearn online learning programs and the St. Gabriel Storefront School are the most frequently selected pathways for students who are challenged to pursue programming through the traditional classroom experience. The District continues to pursue processes to increase communication with parents and track student progress to increase course completion. However, a strategy to track student engagement within schools through the *Gallup Student Poll* will be experiencing increased emphasis for our high schools in the future. Since “engagement” is a greater predictor of high school completion than academic results, it is important that we continue to pursue the benefits of this survey into the future.

Our drop-out rate for 2011 – 2012 was nearly 1% lower than the provincial rate. Most importantly it dropped by a full percent when compared to the previous three-year average. A government assessment of “very high” achievement, an “improved significantly”

designation, and an overall evaluation of “excellent” has factored into the following assessment.

**Assessment: High Yield Result**

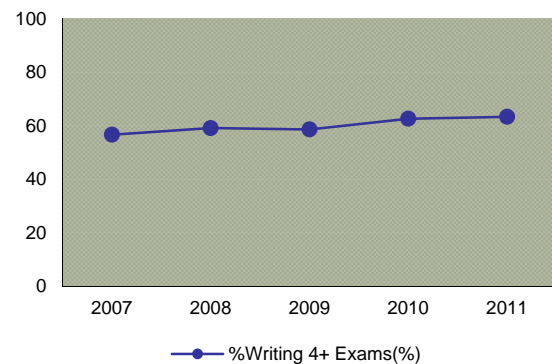


Performance Measure 1.2.5		Results (in percentages)				
		2007	2008	2009	2010	2011
Percentage of students writing four or more Diploma Examinations by the end of their third year of high school.	Authority (required)	56.6	59.1	58.6	62.6	63.3
	Province (optional)	53.6	53.3	53.5	54.9	56.2

**Analysis:** Student participation in four or more diploma exams continues to be dependent upon the programs students select relevant to their abilities, post – secondary interests, and career opportunities. For this reason, it is apparent that this indicator varies “up” or “down” from year to year. Nonetheless the five-year trend shows a trajectory of improvement that is approximately 4% high than that of the province.

5% growth through three years and a “high” achievement designation has been used to rationalize the following assessment.

Graph of Overall Authority Results

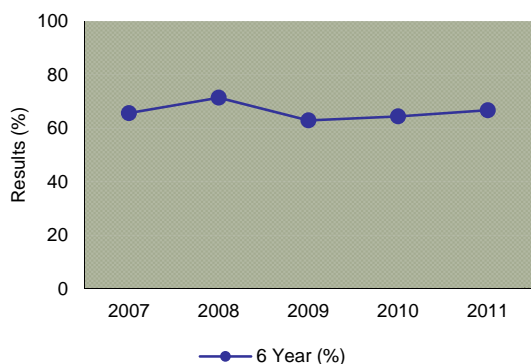
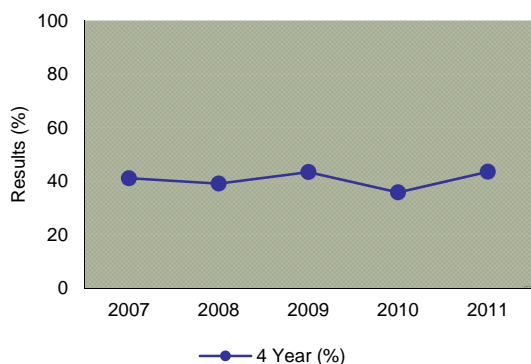


**Assessment: High Yield Result**



Performance Measure 1.2.6			Results (in percentages)				
			2007	2008	2009	2010	2011
High school to post-secondary transition rate of students within four and six years of entering Grade 10.	Within 6 Years <sup>1</sup>	Authority (required)	65.6	71.4	62.9	64.4	66.7
		Province (optional)	58.8	59.2	59.8	59.3	58.4
	Within 4 Years	Authority (optional)	41.1	39.1	43.4	35.8	43.5
		Province (optional)	38.7	38.9	37.5	37.8	38.2

Graph of Overall Authority Results



**Analysis:** Influencing students to transfer to post-secondary programs after the completion of high school is a challenging task for school jurisdictions due to the limited capacity of school authorities to influence this outcome. Nonetheless, the transitioning of our students in 2011 – 2012 to post-secondary was 8% higher than what occurred throughout the rest of the province. GSACRD students also made the transition by a 5% higher rate than their provincial counterparts when the 4 – year rate was considered. Counseling services, the supportive perspective of parents, and the interest of students factor heavily into this result.

Assessment of this measure is affected by our Current result maintaining a “high” achievement and the most recent three-year result trend demonstrating improvement by approximately 4%.

