

Annual Education Results Report

2008/2009



**Greater St. Albert Catholic
Regional Division No. 29**

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Faith in Our Students

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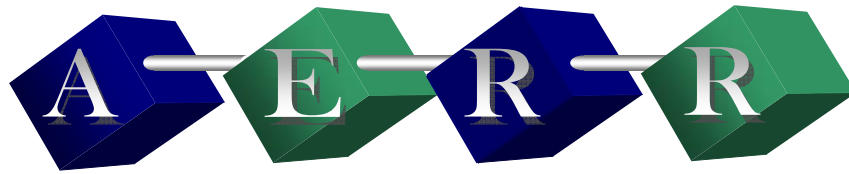
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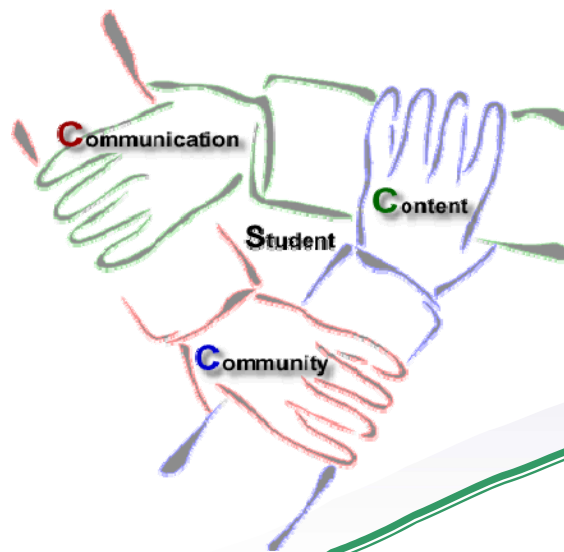
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INTRODUCTION

- Message from Board Chair
- Message from Superintendent of Schools
- Context for Continuous Improvement
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Dave Caron

It is indeed a pleasure, on behalf of the Board of Trustees for Greater St. Albert Catholic Schools to welcome you to our Annual Education Results Report. This report offers much to celebrate thanks to the efforts of our parents, our staff, our parishes, and of course our students.

We are not alone in recognizing the achievement in our schools. The strong assessments in this report are also a reflection of how the government evaluated our performance for the 2008 - 2009 year. This year Alberta Education is recognizing our school division for thirteen areas of excellence, one of the most recognized school divisions in the province. The Minister's Education Leadership Recognition Awards (MELRA) affirm our schools for various successes ranging from the "safe and caring" nature of our learning environments to our specific focus on "school improvement". Our students' academic achievements are some of the best in the province. Provincial Achievement Test results continued their positive trends as virtually all results exceeded Provincial standard, in both our English and French immersion programs.

As a Catholic school division, the Board very much values the ongoing faith formation efforts in our schools. We appreciate the ongoing efforts of our Oblate Youth Ministries Team, and the division's Religious Education Committee for furthering evangelization exercises that enable students and staff to become strong faith witnesses to each other.

Financially, we remain prudent stewards of scarce resources. During challenging fiscal times our division displays strong fiscal management. While sustaining a very modest surplus, we are demonstrating that we are spending "today's dollars on today's students" and thereby optimizing opportunities for their success in our schools.

In terms of our facilities, the Board's advocacy efforts have resulted in Phase 1 of the St. Albert Catholic High School and V.J. Maloney Catholic Junior High School projects now being completed. This has meant that program choices for students have increased, including a broader based physical education and CTS offering being provided in these schools.

So what is the bottom line? Simply put, the students in our division continue to enjoy one of the best faith-based school experiences in the province, equipping them both academically and spiritually for the world beyond.



David Keohane

I am honoured to present to our supporters this Annual Education Results Report for Greater St. Albert Catholic Schools. Our Catholic system furthers its efforts to provide quality education rooted in the Good News of Jesus Christ when we realize the potential of students in all educational endeavors. This is challenging work since it requires ongoing intentional efforts to make the best of precision of practice, professional learning, and personalized initiatives on behalf of each student in our care. The evidence in this report is a compelling testimony to such purposeful work occurring throughout our school system.

Readers of this report will note the exceptional levels of satisfaction that staff have with their growth in their spiritual journeys, and the many strategic efforts that our religious education leaders take to mentor our students and staff to be faith witnesses to each other.

We need to be ever mindful that in order for students to respond to processes for becoming Christ for others, they need to be fully empowered with knowledge and thinking skills that transform the world through our Church's mission. As a prerequisite for furthering this work within our classrooms, a safe and caring school community needs to be in place. Our school division has approached the 90% level with community satisfaction for this measure, and has received the highest overall provincial ranking for this measure, which is a ranking of "excellent." A similar assessment is evident when our students, teachers, and parents are asked to assess the overall quality of education within our schools. Michael Fullan, the highly regarded Canadian expert in school improvement, maintains that when levels of success of this quality are achieved within schools, such results are indicative of an expert system.

When our supporters read the section of this report dedicated to an assessment methodology for tracking progress within the 2008 – 2009 school year, they will note a standard that sets high expectations for success. Be this the case, it is worth noting that for almost 50% of all measures that are evaluated in this report, a "high yield result" assessment has been provided.

For these reasons, I offer profound appreciation for the engaged parents, skilled teachers, support staff, and administration, as well as a focused and dedicated Board of Education that makes such results possible. It is through the strong shared conviction of the need to place the student at the focal point of our school system, that we have received the many results worth celebrating in this report. Many thanks to all within the GSACRD community for continuing to enhance a school system that we should all be very proud to support. Our mission speaks to "awakening hearts and minds," "educating and nurturing," and "living fully to serve others." May you feel extremely affirmed through your discovery that in pursuit of these foundational statements, excellence is being achieved within your school division.

Mission Statement

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

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 2008 – 2011 Three-Year Education Plan. For the sake of assessing our progress so that we can validate 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 been a special focal point of our school division over the past year. Known in a collective sense as *engagement*, it is 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.

Measurement: Through researching high performance organizations, the *Gallup Corporation* has determined that twelve variables are consistently present when strong levels of engagement of employees are considered. 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 *Goal 1: High Quality Learning Opportunities for All*, and is assessed on pages 13-20 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, then these results are 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*; and *Goal 3: 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 9 of this report.

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 2008 – 2009 school year was spent enhancing the faith mentorship of staff for our students. Their collective leadership in faith and spiritual initiatives at the school level was deemed to be an important aspect of such work. The first goal referenced in this report, our “Faith Goal,” is evaluated through listing processes that enable staff, students and parents to become faith mentors within our Christ-centered learning communities, as well as satisfaction surveys of staff. Such information is outlined on pages 10-12 of this report.

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, and put other local measures into a more meaningful perspective, an overall assessment is provided that 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. For the Gallup research, success at the 4 or 5 level on a Likert scale, is also indicative of a “high yield result” assessment.

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.

The annual education results report for the Greater St. Albert Regional Division No. 29 2008-2009 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 our abilities, to improve the outcomes for students in our jurisdiction. We will use the results to develop sound strategies for our three-year education plan to ensure that all our students can acquire the knowledge, skills and attitudes they need to be self-reliant, responsible, caring and contributing members of society.

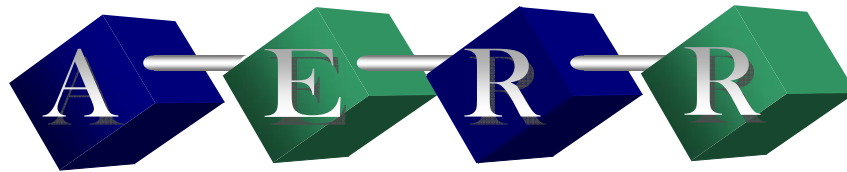


Board Chair



Superintendent of Schools





DIVISION HIGHLIGHTS

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 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 will be posted on the division website at <http://www.gsacrd.ab.ca> under Publications and Downloads once approved by Alberta Education.

While the journey to success is always under construction, the 2008 – 2009 school year produced important milestones 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:

- ✓ **We have furthered the capacity of staff, students, and parents to be faith witnesses to each other.**

Six specific strategies have been incorporated into the faith life of our schools. As these strategies engage our staff to champion our success, 94% of those surveyed believe that through such activities their spiritual growth is enhanced.

- ✓ **We have established processes to enhance the engagement of staff in working on behalf of students.**

By studying the extent to which correlates for meaningful staff engagement are in place within our schools, administrative teams are able to determine various strategies for improving their leadership with staff. Such work is ultimately done to positively impact student learning and achievement. 2008 – 2009 results of the Gallup Q¹² Survey received an “excellent” overall rating from this research group.

- ✓ **AISI Cycle 3 was completed and furthered strong staff satisfaction with professional development.**

Exploration of the project, “Unleashing Student Potential Across the Content Areas Through Assessment for Learning,” concluded in 2008 – 2009, but also left the school division with significantly improved satisfaction regarding staff perception of the quality of professional development and the effectiveness of school improvement initiatives. Of note is that teaching staff satisfaction with school improvement activities increased by almost 15% throughout the last five years, and by 3% over the last three year period. This result is an additional benefit to what is most important to the AISI program, and that is the improvement in student learning. The gains in student achievement that are noted in this report are a direct result of such professional development.

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

Significant gains were experienced in the following subject areas for specific standards:

- English Language Arts 3 – Standard of Excellence – 5.7% increase from the previous three year average – 29% of students met this standard
- English language Arts 6 – Acceptable Standard – 92% of students met this standard
- English Language Arts 6 – Standard of Excellence – 25% of students met this standard
- Science 9 – Acceptable Standard – 2.4% increase from the previous three year average
- English 30 – 2 – Standard of Excellence – 4.9% increase from the previous three year average

- Science 30 – Acceptable Standard – 16.7% increase from the previous three year average – 100% of students met this standard

✓ **Leading edge technology processes have been activated to improve student learning.**

Our school division embarked on the second year of 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) has resulted in extremely high student satisfaction with the project. More than half of our teachers favoured SMART board, interactive display technology, as a preferred process to engage students in learning. Increased support to access the curriculum was provided to targeted students at all grade levels through a divisional site license for text – to – speech – software, use of digital textbooks and at – the – elbow professional development for staff related to the use of new digital technologies. Finally, 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 now provides more flexible and adaptive learning environments to address diverse high school learning needs within the school division.



✓ **Strong fiscal management has enabled the pathway to a surplus position to be established.**

Despite the challenges inherent with the Renewed Funding Framework for our schools, the division was able to experience a modest surplus amount of \$50,000 which puts the division on a positive course in working toward the appropriate accumulated operating surplus levels recommended by the Auditor General. We are especially pleased with this result given the

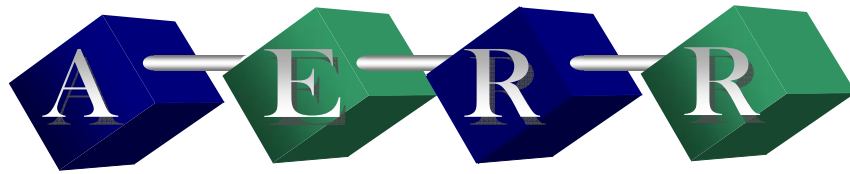


fact that emergent “unsupported” capital costs were incurred last year. This was due to our need to deal with the unexpected replacement of system computer servers (\$37,000), and the purchasing of Multi-Function Activity Buses, which replaced redundant 15- passenger vans and translated into a \$290,000 investment for the co-curricular and extra-curricular programming needs of our schools.

