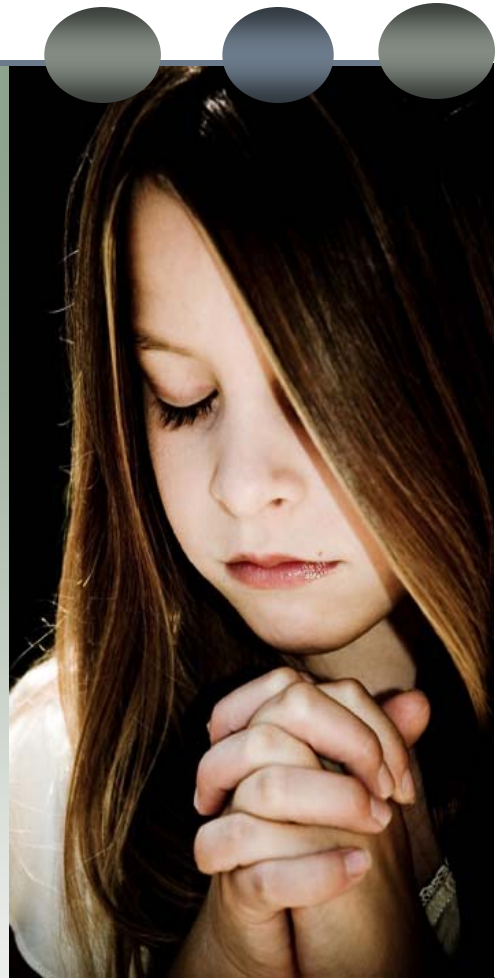


Faith in Our Students

Annual Education Results Report

2009/2010



Greater St. Albert Catholic Schools

6 St. Vital Ave

St. Albert, AB

T8N 1K2

www.gsacrd.ab.ca

In accordance with the Schools Councils Regulation (updated 2007), Greater St. Albert Catholic Regional Division No. 29 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.

The jurisdiction's Alberta Initiative for School Improvement (AIS) Annual Report, and Three-Year Education Plan can be found on the division website at <http://www.gsacrd.ab.ca> under Publications and Downloads. A print copy is available upon request. Contact Division Office @ 780-459-7711.

A web link to individual schools can be accessed through the division website at www.gsacrd.ab.ca under Schools.

The jurisdiction's Class Size Report is posted on the division website at <http://www.gsacrd.ab.ca> under Publications and Downloads.

Introduction

- 1 *Message from the Board Chair*
- 2 *Message from the Superintendent of Schools*
- 3 *Context for Continuous Improvement*
- 7 *Accountability Statement*

Division Highlights

- 8 *Accountability Pillar Overall Summary*
- 9 *Highlights of Division Accomplishments*

Goals

- 12 *Faith Goal: A Shared Understanding of Our Sacred Story Within a Prayer-filled Christ-centered Learning Community*
- 15 *Goal 1: High Quality Learning Opportunities for All*
- 20 *Goal 2: Excellence in Student Learning Outcomes*
- 32 *Goal 3: Success for First Nations, Métis and Inuit (FNMI) Students*
- 34 *Goal 4: Highly Responsive and Responsible Jurisdiction*

Future Challenges

- 37 *Our Challenges*

Summary of Financial Results

- 39 *Revenues & Expenditures*
- 40 *Financial Highlights*

Capital and Facilities Projects

- 41 *The Highlights*

Faith in Our Students

Introduction

- ❖ Message from Board Chair
- ❖ Message from Superintendent of Schools
- ❖ Context for Continuous Improvement
- ❖ Accountability Statement



Annual Education
Results Report





I join my fellow Trustees and our entire school community in celebrating the good news of Greater St. Albert Catholic Schools by presenting our Annual Education Results Report for the 2009 – 2010 school year. There is much to celebrate.

The results for Greater St. Albert Catholic Schools are outstanding. We have exceeded the achievement of the Province in 13 of the 16 areas reported by Alberta Education and met the provincial average in two of the other areas. This strong performance across all measures is a result of the hard work being done by the teachers and students in the division each and every day. It's also a reflection of the level of engagement of parents and the Stakeholders in our community have taken to support and promote academic success and excellence in all that we do. We are blessed with a community that demonstrates faith in our students.

Great efforts have been made to involve parents in a meaningful way to their children's learning, Trustees have remained in close contact with our parent community holding stakeholder forums to gain parent and community feedback as well as our continued participation at our school councils.

Our Division has always modeled the theme "Doers of the Word" and this past year has been no exception. All of our schools have shown that we are concerned about the needs of others in our classrooms, Playgrounds and Communities as well as across the globe in war torn countries. As well, our Oblate Youth Ministries continue to actively assist our students in their spiritual development and our thanks go out to them.

In Summary, the Annual Education Results Report reflects the hard work and commitment of the students, staff, Parents and parishes and for this on behalf of the board I would like to congratulate you all.

Lauri-Ann Turnbull
Board Chair



Thank you for your interest in our Annual Education Results Report for 2009 – 2010. Public accountability in education suggests that our school division should be well positioned to demonstrate to the public the value that it receives from our efforts. This report communicates that when the evaluation system that our provincial government applies to education is considered, Greater St. Albert Catholic Schools frequently achieves the provincial vision for excellence, or is making quantifiable progress to realize this outcome.


As our very manifestation of what God promises for our future, the growth and development of students within our care is truly a sacred responsibility. This year's report has been structured to communicate to the public the nature of this responsibility as it directly correlates to the learning outcomes that Alberta Education sets for our schools. Through your awareness of this information, and the results we have achieved in relation to these outcomes, it is hoped that you will discover that our mandate of Catholic education makes a significant difference for youth in our communities and consequently, within the province.

When we proclaim that “faith in our students,” is fundamental to the work of our schools, we communicate our belief in every learner's potential, and the value of our faith dimension working within our classrooms to bridge this dream with meaningful results. Our results review processes at each of our 17 schools and at the divisional level enables our schools to celebrate these results and discover where opportunities exist to more fully realize the gifts of those students entrusted to our care. This explains why this report promotes the several “very high” or “improved significantly” ratings that have been provided by the government to affirm public satisfaction with the quality of our schools, growth trends with learning measures over time, as well as the many improvements that we have made in every aspect of the provincial testing programs for 2009 – 2010, whether at the grade 3, 6, 9, or 12 levels. However, our motto also provides strong reason for the future success of our FNMI learners, and sustaining high school completion and retention rates to be stated as continued priorities within this document.

I offer my sincere thanks to our highly dedicated staff for continuing to demonstrate such strong professional efforts to bring these results to the forefront. My further appreciation extends to the continuous support of our parents and parishes. These stakeholders have enabled our students to realize our faith in them and their ongoing success. As research continues to tell us, the psychological and emotional attachment of all who are associated with our school division is the most powerful predictor of the continued success of our schools. May this report verify the commitment that you have made to our schools, and provide you with abundant reasons to celebrate your important relationship with the Greater St. Albert Catholic School Division.

David Keohane
Superintendent of Schools

The basis for the pursuit of continuous improvement within our school division rests with our success in successfully implementing our mission. This statement, which was re-developed last year following extensive community consultation, 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 its public, the Board of Education exercises its “over-sight” role in determining that this mission for our school division is being effectively served. To this end, this report addresses an evaluation of divisional results according to the three components of the school division’s mission statement. Outcomes being assessed are those that were required within the Board’s 2009 – 2012 Three-Year Education Plan. For the sake of assessing our progress so that we can validate our success or pursue growth in providing optimal learning to 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 division over the past year. Known in a collective sense as *engagement*, it has been the conviction of our school division that when staff members are highly engaged, predictably, this will further strong levels of student engagement in their learning. However, last year our school division extended its understanding of engagement by pursuing the *Gallup Student Poll*, a research-based survey that verifies the extent 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 further inform 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 15 of this report.

Component 2: “Educate and Nurture”

The core purpose that funding from Alberta Education supports is success in student learning. The ministry’s demonstration of growth in this regard is dependent upon the success of school divisions and their schools in meeting the educational needs of students. It is for this reason that our school division 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 being determined:

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

Selecting the 5th, 25th, 75th, and 95th 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 below.

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 seven outcomes and associated measures that are referenced within *Goal 1: High Quality Learning Opportunities for All; Goal 2: Excellence in Learner Outcomes; Goal 3: Success for First Nations, Métis, Inuit Students (FNMI); and Goal 4: Highly Responsive and Responsible Jurisdiction*. Since such results are the first point of reference for most of our divisional 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. This report lists targets if our results require adherence to Alberta Education’s expectations for target setting.



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 division. 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 talent within our students so that they may bring benefit to the Kingdom of God through their social and vocational endeavors.

Measurement: Whereas we believe that all results specified within this report are a reflection of our efforts to further a Catholic ethos within our schools, special emphasis during the 2009 – 2010 school year was spent enhancing the capacity of our staff and students to be “doers of the word.” Based upon a scriptural reference (James 1: 22 – 25), the theme furthered the awareness of our school communities to embrace Christian service for the benefit of others within the school or broader community. The first goal referenced in this report, our “Faith Goal,” is evaluated through listing processes that enable staff, students, and parents to animate gospel values in service to others, as well as demonstrate that our provincial measures of safe and caring schools, high quality learning, active citizenship, and school improvement have experienced growth as a result of our efforts to further this moral purpose.



Result Assessment Methodology

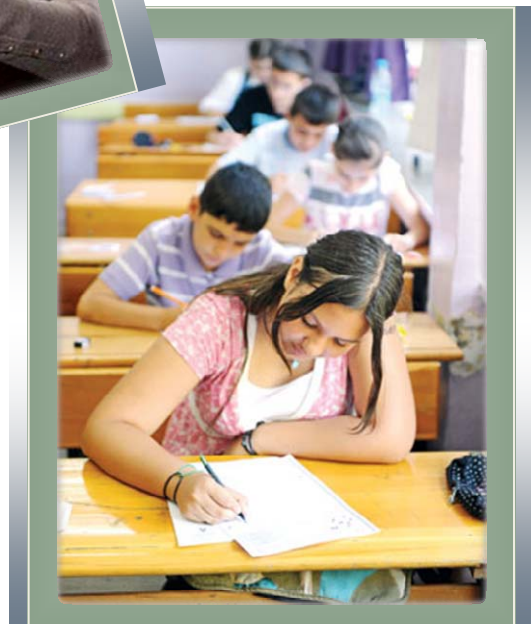
Finally, in order to make this document one that is a complete summation of divisional progress, it affirms success, but also informs growth opportunities. As such, a process for interpreting last year’s results is in order. For this reason, to complement the Accountability Pillar, an overall assessment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

Consistent Result: This assessment occurs for current results that reflect small variances, usually 0 – 2% throughout 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 Catholic Regional Division No. 29 2009-2010 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 AERR for 2009/2010 was approved by the Board on November 29, 2010.


 Board Chair




 Superintendent of Schools

Faith in Our Students

Division Highlights

- ❖ Accountability Pillar Overall Summary
- ❖ Highlights of Division Accomplishments



Annual Education
Results Report



October 2010 Accountability Pillar Overall

Goal	Measure Category	Measure Category Evaluation	Measure	Greater St. Albert CRD No. 29			Alberta			Measure Evaluation		
				Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Goal 1: High-quality learning opportunities	Safe and Caring Schools	Excellent	Safe and Caring	89.2	89.1	88.5	87.6	86.9	85.4	Very High	Maintained	Excellent
	Student Learning Opportunities	Good	Program of Studies	84.8	83.9	83.0	80.5	80.3	79.4	Very High	Improved	Excellent
			Education Quality	91.0	89.7	89.7	89.2	89.3	88.4	Very High	Improved	Excellent
			Drop-out Rate	3.4	3.3	2.6	4.3	4.8	4.8	High	Declined	Acceptable
			High School Completion Rate (3 yr)	74.9	77.2	77.4	71.5	70.8	70.9	High	Maintained	Good
Goal 2: Excellence in student learning outcomes	Student Learning Achievement (Grades K-9)	Excellent	PAT: Acceptable	90.0	87.9	87.9	79.1	78.3	77.2	Very High	Improved	Excellent
			PAT: Excellence	22.9	21.6	21.1	19.4	18.3	18.2	Very High	Improved	Excellent
	Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	85.5	83.9	84.6	83.4	84.3	84.3	Intermediate	Maintained	Acceptable
			Diploma: Excellence	16.6	16.4	17.3	19.0	18.5	19.2	Intermediate	Maintained	Acceptable
			Diploma Exam Participation Rate (4+ Exams)	58.6	59.1	59.8	53.5	53.3	53.6	High	Maintained	Good
			Rutherford Scholarship Eligibility Rate (Revised)	63.3	61.6	61.6	56.9	57.3	56.7	High	n/a	n/a
	Preparation for Lifelong Learning, World of Work, Citizenship	Good	Transition Rate (6 yr)	62.9	71.4	67.4	59.8	59.2	58.7	High	Declined	Acceptable
			Work Preparation	79.6	76.8	78.5	79.9	79.6	78.9	High	Maintained	Good
Citizenship			84.1	83.3	82.8	81.4	80.3	78.3	Very High	Improved	Excellent	
Goal 4: Highly responsive and responsible education system	Parental Involvement	Good	Parental Involvement	80.4	82.2	81.3	80.0	80.1	78.6	High	Maintained	Good
	Continuous Improvement	Excellent	School Improvement	84.0	82.5	80.4	79.9	79.4	77.6	Very High	Improved Significantly	Excellent