**Assessment: High Yield Result**

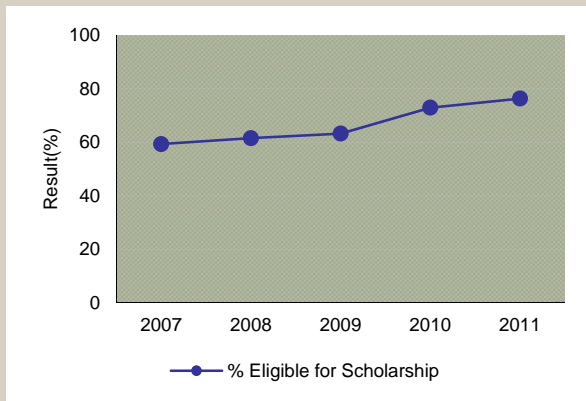
Performance Measure 1.2.7		Results (in percentages)				
		2007	2008	2009	2010	2011
Percentage of Grade 12 students who meet the Rutherford Scholarship eligibility criteria.	Authority (required)	59.4	61.6	63.3	73.0	76.4
	Province (optional)	56.8	57.3	56.9	59.6	61.5

**Analysis:** The Rutherford Scholarship eligibility indicator continues to be a basis for measuring student's efforts to pursue academic excellence and realize God given potential. Since 2007, the five-year growth trend has resulted in a 17% gain for our students. Our student eligibility for this award was 15% higher than that being experienced elsewhere in the province for 2011 – 2012.

This growth trend and a “very high,” achievement, “improved significantly” designation, and overall evaluation of “excellent” determines this assessment.

**Assessment: High Yield Result**

Graph of Overall Authority Results

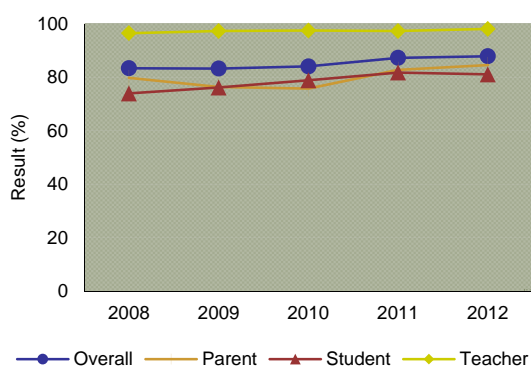
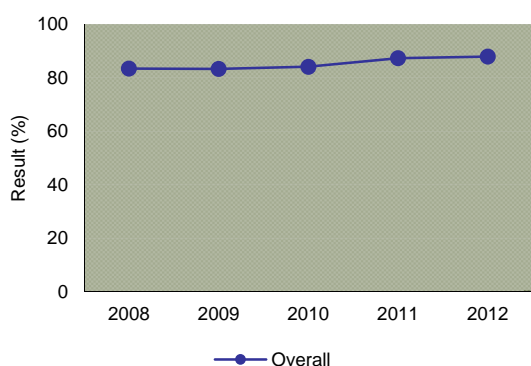


*Note: Rules for Rutherford Scholarships changed in 2008, which increased the number of students eligible for Rutherford Scholarships. The history for the measure has been re-computed to allow for trends to be identified.*



**Provincial Outcome 1.3: Students are prepared for the 21st century.**

Performance Measure 1.3.1			Results (in percentages)				
			2008	2009	2010	2011	2012
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	Overall	Authority (required)	83.4	83.3	84.1	87.3	87.9
		Province (optional)	77.9	80.3	81.4	81.9	82.5
	Teacher	Authority (optional)	96.5	97.3	97.5	97.3	98.1
		Province (optional)	90.6	91.8	93.0	92.7	93.1
	Parent	Authority (optional)	79.8	76.4	75.8	82.8	84.6
		Province (optional)	74.7	77.4	78.5	78.6	79.4
	Student	Authority (optional)	74.0	76.2	78.9	81.8	81.1
		Province (optional)	68.5	71.8	72.7	74.5	75.0

**Graph of Overall Authority Results**

**Analysis: Analysis:** Being a “Citizen of the Kingdom,” means that students embrace the call to be Christ for others on earth as they will in the eternal life. Consequently, we reflect our call to citizenship through our efforts to support those who are currently the marginalized or are most in need of community support. The social justice programs that were outlined within the faith goal assessment of this report indicates how we intend to reflect this provincial outcome within our schools. It is impressive to note that all sub-groups have demonstrated growth in satisfaction with the role of citizenship in our schools over the past five years. However, the group that indicates our highest increase in satisfaction (+7%) is our students. For the purpose of assessing our growth regarding the Accountability Pillar, it should be noted that our satisfaction increased by 3% when our previous three-year average was compared to our 2011 – 2012 result. This reality, in addition to an overall assessment of “excellent,” results in the following assessment.

**Assessment: High Yield Result**

Performance Measurement 1.3.2			Results (in percentages)				
			2008	2009	2010	2011	2012
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	Overall	Authority (required)	81.2	76.8	79.6	81.1	82.9
		Province (optional)	80.1	79.6	79.9	80.1	79.7
	Teacher	Authority (optional)	90.2	89.0	91.0	92.1	93.5
		Province (optional)	89.3	88.9	90.0	89.6	89.5
	Parent	Authority (optional)	72.1	64.7	68.1	70.2	72.3
		Province (optional)	70.9	70.2	69.8	70.6	69.9