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 for All	Safe and Caring Schools	Excellent	Safe and Caring	89.1	89.3	87.6	86.9	85.1	84.6	Very High	Improved	Excellent
	Student Learning Opportunities	Good	Program of Studies	83.9	82.9	81.9	80.3	79.4	78.7	Very High	Improved	Excellent
			Education Quality	89.7	90.1	89.2	89.3	88.2	87.8	Very High	Maintained	Excellent
			Drop Out Rate	3.3	2.7	2.4	4.8	5.0	4.9	High	Declined	Acceptable
			High School Completion Rate (3 yr)	76.1	74.6	77.8	70.7	71.0	70.6	High	Maintained	Good
Goal 2: Excellence in Learner Outcomes	Student Learning Achievement (Grades K-9)	Excellent	PAT: Acceptable	87.3	86.5	86.7	76.8	75.3	75.6	Very High	Maintained	Excellent
			PAT: Excellence	22.0	20.9	21.1	19.2	18.3	18.3	High	Maintained	Good
	Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	82.7	85.4	84.8	84.4	84.4	84.5	Intermediate	Maintained	Acceptable
			Diploma: Excellence	16.8	18.1	18.1	19.1	19.4	20.3	Intermediate	Maintained	Acceptable
			Diploma Exam Participation Rate (4+ Exams)	59.1	56.6	59.1	53.3	53.6	53.6	High	Maintained	Good
			Rutherford Scholarship Eligibility Rate (Revised)	61.6	59.4	59.4	57.3	56.8	55.8	High	n/a	n/a
	Preparation for Lifelong Learning, World of Work, Citizenship	Good	Transition Rate (6 yr)	72.3	65.2	65.7	60.7	60.3	59.1	Very High	Improved Significantly	Excellent
			Work Preparation	76.8	81.2	78.1	79.6	80.1	78.1	Intermediate	Maintained	Acceptable
			Citizenship	83.3	83.4	81.7	80.3	77.9	77.1	Very High	Improved	Excellent
Goal 4: Highly Responsive and Responsible Jurisdiction (Ministry)	Parental Involvement	Good	Parental Involvement	82.2	82.5	80.9	80.1	78.2	77.9	High	Maintained	Good
	Continuous Improvement	Excellent	School Improvement	82.5	80.0	78.4	79.4	77.0	76.7	Very High	Improved Significantly	Excellent

Notes:

- 1) Student Learning Achievement: PAT Values reported are weighted averages of PAT Acceptable and PAT Excellence results. Courses included: ELA (Grades 3, 6, 9), Math (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9).
- 2) Student Learning Achievement: Diploma Exam Values reported are averages of Diploma Acceptable and Diploma Excellence results, weighted by the number of students writing each course.
- 3) Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- 4) Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).



DIVISION FAITH GOAL

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



- GSACRD Outcome: Staff, students and parents become mentors of faith within our Christ-centered learning community.

In 2008 – 2009, Greater St. Albert Catholic Schools (GSACRD) consciously sought to advance a shared understanding of our sacred story, by engaging in strategies outlined within the 2008 – 2011 Three Year Education Plan that support the faith goal outcome previously outlined. Strategies and complementary efforts to support them are as follows:

- ✓ **Strategy: Host the Oblate Youth Ministries “Building a Church Where There is No Building”**

The Oblate Youth Ministry Team continued its work in our divisional schools by pursuing the following theme, “Building a Church Where There Is No Building”. The Oblate team worked with high school students in the development of their own faith and provided the opportunity for them to become mentors of faith by leading sessions in the junior high schools in the division.

- ✓ **Strategy: Implement a “Adopt a Patron Saint” for each school**

All division schools selected a patron and protector for their school. Each school received a clay image of that saint or of the Division’s patron saint, St. Albert the Great. Schools have been encouraged to celebrate and honor their patron on their saint’s feast day. Many have purchased books, prayer/saint cards, statues, videos and other resources to promote an understanding of this saint and the importance of praying to this saint.

- ✓ **Strategy: Support school liturgical celebrations**

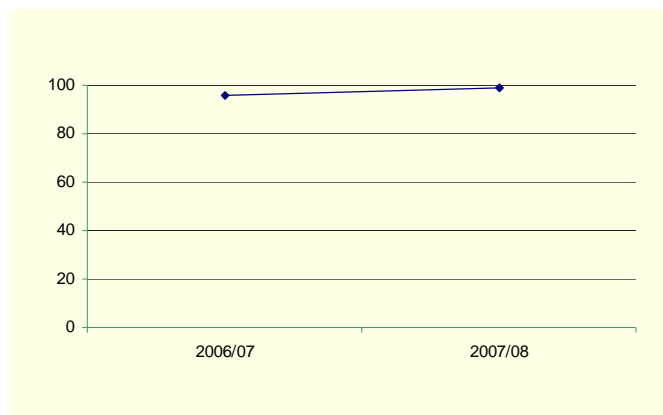
Each school received a comprehensive binder of materials for planning, implementing and reflecting upon school liturgies. The “Mass and Liturgy Kit” contained planning guides, general information on liturgies, sample liturgies, student activities on the topic of liturgy, and more. A liturgy workshop was offered to the Division Religious Education Committee in February. The day began with an instructional mass at St. Albert Parish with Fr. Mike Dechant presiding. “Instructional masses” were requested by a growing number of schools in the division, for students and staff. All division schools hosted a variety of class and school masses and school wide liturgical celebrations to mark special occasions.

- ✓ **Strategy: Explore collaborative efforts with parishes to emphasize and celebrate students’ faith development through the sacraments**

Division school staff and the Religious Education Consultant continued to work closely with our parish priests in the provision of school celebrations in parish churches and the school. The school division designed and printed sacrament cards to congratulate all students who received a sacrament during the school year: First Reconciliation, First Eucharist, and Confirmation were celebrated. With cooperation from the parish, these were distributed with other certificates and information that each family received from the parish.

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

Performance Measure Faith Goal 1	Results	
	2006/07	2007/08
Percentage of staff in agreement that their school community has a shared understanding of prayer as reported in the 2007-2008 School Results Review.	96.0%	99.0%



Analysis: Prayer serves as the fundamental process for humanity to further its relationship with God. For this reason, it is important that our staff develop the capacity to be models and witnesses in this regard.

The result under consideration provides the highest level of success of any measure considered within this report.

Assessment: High Yield Result

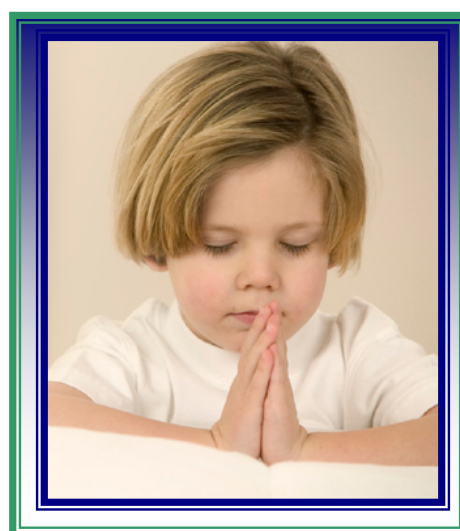
Performance Measure Faith Goal 2	Results
	2008/09
Number of schools that plan for spiritual initiatives to build a vibrant community of prayer.	17/17

Analysis: A fundamental statement of accountability for the religious dimension of our schools is to demonstrate that a liturgical plan which celebrates the liturgical season and feast days of the Church is in place.

Schools maintain a diversification of classroom, and school prayers / celebrations, as well as parish based masses to accomplish this measure.

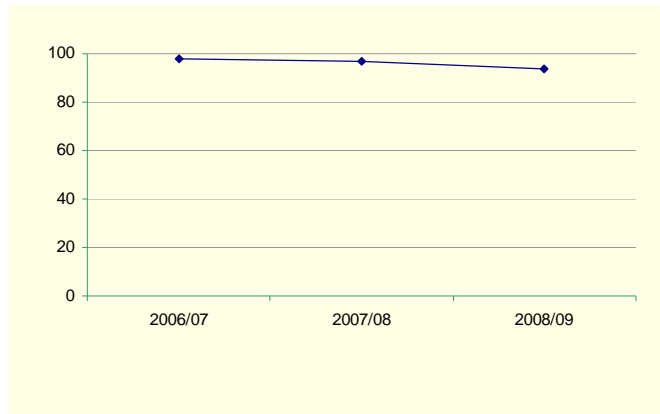
The 100% responsiveness of our schools in this regard, accounts for the assessment that is provided.

Assessment: High Yield Result



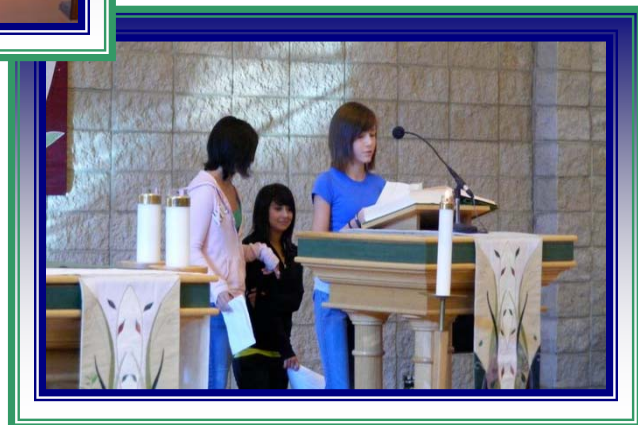
Faith Goal: A Shared Understanding of Our Sacred Story Within a Prayer-filled Christ-centered Learning Community

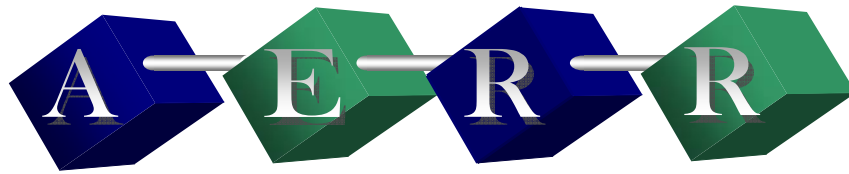
Performance Measure Faith Goal 3	Results		
	2006/07	2007/08	2008/09
Percentage of staff satisfied with opportunities for spiritual growth through faith formation.	98.0%	97.0%	93.6%



Analysis: An immersion and association with the various efforts to support the strategic intent of our faith goal, as previously outlined, provides spiritual growth for our staff. The data associated with this measure has declined somewhat over the past three years, but stays within the mid 90% range and remains among the highest statements of success within this report.

Assessment: High Yield Result





ALBERTA EDUCATION GOAL 1

High Quality Learning Opportunities for All



Faith in Our Students

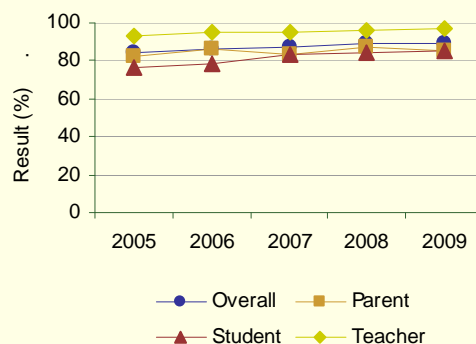
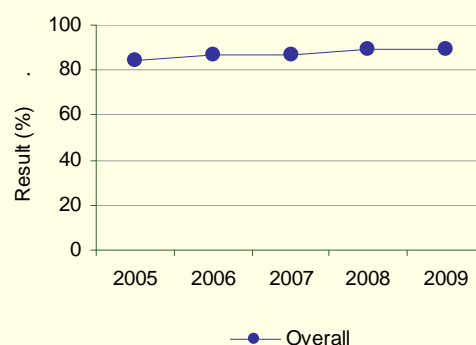
Outcome 1.1: Schools provide a safe and caring environment.

Performance Measure 1.1.1			Results (in percentages)				
			2005	2006	2007	2008	2009
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	Overall (required)	Authority	84.0	86.5	87.1	89.3	89.1
		Province	83.1	84.4	84.2	85.1	86.9
	Teacher (optional)	Authority	93.4	94.8	95.1	95.9	96.9
		Province	92.3	92.8	92.6	93.1	93.8
	Parent (optional)	Authority	82.0	85.9	83.3	87.3	85.1
		Province	79.9	82.1	81.7	83.2	85.3
	Student (optional)	Authority	76.7	78.9	82.9	84.5	85.3
		Province	77.2	78.4	78.5	79.1	81.7

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.