October 2010 Accountability Pillar Overall Summary – FNMI

Goal	Measure	Greater St. Albert CRD No. 29			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 yr Average	Achievement	Improvement	Overall
Goal 1: High-quality learning opportunities	Drop-out Rate	7.3	9.2	4.8	Low	Maintained	Issue
	High School Completion Rate (3 yr)	50.2	54.5	47.0	Very Low	Maintained	Concern
Goal 2: Excellence in student learning outcomes	PAT: Acceptable	75.7	69.9	75.5	Low	Maintained	Issue
	PAT: Excellence	11.7	9.8	10.6	Low	Maintained	Issue
	Diploma: Acceptable	75.9	72.7	83.2	Low	Maintained	Issue
	Diploma: Excellence	10.3	9.1	7.7	Low	Maintained	Issue
	Diploma Exam Participation Rate (4+ Exams)	50.2	56.3	34.9	Intermediate	Maintained	Acceptable
	Rutherford Scholarship Eligibility Rate (Revised)	50.0	60.0	46.7	Intermediate	n/a	n/a
	Transition Rate (6 yr)	39.0	*	n/a	Very Low	n/a	n/a

While we realize that when the success of students is at stake, growth remains an opportunity, the 2009 – 2010 school year produced important success stories to verify that our school division has produced significant results on behalf of our students. Our success statements and associated evidence in this regard are as follows:

Our Accomplishments

- ✓ **We have furthered evidence that a common and cohesive faith goal that models the love of Christ for others positively impacts qualitative indicators of school improvement.**

As a result of our pursuit of a Christian – action theme, “Doers of the Word,” we pursued several projects in each of our 17 schools that were dedicated to serving the oppressed and the needy. This dedicated focus obviously enabled our schools to sustain a strong focus of being caring communities that are concerned about the needs of others; be this manifested in our classrooms, playgrounds, senior citizen centres, or across the globe in war torn and / or impoverished countries. This explains the small but consistent achievement being realized in the safe and caring, high quality learning, program of studies, citizenship, and school improvement measures that are further described in this report. While a 1% average growth in overall satisfaction occurred in 2009 – 2010, when all of these measures were considered, each result in these areas received the government’s highest overall ranking of “excellent.”

- ✓ **We have continued to demonstrate growth with the *Gallup Engagement Index* measurement of our employees and note its correlation to school improvement.**

Our staff engagement levels are more than twice that of the Canadian working population and exceeded those achieved in the United States by over 20%. This occurred at a time when community satisfaction with school improvement improved by 2% compared to the previous year, and Provincial Achievement Test Results at the “acceptable standard” and “standard of excellence” levels improved by nearly 2%.

- ✓ **Student achievement results continue to be of high quality.**

Strong results were experienced at the following testing levels:

- ❖ **Grade 3 PAT Results:** Our students significantly exceed the provincial results at both the Acceptable Standard and Standard of Excellence in Provincial Achievement Tests in English Language Arts. GSACRD students averaged 9% higher on the Acceptable Standard and 8% on the Standard of Excellence.
- ❖ **Grade 6 PAT Results:** GSACRD students significantly exceeded the provincial results at the Acceptable Standard in all areas tested by the Provincial Achievement Tests (English Language Arts, French Language arts, Social Studies, and Science). GSACRD students bettered the province by an average of 9.5% on the Acceptable Standard and 6% on the Standard of Excellence.

GSACRD students exceeded the provincial results at the Standard of Excellence in all areas tested by the Provincial Government.

- ❖ **Grade 9 PAT Results:** These students significantly exceed the provincial results at the Acceptable Standard on all areas tested by the Provincial Achievement Tests (English Language Arts, French Language Arts, Social Studies, Science, and Mathematics).

Students exceed the provincial results at the Standard of Excellence in English Language Arts, French Language Arts, Science, and Social Studies.

- ❖ **Diploma Exam Results:** Our students equaled or exceed provincial results on 10 of the 11 diploma examinations at the Acceptable Standard compared to 6 of 11 in the previous year. GSACRD students exceed the rate of the province in 6 of the 11 diploma examinations at the Standard of Excellence compared to 4 of 11 in the previous year.

- ✓ **Furthering diverse program opportunities have enabled our supporters to pursue greater choice in schools according to the interests and skills of students.**

Our school division continued to further implementation of the principles of Universal Design for Learning (UDL) to address diverse learning needs through technology. The “One to One” laptop project involving teachers from Bertha Kennedy Catholic Community School (St. Albert) and Notre Dame Elementary School (Morinville) resulted in extremely high student and parent satisfaction with the project. The re-invented iLearn Centre, in cooperation with satellite iLearn Centres at St. Albert Catholic High School, École Secondaire Sainte Marguerite d’Youville, and Morinville Community High School afforded more flexible and adaptive learning environments to address diverse high school learning needs within the school division. Students with diagnosed learning needs access laptops to address individual program plans. Specialized software that converts print to speech or vice versa are common adaptive supports within these computers.

As another point of consideration, R.S. Fowler adopted a one of a kind program for provincial schools, by incorporating iPod and iPad technology in learning so that students could situationally apply web based applications to the curriculum, and through the process, enhance their engagement in learning. Known as the “Power Up to Learn” project, the school’s dedication to finding ways to enhance technological applications to learning promises to be an exemplar for our school division and the province to follow in the future.

Finally, the FAME or “Fine Arts Media Enhancement” project was initiated at Vital Grandin Elementary School, where the Learning Through the Arts program was enhanced through the application of digital media technology within the classroom.

- ✓ **During a time of fiscal adversity, staffing levels throughout the division, and in particular, those that support students within unique needs, have been sustained.**

The provincial decision to change the allocation of “class size funding” to a per pupil allocation model, will have impact on our funding levels in the 2010 – 2011 school year as the governments adjustment of the funding formula resulted in a 1.6 million dollar reduction in revenue for our school division. Despite this reality, the Board has remained committed to sustaining strong levels of support for the classroom in addressing diverse learning needs. Although the Board will submit a deficit budget for 2010 – 2011, the accumulated operating surplus will be used to offset costs necessary to sustain existing staffing levels.

- ✓ **FNMI learner achievement has improved when current results are compared to those from the previous year or through a three-year trend.**

Unquestionably, greater attention needs to be provided throughout the K – 12 journey of the FNMI learner so as to generate improvements in high school completion and drop-out rates. However, we are pleased that when the previous school year has been considered, Provincial Achievement Test and Diploma Exam results revealed overall improvement. In particular, we note a nearly 6% increase in achievement for students within the “acceptable standard” on Provincial Achievement Tests. We also note that whereas all targets have not been met with rates associated with optimal high school learning experiences, an average increase of 22% over three years for these measures is very encouraging.



Faith in Our Students

Faith Goal

- ❖ A Shared Understanding of Our Sacred Story Within a Prayer-filled Christ-centered Learning Community



Annual Education
Results Report



GSACRD Outcome: Staff, students, and parents or guardians become doers of the Word.

Introduction

In 2009 – 2010, Greater St. Albert Catholic Schools (GSACRD) advanced a community shared understanding of our Sacred Story by translating our intentions for the well-being of others into active Christian service. This explains the outcome that was used to focus specific strategies in support of our faith goal, which was stated as follows: “Staff, students, and parents / guardians become doers of the word.” Seven strategies were used throughout our 17 schools, as outlined within the 2008 – 2011 Three-Year Education Plan. These strategies and examples of complementary efforts to support them are as follows:

✓ **Strategy: Review GSACRD’s foundation statements: mission, vision, and values**

This work was a year-long initiative, which engaged our divisional administration, school councils, staff, and employment organizations in providing feedback regarding these statements. The new motto for the school division which consolidates the intention of all of these statements is the unifying principle of “faith in our students.” It is anticipated that these statements will be applied to our decision-making processes in the future, and as a result, ensure that our actions are being responsive to the mission, vision, and values that our communities believe are in the best interests of our students. A copy of this information is found in the introductory section of our most updated Three-Year Education Plan, through the following link: www.gsacrd.ab.ca under Publications and Downloads.

✓ **Strategy: Plan staff retreats around Scriptural theme, to prepare monthly prayers that teach Scripture, to feature Scripture in The Sower, and to read, reflect and pray Holy Scripture**

While this strategy is certainly self explanatory, it resulted in a comprehensive effort to enable our faith theme to be known in our schools. The connected efforts of our divisional religious education consultant, parish priests, parish youth ministers, teachers, and administration enabled communications, retreats, and prayer celebrations to further awareness of what it means to be “doers of the word.”

✓ **Strategy: Permeate the 2009 administrators’ retreat with Doers of the Word**

In October, our school administrators participated in a retreat facilitated by Reverend John Henry Weinlick to further their understanding of how to bring our theme to life within our schools.

✓ **Strategy: Create entry points for young people to move into the inner circle of Restorative Cultural Discipleship under the vision and leadership of the Oblate Youth Ministries team**

Our schools continued this commitment with Oblate Youth Ministries, through the leadership of Father Mike Dechant. The Oblate Retreat Team was very active in our schools in conducting retreats, celebrating the Eucharist, or facilitating liturgies of the word. This team was also active in providing spiritual and religious counseling to students.

✓ **Strategy: Adopt action plans based on the Q¹² Survey that nurture school / site climate and culture**

The psychological and emotional attachment of staff is fundamental to their engagement in their work, and is highly correlated to student achievement in school. This conclusion is supported by extensive research conducted by the *Gallup Corporation* and explains why we consider the adoption of the 12 indicators of staff engagement critical to the pathway of student success. Understanding of the mission of the organization is one these indicators. We are proud to say that a key component of our mission – that students will “live fully and serve others” was a cornerstone in the implementation of our faith goal last year. Often referred to in our faith dimension, and from our school reporting as being “corporal acts of mercy,” each of our 17 schools placed a strong priority on involving students with multiple experiences of responding to the needs of the poor, the oppressed, and the vulnerable, or directly promoting services that have been developed to realize this goal. A few of the examples which would reflect strong engagement of our schools in this principle are as follows:

- ❖ Morinville Community High School’s “Change for Change” Program raised over \$20,000 dollars to benefit local citizens impacted by tragedy and loss, the Stollery Community Foundation, Hair Massacure for Cancer Research, World Vision, Rotary Emergency Box Trust for Haiti, and 15 additional benefactors.
- ❖ Legal School’s involvement with Christmas Hampers, Chores for Charity, Winter Clothing Drive, Grandparent Program, and Canadian Red Cross Haiti Relief.
- ❖ Involvement from St. Albert Schools within Pennies for Peace – Supporting Schools in Pakistan and Afghanistan, Letter Writing Campaigns for Terminally Ill Children, Halloween for Hunger Food Collection Drive, Christmas Gift Bags for Inmates from the Edmonton Remand Centre, and Senior Citizen Friendship Projects.

✓ **Strategy: Partner with the communities of St. Albert, Morinville, and Legal in support of the 40 Developmental Assets for youth**

Through trustee and administrative involvement in the CORE Lyncs project last year, Morinville and Legal were able to enhance their involvement with the 40 Development Assets program, and join St. Albert’s existing involvement in this program. This research-based program expects that all community leadership will come to understand the assets that make students feel connected to their communities. The program is also based upon communities understanding the profile of assets that exist among students, and responding to make the asset inventory more prevalent. The overall intent of such work is to instill within our community organizations that encounter students a positive youth development philosophy through their daily operations.

✓ **Strategy: Increase access to counseling services**

The Learning Supports Facilitator or LSF Leadership model remained active in each of our schools. LSF teachers maintain a special education administrative focus through their work, and oversee the situational support that is provided to students. As a result of this, existing services at the school have been activated in a timely manner, and contracted services as necessary have been provided to assure

that students experience a sense of hope, engagement, and well-being through their educational journeys. It is worth stating that the 8% growth of student satisfaction with the safe and caring nature of their schools through the past five years can largely be attributed to the quality of supports that students receive to enhance their sense of belonging and success in schools.