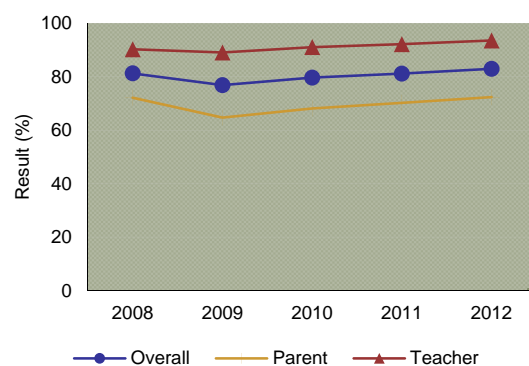
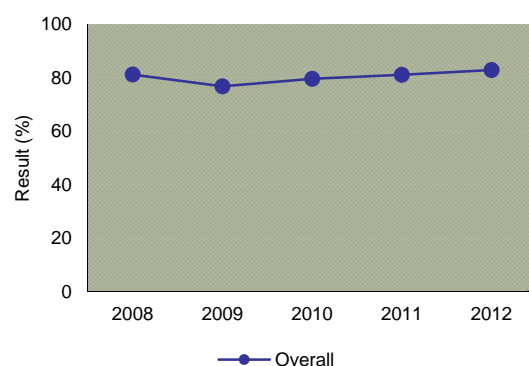
**Analysis:** The satisfaction of our communities with how our programs prepare students for the world of work has increased by 4% when current results are compared to our previous three-year average. All sub-groups factored into this measure slightly increased their perception with how schooling prepares students for a career path for 2011 – 2012. This can be attributed to an increased focus on technology in our elementary schools, and the use of “smart” hand held devices in our secondary programs. Results in this area exceeded provincial results by approximately 3%.

3% growth through the last three-year trend results in the following assessment.

**Assessment: High Yield Result**



Graph of Overall Authority Results







## ALBERTA EDUCATION GOAL 2

- **Transformed Education Through Collaboration**

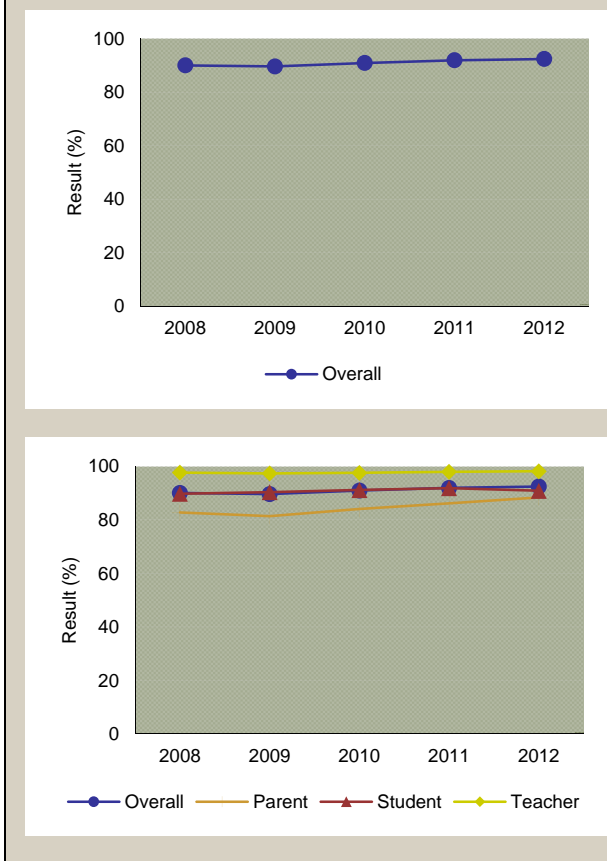




**Provincial Outcome 2.1: Students have access to programming and supports to enable their learning.**

Performance Measure 2.1.1			Results (in percentages)				
			2008	2009	2010	2011	2012
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	Overall	Authority (required)	90.1	89.7	91.0	92.0	92.5
		Province (optional)	88.2	89.3	89.2	89.4	89.4
	Teacher	Authority (optional)	97.7	97.4	97.6	98.0	98.2
		Province (optional)	94.9	95.3	95.6	95.5	95.4
	Parent	Authority (optional)	82.8	81.4	84.1	86.2	88.4
		Province (optional)	83.0	84.4	83.9	84.2	84.2
	Student	Authority (optional)	89.8	90.4	91.2	91.9	90.9
		Province (optional)	86.6	88.3	88.2	88.5	88.6

**Graph of Overall Authority Results**



**Analysis:** Of all qualitative variables addressed within this report, community satisfaction with our District’s capacity to provide an excellent basic education, has highest satisfaction. In many ways, this measure is a capstone for all other results referenced in this report, and verifies the value of our educational mandate to our stakeholders. The incremental gains that are noted within the five-year trend of results are most influenced by the growth of parental satisfaction with results, which has grown by 6% throughout this time period. The District Framework for Learning, is outlined on page 7 of the 2012 – 2015 Three-Year Education Plan. It contemplates that great teachers, supported by great principals, who work within a culture where strengths and engagement of staff, students, and parents, are supported, brings value of education to the community. Our intentional work in furthering staff awareness of “strengths,” and “engagement” as researched and supported by the *Gallup Corporation*, complemented by strong professional development for employees contributes strongly to our results.

Within the Accountability Pillar assessments, “very high” achievement and “improvement” has been awarded. This results in an overall rating of “excellent.”

