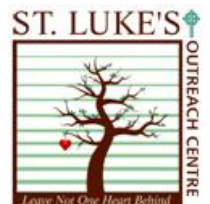




# Christ The Redeemer CATHOLIC SCHOOLS

2007/2008

## Annual Education Results Report



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# Statement of Responsibility

The *Annual Education Results Report* for Christ the Redeemer Catholic Schools for the 2007/2008 school year was prepared under the direction of the Board, in accordance with the responsibilities specified in 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.

**Vijay Domingo**

**Board Chair**

**Michael O'Brien**

**Superintendent**

# Development, Distribution, and Sharing of the 2007/2008 Annual Education Results Report (AERR)

This Report was shared with the following stakeholders in our educational system:

**Alberta Education:** Our AERR is shared with Alberta Education through multiple meetings with our Zone Director.

**Board of Trustees:** The Board of Trustees review elements of the AERR at every board meeting. To facilitate this, senior administration presents an overview of results, and the board is then asked to identify priorities for our next Three Year Education Plan.

**Educational Administrators:** Site based administrators are required to review the data in the jurisdiction's AERR on a yearly basis. They analyze these results and target areas for improvement which are then documented in their yearly strategic plans. The priority areas and actions from these plans are analyzed by senior administration and they inform the development of the next Three Year Education Plan.

**School Councils:** A copy of the jurisdiction's AERR is distributed to each member of every school council in the Jurisdiction. Site based administrators also share their AERR data with their school councils in a document called the "Year in Review". Each school council is also required to analyze divisional results and identify areas that they would like to see the jurisdiction focus on in the next Three Year Education Plan. Priorities are communicated by school council chairs to senior administration via our *Council of School Councils* group. This information is used to inform the development of the jurisdiction's Three Year Education Plan.

**Ward Committees:** The AERR is distributed and shared at ward committee meetings, which include principals, local trustees, school council chairs, and administration. As with the school councils, the ward committee is asked for input about priority areas to target for improvement in our next Three Year Education Plan.

**Schools:** Principals distribute a copy of their school level *Year in Review* AERR to each parent at their school. Results are also featured regularly in newsletter feature stories. Copies of the jurisdiction's AERR are sent to each school. In addition, a brochure is sent to all parents summarizing the jurisdiction's annual results and directing them to where the full AERR can be accessed on the jurisdiction's web site.

**Parishes:** A copy of the AERR is sent to each parish. In addition, a brochure will be sent to parishioners summarizing our annual results and directing them to where the full AERR can be accessed on the jurisdictions web site.

The A.E.R.R. has been posted on our division web site and can be found at:

[www.redeemer.ab.ca/division/reports\\_docs/acrr.pdf](http://www.redeemer.ab.ca/division/reports_docs/acrr.pdf).

Class Size Reports are available online and are found at:

[http://www.redeemer.ab.ca/division/reports\\_docs/Class%20Size%20Information%20System.pdf](http://www.redeemer.ab.ca/division/reports_docs/Class%20Size%20Information%20System.pdf)

AIISI Reports are available online and are found by selecting "Christ the Redeemer Catholic Schools" after clicking on the this link:

<https://extranetapp.learning.gov.ab.ca/AISIClearingHouse/Forms/SearchProjects.aspx?CHFileAction=Search&SearchID=1#>

*Copies of this Plan may also be obtained by contacting Scott Morrison or Gary Chiste, Associate Superintendents, at Divisional Office at 46 Elma Street West, Okotoks, AB T1S 1J7 or calling 403-938-2659 or 1-800-737-9383.*

## **Mission of the Board**

**As an evangelizing school division, in partnership with the family, we will deliver an authentic Catholic learning experience by creating a foundation of faith and knowledge in a warm, caring environment to guide all students to appreciate the goodness of all creation and to meet the challenges of life with hope and confidence.**

*As we strive to achieve our Mission we will be guided by the following vision:*

## **Vision of the Board**

**“Let the truth of Christ and knowledge of God’s creation be experienced by and manifest in the students, staff, parents and supporters of our Catholic school community.”**

*To fulfill our mission and vision we will be at all times guided by the following beliefs:*

## **Fundamental Beliefs of our Catholic School Division**

### **FAITH**

**We embrace the teaching of the Magisterium of the Church. Our Catholic Faith permeates all that we do. Our schools become faith communities when staff and students give witness to their faith. Jesus is the source of our morals and values. Prayer is essential.**