Analysis:

As referenced earlier in the Significant Achievements component of this report, the faith goal of “Staff, students, and parents / guardians become doers of the word” is an outstanding example of how Catholicity within our schools furthers the community satisfaction that Alberta Education and our local communities would want to see in their schools. A strongly internalized and prescriptive mission for education that is generally about “serving others,” but embraces the teachings of Christ has been active in our schools. This includes specific action to feed the hungry, give drink to the thirsty, clothe the naked, shelter the homeless, visit the sick and imprisoned, and bury the dead. Such work supports the moral imperative and intentionality of a Christ-centered school division. The examples already provided within the strategies listed, explains why the implementation of our faith goal was so successful last year. Such efforts demonstrate strong impact on measures within the accountability pillar that include safe and caring, high quality learning, program of studies, citizenship, and school improvement measures. The government assessed our satisfaction survey data in these areas as being “excellent.” However, we can indeed celebrate that it is the Catholic dimension of our schooling which is at the heart of this outstanding rating.

Assessment: High Yield Result



Faith in Our Students

Goal 1

- ❖ High Quality Learning Opportunities for All



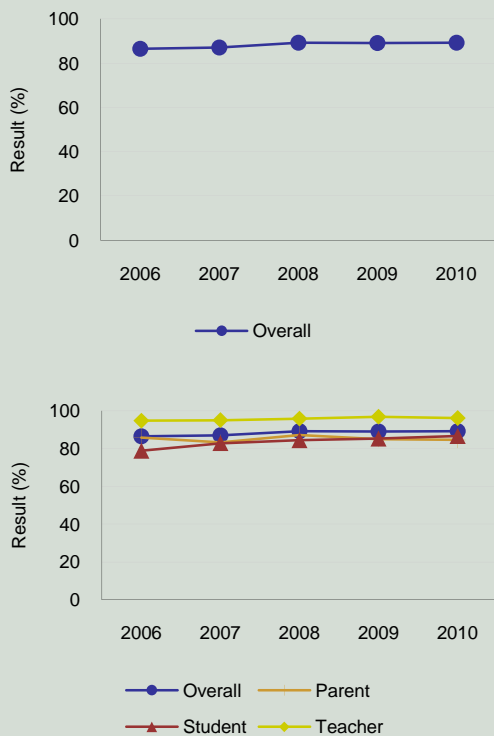
Annual Education
Results Report



Provincial Outcome 1.1: Schools environments are safe and caring.

Performance Measure 1.1.1			Results (in percentages)				
			2006	2007	2008	2009	2010
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)	86.5	87.1	89.3	89.1	89.2
		Province (optional)	84.4	84.2	85.1	86.9	87.6
	Teacher	Authority (optional)	94.8	95.1	95.9	96.9	96.2
		Province (optional)	92.8	92.6	93.1	93.8	94.4
	Parent	Authority (optional)	85.9	83.3	87.3	85.1	84.7
		Province (optional)	82.1	81.7	83.2	85.3	86.1
	Student	Authority (optional)	78.9	82.9	84.5	85.3	86.7
		Province (optional)	78.4	78.5	79.1	81.7	82.2

Graph of Overall Authority Results



Analysis: 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. Our belief in the sanctity of human life and the inherent dignity of the human person is the foundation of all principles of our social teaching. This accounts for the following actions being exercised by our schools when a “safe and caring” environment is being considered:

- the importance of treating others with dignity and respect is a component of each school’s code of conduct;
- religious education programming addresses these themes within content areas;
- as a proactive response to cyber-bullying, schools have focused upon the moral and ethical use of technology and internet safety with parents and students;
- through the assistance and inspiration of the Student Health Initiative Program, our schools have access to a “wrap-around team” that continues to support the students and families in St Albert, Morinville, and Legal.

While parental satisfaction has remained consistent over the five-year trend, significant growth in student satisfaction at the senior high level, high teacher satisfaction, and an accountability pillar overall rating of “excellent,” factors into this assessment.

Assessment: High Yield Result

Provincial Outcome 1.2: The education system meets the needs of all K–12 students and supports our society and the economy.

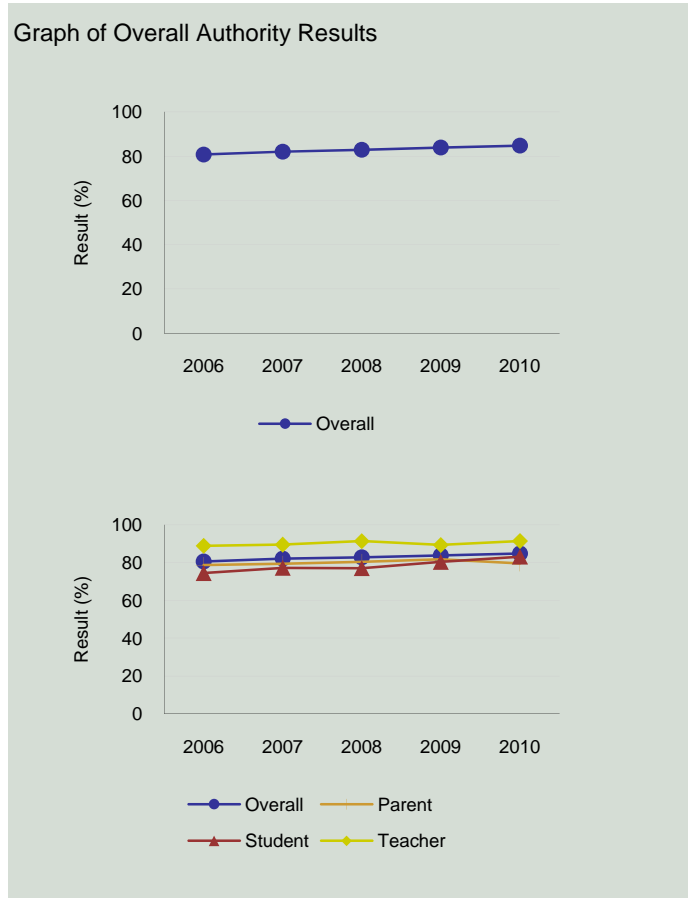
Performance Measure 1.2.1		Results (in percentages)					
		2006	2007	2008	2009	2010	
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	Overall	Authority (required)	80.7	82.1	82.9	83.9	84.8
		Province (optional)	78.1	78.5	79.4	80.3	80.5
	Teacher	Authority (optional)	89.0	89.6	91.4	89.4	91.5
		Province (optional)	85.2	85.7	86.4	86.8	87.7
	Parent	Authority (optional)	78.7	79.4	80.4	81.9	79.7
		Province (optional)	76.6	76.9	77.6	78.7	78.0
	Student	Authority (optional)	74.5	77.3	77.1	80.4	83.2
		Province (optional)	72.6	72.9	74.1	75.3	75.9

Analysis: Our students are essentially 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 programming choices:

- International Baccalaureate education;
- advanced credit opportunities in post secondary studies through memorandums of cooperation with NAIT ;
- 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.

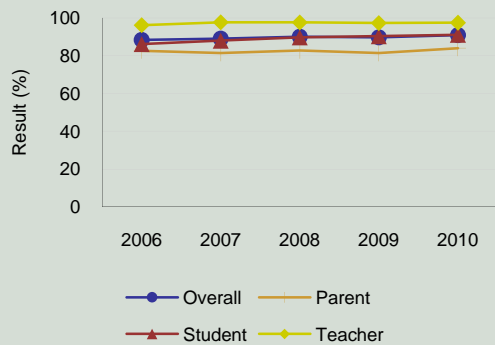
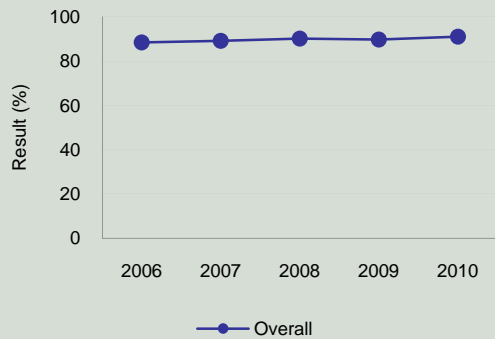
As students are always the benefactors of program choice, it is interesting to note that their satisfaction increases most significantly through the previous five-year trend. An increase of nearly 2% overall satisfaction from our previous three-year average and an “improved” designation resulting in an overall assessment of “excellent,” factors into this assessment.

Assessment: High Yield Result



Performance Measure 1.2.2			Results (in percentages)				
			2006	2007	2008	2009	2010
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	Overall	Authority (required)	88.4	89.1	90.1	89.7	91.0
		Province (optional)	87.7	87.6	88.2	89.3	89.2
	Teacher	Authority (optional)	96.3	97.8	97.7	97.4	97.6
		Province (optional)	94.8	94.7	94.9	95.3	95.6
	Parent	Authority (optional)	82.7	81.4	82.8	81.4	84.1
		Province (optional)	81.6	81.8	83.0	84.4	83.9
	Student	Authority (optional)	86.3	88.1	89.8	90.4	91.2
		Province (optional)	86.6	86.4	86.6	88.3	88.2

Graph of Overall Authority Results



Analysis: The Sacred Congregation on Catholic Education maintains that teachers and their practice of strong pedagogy and relationship skills with students are the most essential variables in determining the success of the Catholic school. For this reason, the following efforts to promote quality teaching and leadership for teaching have been furthered in our school division:

- through research from the *Gallup Corporation*, furthering specific staff selection processes for teachers and administrators that confirms research based characteristics of “teacher talent” and “effective teaching;”
- promoting staff awareness of how personal strengths can be best utilized to respond to the needs of students;
- enabling administrators to address and influence the “engagement” of staff in order to positively influence student learning and achievement.
- initiating a pilot project that tracks student engagement in our schools, which focuses specifically on their sense of “engagement,”

“hope,” and “well-being.”

Trend data continues to suggest that teachers have maintained an extremely high perception of their capacity to provide excellent education. Additionally, the 1.3% increase in overall satisfaction when compared to the previous three-year trend, results in an “improved” designation being received and an “excellent” overall accountability pillar evaluation being received.

Assessment: High Yield Result

Provincial Outcome 1.3: Children and youth with at risk factors have their needs addressed through timely and effective programs and supports.

Performance Measure 1.3.1		Results (in percentages)				
		2005	2006	2007	2008	2009
Drop-out Rate - annual drop-out rate of students aged 14 to 18	Authority (required)	2.7	2.0	2.7	3.3	3.4
	Province (optional)	5.0	4.7	5.0	4.8	4.3
Returning Rate	Authority (optional)	33.8	30.8	23.9	15.8	29.8
	Province (optional)	21.3	21.2	21.3	19.8	23.5

Analysis: Through our ongoing efforts to be stewards of the learners entrusted to us, efforts continue to be in place to provide more flexible opportunities to pursue learning goals as students enter the high school grades.

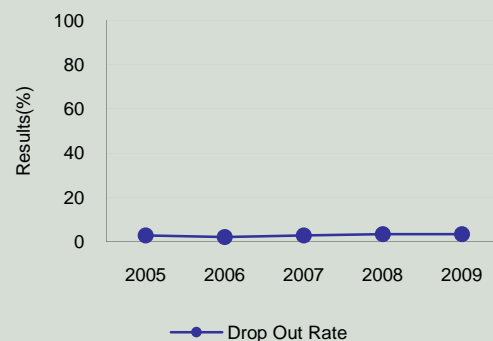
Important support programs for students in our high schools are our iLearn Centres. These online learning facilities provide adaptive and extended learning opportunities aimed at meeting the needs of the 21st Century learner, as well as those whose educational interests become peaked through independent and flexible learning opportunities. Additionally, the St. Gabriel’s Storefront School provides opportunities for students who have encountered the need to receive “face to face” learning encounters through a more flexible and differentiated learning environment.

The division continues to pursue processes to increase communication with parents and tracking student progress to ensure course completion.

The difference in the drop-out rate for accountability pillar assessment purposes, is an increase of .8% which puts our “improvement” indicator marginally under the 1% or more threshold that quantifies for a “declining result.” Furthermore, the overall result is still stated to be “acceptable” however, in the last two years, our increased drop-out rate suggests more significant increases than the province. Nonetheless, we are encouraged by our returning rate, which increased by 14% over the previous year, and would indicate that the flexible programming alternatives as already outlined for our schools enable our students to encounter learning pathways relevant to their learning needs.