**Assessment: High Yield Result**

Performance Measure 2.1.2			Results (in percentages)				
			2008	2009	2010	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.	Overall	Authority (required)	82.9	83.9	84.8	87.1	85.4
		Province (optional)	79.4	80.3	80.5	80.9	80.7
	Teacher	Authority (optional)	91.4	89.4	91.5	93.5	92.6
		Province (optional)	86.4	86.8	87.7	87.6	87.3
	Parent	Authority (optional)	80.4	81.9	79.7	81.5	82.7
		Province (optional)	77.6	78.7	78.0	78.3	78.1
	Student	Authority (optional)	77.1	80.4	83.2	86.3	81.0
		Province (optional)	74.1	75.3	75.9	76.9	76.9

**Analysis:** Our schools consider students to be God's gift to the future of creation. In response to this immense breadth of possibility, we teach to the entirety of this gift. Consequently, schools continue to provide students with a strong basic educational program that is enhanced through the following program choices:

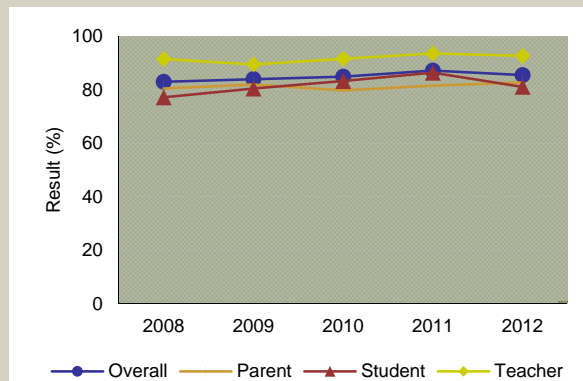
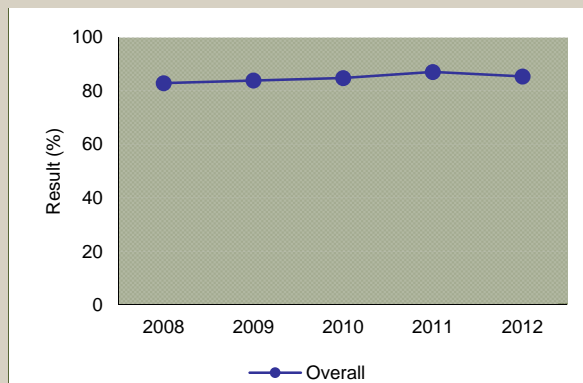
- International Baccalaureate education;
- French Immersion programming;
- Sports Academies, Power Up to Learn, and Fine Arts Media Enhancement programs;
- International travel;
- Participation in social justice projects that furthers awareness to the dignity of humanity in local, national, and international circumstances.

In 2011, our Community Stakeholder Meeting explored the question: What specialized alternative programs are worth pursuing in our District? Based upon the result of that meeting, the existing priorities previously outlined were confirmed by the strong support of parents, students, and staff who attended.

These focuses have continued to be supported by parents as is made evident by their slight improvement (1%) in satisfaction over the past year. The overall Accountability Pillar assessment of "excellent," complemented by a result that was 5% higher than the province verifies the following assessment.

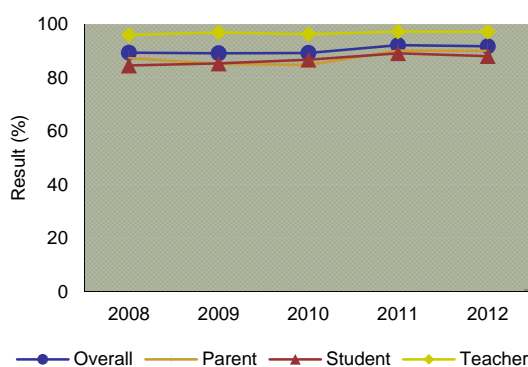
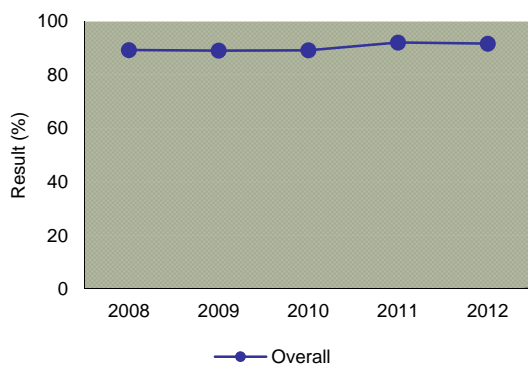
**Assessment: High Yield Result**

Graph of Overall Authority Results



Performance Measure 2.1.3			Results (in percentages)				
			2008	2009	2010	2011	2012
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	Authority (required)	89.3	89.1	89.2	92.1	91.7
		Province (optional)	85.1	86.9	87.6	88.1	88.6
	Teacher	Authority (optional)	95.9	96.9	96.2	97.2	97.1
		Province (optional)	93.1	93.8	94.4	94.5	94.8
	Parent	Authority (optional)	87.3	85.1	84.7	90.1	90.0
		Province (optional)	83.2	85.3	86.1	86.6	87.4
	Student	Authority (optional)	84.5	85.3	86.7	89.1	88.0
		Province (optional)	79.1	81.7	82.2	83.3	83.7

Graph of Overall Authority Results



**Analysis:** Since the Catholic Church proclaims that human life is sacred and that the dignity of the person is at the core of a moral vision for society, sustaining safe and caring learning environments is our most important priority. During the past year, work was conducted within the District to develop a new administrative procedure dedicated to enhancing the quality of safe and caring environments within our schools. In order to continue our trend of strong community support for this measure, the following actions continue to be a common focus of our district.