Graph of Overall Authority Results



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

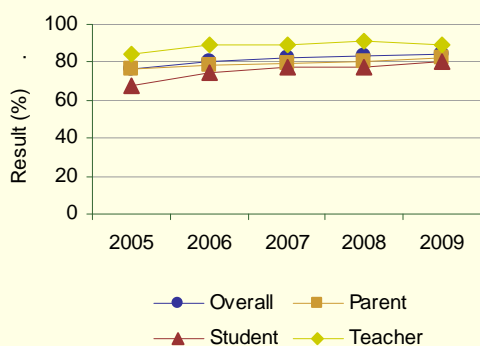
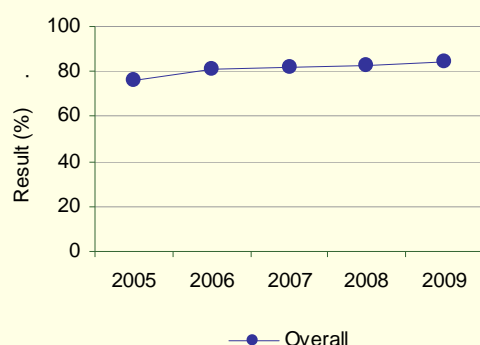
Assessment: High Yield Result

Goal 1: High Quality Learning Opportunities for All

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

Performance Measure 1.2.1			Results (in percentages)				
			2005	2006	2007	2008	2009
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	Overall (required)	Authority	76.2	80.7	82.1	82.9	83.9
		Province	76.7	78.1	78.5	79.4	80.3
	Teacher (optional)	Authority	84.7	89.0	89.6	91.4	89.4
		Province	83.6	85.2	85.7	86.4	86.8
	Parent (optional)	Authority	76.2	78.7	79.4	80.4	81.9
		Province	75.0	76.6	76.9	77.6	78.7
	Student (optional)	Authority	67.8	74.5	77.3	77.1	80.4
		Province	71.5	72.6	72.9	74.1	75.3

Graph of Overall Authority Results



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 and Grant MacEwan University;
- Sports Academies and Learning Through the Arts programs;
- international travel;
- participation in social justice projects that furthers awareness to the dignity of humanity in local, national, and international circumstances.

Consistently strong increases through the five year trend for parental satisfaction (5%), student satisfaction (12%), and an accountability pillar overall rating of "excellent," factors into this assessment.

Assessment: High Yield Result

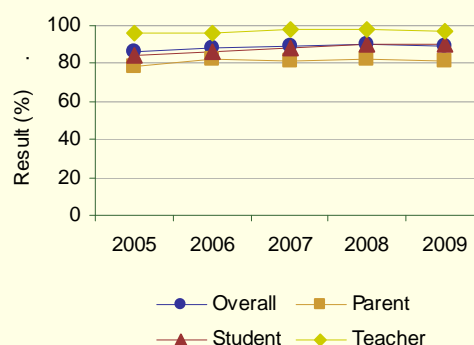
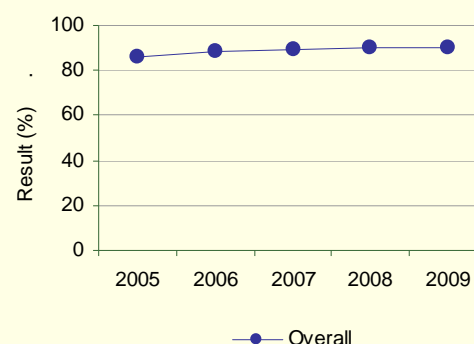
Performance Measure 1.2.2			Results (in percentages)				
			2005	2006	2007	2008	2009
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	Overall (required)	Authority	86.3	88.4	89.1	90.1	89.7
		Province	86.1	87.7	87.6	88.2	89.3
	Teacher (optional)	Authority	96.2	96.3	97.8	97.7	97.4
		Province	93.9	94.8	94.7	94.9	95.3
	Parent (optional)	Authority	78.2	82.7	81.4	82.8	81.4
		Province	78.9	81.6	81.8	83.0	84.4
	Student (optional)	Authority	84.3	86.3	88.1	89.8	90.4
		Province	85.6	86.6	86.4	86.6	88.3

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:

- 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.

Trend data suggests that teachers have maintained an extremely high perception of their capacity to provide excellent education. Additionally, the progressive improvement of parental and student satisfaction with this measure, and an “excellent” overall accountability pillar evaluation supports this assessment.

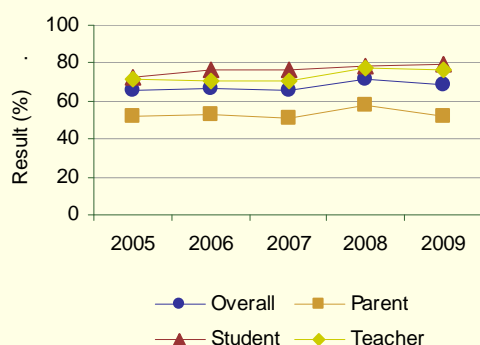
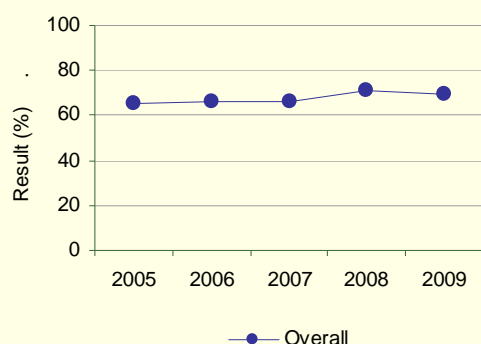
Graph of Overall Authority Results



Assessment: High Yield Result

Performance Measure 1.2.3			Results (in percentages)				
			2005	2006	2007	2008	2009
Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.	Overall (required)	Authority	65.7	66.5	65.8	71.2	69.1
		Province	67.2	68.5	68.2	69.2	70.3
	Teacher (optional)	Authority	71.6	70.6	70.3	77.1	76.2
		Province	70.0	71.5	72.0	73.4	74.5
	Parent (optional)	Authority	52.3	52.8	50.7	57.9	51.5
		Province	54.9	56.9	55.9	56.5	58.1
	Student (optional)	Authority	73.0	76.0	76.6	78.6	79.6
		Province	76.7	77.1	76.8	77.7	78.4

Graph of Overall Authority Results



Analysis: School based learning support programming, embraces Learning Support Facilitator leadership. This leadership position works with teachers to monitor student learning needs, and pursues situational and differentiated learning supports for students. Classroom assistance support is provided according to these on-going assessments.

Trend data suggests lower results than other measures in this report, especially when parental perspectives are considered. Nonetheless, this result is consistent with overall trends experienced within the Province of Alberta. With scarce resources to support those who struggle with having learning needs met, satisfaction may be impacted by the understandable desire to afford additional resources and supports in this area. Given the extensive existing consideration of learning

supports for students, high school completion rates, drop out rates, and especially, community satisfaction with the overall quality of education being provided, these measures may provide a more practical assessment of this variable.

Assessment: Consistent Result



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

Performance Measure 1.3.1		Results (in percentages)				
		2004	2005	2006	2007	2008
Drop Out Rate - annual dropout rate of students aged 14 to 18.	Authority	2.7	2.7	2.0	2.7	3.3
	Province	5.3	5.0	4.7	5.0	4.8
Returning Rate	Authority	32.4	33.8	30.8	23.9	15.8
	Province	23.0	21.3	21.2	21.3	19.8

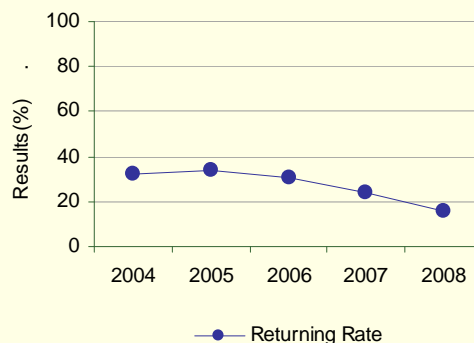
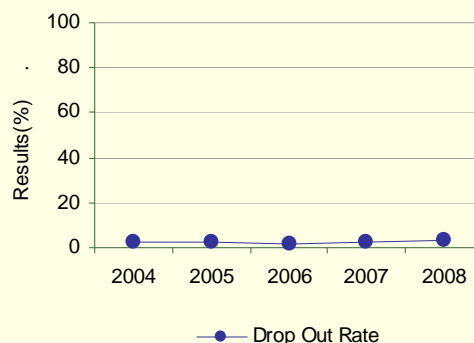
Analysis: Through our ongoing efforts to be stewards of the learners entrusted to us, efforts continue to be in place to provide more flexible opportunities to pursue learning goals as students enter the high school grades.

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.

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 .9% 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.

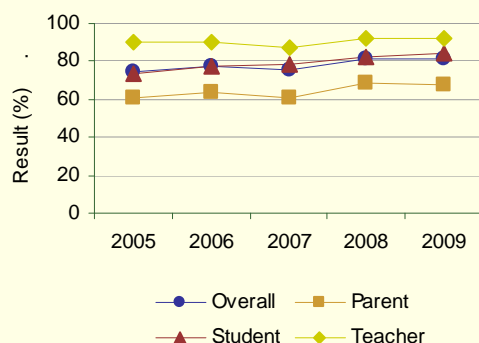
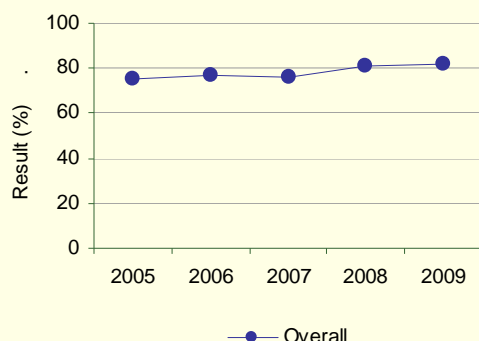
Graph of Overall Authority Results



Assessment: Declining Result

Performance Measure 1.3.2			Results (in percentages)				
			2005	2006	2007	2008	2009
Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.	Overall	Authority	74.8	77.2	75.8	81.2	81.5
		Province	76.9	78.6	78.3	79.5	81.4
	Teacher	Authority	90.1	90.0	87.7	92.4	91.8
		Province	90.6	91.6	91.2	91.9	92.5
	Parent	Authority	60.8	64.0	60.8	68.7	68.1
		Province	63.8	67.0	66.8	68.5	71.3
	Student	Authority	73.4	77.6	78.9	82.6	84.6
		Province	76.1	77.1	77.0	78.0	80.3

Graph of Overall Authority Results



Analysis: A fundamental component of bridging the gap between successful and unsuccessful learning is addressing those most at risk and in need of additional coordinated services. To support this outcome, our school division exercises extensive involvement in interagency partnerships, which includes:

- the St. Albert Management (S.A.M) working group, which has a representative team of senior management from the City of St. Albert, RCMP, Child and Family Services, Alberta Health, and Family and Community Support Services, sits together to examine the impact of the 40 Developmental Assets for Youth initiative on a bi-monthly basis;
- the St. Albert Interagency Working Group, that implements “big picture” concepts, originating from S.A.M.;
- Core Lyncs, which seeks to resolve issues for families and youth in the communities of Morinville and Legal.

Since 2007, the three year trend analysis suggests that gains made have been sustained.

This would indicate that the gap between divisional results and the province has been eliminated. While parental gains in satisfaction are historically lower than the province, student and teacher satisfaction have increased over the past three years at a rate that exceeds the province.

Assessment: High Yield Result

Outcome 1.4: Students complete programs.

Performance Measure 1.4.1			Results (in percentages)				
			2004	2005	2006	2007	2008
High School Completion Rate – percentages of students who completed high school within three, four and five years of entering Grade 10.	Within 3 Years	Authority	76.6	78.9	79.8	74.6	76.1
		Province	69.3	70.4	70.4	71.0	70.7
	Within 4 Years	Authority	81.1	81.4	86.2	83.4	79.7
		Province	73.4	75.1	76.2	76.3	76.5
	Within 5 Years	Authority	81.8	84.8	84.6	88.5	84.3
		Province	75.5	77.4	78.6	79.5	79.2

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.