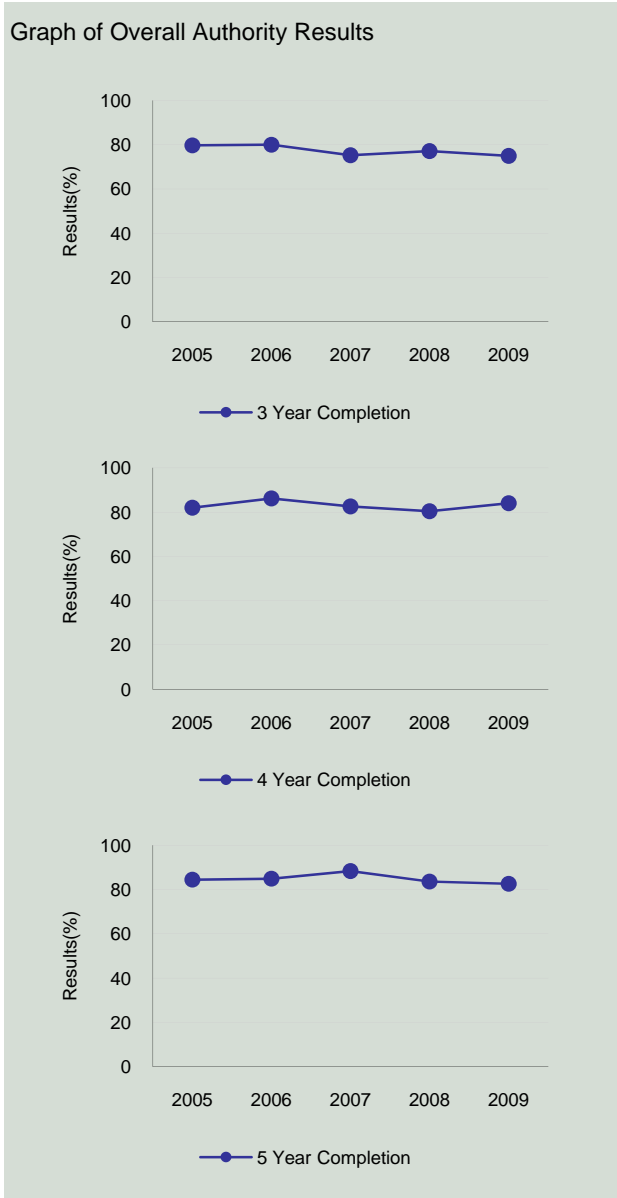
Assessment: Declining Result

Graph of Overall Authority Results



Provincial Outcome 1.4: High school completion rates are showing continual improvement.

Performance Measure 1.4.1			Results (in percentages)				
			2005	2006	2007	2008	2009
High School Completion Rate – percentages of students who completed high school within three, four and five years of entering Grade 10.	Within 3 Years**	Authority (required)	79.8	80.0	75.2	77.2	74.9
		Province (optional)	70.7	70.6	71.1	70.8	71.5
	Within 4 Years	Authority (optional)	82.0	86.2	82.6	80.4	84.0
		Province (optional)	75.0	76.1	76.1	76.3	76.1
	Within 5 Years	Authority (optional)	84.5	85.0	88.4	83.7	82.6
		Province (optional)	77.0	78.1	78.9	78.7	79.0



Analysis: An intensive tracking and response to student progress to ensure that they are completing requirements for a high school diploma or certificate continues to be in place.

To accomplish this goal, the following strategies have been exercised:

- the division continued to contract the services of a retired administrator to track graduates ensuring that they successfully complete their programs and offering guidance to those who need to earn additional credits or complete required courses. This service also tracks the progress of Grade 12 students in their second term to ensure that they are on track to complete programs by the end of June;
- additional staff have been added to the iLearn Centers to provide increased communication with parents about student progress;
- counselling at the high school level has been dedicated to intensifying support for students as they work toward graduation.

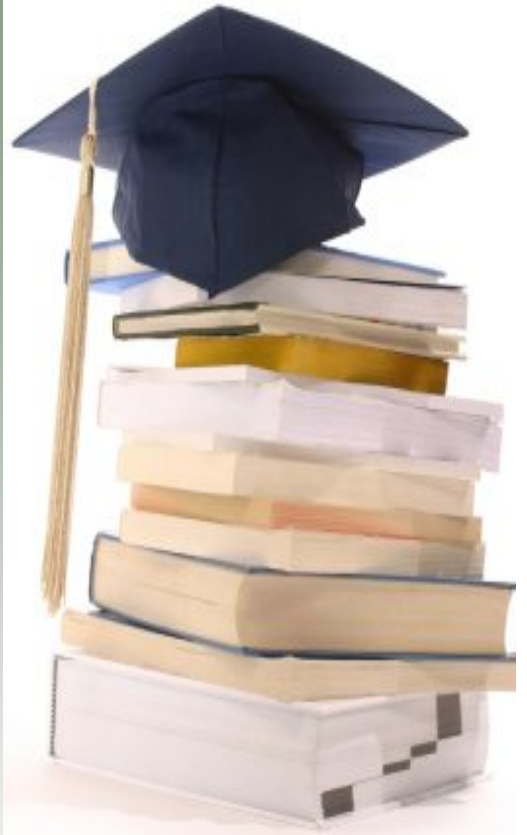
The three-year trend reflects a variance of less than 5% over five years that has consistently exceed provincial results by an average of 6.5% over the five-year period.

It is worth noting that through the same period of time, high school completion within 4 years represents the highest difference to provincial results and has exceed the provincial average by 7% over the five year period.

Assessment: Consistent Result

Goal 2

❖ Excellence in Student Learning Outcomes



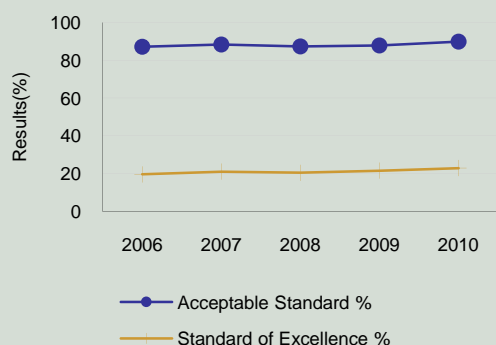
Annual Education
Results Report



Provincial Outcome 2.1: Students demonstrate high standards in learner outcomes.

Performance Measure 2.1.1			Results (in percentages)**										
PAT Results by Number Enrolled - Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard, and the standard of excellence on Provincial Achievement Tests (overall cohort results).			2006		2007		2008		2009		2010		
			A	E	A	E	A	E	A	E	A	E	
Overall***	Authority (required)		87.2	19.6	88.5	21.1	87.4	20.5	87.9	21.6	90.0	22.9	
	Province (optional)		76.7	16.8	76.8	18.6	76.6	17.7	78.3	18.3	79.1	19.4	
PAT Course by Course Results by Number Enrolled.			Results (in percentages)										
			2006		2007		2008		2009		2010		
			A	E	A	E	A	E	A	E	A	E	
Grade 3	English Language Arts 3	Authority	92.6	24.1	90.4	24.0	91.9	22.7	93.0	29.3	91.0	27.4	
		Province	81.3	14.1	80.3	17.7	80.1	16.1	81.3	18.2	81.6	19.5	
	French Language Arts 3	Authority	n/a	n/a	n/a	n/a	n/a	n/a	90.6	12.5	95.4	15.6	
		Province	n/a	n/a	n/a	n/a	n/a	n/a	83.8	15.8	84.1	16.3	
	Mathematics 3	Authority	92.0	33.0	89.8	28.0	88.4	28.3	90.4	34.8	93.0	22.1	
		Province	82.0	26.9	79.9	23.5	78.7	23.9	79.7	26.8	76.4	24.8	
Grade 6	English Language Arts 6	Authority	88.8	19.6	91.8	25.2	91.9	27.2	91.7	24.8	93.6	26.4	
		Province	79.0	15.9	80.3	19.8	81.1	21.0	81.8	18.9	83.3	18.9	
	French Language Arts 6	Authority	94.2	15.0	95.6	14.0	98.0	26.0	92.6	20.4	96.0	25.3	
		Province	87.5	11.2	88.1	11.0	87.7	14.2	91.5	15.9	88.3	15.9	
	Mathematics 6	Authority	86.0	21.6	84.2	19.0	86.5	22.4	86.6	19.1	98.2	22.9	
		Province	75.2	15.6	74.0	14.5	74.6	15.9	76.6	16.8	74.3	16.5	
	Science 6	Authority	86.8	31.9	86.7	32.1	87.6	30.7	85.4	26.7	88.3	27.9	
		Province	78.1	27.7	75.2	26.6	74.8	24.1	76.5	24.8	76.8	26.4	
	Social Studies 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	81.8	17.4	
		Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	71.0	16.4	
	Grade 9	English Language Arts 9	Authority	90.7	13.9	91.7	16.3	81.2	12.5	88.5	17.2	91.6	15.3
			Province	77.4	13.6	77.5	14.8	76.5	14.8	78.7	14.7	79.3	15.0
English Lang Arts 9 KAE		Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	80.0	0.0	
		Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	66.8	7.8	
French Language Arts 9		Authority	84.9	10.4	89.3	6.8	95.5	9.0	86.2	14.6	85.1	13.9	
		Province	83.3	10.9	81.3	12.9	84.5	12.4	81.8	10.3	86.1	12.4	
Mathematics 9		Authority	79.0	19.4	79.1	17.0	79.7	14.3	82.1	16.1	79.3	17.1	
		Province	67.4	17.4	66.3	18.3	65.7	18.5	67.0	18.6	66.4	19.8	
Mathematics 9 KAE		Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	71.8	20.5	
		Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	65.6	15.3	
Science 9		Authority	76.7	10.9	80.4	11.9	81.4	10.7	81.9	14.8	85.8	20.1	
		Province	67.4	13.3	69.6	14.7	69.3	13.0	72.2	15.8	73.6	17.7	
Science 9 KAE		Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	59.1	9.1	
		Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	67.2	14.3	
Social Studies 9		Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	79.9	19.4	
		Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	68.9	18.8	
Social Studies 9 KAE		Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	68.2	4.5	
		Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	64.6	15.7	

Graph of Overall Authority Results



- **Analysis:** Excellence in learner outcomes means that students are well prepared to serve their communities through Christ-centered engagement in life-long learning, work, citizenship, and social justice. We believe that high levels of achievement for students and the success of every learner enables students to maximize their capacity to serve the Kingdom of God. This explains our desire that student achievement will enable students to successfully complete programs and become the people God created them to be.

Through reviewing our Provincial Achievement Test (PAT) and Diploma Examination (DIP) results, we are proud of how they demonstrate our desire to reveal the best of student potential in learning. As a result of writing these tests, our students outperformed their provincial counterparts in 12 of 13 Achievement Tests at the Acceptable Standard and in 10 of 13 at the Standard of Excellence. On the Diploma Examinations, GSACRD students met or exceeded their colleagues on 10 of the 11 examinations at the Acceptable Standard and on 6 of the 11 examinations at the Standard of Excellence. Given this information, it is no surprise that the upper-left graph reveals an overall increase of 2.1% at the Acceptable Standard and a 1.3% increase at the Standard of Excellence when these results are compared to the previous year. The graph on page 26 reveals a similar trend for Diploma Examinations over a similar time period where improvement at the Acceptable Standard improved by 1.6% and though very stable at the Standard of Excellence, was nonetheless an improvement of .2%. New curriculums were evident for subjects where only single year results are available. This is especially true for the grade nine Knowledge and Employability Program. This program is dedicated to students requiring an employability, rather than academic pursuit program at this stage in their learning. For such circumstances, the contextualizing and comparison of results is not possible at this time.

Analysis of Provincial Achievement Tests:

Grade 3 Results:

The trend graphs at the beginning of this section and on the following pages reveal the following information:

- GSACRD students significantly exceeded the provincial results at the Acceptable Standard and Standard of Excellence in Provincial Achievement Tests in English Language Arts. GSACRD students averaged 9% higher on the Acceptable Standard and 8% on the Standard of Excellence.
- 91% of GSACRD students successfully met the Acceptable Standard in English Language Arts.



- For English Language Arts, the five-year trend indicates that student achievement consistently exceeds the 90% level and provincial results over time at the Acceptable Standard. Standard of Excellence results are consistently within the 25% range in English Language Arts, and again, this result continually exceeds results achieved at the provincial level.
- Mathematics results for those published within the Acceptable Standard in grade 3 exceeded provincial results by nearly 17%.

Grade 6 Results:

- GSACRD students significantly exceeded the provincial results at the Acceptable Standard in all areas tested by the Provincial Achievement Tests. GSACRD students bettered the province by an average of 9.5% on the Acceptable Standard and 6% on the Standard of Excellence.

Grade 9 Results:

- GSACRD students significantly exceeded the provincial results at the Acceptable Standard in all areas tested by the Provincial Achievement Tests. Most significant is the five-year trend average difference between the Division and the Province for English Language Arts which represents an 11% higher result being achieved by our students (at 89%). GSACRD students bettered the province by an average of 9.5% on the Acceptable Standard and 6% on the Standard of Excellence.