- School liturgies, celebrations, and discipline programs focus on contributions that students make to further the benefit of the common good within the school community;
- School and system leadership continues to promote assessing student supports for learning through a “positive behavioural supports” and “pyramid of interventions” model.

This model in conjunction with the promotion of our faith-based mandate provides environments in our schools that are conducive to the positive and

productive development of all students.

It is worth noting that our 2011 – 2012 result exceeded those achieved in the province by 3%.

The highest Accountability Pillar assessment of our achievement with this measure, and our capacity to maintain this achievement in obtaining an overall rating of “excellent” results in the following evaluation.

**Assessment: High Yield Result**

**Provincial Outcome 2.2: The education system demonstrates openness to new and innovative ideas, leadership and collaboration.**

Performance Measure 2.2.1			Results (in percentages)				
			2008	2009	2010	2011	2012
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	Overall	Authority (required)	82.5	82.2	80.4	83.2	84.5
		Province (optional)	78.2	80.1	80.0	79.9	79.7
	Teacher	Authority (optional)	94.6	92.1	91.6	93.7	93.9
		Province (optional)	87.5	88.0	88.6	88.1	88.0
	Parent	Authority (optional)	70.3	72.2	69.3	72.7	75.2
		Province (optional)	69.0	72.2	71.3	71.7	71.4

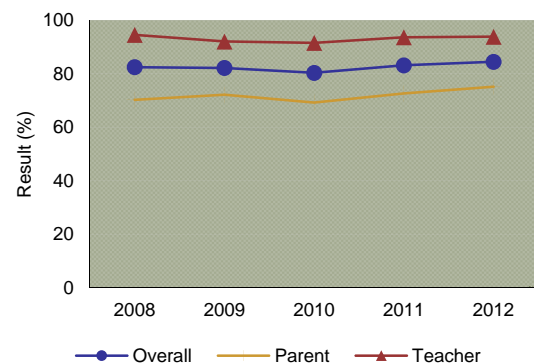
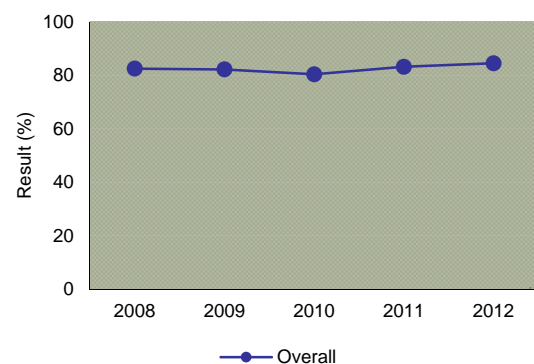
**Analysis:** The role of the parents as the “primary educator” of our students is a valued position that is at the heart of Catholic education. We promote this perspective through communications and meeting processes with parents that further their knowledge, feedback, and support relevant to our work on behalf of our children.

Additionally, at the district level, our school board continued to act as a liaison to each of our 16 school councils. Two stakeholder meetings were held last year with the objective of seeking community feedback with faith and technology related initiatives in our schools.

It is worth noting that when sub-groups are analyzed that contributed to our overall result, the satisfaction of parents has improved the most over the past three years with a substantial gain of 6% being noted.

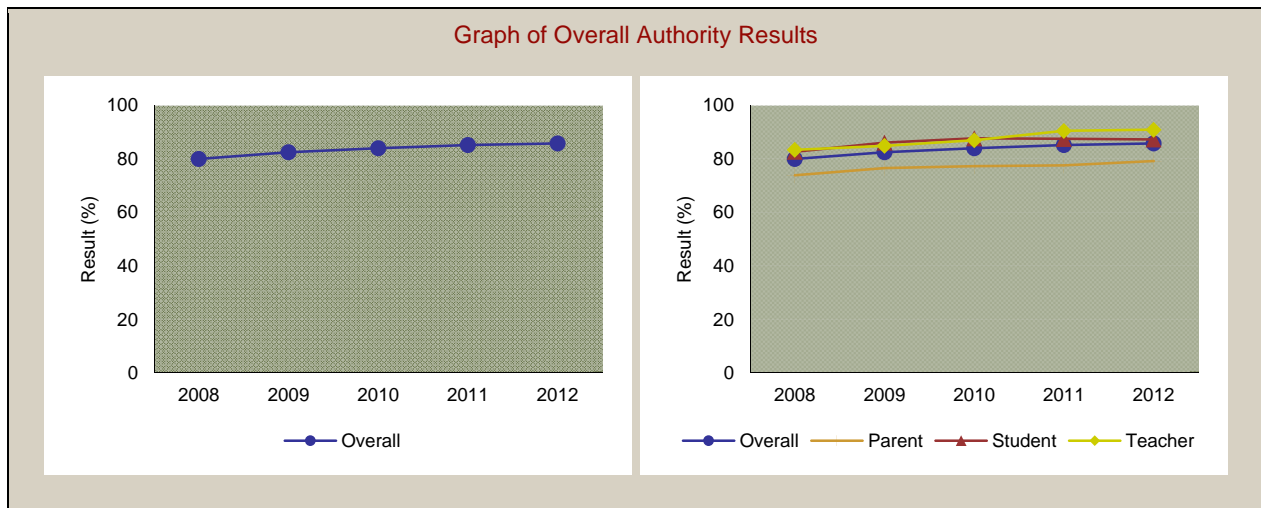
Our overall results in this area were nearly 5% higher than that experienced elsewhere in province and was ranked by Alberta Education as being “excellent.”