### **LEARNING**

**We believe the family is the fundamental unit of society and that parents are the primary educators of their children. The educational needs of all students must be met in a manner that does not deprive others of access to quality education.**

### **SAFE AND CARING**

**We believe that the infinite value of each person in God’s eyes must be reflected in all that we do. This calls for respect in all relationships.**

### **STEWARDSHIP OF RESOURCES**

**We are called to be faithful stewards of God’s creation. The Board of Trustees is accountable to the Bishop of the Diocese of Calgary, the Minister of Education, and our parents and supporters. The Board provides direction to its staff and students.**

## The Four Pillars of Christ the Redeemer

To realize our Mission and Vision and to achieve the goals and objectives established by Alberta Education our Annual Educational Results Report is permeated with four themes:

- 1) building a strong **Faith Community**,
- 2) building an exceptional **Learning Community**,
- 3) building a **Safe and Caring Community**, and
- 4) showing effective **Stewardship of our Resources**.

On the following pages you will find an analysis of our accomplishments over the 2007 - 2008 school year, as well as a focus on how we might continually improve. In so doing, you will see our intentional focus on our four pillars.

## Accessing Individual School Results Reports

Individual School Results Reports are called the “Year in Review” and are presented to the appropriate Ward Committee and posted on the individual school’s web site. *(For these reports, click on the schools below.)*

[Assumption Roman Catholic School](#)

[Centre for Learning @ Home](#)

[Holy Family Academy](#)

[St. Joseph’s Collegiate](#)

[St. Anthony’s School](#)

[Sacred Heart Academy](#)

[Holy Cross Collegiate](#)

[Holy Spirit Academy](#)

[Notre Dame Collegiate](#)

[Holy Trinity Academy](#)

[John Paul II Collegiate](#)

[Good Shepherd School](#)

[St. Luke’s Outreach Centre](#)

[St. Mary’s School](#)

[Our Lady of the Snows Catholic Academy](#)

Oyen

Okotoks

Brooks

Brooks

Drumheller

Strathmore

Strathmore

High River

High River

Okotoks

Okotoks

Okotoks

Okotoks and Brooks

Okotoks

Canmore

## Highlights of our AERR

### Successes:

*We have much to celebrate, and the highlights of our successes will follow. A thorough review of the plan will help the reader understand how we achieved our results.*

- We have a “Very High” ranking in the Safe and Caring Schools area, and we’re improving. Stakeholders feel our schools are safe and the students are cared for.
- We have a “Very High” ranking in the Education Quality area, and we’re improving. Stakeholders feel our teachers are strong and that our students are encouraged, assisted, and challenged.
- We have a “Very High” ranking in the High School Completion area. Our students graduate on time!
- We have a “Very High” ranking in Achievement Test Excellence rates, Diploma Exam Acceptable rates, and Diploma Exam Excellence rates. Our students excel on Provincial exams!
- We have a “Very High” ranking in Rutherford Scholarship criteria. Our students earn scholarships!
- We have a “Very High” ranking in the Transition Rate area. Our students are qualified and motivated to carry on with their education by enrolling in post-secondary education!
- We have a “Very High” ranking in the Citizenship area. Our students treat one another well, follow school rules, show respect, and are encouraged to be involved in events that assist their communities!
- We have a “Very High” ranking in the Parental Involvement area. Our parents are pleased with their opportunity to be involved in the education of their children!
- We have a “Very High” ranking in the School Improvement area. Our stakeholders feel we’re improving!
- Satisfaction with respect to survey questions about our Faith averaged out at 93%! Our stakeholders feel we’re authentically Catholic by holding effective religious celebrations, teaching good things in religion classes, doing our best to act as Jesus would, supporting them in their Christian journey, and connecting with our local parishes!
- The jurisdiction’s First Nations, Métis, and Indian (FNMI) students outperformed the FNMI students in other jurisdictions on 11 of the 12 Achievement Test measures. Further, our FNMI students outperformed provincial averages (of all students) on 6 of the 12 performance measures.