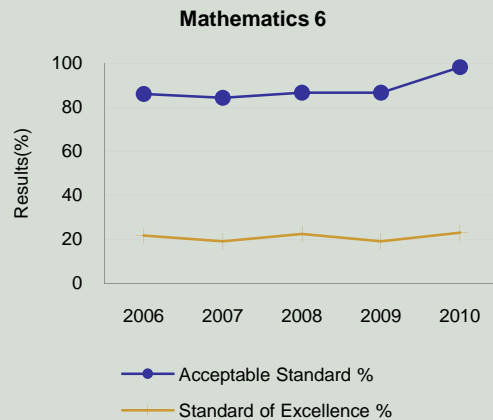
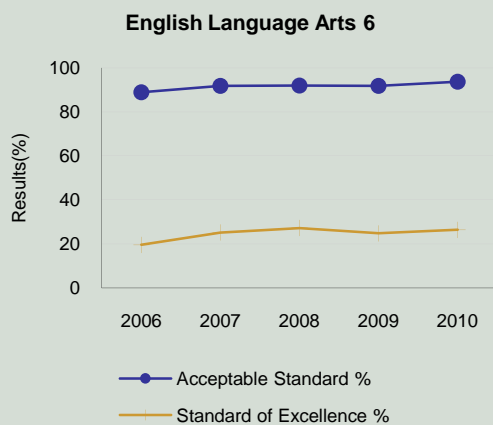
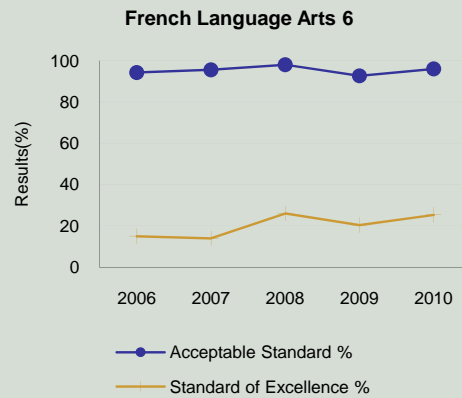
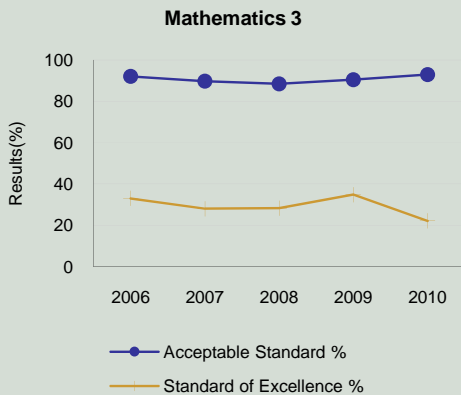
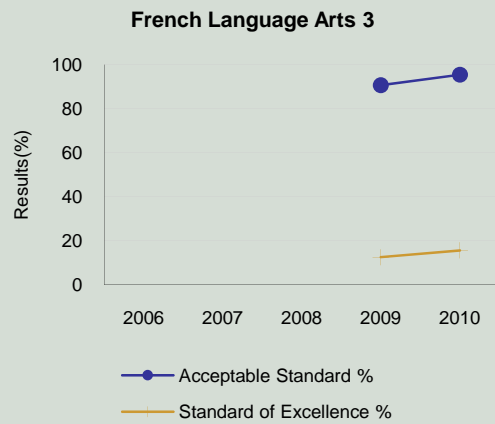
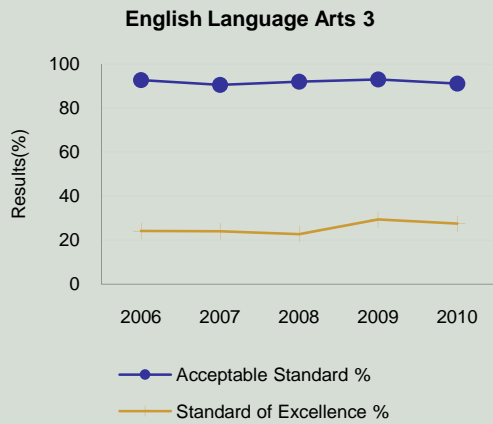
Given the “very high” achievement rating in both standards, and the improvements noted from previous year and previous three year average results, the following assessments of our results have been determined.

Acceptable Standard Assessment: High Yield Result

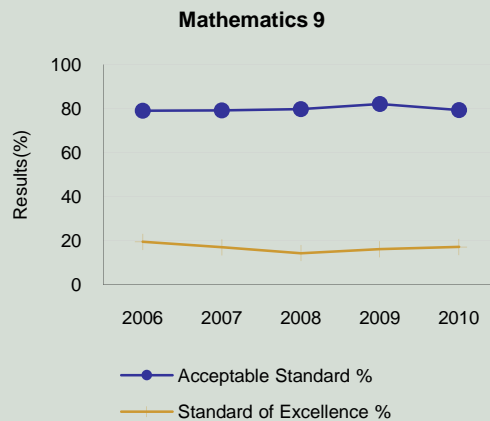
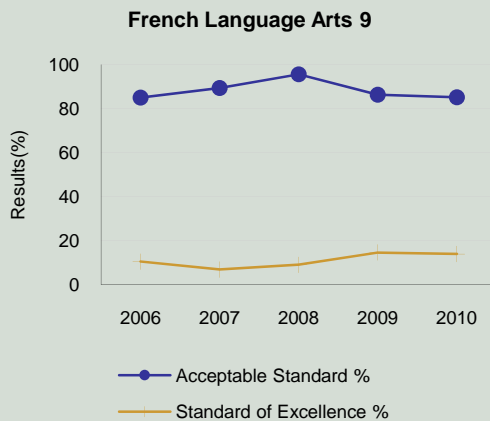
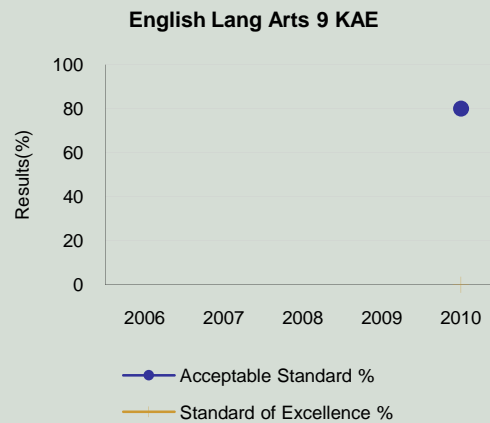
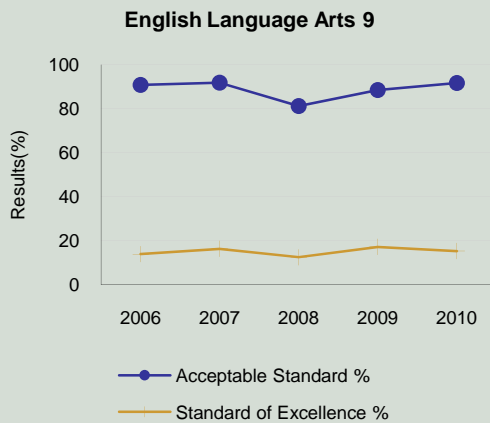
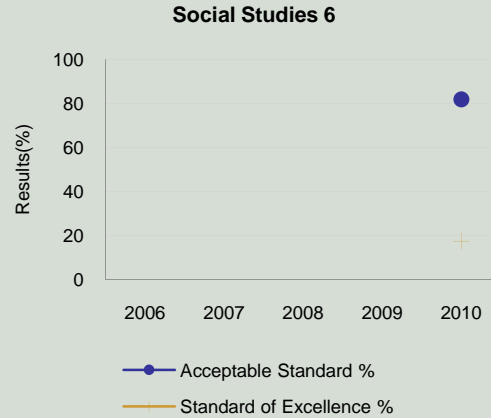
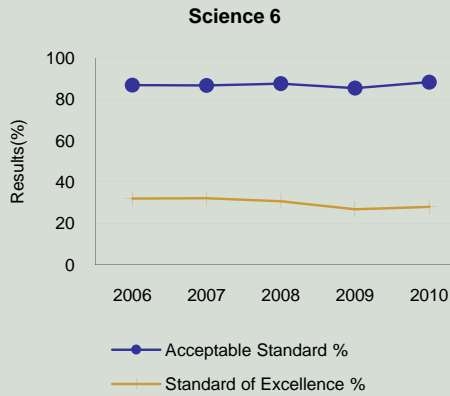
Standard of Excellence Assessment: High Yield Result



Graph of Provincial Achievement Test Results by Course



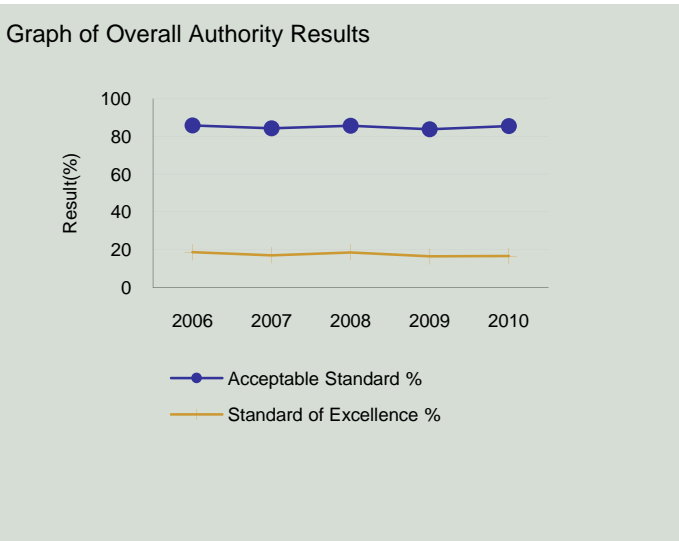
Graph of Provincial Achievement Test Results by Course



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

Performance Measure 2.1.2		Results (in Percentages)**									
		2006		2007		2008		2009		2010	
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***	Authority (required)	85.9	18.6	84.3	17.0	85.7	18.5	83.9	16.4	85.5	16.6
	Province (optional)	84.0	20.2	84.5	20.2	84.1	19.1	84.3	18.5	83.4	19.0

Performance Measure 2.1.3		Results (in percentages)									
		2006		2007		2008		2009		2010	
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	94.2	21.7	92.7	17.3	92.5	14.9	87.2	12.8	89.0	12.4
	Province	88.0	19.3	87.7	19.0	87.1	15.5	86.1	12.3	85.1	10.1
English Lang Arts 30-2	Authority	91.0	9.0	91.9	13.8	91.5	5.9	94.5	14.5	95.7	11.3
	Province	86.1	8.1	88.7	9.7	88.9	8.8	88.2	8.5	88.8	9.8
French Lang Arts 30-1	Authority	97.7	27.9	95.0	20.0	97.4	28.2	93.3	13.3	97.2	11.1
	Province	95.0	21.8	95.6	23.1	94.9	24.5	95.1	18.9	93.7	16.3
Pure Mathematics 30	Authority	84.5	20.0	81.5	17.6	83.2	23.9	81.5	19.0	85.4	24.2
	Province	82.8	26.5	81.1	24.6	81.3	25.8	82.1	26.3	82.9	29.7
Applied Mathematics 30	Authority	86.4	15.2	80.5	7.6	86.3	14.7	79.5	12.5	78.0	11.8
	Province	77.5	11.8	77.6	12.1	76.4	10.7	79.4	13.5	77.3	12.6
Social Studies 30	Authority	83.1	21.0	79.2	17.2	82.6	17.8	74.5	18.6	72.9	6.3
	Province	85.5	23.9	86.1	24.6	84.7	21.5	84.2	21.4	67.8	10.4
Social Studies 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	86.7	18.5
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	84.5	16.1
Social Studies 33	Authority	83.5	16.5	89.6	20.1	89.6	15.6	89.2	16.9	81.8	9.1
	Province	83.5	19.0	84.8	19.6	85.3	18.9	85.6	20.2	76.4	11.5
Social Studies 30-2	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	89.5	14.0
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	85.0	13.7
Biology 30	Authority	73.7	19.2	73.6	21.3	74.6	23.8	77.3	21.4	79.2	19.3
	Province	81.4	26.4	83.5	27.4	82.3	26.3	83.0	26.6	81.4	28.1
Chemistry 30 Old	Authority	88.9	37.8	85.3	27.7	89.1	37.1	n/a	n/a	n/a	n/a
	Province	88.4	37.1	89.3	37.9	89.2	39.2	77.6	19.5	87.5	37.5
Chemistry 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	73.8	22.6	83.1	33.9
	Province	n/a	n/a	n/a	n/a	n/a	n/a	76.3	27.7	79.0	29.9
Physics 30 Old	Authority	90.5	19.8	86.0	18.4	88.7	28.3	n/a	n/a	n/a	n/a
	Province	84.4	30.0	86.1	29.3	85.7	32.0	74.4	25.6	75.0	25.0
Physics 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	83.3	25.0	78.6	17.9
	Province	n/a	n/a	n/a	n/a	n/a	n/a	79.3	23.1	73.9	20.3
Science 30	Authority	66.7	11.1	*	*	100.0	10.0	100.0	22.2	91.7	33.3
	Province	82.8	17.3	87.1	18.0	88.6	21.6	86.0	20.9	80.1	22.8



Analysis of Diploma Exams: As the final step of the provincial standardized testing program, our graduating students rely on these results to further post-secondary and career aspirations. Through our AISI program, discovering and applying the best research based instructional and assessment practices has been a goal of our high school professional learning communities. Trend data from our high school diploma exam results reveals the following:

- For 2009 – 2010, GSACRD students equaled or exceeded the provincial results on 10 of the 11 diploma examinations at the Acceptable Standard compared to 6 of 11 in the previous year.
- For the Standard of Excellence, our results equaled or exceeded the province on 6 of 11 examinations. The slight declines previously noted places the school division at the “acceptable” level, when the accountability pillar assessment is considered. The average decline for both standards equals 2%.