Graph of Overall Authority Results



**Assessment: High Yield Result**

Performance Measure 2.2.2			Results (in percentages)				
			2008	2009	2010	2011	2012
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	Overall	Authority (required)	80.0	82.5	84.0	85.2	85.8
		Province (optional)	77.0	79.4	79.9	80.1	80.0
	Teacher	Authority (optional)	83.4	84.9	87.0	90.5	90.9
		Province (optional)	75.6	78.2	80.8	80.1	81.1
	Parent	Authority (optional)	73.9	76.6	77.3	77.6	79.2
		Province (optional)	75.9	78.1	77.0	77.3	76.2
	Student	Authority (optional)	82.7	86.1	87.7	87.5	87.3
		Province (optional)	79.5	81.8	81.8	82.9	82.7



**Analysis:** Designating our system as one that is “moving and improving” becomes verified by our growth in serving the academic needs of students, and community perception that we have been effective in conducting such work. Our school principals continue to learn and apply instructional leadership efforts that further the following focuses:

- Teachers and support staff develop “essential questions” that create a basis for inquiry and collaboration within our schools;
- School improvement initiatives are focused on making large investments in few priorities;
- Shared dialogue with respect to school improvement goals is conducted with senior administration on an annual basis;
- AISI (the Alberta Initiative for School Improvement) provincial funding forms the basis for the time and resources dedicated to collaboration and school improvement efforts. AISI is used to support the school improvement goals of each of our schools. Staff collaboration, peer coaching, and instructional feedback from principals addresses the core components of the District’s school improvement initiative. These components include: student engagement, literacy and numeracy, and assessment for learning.
- Strong belief extends throughout students, staff, and parents to verify that these approaches are making their intended difference. This becomes confirmed when one notes that the average growth within the past five years for each sub-group has been 6%.



Overall satisfaction for 2011 – 2012 was 6% higher than what was experienced province – wide. The Ministry ranked our “very high” and “improved” satisfaction of 86% as being in the “excellent” category.

**Assessment: High Yield Result**







## ALBERTA EDUCATION GOAL 3

- **Success for First Nations, Métis and Inuit (FNMI) Students**



**Provincial Outcome 3.1: FNMI students are engaged in learning.**

Performance Measure 3.1.1		Results (in percentages)					Target
		2007	2008	2009	2010	2011	2012
Drop Out Rate - annual dropout rate of students aged 14 to 18	Authority (required)	3.5	9.2	7.3	5.3	3.0	if set
	Province (optional)	11.8	11.0	11.2	10.4	9.0	
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	Authority (required)	39.4	54.5	50.2	80.4	61.0	70.0
	Province (optional)	34.7	35.6	34.1	38.2	40.2	
Percentage of students writing four or more Diploma Exams within three years of entering Grade 10.	Authority (required)	13.4	56.3	50.2	33.5	36.6	
	Province (optional)	16.0	17.2	16.7	19.1	19.6	
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	Authority (required)	33.3	60.0	50.0	31.3	58.8	
	Province (optional)	25.8	29.0	27.5	32.1	34.4	
High school to post-secondary transition rate of students within six years of entering Grade 10.	Authority (required)	*	*	39.0	61.4	*	43.0
	Province (optional)	29.6	31.8	33.9	31.2	30.2	

Performance Measure 3.1.2		Results (in percentages) <sup>1</sup>										Target	
		2008		2009		2010		2011		2012		2012	
		A	E	A	E	A	E	A	E	A	E	A	E
Provincial Achievement Test Results by Number Enrolled - Overall percentage of self-identified FNMI students in Grade 3, 6 and 9 who achieved the acceptable standard and the overall percentage who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	Authority (required)	78.1	10.5	69.9	9.8	75.7	11.7	72.6	8.5	79.5	12.8		15.0
	Province (optional)	54.1	5.3	56.3	5.3	59.1	6.4	58.1	6.0	58.3	6.6		
Diploma Exam Results by Students Writing - Overall percentage of self-identified FNMI students who achieved the acceptable standard and the overall percentage of students who achieved the standard of excellence on Diploma Examinations (overall results).	Authority (required)	*	*	72.7	9.1	75.9	10.3	72.4	6.9	89.3	14.3		
	Province (optional)	77.1	10.2	77.1	8.2	76.3	8.7	77.7	7.4	77.6	8.8		

**Analysis:** Given the social and economic challenges impacting First Nations students, school jurisdictions have been called to afford an additional responsiveness to the educational needs of these students. Our Church compels us to extend a preferential option for those living among us who by circumstance, are not yet fully granted opportunities to realize God given potential. Responsibility for the provincial mandate for FNMI students is a natural fit for our school district. The following analysis of results indicates not only tremendous success but the high level of intentionality used in the District to monitor growth within the measures under consideration. Differentiation of supports to FNMI students “not yet” achieving desired results, and mentorship for students within their improvement journeys remains the most effective approaches in getting to our desired outcomes.