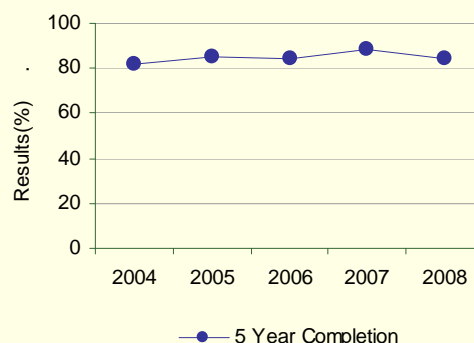
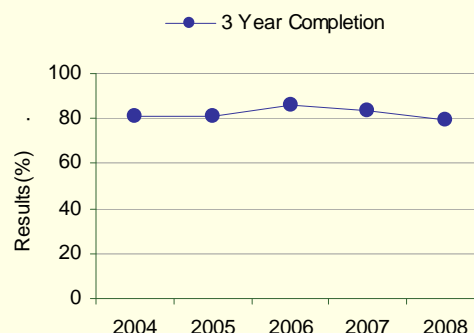
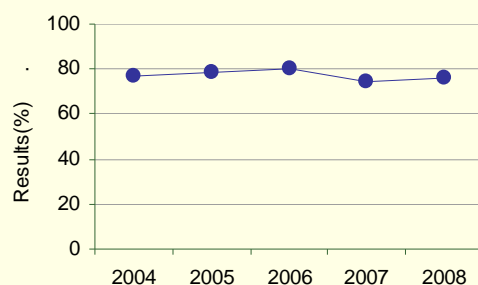
To accomplish this goal, the following strategies have been exercised:

- the division continues to contract the services of a retired administrator to track graduates to ensure that they successfully complete their programs and to offer 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 stable results over five years that consistently exceed provincial results within a range of 4 – 8%.

Assessment: Consistent Result

Graph of Overall Authority Results

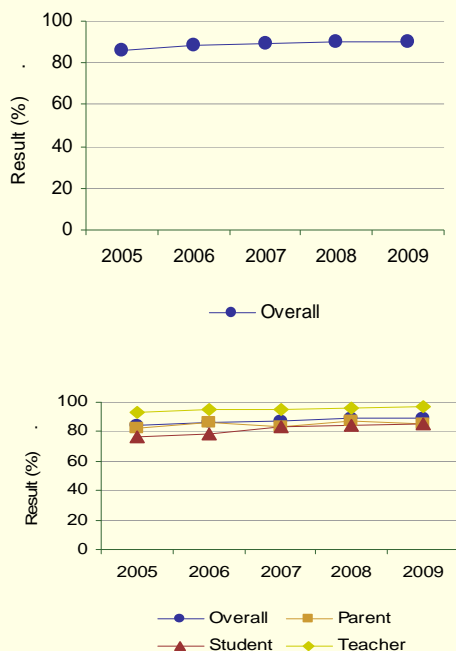


Goal 1: High Quality Learning Opportunities for All

GSACRD Outcome: Staff experiences passion, purpose, conviction and joy.

GSACRD Performance Measure		Results			
		2005/06	2006/07	2007/08	2008/09
Gallup Q ¹² Survey.	Staff	N / A	N / A	N / A	4.08 / 5

Graph of Results



Analysis: As the information on the left side column indicates, demographic satisfaction with the overall quality of education is also used to assess this local outcome as strong satisfaction in this area is also a predictor that staff engagement is high. We are pleased to be able consistently achieve results within the 90% satisfaction range in this area.

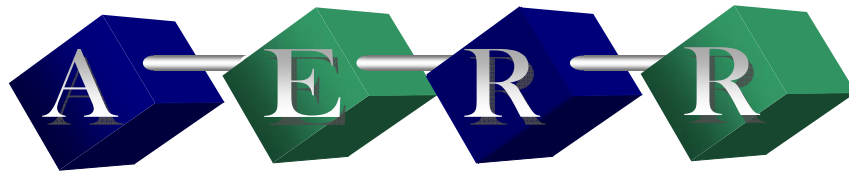
However, the best predictor of staff engagement comes from Gallup's Q¹² Survey which examines the 12 cultural conditions that highly engaged employees experience in the workplace. Our schools have been pleased to discover from the first survey conduct to examine engagement (administered in 2008 – 2009), that a 4.08 out of 5 overall result has been achieved. The Gallup Organization would indicate that this result suggests an “excellent” level of engagement for our staff, a result that exceeds national trends for other sectors of work.

Nonetheless, school leadership teams, through the development of their School Results Reviews, assess the strengths and opportunities for growth that are demonstrated within school reports, and will be making efforts to determine how greater results can be achieved influencing growth within the indicators that are examined.

The combined information derived from the accountability pillar assessment of overall quality of education (90%, “Excellent”) and the high achievement in the division on the Q¹² Survey suggests very strong progress being made in the area of staff engagement.

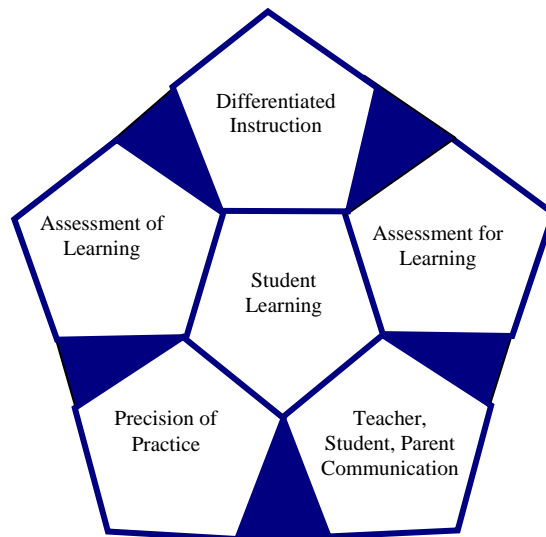
Assessment: High Yield Result





ALBERTA EDUCATION GOAL 2

Excellence in Student Learning Outcomes



Faith in Our Students

Goal 2: Excellence in Student Learning Outcomes

Outcome 2.1: Students demonstrate high standards in learner outcomes.

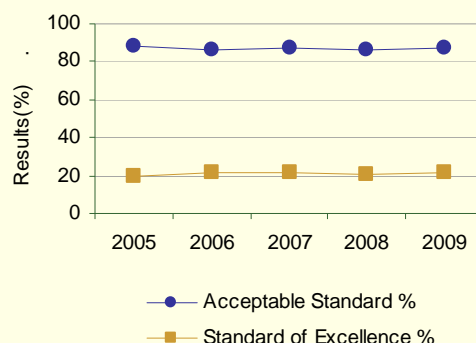
Performance Measure 2.1.1			Results (in percentages)**									
			2005		2006		2007		2008		2009	
			A	E	A	E	A	E	A	E	A	E
PAT Results by Number Enrolled - percentages of students who achieve the acceptable standard and the percentages who achieve the standard of excellence on Grades 3, 6 and 9 Provincial Achievement Tests (cohort results).												
Grade 3	English Language Arts 3	Authority	90.7	21.0	92.6	24.1	90.4	24.0	91.9	22.7	93.0	29.3
		Province	82.2	16.2	81.3	14.1	80.3	17.7	80.1	16.1	81.3	18.2
	Mathematics 3	Authority	87.7	29.6	92.0	33.0	89.8	28.0	88.4	28.3	90.4	34.8
		Province	80.3	26.1	82.0	26.9	79.9	23.5	78.7	23.9	79.7	26.8
Grade 6	English Language Arts 6	Authority	89.0	17.4	88.8	19.6	91.8	25.2	91.9	27.2	91.7	24.8
		Province	77.3	15.5	79.0	15.9	80.3	19.8	81.1	21.0	81.8	18.9
	French Language Arts 6	Authority	90.2	11.8	94.2	15.0	95.6	14.0	98.0	26.0	92.6	20.4
		Province	85.1	8.8	87.5	11.2	88.1	11.0	87.7	14.2	91.5	15.9
	Français 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
		Province	92.0	22.8	94.5	19.7	93.0	18.0	94.3	17.1	92.6	18.7
	Mathematics 6	Authority	87.9	20.3	86.0	21.6	84.2	19.0	86.5	22.4	86.6	19.1
		Province	78.2	18.1	75.2	15.6	74.0	14.5	74.6	15.9	76.6	16.8
	Science 6	Authority	90.9	27.4	86.8	31.9	86.7	32.1	87.6	30.7	85.4	26.7
		Province	79.8	26.0	78.1	27.7	75.2	26.6	74.8	24.1	76.5	24.8
	Social Studies 6	Authority	89.1	23.9	89.3	26.8	87.2	28.4	89.8	28.3	n/a	n/a
		Province	78.4	21.5	78.6	22.9	77.4	22.3	77.9	23.8	84.8	27.6
Grade 9	English Language Arts 9	Authority	91.0	14.1	90.7	13.9	91.7	16.3	81.2	12.5	88.5	17.2
		Province	77.9	14.1	77.4	13.6	77.5	14.8	76.5	14.8	78.7	14.7
	French Language Arts 9	Authority	93.4	14.3	84.9	10.4	89.3	6.8	95.5	9.0	86.2	14.6
		Province	85.9	13.6	83.3	10.9	81.3	12.9	84.5	12.4	81.8	10.3
	Français 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
		Province	87.2	17.4	86.1	14.7	81.6	12.6	84.8	11.7	85.6	12.9
	Mathematics 9	Authority	82.2	20.7	79.0	19.4	79.1	17.0	79.7	14.3	82.1	16.1
		Province	68.0	19.7	67.4	17.4	66.3	18.3	65.7	18.5	67.0	18.6
	Science 9	Authority	81.7	11.4	76.7	10.9	80.4	11.9	81.4	10.7	81.9	14.8
		Province	67.5	12.8	67.4	13.3	69.6	14.7	69.3	13.0	72.2	15.8
	Social Studies 9	Authority	83.4	22.8	83.1	20.1	83.7	19.3	83.1	21.5	82.0	16.5
		Province	71.3	18.3	72.5	18.9	71.4	18.7	71.7	18.9	82.6	26.4

		Results (in percentages)									
		2005		2006		2007		2008		2009	
		A	E	A	E	A	E	A	E	A	E
Overall***	Authority	87.8	19.8	86.6	21.2	87.0	21.2	86.5	20.9	87.3	22.0
	Province	76.4	18.4	76.0	17.9	75.5	18.6	75.3	18.3	76.8	19.2

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

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. The conclusion of the division's Alberta Initiative for School Improvement Project – "Unleashing Student Potential Across the Content Areas, through Assessment for Learning," has left our K – 9 programs with the following features:

Graph of Overall Authority Results



- a K – 9 outcome-based report card which focuses on the fundamental content and higher level thinking skills that students should be acquiring within their studies;
- a new administrative procedure that enables prescribed and research based assessment processes to improve student learning.

Based on results from last year, the following conclusions affirm existing practices and informs adaptive practices that will be exercised in the future:

- over 90% of students at the “acceptable standard,” and 30% at the “standard of excellence,” are attaining these successes at the Grade 3 level.
- successes realized during the Grade 6 and 9 testing years confirms significant success at the acceptable standard, relative to the province, especially when Grades 6 and 9 Math and Science results are considered (9% higher average than what is experienced at the provincial level).

Overall results for the “acceptable standard” have consistently been within 2 – 3% of the 90% success level through a five year timeframe. Such results have averaged an 11% increase over provincial results, through the same period of time. Furthermore, the results have earned an overall assessment on the accountability pillar of “excellent.”