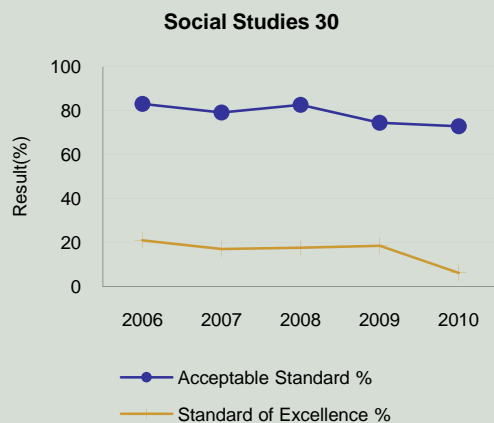
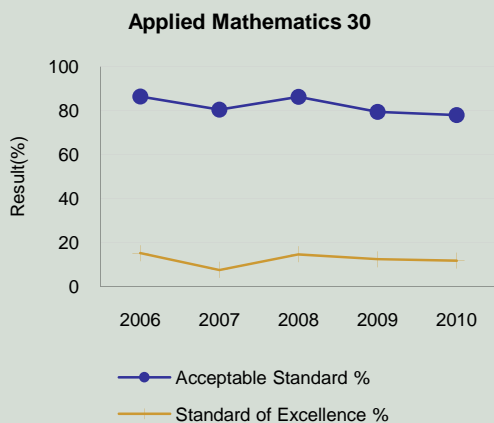
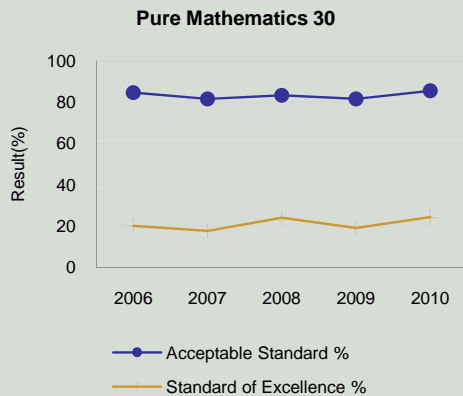
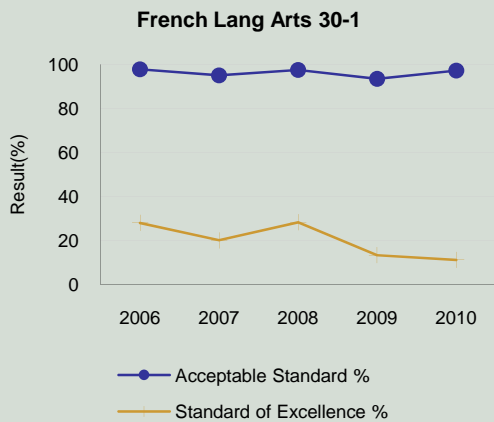
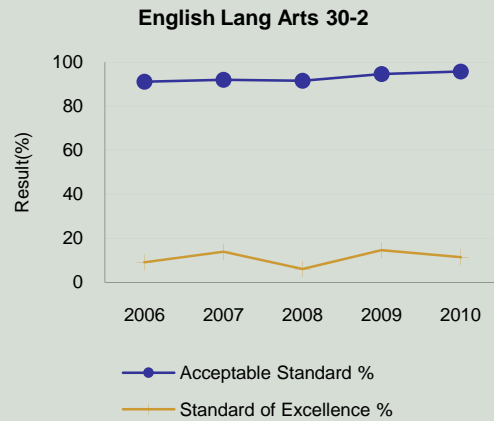
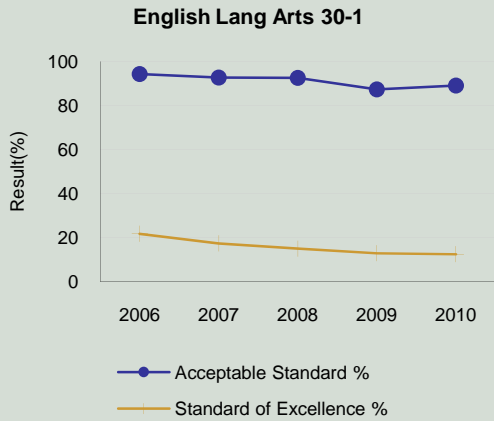
An overall assessment of “acceptable” for both standards and evidence of improved results in these areas accounts for the following assessment.

Acceptable Standard Assessment: Consistent Result

Standard of Excellence Assessment: Consistent Result



Diploma Exam Results By Course



Performance Measure 2.1.4		Results (in percentages)				
		2005	2006	2007	2008	2009
Diploma examination participation rate: Percentage of students writing four or more diploma examinations by the end of their third year of high school.	Authority	57.2	63.6	56.6	59.1	58.6
	Province	53.5	53.7	53.6	53.3	53.5

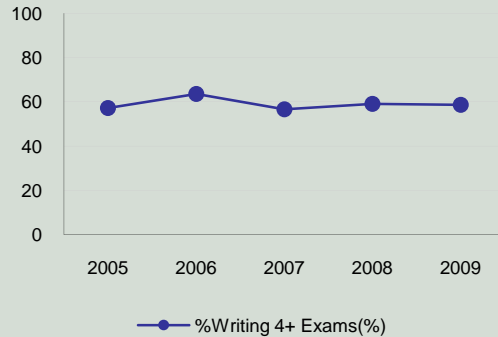
Analysis: Student participation in 4 or more diploma exams is entirely dependent upon the programs students select, relevant to their abilities, post – secondary interests, and career opportunities. For this reason, it is apparent that this indicator varies from year to year. Placing this reality into perspective, the following conclusions may be drawn:

- during the past year, the divisional result (58.6%), exceeded the provincial result (53.5%) by 5.1%;

It is worth noting that as a reflection of our unique parental and student interest in programming, the participation of GSACRD students in French Immersion is more than twice of the province.

The small variance in growth, and an overall accountability pillar evaluation of “good” impacts the assessment for this measure.

Graph of Overall Authority Results



Assessment: Consistent Result

Performance Measure 2.1.5		Results (in percentages)				
		2005	2006	2007	2008	2009
Rutherford Scholarship Eligibility Rate: Percentage of Grade 12 students who meet the Rutherford Scholarship eligibility criteria.	Authority (required)	55.0	63.9	59.4	61.6	63.3
	Province (optional)	54.6	56.1	56.8	57.3	56.9

Graph of Overall Authority Results



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 2005, the five-year growth trend has resulted in an 8.3% gain. When the five-year trend gain was tracked in last year’s report, it was measured at a 6.6% gain. It is a reflection of the care and attention of our schools to student learning needs when one notes that over 63% of students are currently eligible for this award.

The five-year growth trend (8.3%) and the 2% gain from the previous year factors into this assessment.

Assessment: High Yield Result

Provincial Outcome 2.2: Students are well prepared for lifelong learning.

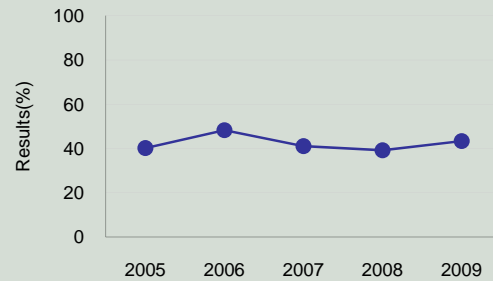
Performance Measure 2.2.1			Results (in percentages)				
			2005	2006	2007	2008	2009
High school to post-secondary transition rate within four and six years of entering Grade 10.	Within 6 Years**	Authority (required)	66.3	65.1	65.6	71.4	62.9
		Province (optional)	56.6	58.1	58.8	59.2	59.8
	Within 4 Years	Authority (optional)	40.1	48.3	41.1	39.1	43.4
		Province (optional)	35.6	37.7	38.7	38.9	37.5

Analysis: The accompanying data to this measure demonstrates an interesting display of the variance between the trends of numbers of students entering post secondary between 4 and 6 years. Throughout the five-year trend, the rates of post – secondary transitioning within 6 years of completing high school for our school division is significantly higher than the province through a range of 3 – 12%. Yet the four-year rate gap is much narrower throughout this trend (.2 – 6)

Such information indicates that post-secondary transition from our high schools is higher than the province for the 6-year rate, but the gap is not as significant, nor as high in number when the 4-year rate is considered. It is anticipated that due to Alberta being impacted by the global economic recession, four-year transition rates will increase as students prioritize access to higher education over decreased opportunities to find immediate employment.

Currently, Alberta Education prioritizes as an accountability mechanism, school division success at the 6-year rate. Assessment of this measure is affected by our current result maintaining a “high” achievement result, when the government compares our school division to other jurisdictions in the province. However, our result does represent a 4.5% decrease from our previous three-year average.

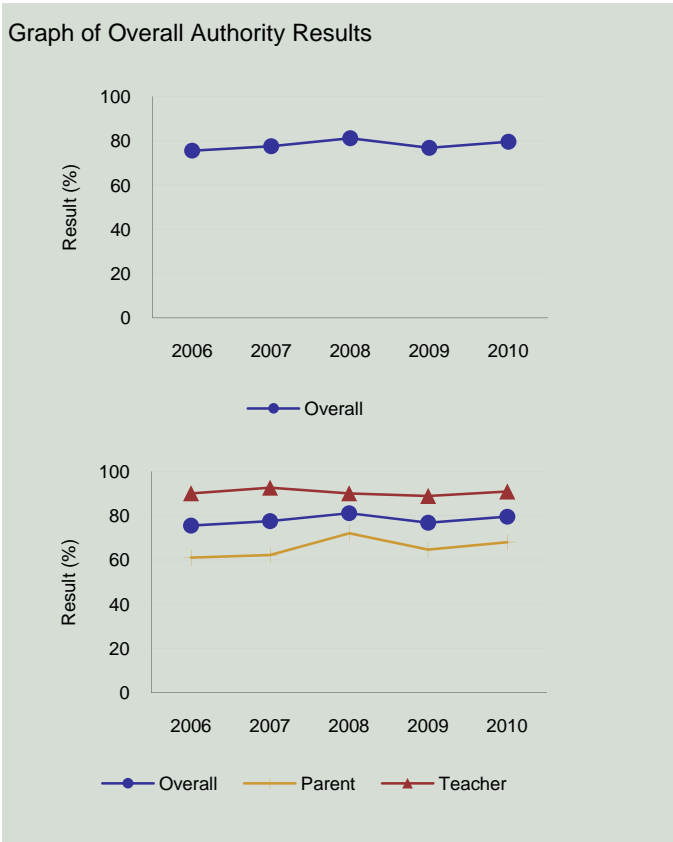
Graph of Overall Authority Results



Assessment: Declining Result

Outcome 2.3: Students are well prepared for employment.

Performance Measure 2.3.1		Results (in percentages)					
		2006	2007	2008	2009	2010	
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	Authority (required)	75.6	77.5	81.2	76.8	79.6
		Province (optional)	77.0	77.1	80.1	79.6	79.9
	Teacher	Authority (optional)	90.2	92.7	90.2	89.0	91.0
		Province (optional)	89.4	89.2	89.3	88.9	90.0
	Parent	Authority (optional)	61.1	62.2	72.1	64.7	68.1
		Province (optional)	64.6	65.1	70.9	70.2	69.8



Analysis: Parental satisfaction with this measure is lower than that expressed by the teaching population. Provincial data reveals a similar trend. The challenge that our school division faces is enabling our grade 4 parents to understand the correlation between social skills, co-operative learning, and self-discipline, and what will be expected of the world of work. Many of our elementary schools who do not receive as high a result with this measure, report that the “don’t know” choice becomes a default position for lack of parental awareness with the intentional work being conducted in this area. Communication through school council meetings and newsletters has become a favoured strategy to communicate to elementary school parents about the work being conducted in this area. It is anticipated that such efforts will decrease the percentage of “don’t know” decisions being made by parents.

Nonetheless, the 1% increase that favours the 2010 result, compared to our division’s previous three-year average and an overall accountability

pillar assessment of “good” has been factored into the assessment of this measure.

Assessment: Consistent Result

Outcome 2.4: Students model the characteristics of active citizenship.