Targets have been established for specific measures in this section of the report. This has been done in order to provide an awareness of the success that is needed to realize assessments of “issue” or “concern” specific to disaggregated (more specifically analyzed) data, as it applies to the FNMI population. When all improvement targets are considered from the 2011– 2014 Three-Year Education Plan it is worth noting that for 100% of established targets were met or exceeded. The average gain in performance when all targeted measures are considered was 5%. The gains relevant to targets that were set are as follows:

- Provincial Achievement Tests (Acceptable Standard): +1.5

- Provincial Achievement Tests (Standard of Excellence): +1%
- Diploma Exams (Acceptable Standard): +5.3%
- Diploma Exams (Standard of Excellence): Result Equalled Target
- Students Writing 4+ Diploma Exams: +3.4
- Rutherford Scholarship Eligibility: +18.8

When all results for the measures 3.1.1 and 3.1.2 are considered, the average gains relevant to performance in the previous year is a 6% improvement. Assessments used include the graph which is on page 8 under the District Highlights section of this report, and the data listed within this section of the report. Specific successes noted within these measures is as follows:

### *Performance Measure 3.1.2*

- Our Provincial Achievement Test results at the Acceptable Standard improved overall by 7% when compared to the previous three-year average, and slightly exceed those results achieved by all provincial students at the Acceptable Standard. At the Standard of Excellence, our results exceeded our previous three-year average by 3%.
- Diploma Examination results indicate that at the Acceptable Standard, current year results exceeded the previous three –year average by 17%. At the Standard of Excellence, results exceeded the previous three-year average by 7%.
- Our Diploma Exam results at the Acceptable Standard slightly exceeded results achieved by all provincial students.

**Assessment:** Given the capacity of our jurisdiction to realize our improvement targets and to reach success within Diploma Examinations where FNMI students exceed provincial performance, GSACRD has every reason to be proud of its success. We recognize that high school completion for FNMI students within three-year time frame remains a challenge, but this represents 1 of 9 results considered in this report. The other impressive gains demonstrated in all other areas of expected performance within this report merits the following assessment.

### **Assessment: High Yield Result**





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## FUTURE CHALLENGES



### **Our Challenges**

In order to determine how our high performing system can pursue growth related opportunities, it is important to understand challenges that need to be addressed. A listing of these is provided, accompanied by possible solutions. This context will assist our District as it contemplates the development of a new strategic plan for 2013 – 2014.

#### ✓ **Addressing Facility Needs in St. Albert and Morinville**

Retaining students within the K – 12 journey of a Catholic education is a primary focus of our jurisdiction. Facility needs to accommodate programming goals in St. Albert, and population growth in Morinville must be addressed if this priority is to be achieved.



In the case of Morinville, the utilization of this community is at 91%, and the utilization of Notre Dame Elementary is well over 100%.

Furthermore Pre-Kindergarten programs can no longer be accommodated within our only elementary school, which places our opportunities to address growth in attendance at a significant disadvantage. As stressed with our 2012 – 2015 Three-Year Education Plan, facilities to address immediate expansion needs, and long- term enrolment is of significant interest to our district.

Our most recent Three-Year Education Plan also draws attention to either a modernization of St. Albert Catholic High School, or the repositioning of all our City high school programs within a campus partnership. By working with the Greater North Central Francophone School Board as partners in this campus, enhanced learning and facility opportunities could be provided to high school students from both jurisdictions. This would result in increasing enrolment for students from both School Boards from Kindergarten right through to high school graduation.

#### ✓ **Supporting Diverse Learning Needs in an Inclusive Environment**

Greater St. Albert Catholic Schools has been designated as a “change agent” for inclusive education in the province for the past two years. This role has enabled our district to continue to champion the benefits of effective inclusive education for all students. However, in order to address the diverse learning needs of those students who need intensive and ongoing interventions, we currently need to subsidize these supports out of the basic per-pupil grant



*2011-2012 Annual Education Results Report*



that all students receive. We are concerned that a strong reliance on socio-economic criteria for supporting students requiring additional support will impact our capacity to continue to fund the inclusive classroom. Our jurisdiction has a socio-economic profile that is among the highest in the province. We would stress that birth-related medical conditions impacting students are not necessarily bound by socio-economic circumstance. It is on this basis that we would request government support for medically documented programming needs, equivalent to the operational costs of providing these supports.

### ✓ **First Nations, Métis and Inuit (FNMI) Learner Success**



This report indicates that there have been significant gains with respect to decreased drop-out rates, improvement in Provincial Achievement Test results and Diploma Exam results. We believe that our FNMI students are demonstrating gains not experienced elsewhere within the province. As such, we are extremely proud of the relationship that we have been able to establish with FNMI families and their tremendous support for the learning journey of their children.

Nonetheless our profile of FNMI students is approximately 400 students and we realize that attending to their collective needs as effectively as possible enhances the principle of equity for student success that we want to experience for every learner in our jurisdiction. We look forward to enabling our *Gallup Student Poll* to track the engagement of FNMI learners, and the effectiveness of our mentorship, and differentiated models to support learning that promises to further the current journey of success being experienced by these students.