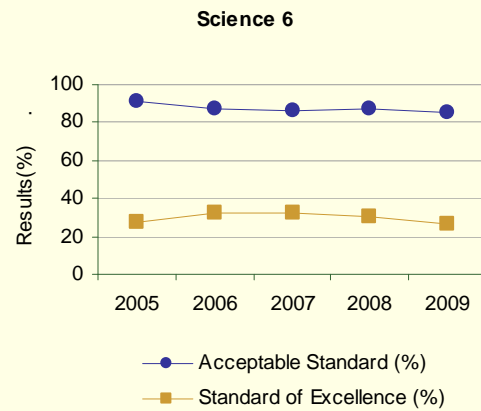
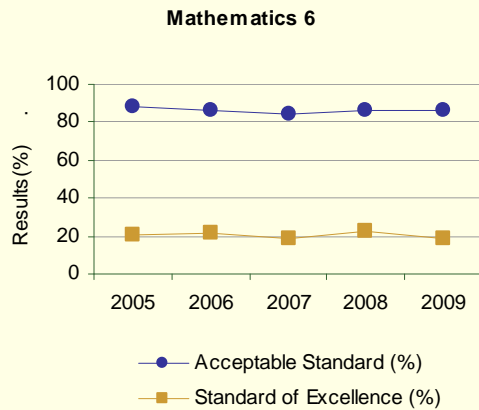
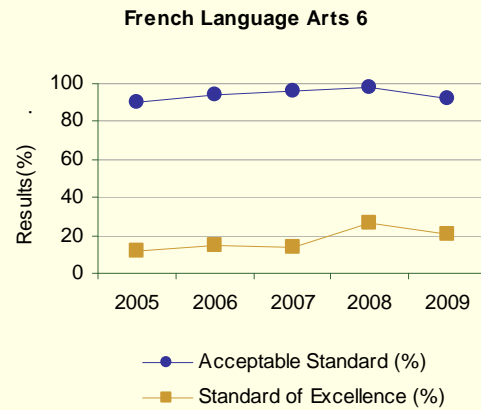
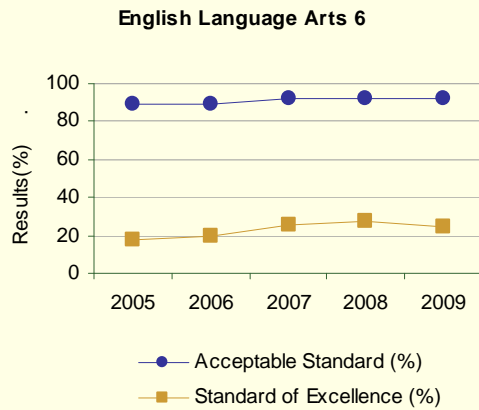
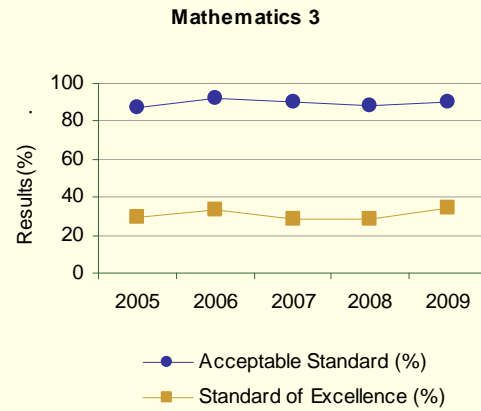
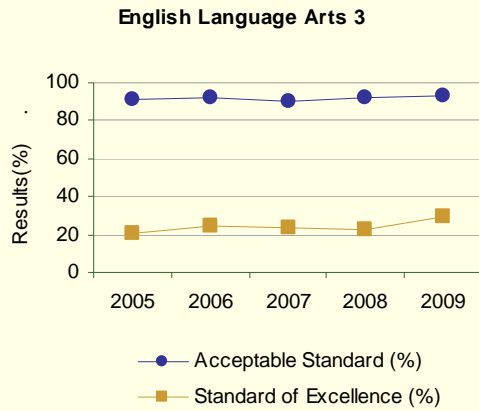
Overall results for the “standard of excellence” have averaged at 21%, a result that consistently exceeds the province by 2%. Nonetheless, an assessment of results for Grade 3 students moving through the Grade 6 and 9 achievement testing levels indicates a decrease in performance. This result is indicative of a similar provincial trend.

Acceptable Standard
Assessment: Consistent Result

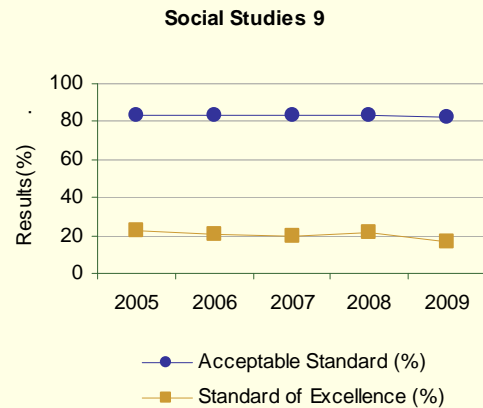
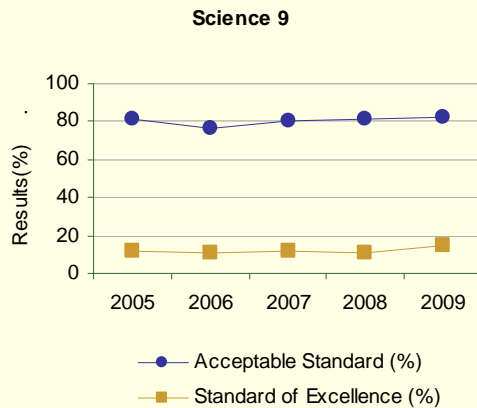
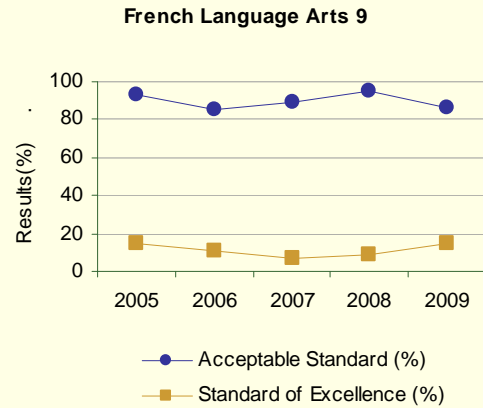
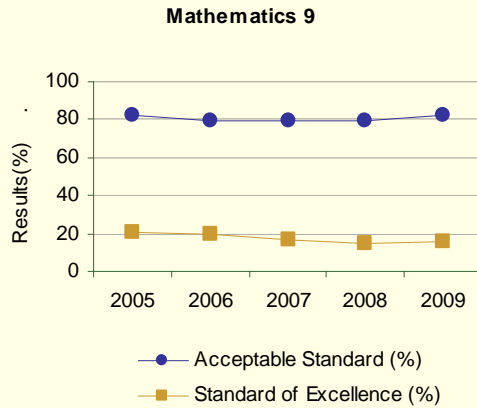
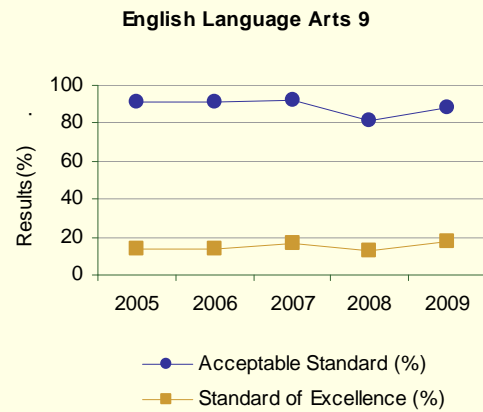
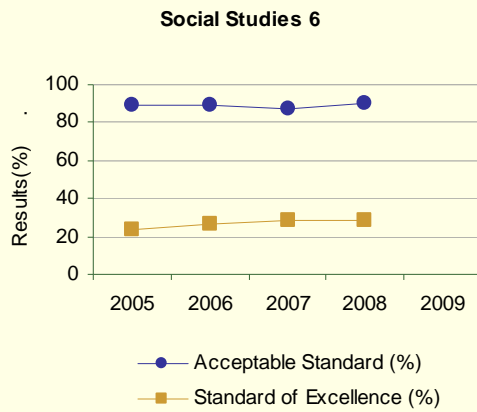
Standard of Excellence
Assessment: High Yield Result

Goal 2: Excellence in Student Learning Outcomes

Graph of Provincial Achievement Test Results by Course



Graph of Provincial Achievement Test Results by Course



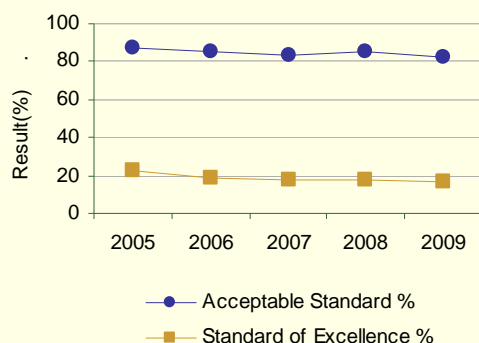
Goal 2: Excellence in Student Learning Outcomes

Performance Measure 2.1.2		Results (in percentages)**									
		2005		2006		2007		2008		2009	
		A	E	A	E	A	E	A	E	A	E
Diploma Exam Results by Students Writing – percentages of students who achieve the acceptable standard and the percentages who achieve the standard of excellence on diploma examinations.											
English Lang Arts 30-1	Authority	93.6	22.3	94.2	21.7	92.7	17.3	92.5	14.9	87.2	12.8
	Province	89.1	17.8	88.0	19.3	87.7	19.0	87.1	15.5	86.1	12.3
English Lang Arts 30-2	Authority	88.2	11.1	91.0	9.0	91.9	13.8	91.5	5.9	94.5	14.5
	Province	89.4	10.1	86.1	8.1	88.7	9.7	88.9	8.8	88.2	8.5
French Lang Arts 30-1	Authority	92.6	13.0	97.7	27.9	95.0	20.0	97.4	28.2	93.3	13.3
	Province	95.1	19.1	95.0	21.8	95.6	23.1	94.9	24.5	95.1	18.9
Français 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Province	95.0	16.3	94.8	28.1	97.2	24.6	98.5	25.4	94.7	33.1
Pure Mathematics 30	Authority	85.0	25.3	84.5	20.0	81.5	17.6	83.2	23.9	81.5	19.0
	Province	80.6	25.7	82.8	26.5	81.1	24.6	81.3	25.8	82.1	26.3
Applied Mathematics 30	Authority	92.0	24.0	86.4	15.2	80.5	7.6	86.3	14.7	79.5	12.5
	Province	87.6	21.8	77.5	11.8	77.6	12.1	76.4	10.7	79.4	13.5
Social Studies 30	Authority	83.2	22.3	83.1	21.0	79.2	17.2	82.6	17.8	74.5	18.6
	Province	85.2	24.3	85.5	23.9	86.1	24.6	84.7	21.5	84.2	21.4
Social Studies 33	Authority	85.0	24.6	83.5	16.5	89.6	20.1	89.6	15.6	89.2	16.9
	Province	85.0	17.6	83.5	19.0	84.8	19.6	85.3	18.9	85.6	20.2
Biology 30	Authority	84.7	26.1	73.7	19.2	73.6	21.3	74.6	23.8	77.3	21.4
	Province	81.9	26.6	81.4	26.4	83.5	27.4	82.3	26.3	83.0	26.6
Chemistry 30 Old	Authority	92.6	37.8	88.9	37.8	85.3	27.7	89.1	37.1	n/a	n/a
	Province	88.2	33.4	88.4	37.1	89.3	37.9	89.2	39.2	77.6	19.5
Chemistry 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	73.8	22.6
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	76.3	27.7
Physics 30 Old	Authority	87.8	26.7	90.5	19.8	86.0	18.4	88.7	28.3	n/a	n/a
	Province	84.2	27.8	84.4	30.0	86.1	29.3	85.7	32.0	74.4	25.6
Physics 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	83.3	25.0
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	79.3	23.1
Science 30	Authority	70.6	17.6	66.7	11.1	*	*	100.0	10.0	100.0	22.2
	Province	88.1	22.1	82.8	17.3	87.1	18.0	88.6	21.6	86.0	20.9

		Results (in Percentages)									
		2005		2006		2007		2008		2009	
		A	E	A	E	A	E	A	E	A	E
Overall***	Authority	87.0	22.3	85.1	18.9	83.8	17.3	85.4	18.1	82.7	16.8
	Province	85.5	21.2	84.2	20.7	84.8	20.9	84.4	19.4	84.4	19.1

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

Graph of Overall Authority Results



Analysis: 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:

- the average gap between provincial success and our local results is much narrower at the diploma level. These long term results indicate that achievement within both cohorts demonstrates essentially the same level of achievement with GSACRD as that being achieved within the province (.4% average better performance is realized by our school division);
- participation rates within the more academic levels of courses continues to be higher within GSACRD than the province. By example, 11.2% more students participated last year in Social 30 in our school division than in the province. The same is true for Pure Math 30 participation where 5.7% more students participated in this course in GSACRD than in the province. This affirms our desire to enable students to strive to the highest possible levels or success, and pursue a wider range of post-secondary course offerings, but it can also negatively impact achievement on diploma exams;
- a 4.3% decline in achievement at the “acceptable standard” has occurred throughout the five year trend.