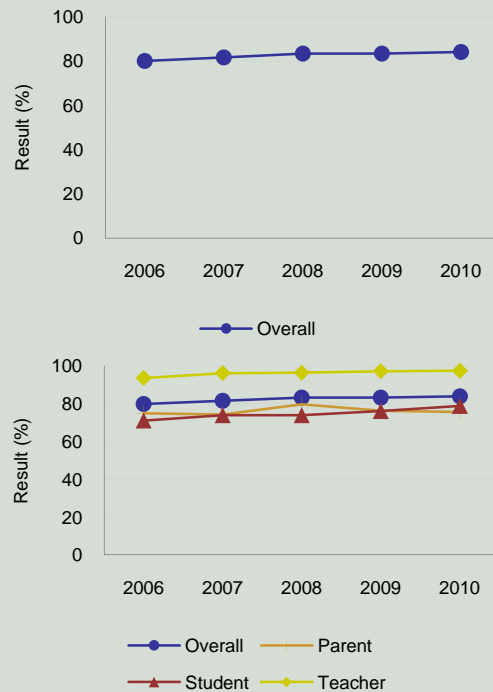
Performance Measure 2.4.1			Results (in percentages)				
			2006	2007	2008	2009	2010
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	Overall	Authority (required)	80.0	81.6	83.4	83.3	84.1
		Province (optional)	76.8	76.6	77.9	80.3	81.4
	Teacher	Authority (optional)	93.7	96.3	96.5	97.3	97.5
		Province (optional)	90.3	89.9	90.6	91.8	93.0
	Parent	Authority (optional)	75.0	74.4	79.8	76.4	75.8
		Province (optional)	72.4	72.6	74.7	77.4	78.5
	Student	Authority (optional)	71.2	74.0	74.0	76.2	78.9
		Province (optional)	67.5	67.1	68.5	71.8	72.7

Analysis: Our programming for students continuously embraces the call for our youth to become “Christ for others” in their awareness of how our Church’s social teachings impact our understanding of society’s needs. That assessment explains why a continuous five-year growth of our overall progress for this measure has occurred. Our results indicate that our students, through their dedicated work, have generated a much stronger appreciation of this correlation through time than parents. The fact that teachers lead the processes that are part of the student leadership programs and community volunteerism initiatives experienced by students is made evident through their continual strong sense of satisfaction with the extent and quality of this important work.

Steady 4% overall growth for this measure throughout the five-year trend, and an accountability pillar measure of “high” influences the following assessment.

Assessment: High Yield Result

Graph of Overall Authority Results



Faith in Our Students



Goal 3

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

Annual Education
Results Report



Provincial Outcome 3.1: Key learning outcomes for FNMI students improve.

Performance Measures 3.1.1		Results (in percentages)					Target
		2005	2006	2007	2008	2009	2010
Drop-Out Rate - annual dropout rate of students aged 14 to 18	Authority (required)	0.0	1.8	3.5	9.2	7.3	6.0
	Province (optional)	6.4	10.1	11.8	11.0	11.2	-
High School Completion Rate – percentages of students who completed high school within three years of entering Grade 10.	Authority (required)	*	*	39.4	54.5	50.2	55.0
	Province (optional)	34.0	35.2	34.7	35.6	34.1	-
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.	Authority (required)	*	*	13.4	56.3	50.2	-
	Province (optional)	18.1	17.7	16.0	17.2	16.7	-
Percentages of Grade 12 students who meet the Rutherford Scholarship eligibility criteria.	Authority (required)	n/a	*	33.3	60.0	50.0	49.0
	Province (optional)	25.7	27.3	25.8	29.0	27.5	-
High school to post-secondary transition rate within six years of entering Grade 10.	Authority (required)	n/a	*	*	*	39.0	41.0
	Province (optional)	16.6	23.0	29.6	31.8	33.9	-

Performance Measures 3.1.2		Results (in percentages)										Target	
		2006		2007		2008		2009		2010		2010	
		A	E	A	E	A	E	A	E	A	E	A	E
Provincial Achievement Test Results by Number Enrolled - Overall percentage of students in Grade 3, 6 and 9 who achieved and acceptable standard, and the percentage who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	Authority (required)	75.0	12.5	78.6	11.7	78.1	10.5	69.9	9.8	75.7	11.7	75.0	15.0
	Province (optional)	52.4	4.6	53.0	5.5	54.1	5.3	56.3	5.3	59.1	6.4	-	-
Diploma Exam Results by Students Writing - Overall percentage of 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)	*	*	93.8	6.3	*	*	72.7	9.1	75.9	10.3	77.0	12.0
	Province (optional)	73.7	8.7	77.4	9.5	77.1	10.2	77.1	8.2	76.3	8.7	-	-

Analysis: A fundamental premise regarding our call to envision a world where the equality of all in God’s image and likeness prevails is that our Church compels us to take action where such a world is not evident. This means that we are called as a community of believers in Christ to extend a preferential option for those living among us who are by circumstance, not yet fully afforded the opportunities to realize their giftedness. Consequently, for many of our First Nations students, given their social and economic difficulties throughout the province, school jurisdictions have been called to afford an extra sense of responsiveness to their educational needs. Such work is important when results indicate that FNMI students are not achieving at the same rate as our other students.

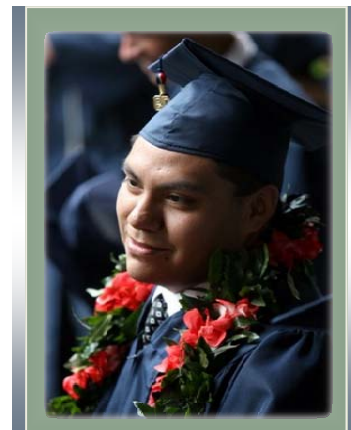
Within this section of the report, targets have been established to provide a awareness of what would need to be the quality of our learning results in order to realize assessments that are no longer of “issue” or “concern.”



For GSACRD, the previously outlined results indicate some very promising results for the 226 students self identified as being either First Nations, Métis, or Inuit. Where trend data is evident, the past three years of data reveals the following:

Performance Measures 3.1.1

- The annual dropout rate of FNMI students has increased by 7.3% over 5 years.
- High School Completion over three years throughout a similar trend has improved by over 11%, as has Diploma Examination participation in four our more exams, resulting in a 37% increase.
- Rutherford Scholarship Eligibility, as a predictor of academic excellence being attained throughout high school, has demonstrated a 17% increase over the past five years.



Performance Measures 3.1.2

- Our Provincial Achievement Test results for 2009 – 2010 reflect similar results compared to the previous three year average. However, an encouraging indicator for the future is evident when the current year result is compared to the previous year where a 6.1% gain was experienced.
- When Diploma Examination results are considered, we are also pleased that the Standard of Excellence results reveal a 2.6% increase from the previous three-year trend. Our greatest opportunity for growth is evident at the Acceptable Standard, where a 7.3% decline has occurred when current results are compared to the same trend.
- Many of our schools have 6 or fewer self-identified FNMI students enrolled in their schools. This creates a challenge for them establishing concrete improvement plans, as their data, relevant to the province's accountability framework remains suppressed.
- Nonetheless, an overall strategy for pursuing overall continuous improvement relative to all FNMI measures, is to identify those declared students who are not achieving the same progress as the general population in our schools, and then situationally providing the quality of mentorship, and academic intervention support that will predict greater academic success and enhanced student engagement in their schools.
- Given that enhanced Diploma Examination results will predict the movement of all other measures outlined in 3.1.1 to reaching desired targets, the following assessment has been provided:

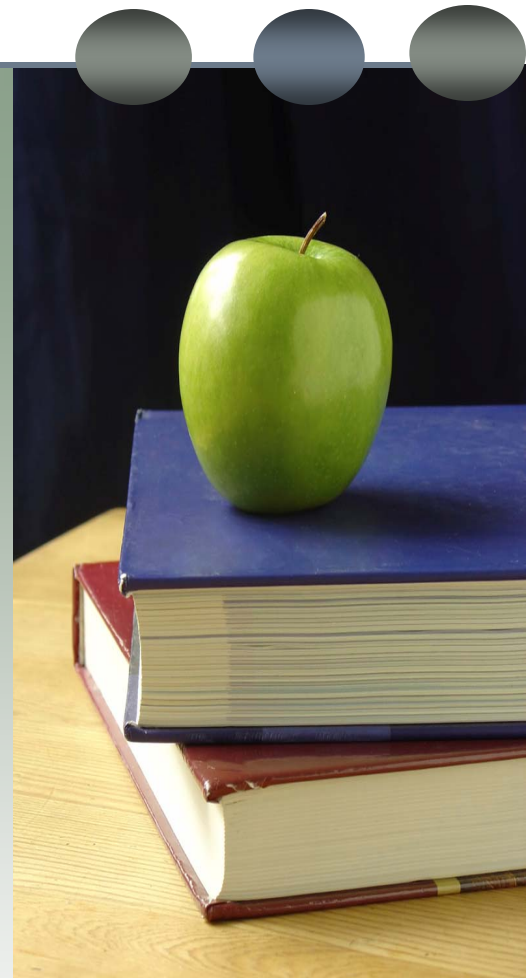


Assessment: Declining Result

Faith in Our Students

Goal 4

- ❖ Highly Responsive and Responsible Jurisdiction

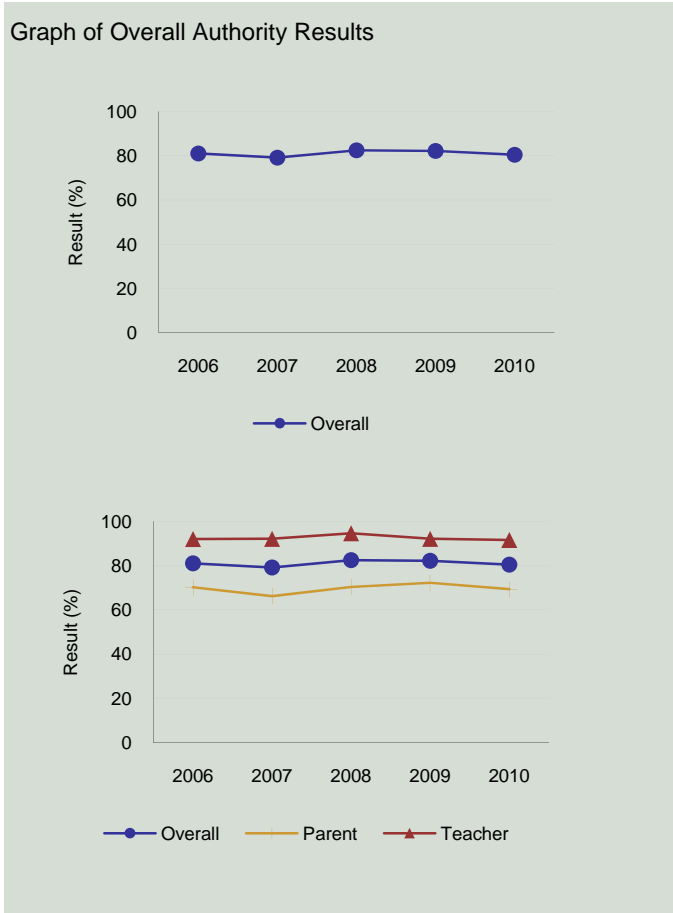


Annual Education
Results Report



Provincial Outcome 4.1: The jurisdiction demonstrates effective working relationships.

Performance Measure 4.1.1			Results (in percentages)				
			2006	2007	2008	2009	2010
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	Overall	Authority (required)	81.1	79.1	82.5	82.2	80.4
		Province (optional)	77.9	77.5	78.2	80.1	80.0
	Teacher	Authority (optional)	92.0	92.1	94.6	92.1	91.6
		Province (optional)	87.6	87.1	87.5	88.0	88.6
	Parent	Authority (optional)	70.2	66.2	70.3	72.2	69.3
		Province (optional)	68.1	67.9	69.0	72.2	71.3



Analysis: The role of the parent as the “primary educator” of our students is a value position that is at the heart of Catholic education. Our schools provide pedagogical expertise to advance the spiritual and educational dimensions associated with teaching to the entire child, but we do so to assist parents to achieve ultimate responsibility for the development of their children. It is for this reason that the data which assesses their involvement has importance to our school division. Clearly the data illustrates that:

- teachers value the contribution of parents to their child’s education and their perceptions consistently exceed opinions expressed elsewhere in the province in this regard;
- the trend over five years for our overall results within the school division has stayed within the 80% range.

Parents of students with special needs continue to work with their child’s teacher(s) to develop a meaningful Individual Program Plan (IPP) that also incorporates a Student Environmental Tasks Tool (SETT). This process facilitates identification of the most promising programming

for students and is an essential component of our Universal Design for Learning process.

Our school communities have extremely active school councils and our school board places a high priority in liaising with these groups.

The consistent overall trend data, combined with the reality that the provincial government has afforded an achievement assessment of “high” for our results factors into the assessment of this measure.