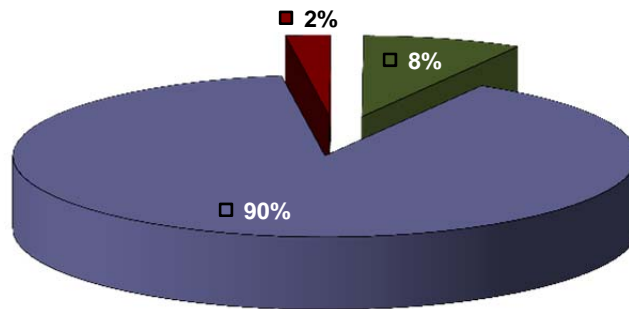
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## FINANCIAL RESULTS



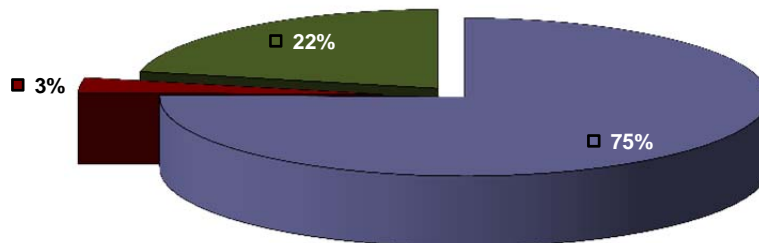
## Total Revenues - \$72,332,083

- Province of Alberta - \$64,689,343
- Amortization of Capital Allocations - \$1,683,711
- Other \$5,959,029 (Instructional Fees - \$2,522,638; Transportation Fees - \$509,957; Fundraising, Gifts & Inv. Income - \$388,736; Other - \$2,537,698)



## Total Expenditures - \$72,177,455

- Salaries and Benefits - \$54,391,742
- Amortization - \$2,209,954
- Services, Contracts & Other - \$15,575,759



For more information, please see the district Audited Financial Statements at <http://www.gsacrd.ab.ca> under Quick links, Forms and Reports or contact the Finance Department at (780) 459-7711.

### ***Audited Financial Statements***

	2012	2011-Restated	2011
Total Revenues	\$72,332,083	\$71,258,173	\$67,984,670
(Deficit) Surplus of Revenues over Expenditures	\$154,628	(\$1,388,258)	(\$1,388,258)
Cash and Temporary Investments	\$2,685,313	\$1,941,115	\$693,458
Total Assets	\$38,539,376	\$38,161,787	\$38,161,787
Unrestricted Net Assets	\$772,012	\$342,935	\$342,935
Restricted Net Assets	\$198,625	\$198,625	\$198,625
Investment in Capital	\$4,515,393	\$4,789,842	\$4,789,842

***Total instructional spending per student per school year: \$9,489***

***Total operational spending per student per school year: \$11,907***

*The Audited Financial Statement can be found at <http://www.gsacrd.ab.ca> under the Quick Links, Reports & Forms or contact the Finance Department at (780) 459-7711.*





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## CAPITAL AND FACILITIES PROJECTS



The Board of Trustees continues to support the enhancement and sustainability of facilities that enable our community to pursue Catholic education in safe, and attractive buildings that are conducive to optimizing student learning. Greater St. Albert Catholic Schools is proud of the progress that it has made during the past year to further this aspect of its work.

### Capital Planning Considerations

Capital planning considerations of the Board have been established to enhance facility and programming quality for our St. Albert Catholic High School students, and retain their journey within our system. Additionally, the Board has been interested in sustaining strong support for our elementary programming in Morinville by advocating for additional facility expansion, modernization, or new school construction in this community.

In order to further this outcome, the Board, by motion, adopted ongoing changes to its plan based upon ongoing discussions with Alberta Education and its Capital Planning Branch. For a specific view of the most current status of the Board's Capital Plan, please access our 2012 – 2015 Three-Year Education Plan at [www.gsacrd.ab.ca](http://www.gsacrd.ab.ca) under Quick Links, Forms and Reports.



### Operations and Maintenance

The Board's Operations and Maintenance budget is primarily based upon student enrolment. Due to the diligent work of our maintenance department in being responsive to maintenance requests, 1,345 more work orders were completed throughout 2011 when compared to the previous school year. Most importantly, preventative work orders increased by 27%. This information supports the highly attentive and responsive nature of school-based administration and our maintenance department in being attentive to facility conditions.

### Infrastructure Maintenance Renewal

This funding envelope, which addresses the modernization or replacement of existing facility components, is based upon the priorities of health and safety and programming needs. The 2011 – 2012 plan was developed with input from school-based administration, and in-house facility expertise. The plan allocated \$1,097,354 to 66 projects throughout the District with a remaining \$43,567 in Contingency for emergencies. Work in this regard ranged from washroom renovations to gym floor refurbishing, to roof maintenance.

### A View Forward

In addition to advocating for our facility needs to the province, proactive considerations to optimize our overall Capital and Facilities strategy will include:

- Enhancing monitoring mechanisms of performance and project management effectiveness;
- Continue the review of Facilities Security Measures began (eg. Lock-up, alarm systems, patrols, camera placements);
- Continue the engagement of a District Safety Committee, with representation coming from all school sites, and offices.