Based on results from last year, the following conclusions affirm existing practices, and informs adaptive practices that will be exercised in the future:

- strong results have been experienced within the English Language Arts diploma exam subjects, especially the English 30 – 2 level, where 94% of students met the “acceptable standard” and exceeded provincial results by 6%;
- for the second consecutive year, 100% of students achieved the “standard of excellence” in Science 30;
- overall results demonstrate a slight decline within both standards (“acceptable standard” = 2.7% decline, “standard of excellence” = 1.3% decline)

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%.

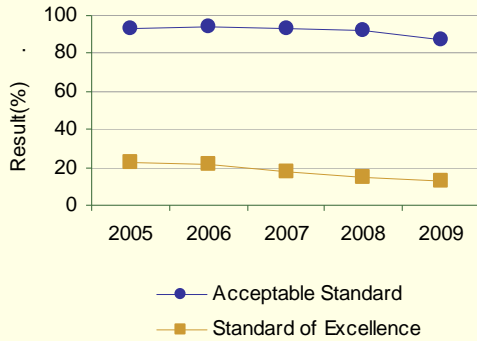
Acceptable Standard
Assessment: Declining Result

Standard of Excellence
Assessment: Consistent Result

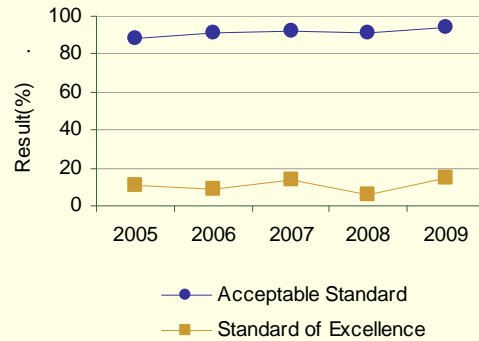
Goal 2: Excellence in Student Learning Outcomes

Diploma Exam Results By Course

English Lang Arts 30-1



English Lang Arts 30-2



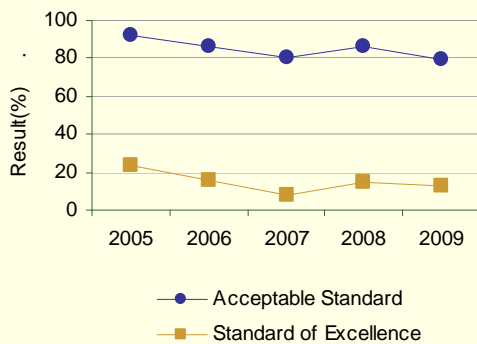
French Lang Arts 30-1



Pure Mathematics 30



Applied Mathematics 30



Social Studies 30



Diploma Exam Results By Course

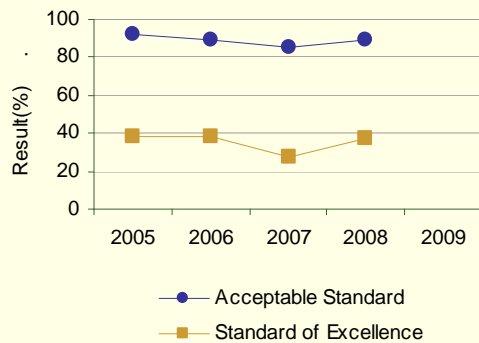
Social Studies 33



Biology 30



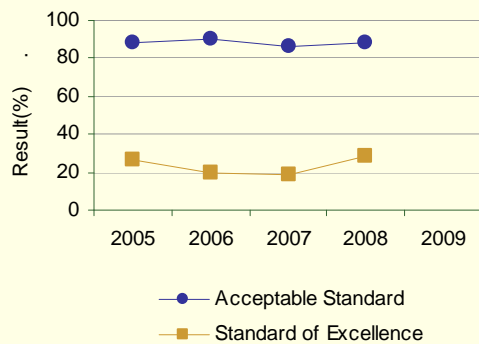
Chemistry 30 Old



Chemistry 30



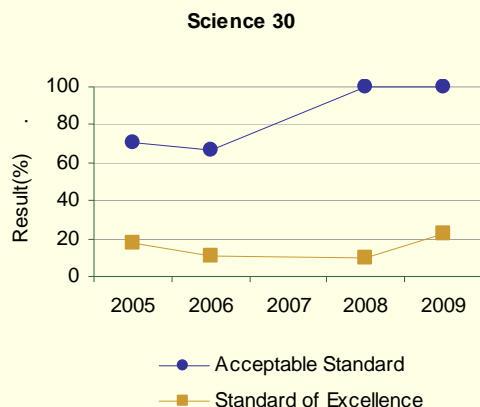
Physics 30 Old



Physics 30



Diploma Exam Results By Course

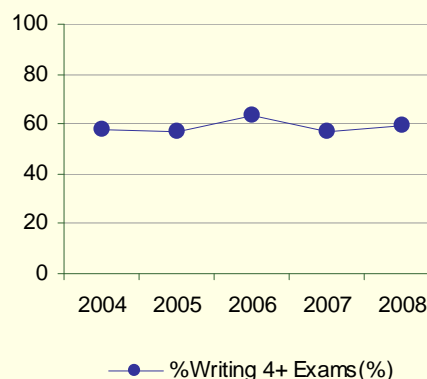


Performance Measure 2.1.3		Results (in percentages)				
		2004	2005	2006	2007	2008
Diploma examination participation rate: Percentages of students who have written four or more diploma exams by the end of their third year of high school.	Authority	57.8	57.2	63.6	56.6	59.1
	Province	52.4	53.5	53.7	53.6	53.3

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. As such, 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 (59.1%), exceeded the provincial result (53.3%) by 6.8%;
- the growth trend over five years for both GSACRD and the province with this measure is similar, and approximates at the 1% level.

Graph of Overall Authority Results

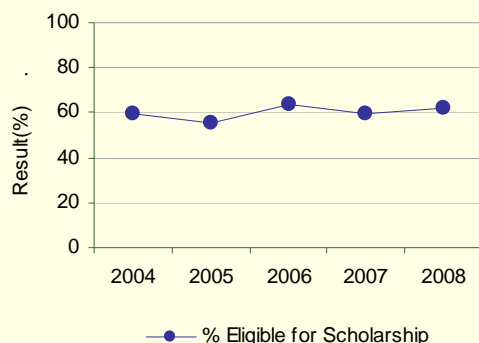


The small variance in growth, and an overall accountability pillar evaluation of “good” impacts the assessment for this measure.

Assessment: Consistent Result

Performance Measure 2.1.4		Results (in percentages)				
		2004	2005	2006	2007	2008
Percentages of Grade 12 students who meet the Rutherford Scholarship eligibility criteria.	Authority	59.1	55.0	63.9	59.4	61.6
	Province	52.9	54.6	56.1	56.8	57.3

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 four year growth trend has resulted in 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 60% of students are currently eligible for this award.

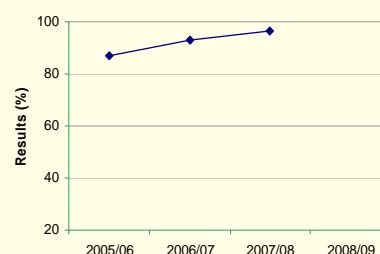
The four year growth trend (6.6%) and the 2.2%, gains from the previous year factors into this assessment.

Assessment: High Yield Result

GSACRD Performance Measure		Results (in percentages)				
		2004/05	2005/06	2006/07	2007/08	2008/09
Percentage of teachers that use a variety of instructional approaches to meet the needs of their learners.	Teachers	N/A	87.0	92.9	96.7	97.4

Analysis: Local satisfaction surveys indicate that teachers are progressively using more technology related applications on a yearly basis. Approximately 50% of staff favour SMART Boards, which serve as an interactive and motivational medium for engaging students in learning. The Universal Design for Learning (UDL) philosophy that is being adopted in our schools compels staff to consider learning applications that accelerate the acquisition of learning outcomes based upon learner interest and assistive technology needs.

Graph of Authority Results



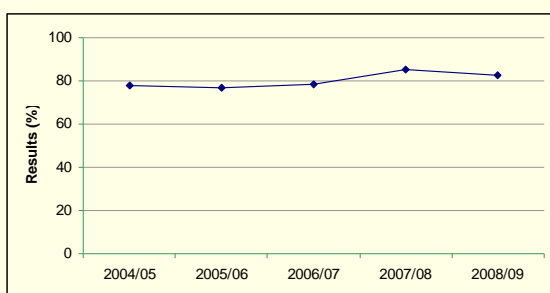
The 10% increase in satisfaction over three years adequately qualifies the assessment that has been provided.

Assessment: High Yield Result

Goal 2: Excellence in Student Learning Outcomes

GSACRD Performance Measure		Results (in percentages)				
		2004/05	2005/06	2006/07	2007/08	2008/09
Percentage of teachers satisfied that the learning support facilitator has improved programming for students with special needs.	Authority	78.0	77.0	78.6	85.8	82.7

Graph of Authority Results



Analysis: As referenced previously, the learning support facilitator model provides timely and situational support for teachers as they strive to meet the educational needs of the diverse student population. Such work is conducted within inclusive classrooms. Based upon current data, in light of its place in a longer term trend, there has been a 3% decrease in satisfaction from the previous year. The overall trend indicates growth in satisfaction.

Higher satisfaction may be impacted by the challenge of securing additional resources to address special education within the inclusive context. This perspective represents one that is consistent within a provincial reality.

The one year decline in satisfaction when considered within a five year trend line that suggest growth, impacts the assessment for this measure.

Assessment: Consistent Result



Outcome 2.2: Students are well prepared for lifelong learning.

Performance Measure 2.2.1			Results (in percentages)				
			2004	2005	2006	2007	2008
High school to post-secondary transition rate within four and six years of entering Grade 10.	Within 6 Years	Authority	61.7	67.3	64.7	65.2	72.3
		Province	54.4	57.5	59.5	60.3	60.7
	Within 4 Years	Authority	35.0	41.1	50.3	44.0	39.5
		Province	34.0	37.0	39.5	40.7	40.3

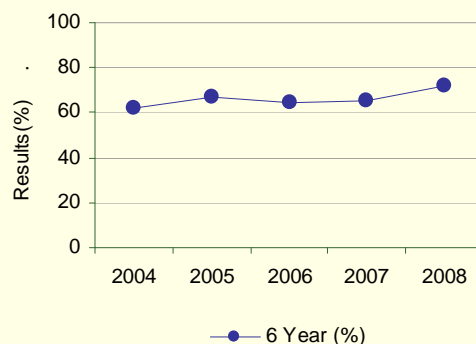
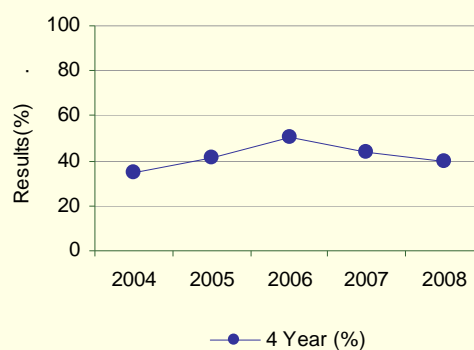
Analysis: The accompanying data to this measure demonstrates an interesting display of the variance between the trends of numbers of students entering post secondary between 4 and 6 years. Throughout the five year trend, the rates of post – secondary transitioning within 6 years of completing high school for our school division is significantly higher than the province within a range of 5 – 18%. Yet the four year rate gap is much narrower throughout this trend, and was essentially the same as the province last year.

Such information indicates that graduates from our high schools are increasing in number through their attendance at post – secondary, however they are taking a longer time (2 years longer), to make this decision. 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 representing a 7% increase from our previous year's result and our previous three year average. Finally, our accountability pillar assessment for this measure is "excellent."