Assessment: Consistent Result

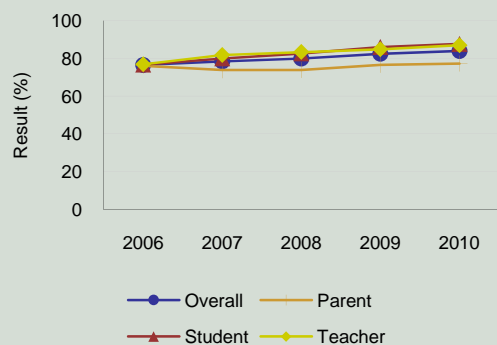
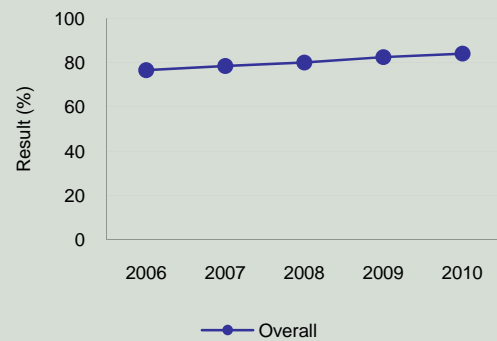
Provincial Outcome 4.2: The jurisdiction demonstrates leadership, innovation and continuous improvement.

Performance Measure 4.2.1		Results (in percentages)					
		2006	2007	2008	2009	2010	
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	Authority (required)	76.5	78.5	80.0	82.5	84.0
		Province (optional)	76.8	76.3	77.0	79.4	79.9
	Teacher	Authority (optional)	76.9	81.8	83.4	84.9	87.0
		Province (optional)	75.5	74.5	75.6	78.2	80.8
	Parent	Authority (optional)	76.1	73.8	73.9	76.6	77.3
		Province (optional)	75.4	75.1	75.9	78.1	77.0
	Student	Authority (optional)	76.7	80.0	82.7	86.1	87.7
		Province (optional)	79.4	79.3	79.5	81.8	81.8

Analysis: School improvement is a challenging and complex endeavour. However, it is one that is better understood through the continued analysis of results relevant to school division accountability through the interdependent relationship of precision of practice, professional learning, and personalized interventions for students who do not yet meet desired levels of success. It continues to be gratifying to the staffs within our schools, that parents perceive their ongoing school improvement efforts to be those that help their children improve in their education. In addition to our teachers exercising meaningful professional development plans within their schools, we believe that the following divisional initiatives have been assistive to improving overall school improvement efforts:

- principals and teachers have engaged in focused school improvement initiatives by studying school-based data, and developing strategic, measurable, and results focused goals;
- shared dialogue of these goals with senior administration, through the divisional School Results Review (SRR) process, continues to occur on an annual basis;
- school-based activation of Alberta Initiative for School Improvement dollars has resulted in enhancing stronger student assessment strategies in course areas where improvement is necessary;
- activating an instructional coaching model and furthering personnel assistance to schools to assist with instructional practice (through our Learning Services Team) has assisted schools to realize their school improvement goals.

Graph of Overall Authority Results



The overall trend data gain through five years has been significant and reflects satisfaction improving by 7%. It is worth noting that teachers increase in satisfaction has been 10% through a similar time period. This is the only measure when the Accountability Pillar framework that has resulted in GSACRD receiving both a “very high” achievement designation, and an “improved significantly” assessment for long term improvement. Such significant results fully substantiate the assessment that has been provided for this measure.

Assessment: High Yield Result



Faith in Our Students

Future Challenges



Annual Education
Results Report



Our Challenges

In order to identify growth opportunities for the future, it is important to identify those challenges that need to be addressed. A listing of these is provided, accompanied by possible solutions that will assist our school board as it contemplates the development of a new strategic plan.

✓ **Addressing Co-curricular and Extra-curricular Fundraising Needs**

Now that the accessibility of large revenues from fundraising sources associated with gambling cannot be obtained, other creative solutions to tap into other sources of revenue will need to be explored. In recent years, a few Catholic school jurisdictions throughout the province have been establishing foundations that become enhanced through voluntary community fundraising events, and alumni donations. However, if the constitutional basis for the mission and mandate of our schools is to be fully respected, the government should support a funding structure where no Catholic school should rely on large scale gambling revenues to sustain a level playing field with other publicly funded schools in the province. The Board supports a funding framework review that would eliminate the need for all public schools to pursue funding through harmful gambling activities.

✓ **Advocating for a Funding Framework Review**

Successfully meeting class size requirements and effectively supporting an inclusive special education environment has been taxing to our school division. Given the closeness of schools to Edmonton, and the relatively high socio-economic status of our communities, these differentiated aspects of provincial funding are not received by our school division. As such, our schools are in a position where approximately 95% of their budgets deal with basic staffing costs, and there is only 5% left to deal with other resource related needs. It is hoped that the changes that are forthcoming from the Setting the Direction, and Inspiring Education consultations that have been held over the past year will address this challenge.

✓ **Attentiveness to Drop-Out Rates**

While the school division's success with regard to accountability pillar measures has been outstanding, the "improvement" indicator for high school drop-out rates continued to indicate a decline for 2009 – 2010. Although this decline relevant to the previous three-year average is less than 1%, this variable will need to be examined by our high schools through their school improvement plans in the future. As the school division begins involving Gallup research in exploring the extent to which student "engagement," is active within our schools, such work will assist us in determining the appropriate approaches to keep students focused on high school completion.

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

Greater St. Albert Catholic Schools' FNMI population is smaller than many school jurisdictions in the province. As this report indicates, there are great gains that have been made within the past three years relevant to the measures associated with "student learning opportunities" within the Accountability Pillar. However, we are also mindful of the fact that many of these students are not yet meeting desired benchmarks for academic success, particularly from grades 9 – 12. With a mandated government goal being in place to address FNMI needs, it will be important for our

schools to dedicate focused interventions for this demographic group to further their success in attending our schools. However, as also stated within this report, it will be necessary for our schools to receive the data that they need from the provincial government to enhance their precision of practice in addressing FNMI needs.

✓ **Enhancing Student Success within the Standard of Excellence on Diploma Exams**

At the K – 9 level our schools have enjoyed high levels of success with students meeting the Standard of Excellence. However, such success is not as evident with our Grade 12 results. As schools target their AISI dollars at improving student engagement and assessment practices, through greater differentiated instructional approaches, it is anticipated that this trend will change.

✓ **Burgeoning Facility Interests**

Although the school division is pleased that Phase 1 of the Vincent J. Maloney Catholic Junior High and St. Albert Catholic High School modernization projects were completed, Phase 2 remains the number one modernization priority of the Board's Three-Year Capital Plan. Based upon population growth projections, the Board has placed first priority on the need for a new K – 6 school on the northeast side of St. Albert. This school will be essential in providing our educational mandate for parents in an area where significant population growth will occur over the next five years.



Faith in Our Students

Summary of Financial Results

Provincial Rollup of Jurisdiction Audited Financial information may be found at <http://www.education.gov.ab.ca/funding/afs> .

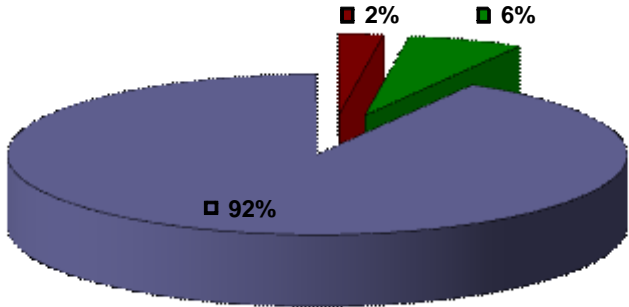
Additional financial information can be obtained by contacting the Great St. Albert Catholic School Division Office Finance Department at (780) 459-7711 and also on the division website at www.gsacrd.ab.ca under Publications and Downloads.

Annual Education
Results Report



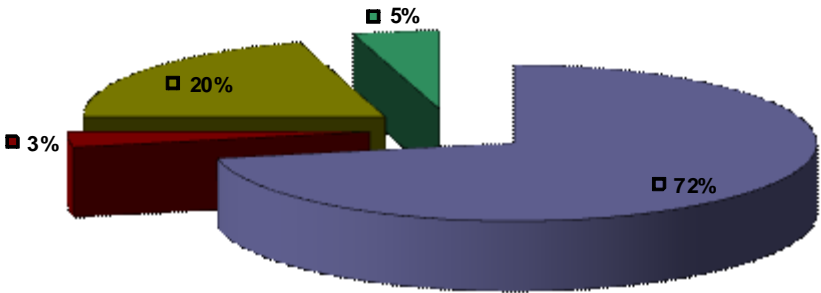
Total Revenues - \$68,190,764

- Province of Alberta - \$60,570,905
- Amortization of Capital Allocations - \$1,803,676
- Other \$5,816,183 (Transportation - \$496,234; School Generated Funds - \$2,465,401; Instructional Fees - \$1,115,874 Other - \$1,738,674)



Total Expenditures - \$68,482,487

- Salaries and Benefits - \$49,177,519
- Amortization - \$2,206,412
- Services, Contracts & Other - \$13,958,639
- Interest & Other - \$3,139,917



For more information pertaining to School Generated Funds, see the division Audited Financial Statements at <http://www.gsacrd.ab.ca> under Publications and Downloads or contact the Finance Department at (780) 459-7711.

Audited Financial Statements

	2009	2010
Total Revenues	\$65,504,174	\$68,190,764
(Deficit) Surplus of Revenues over Expenditures	\$50,370	(\$291,723)
Cash and Temporary Investments	\$2,799,165	\$2,833,166
Total Assets	\$43,615,492	\$41,712,541
Unrestricted Net Assets	\$1,394,821	\$1,328,912
Restricted Net Assets	\$214,256	\$205,315
Investment in Capital	\$5,122,022	\$4,905,149

Total instructional spending per student per school year: \$7,738

Total operational spending per student per school year: \$9,885

The Audited Financial Statement can be found at <http://www.gsacrd.ab.ca> under Publications and Downloads or contact the Finance Department at (780) 459-7711.



Faith in Our Students

Capital and Facilities Projects



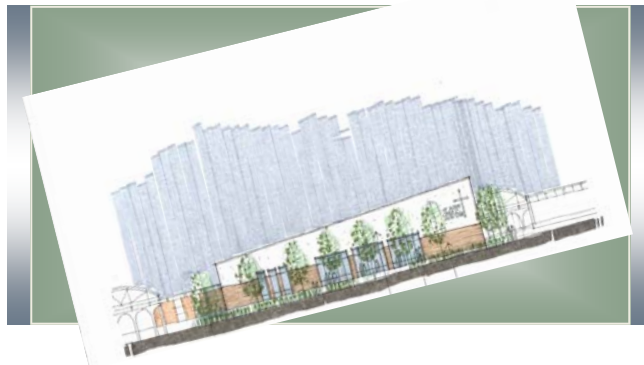
Annual Education
Results Report



The Board of Education supports the enhancement and sustainability of facilities that enable our community to pursue Catholic education in safe and attractive buildings. As such, the Greater St. Albert Catholic School Division is proud of the progress that it has made during the past year to further this aspect of its work.

Capital Requests

Since the 2008 – 2009 completion of Phase 1 for Vincent J. Maloney Catholic Junior High School, the Three Year Capital Plan that the Board submitted in 2008 – 2009 has prioritized approval and funding for the completion of Phase 2 of the modernization of the facilities previously outlined. Of need for St. Albert Catholic High School will be funding to support the redevelopment of a Career and Technology Studies suite, a learning technology suite, special needs programming learning centers, the gymnasium, and administration suite area. Vincent J. Maloney will require financial support for enhanced special education facilities, the conversion of the library into a research lab, and an upgraded Career and Technology Studies suite. Such work will correct the existing non-functional spaces in these schools and enable these communities to continue to provide specialized programs that are of strong interest to our parent and student communities.



Finally, the school division has requested the approval of a new Kindergarten to Grade 9 school in Erin Ridge, North. This new school which is proposed to house 400 students, would enable the Board to right size the number of portable classrooms at Neil M. Ross Elementary School by eliminating those that are of aging condition and poor utility for student needs. The case for this school was strengthened during 2009 – 2010, when the attendance boundaries of the school division were changed to enable more parents living in proximity of Neil M. Ross to access programming for their children. Currently Neil M. Ross is the closest school to the new developments that are occurring in the Erin Ridge area. By recommending the de-commissioning of divisional portables, and increasing utilization of Neil M. Ross, the School Division should be strongly positioned to make the case for a new school in a region where the City of St. Albert is experiencing growth.



Infrastructure Maintenance Renewal

Ongoing renewal to our existing facilities was possible in 2009 – 2010 as a result of our allocation from Alberta Education in the amount of \$1,069,733. The division was able to schedule 50 different projects, which included work ranging from the recoating of gym floors, to refurbishing of bathrooms, to resolving drainage and heating issues. We greatly appreciate the significant dedication and proactive work of our divisional maintenance team in addressing this wide range of repairs and upgrades for our schools.

A View Forward

Through the assistance of 007 Architecture, a long term facility development plan was developed two years ago that is entitled, 2008 and Beyond: Long Term Facility Development Plan. This report documents a thorough and detailed assessment of each school in the division along with recommendations to maintain current schools and prepare facilities for the long term expected programs within the division. It is anticipated that such a plan, in addition to the value management assessment that the Capital Planning Branch will conduct in December, 2010 will serve our Board well as it continues to advocate for optimal facilities in housing excellent educational programs for our students.