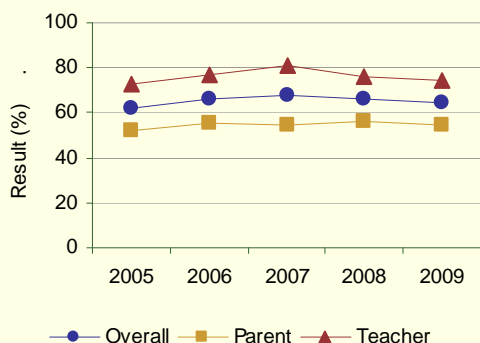
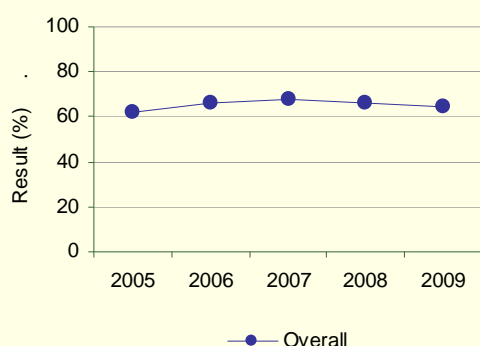
Assessment: High Yield Result

Graph of Overall Authority Results



Performance Measure 2.2.2			Results (in percentages)				
			2005	2006	2007	2008	2009
Percentage of teacher and parent satisfaction that high school graduates demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	Overall (required)	Authority	62.3	66.0	67.6	66.1	64.3
		Province	64.4	66.1	65.6	66.7	67.4
	Teacher (optional)	Authority	72.9	76.5	80.7	75.9	74.3
		Province	73.7	74.2	74.1	73.8	74.0
	Parent (optional)	Authority	51.7	55.6	54.5	56.2	54.3
		Province	55.1	57.9	57.1	59.5	60.8

Graph of Overall Authority Results



Analysis: When results associated with this measure are analyzed, it is clear that as a sub-group, parental satisfaction is lower than that expressed by the teaching population (2009 results indicate a 20% gap in satisfaction for the measure). Given the fact that the Grade 4 survey results for parents are very low (range is 55 – 63%), parents of children at such a young age have difficulty understanding a question focused at “high school graduates.” In other words, parental association with the school system may be too limited and focused at younger levels of learning to adequately respond to the question. Nonetheless, the data has caused our elementary principals to consider processes for bridging awareness of the correlation between elementary education, high school graduation, and lifelong learning.

Assessment of this measure has been based upon the narrow variance within the five year trend.

Assessment: Consistent Result



Outcome 2.3: Students are well prepared for employment.

Performance Measure 2.3.1			Results (in percentages)				
			2005	2006	2007	2008	2009
Percentages of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	Overall (required)	Authority	74.0	75.6	77.5	81.2	76.8
		Province	74.9	77.0	77.1	80.1	79.6
	Teacher (optional)	Authority	90.9	90.2	92.7	90.2	89.0
		Province	89.1	89.4	89.2	89.3	88.9
	Parent (optional)	Authority	57.1	61.1	62.2	72.1	64.7
		Province	60.8	64.6	65.1	70.9	70.2

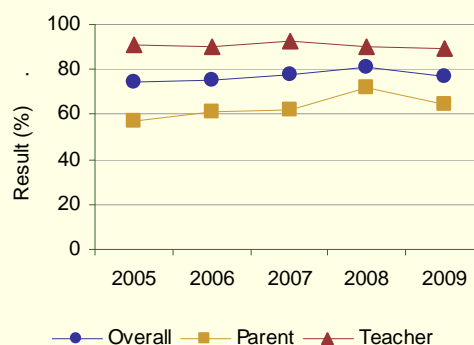
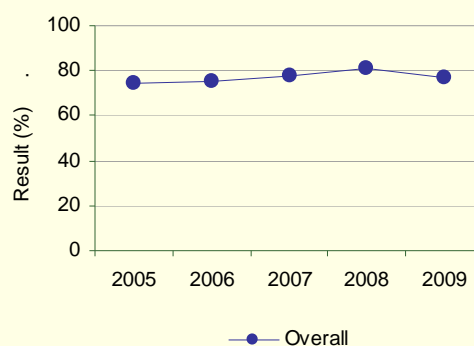
Analysis: Again, parental satisfaction with this measure is lower than that expressed by the teaching population. Provincial data reveals a similar trend. Results would indicate that perhaps further information should be provided for parents in this area, and in particular, the new focuses on curriculum, technology applications within the learning environment, career studies and purposeful transitioning partnerships associated with NAIT and Grant MacEwan University.

The 1% variance between the division's previous three year average and the 2009 results, and an overall accountability pillar assessment of "acceptable" has been factored into the assessment of this measure.

Assessment: Consistent Result



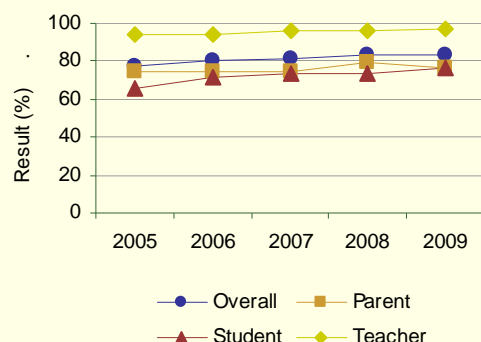
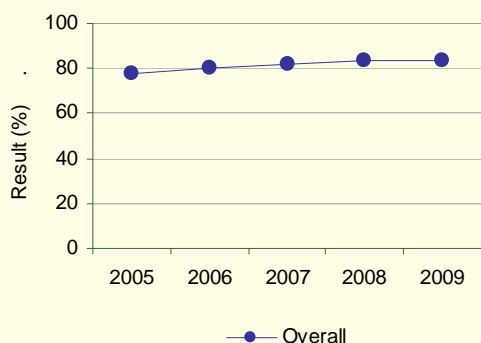
Graph of Overall Authority Results



Outcome 2.4: Students model the characteristics of active citizenship.

Performance Measure 2.4.1			Results (in percentages)				
			2005	2006	2007	2008	2009
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	Overall (required)	Authority	77.9	80.0	81.6	83.4	83.3
		Province	75.3	76.8	76.6	77.9	80.3
	Teacher (optional)	Authority	94.3	93.7	96.3	96.5	97.3
		Province	89.5	90.3	89.9	90.6	91.8
	Parent (optional)	Authority	74.1	75.0	74.4	79.8	76.4
		Province	70.3	72.4	72.6	74.7	77.4
	Student (optional)	Authority	65.3	71.2	74.0	74.0	76.2
		Province	66.1	67.5	67.1	68.5	71.8

Graph of Overall Authority Results



Analysis: Our programming for students continuously embraces the call for our youth to become “Christ for others” in their awareness of how knowledge and values learned impacts our understanding of society’s needs. Additionally, the call to act as Citizens of God’s Kingdom is promoted through community service projects at schools that are rooted in social justice. This explains why continuous five year growth of our overall progress for this measure is most affirming to our school communities. Our teachers lead the focuses that we have with regard to student leadership programs, community volunteerism, and grade level projects that include Coats for Kids, Toys for Tots, Christmas Hampers for the Needy, and Fair Trade Promotion of Coffee and Chocolate Products.

Steady 5% overall growth for this measure throughout the five year trend, and an accountability pillar measure of “excellent” influences the following assessment.

Assessment: High Yield Result

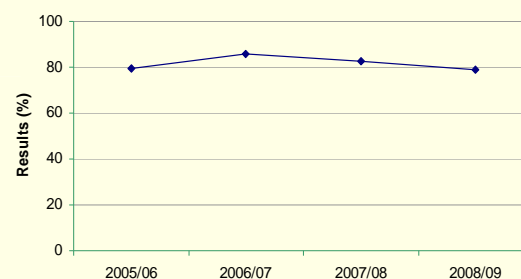
Goal 2: Excellence in Student Learning Outcomes

GSACRD Performance Measure		Results (in percentages)				
		2004/05	2005/06	2006/07	2007/08	2008/09
Overall student satisfaction with their involvement with school projects that help others.	Students	N/A	79.5	85.7	82.7	78.7

Analysis: As an extension of the previous measure, and its relative importance to the mission of our school division, we seek to understand how students value their involvement with community service. This measure is focused only on secondary students.

Student results for this local measure are higher than their results linked to preparation for citizenship as outlined for the previous measure. Students clearly see greatest value in these exercises as a component of citizenship education.

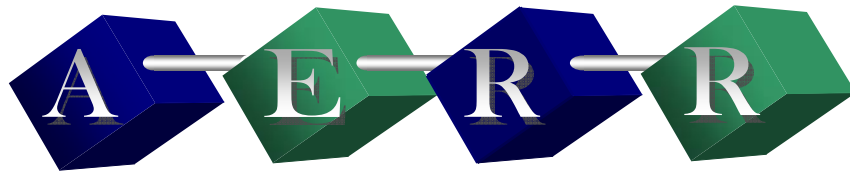
Graph of Authority Results



Given the relationship between this measure and the previous one, the enhanced satisfaction level for students has been factored into the following assessment.

Assessment: Consistent Result





ALBERTA EDUCATION GOAL 3

Highly Responsive and Responsible Jurisdiction

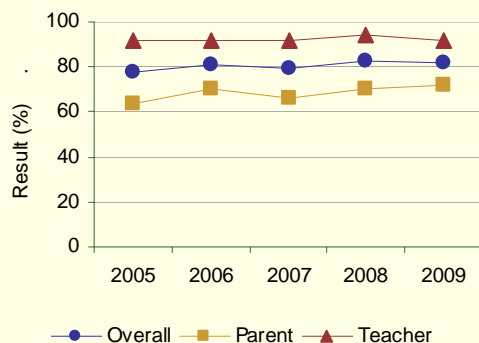
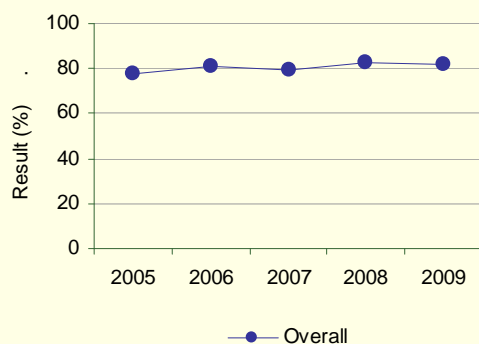


Faith in Our Students

Outcome 3.1: The authority demonstrates effective working relationships.

Performance Measure 3.1.1			Results (in percentages)				
			2005	2006	2007	2008	2009
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	Overall (required)	Authority	77.5	81.1	79.1	82.5	82.2
		Province	76.1	77.9	77.5	78.2	80.1
	Teacher (optional)	Authority	91.7	92.0	92.1	94.6	92.1
		Province	87.0	87.6	87.1	87.5	88.0
	Parent (optional)	Authority	63.3	70.2	66.2	70.3	72.2
		Province	65.2	68.1	67.9	69.0	72.2

Graph of Overall Authority Results



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 achieve ultimate responsibility for the development of their children. It is for this reason that the data which assesses their involvement is important 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 the province in this regard;
- the growth trend over five years for our school division has been incremental but steady and has demonstrated an overall gain of 5%.

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.

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

The overall trend data gain previously outlined (5%), combined with the reality that this trend has been stable for two consecutive years, factors into the assessment of this measure.

Assessment: Consistent Result

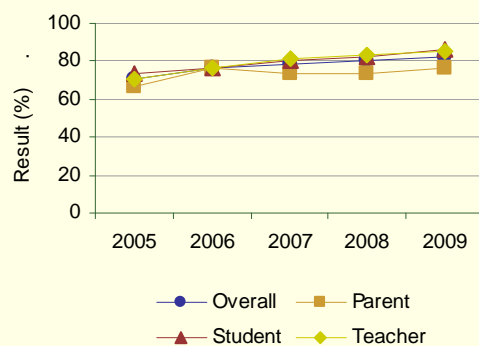
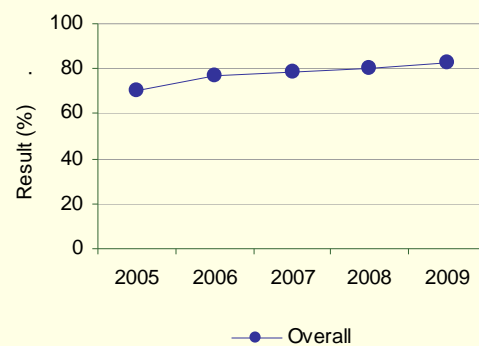
Outcome 3.2: The authority demonstrates leadership and continuous improvement.

Performance Measure 3.2.1			Results (in percentages)				
			2005	2006	2007	2008	2009
Percentages of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	Overall (required)	Authority	70.3	76.5	78.5	80.0	82.5
		Province	73.9	76.8	76.3	77.0	79.4
	Teacher (optional)	Authority	70.3	76.9	81.8	83.4	84.9
		Province	73.1	75.5	74.5	75.6	78.2
	Parent (optional)	Authority	66.9	76.1	73.8	73.9	76.6
		Province	70.9	75.4	75.1	75.9	78.1
	Student (optional)	Authority	73.6	76.7	80.0	82.7	86.1
		Province	77.9	79.4	79.3	79.5	81.8

Analysis: School improvement is a challenging and complex endeavour. However, it is one that is better understood through the pursuit and celebration of incremental gains in designated areas (particularly student learning) than the involvement of many different processes and programs that can have distant relationship to improving the state of basic education for students. It is 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;

Graph of Overall Authority Results



Goal 3: Highly Responsive and Responsible Jurisdiction

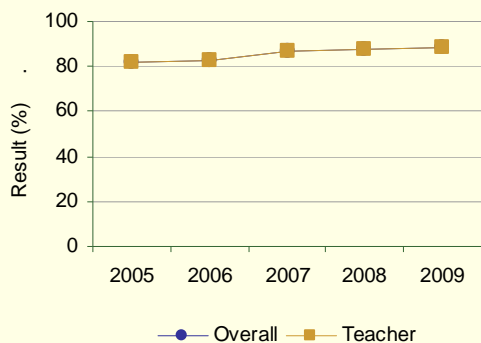
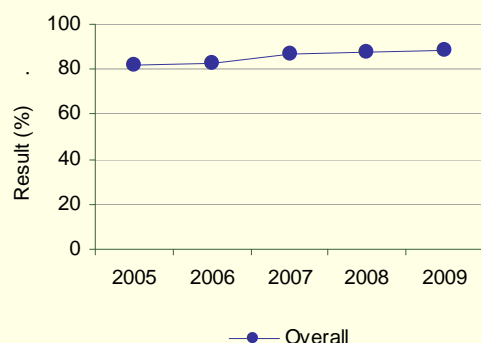
- again, through AISI funding, a common “outcome based” report card for K – 9 students has been established, thereby enabling learning targets to be jointly understood by staff, students, and parents.

The overall trend data gain through five years has been significant and reflects satisfaction improving by 12%. It is worth noting that teachers increase in satisfaction has been 15% through a similar time period. Such significant growth fully substantiates the assessment that has been provided for this measure.

Assessment: High Yield Result

Performance Measure 3.2.2			Results (in percentages)				
			2005	2006	2007	2008	2009
The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.	Overall (required)	Authority	81.6	82.7	86.4	87.5	88.3
		Province	76.5	78.2	78.8	80.4	81.5
	Teacher (optional)	Authority	81.6	82.7	86.4	87.5	88.3
		Province	76.5	78.2	78.8	80.4	81.5

Graph of Overall Authority Results




Analysis: The results from this measure assist in explaining the previous assessment for school improvement. The interpersonal and educational relationship between teacher and student is fundamental to the success of a school division. Therefore, it is important for GSACRD to celebrate evidence which suggests that professional development dedicated to enhancing this relationship is assistive, appropriately focused, and meaningful. The collaborative professional development model used, and the assistance of divisional consultants to assist staff to understand new curricular focuses and peer coaching models have been integral to teacher satisfaction for professional development consistently surpassing results being experienced within the province.

The consistent, incremental, but significant growth of satisfaction over 5 years (7%) renders strong support for the assessment provided for the result associated with this measure.

Assessment: High Yield Result


Goal 3: Highly Responsive and Responsible Jurisdiction

 **GSACRD Outcome:** The jurisdiction has a comprehensive communications plan.

GSACRD Performance Measure	Results	
	Not Accomplished	Accomplished
A comprehensive communication plan is developed for the division in 2008/2009.		✓

From the perspective of being responsive and responsible to its supporters, a new communications plan has been established to further this relationship. During the 2008 – 2009 school year, a Communications Sub-Committee conducted a review of existing practices within our schools, and a determination of new opportunities. From this work, the evolution of the following practices will be prioritized in the future:

- promoting the basic messages of “students first,” and the “faith based” focus of our educational mandate;
- coordinating, upgrading, and standardizing division and school websites;
- introduce a new marketing theme based upon a renewed mission, vision, and values exercise;
- formalize a communication measurement process;
- standardize customer service protocols (phones, messaging, enquiries).

 **GSACRD Outcome:** Greater St. Albert Catholic Schools discern, with the assistance of the Bishop of St. Paul Diocese and the Archbishop of Edmonton Archdiocese, the request for division schools to not directly share in the proceeds from casino, VLT, lottery, bingo and other large scale commercial gaming revenue.

GSACRD Performance Measure	Results (in percentages)			
	2005/06	2006/07	2007/08	2008/09
The number of schools not directly sharing in proceeds from gaming revenues.	N/A	8	11	All

Since 1998, and development of the pastoral document, “The False Eden of Gambling,” the Bishops of Alberta have actively pursued broad based understanding throughout the province about the social justice implications of schools participating in fundraising activities that result in revenue being received from large scale commercial gaming. In 2008 – 2009, through greater local awareness being provided by Bishop’s Richard Smith (Archdiocese of Edmonton), and Bishop Luc Bouchard (Diocese of St. Paul) and consultation processes with our public in this regard, the school board approved a revised administrative procedure associated with school receipt of fundraising revenue. This procedure, known as AP 520: Fundraising / Canvassing now stipulates the following: *All existing commitments to large-scale gambling revenues will be concluded by February 2010.*

A—E—R—R

FUTURE CHALLENGES



Faith in Our Students

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. If the playing field for fundraising dollars for all forms of public education is to remain level, an opportunity of this kind will need to be explored in the future.

✓ **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 in 2009 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 indicated a decline for 2008 – 2009. 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 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, and there are examples of high levels of student success in our schools when this demographic is considered. However, we are also mindful of the fact that many of these students are not yet meeting desired levels of success, particularly from grades 9 – 12. With a mandated government goal being in place for 2009 – 2010 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.

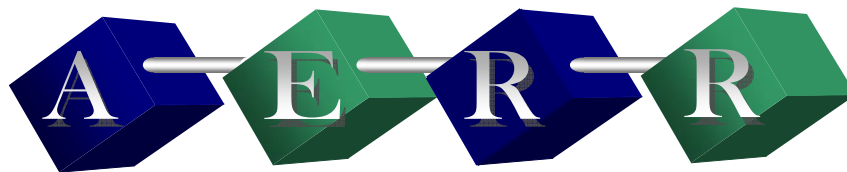
✓ **Enhancing Student Success within the Standard of Excellence in Grades 6, 9, and 12**

At the K – 9 level our schools have enjoyed high levels of success with students meeting the acceptable standard. However, such success is not as evident within the standard of excellence, where students who achieved high levels of success in Grade 3, have not realized similar levels as they advance through the Grade 6 and Grade 9 years. Grade 12 results also demonstrate the need for our high school programs to focus on enhancing the number of students meeting the standard of excellence. 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 priority of the Board's Three Year Capital Plan. Based upon population growth projections, the Board will also be prioritizing the need for a new K – 6 school on the northeast side of St. Albert.





SUMMARY OF FINANCIAL RESULTS

- Revenue and Expenditures
- Financial Highlights

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

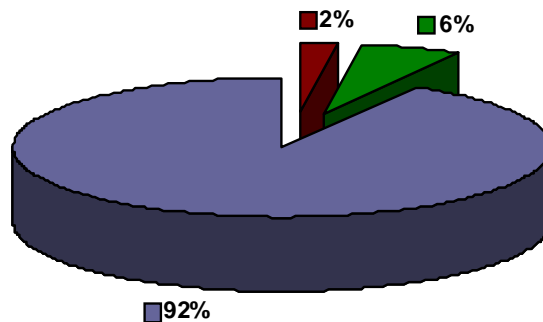
Additional financial information can be obtained by contacting the Great St. Albert Catholic School Division Office Finance Department at (780) 459-7711 and also on the division website at www.gsacrd.ab.ca under Publications and Downloads.

Total Revenues - \$65,504,174

■ Province of Alberta - \$60,232,682

■ Amortization of Capital Allocations - \$1,724,629

■ Other \$3,546,863 (Transportation - \$486,335; School Generated Funds - \$1,051,919; Instructional Fees - \$1,219,681; Other - 788,928)



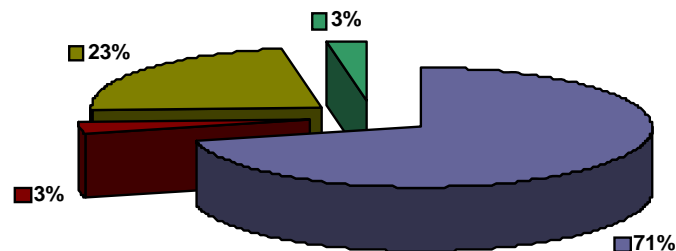
Total Expenditures - \$65,453,804

■ Salaries and Benefits - \$46,544,844

■ Amortization - \$2,134,727

■ Services, Contracts & Other - \$14,965,083

■ Interest & Other - \$1,809,150



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

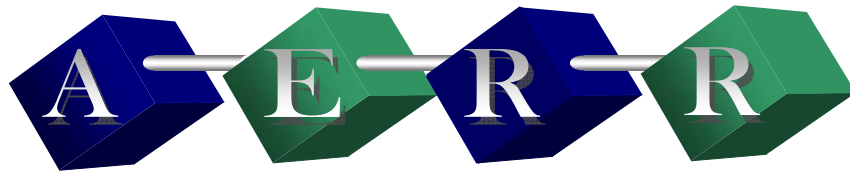
AUDITED FINANCIAL STATEMENTS

	2008	2009
Total Revenues	\$63,753,081	\$65,504,174
(Deficit) Surplus of Revenues over Expenditures	\$448,811	\$50,370
Cash and Temporary Investments	\$4,695,311	\$2,799,165
Total Assets	\$46,231,119	\$43,615,492
Unrestricted Net Assets	\$940,445	\$1,394,821
Restricted Net Assets	\$512,234	\$214,256
Investment in Capital	\$5,228,050	\$5,122,022

Total instructional spending per student per school year: \$7,071

Total operational spending per student per school year: \$9,261

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



HIGHLIGHTS OF CAPITAL AND FACILITIES PROJECTS



Faith in Our Students

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 Plan Completions

During 2008 – 2009 the completion of Phase 1 for the Vincent J. Maloney Catholic Junior High School (VJM) and St. Albert Catholic High School (SACHS) modernization projects were completed. For these St. Albert schools, the following facility improvements were realized:

- a shared, multipurpose ancillary space for use by VJM and SACHS was established. This facility enables athletic and physical education programs at both schools to accomplish their curricular and extra-curricular goals.
- nine core classrooms for VJM and a student gathering and performing arts area for SACHS was developed.

The total value of these projects was \$21,200,000 for the St. Albert Catholic High School project, and \$4,000,000 for the modernization work conducted at Vincent J. Maloney Catholic Junior High School.

Additional Capital Requests

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.

Infrastructure Maintenance Renewal

Substantial renewal to our existing facilities was conducted in 2008 – 2009. A total of \$1,318,000 was expended on 81 different projects, which is a significant enhancement of broad based investment to our schools when one considers that 50 projects were conducted during the previous school year. Work conducted ranged from the installation of security cameras, to refurbishing of heating and mechanical equipment, to gymnasium cosmetic upgrades. 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 last year, 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 will serve our Board well as it continues to advocate for optimal facilities in housing excellent educational programs for our students.