### Challenges:

*There are many questions we need to ask ourselves to continue the growth process. Some of these questions are below, and a thorough review of the plan will help the reader understand some of our preliminary ideas. It will also include a series of “essential questions” we must honestly ask ourselves as we prepare our next Three Year Education Plan.*

- How do we increase the number of students who are inspired and encouraged to engage in prayer and attend Mass?
- How do we further improve parent and student satisfaction with the Program of Studies from “High” to “Very High”? How can our small high schools offer diverse and competitive programs to those of the larger schools in their respective communities?
- How do we further reduce the Drop Out Rate so that it rates as “Very High” instead of “High”? Can St. Luke’s Outreach School play an even more pivotal role? Is Academic and Career Counseling in need of improvement?
- How do we further raise the acceptable rate on Provincial Achievement Tests from “High” to “Very High”? Will focused efforts to increase participation help to achieve this goal?
- How can we maintain superb Diploma Exam results while raising the Diploma Exam Participation Rate from “High” to “Very High”?
- How can we raise our satisfaction with Work Preparation from “High” to “Very High”?
- The jurisdiction’s English as Second Language (ESL) students outperformed ESL students in other jurisdictions on 11 of the 20 Achievement Test measures. Further, the jurisdiction’s ESL students outperformed provincial averages (of all students) on 5 of the 20 measures. How do we more effectively meet the needs of our growing ESL population of students?
- Although the jurisdiction’s Special Needs students outperformed other Special Needs students in the province on 16 of 20 Achievement Test measures, how do we further improve performance, especially at the grade 9 level?

**Jurisdictional Goal:  
Faith Community Pillar**

**Jurisdictional Outcome:**

Students develop a personal relationship with our Triune God and show a commitment to their faith.

**Jurisdictional Performance Measure:**

Percentages of students who indicate they have a prayer life by engaging in prayer.

 <p><b>Christ The Redeemer</b> CATHOLIC SCHOOLS</p> <p><b>Faith Pillar</b></p> <p>Target: 90%</p>		2003/2004	2004/2005	2005/2006	2006/2007	2007/2008
	<b>Jurisdiction</b>	N/A	N/A	N/A	55	54
	<b>Partnership</b>	<i>The Partnership does not ask this question of stakeholders.</i>				

**Analysis:**

- This number is a composite that averages 6 categories of personal prayer engaged in regularly or sometimes.
- If the students who say they “seldom” pray were included, then 76% of our students are engaged in prayer at some level.
- 21% report that they “never” pray. Most of the prayer, 77% and 73% respectively, is either thanking God or asking Him for help.
- 31% of students report using Scripture in prayer.
- 54% say they take time to be quiet and listen to God.

**To What do we Attribute our Success?**

- Thanking God and asking Him for help are forms of prayer that students see frequently modeled at school through such things as grace at mealtime and intercessions during daily prayer.
- Schools model regular prayer by engaging the students in daily morning prayer, daily lunch prayer, and daily closing prayer.

**What New Initiatives Will Support Continuous Improvement?**

- Scripture reflection and response is a part of the Grade 8 assessment process. Junior high teachers are specifically being challenged to make prayer and scripture reflection a part of every religion period.
- The focus of year two of our Three Year Education Plan is “We Listen to God’s Word”.

**What are the Essential Questions We Need to Ask in our Quest to Improve?**

- What is the depth of the prayer life of the adult role models in the children’s lives?
- How are different types of prayer being modeled in the classroom and school?
- How are both adults and students being encouraged to unplug from media and take time to be with God?
- How might the jurisdiction encourage families to make prayer a more regular part of their family life?
- Do students recognize that they are actually engaging in daily prayer that is initiated as a part of regular school routines?
- Should this target be adjusted?


**Jurisdictional Goal:  
Faith Community Pillar**

**Jurisdictional Outcome:**

Students develop a personal relationship with our Triune God and show a commitment to their faith.

**Jurisdictional Performance Measure:**

Percentages of students who attend Catholic Mass, or, if not Catholic, services at their church on a weekly basis.

 <p><b>Christ The Redeemer</b> CATHOLIC SCHOOLS</p> <p><b>Faith Pillar</b></p> <p>Target: 35%</p>		2003/2004	2004/2005	2005/2006	2006/2007	2007/2008
	<b>Jurisdiction</b>	37	35	32	28	29
	<b>Partnership</b>	<i>The Partnership does not ask this question of stakeholders.</i>				

**Analysis:**

- This trend is reflective of the ongoing secularization of our culture in general.
- Also the make-up of many of our communities is changing and they are not as homogenous as they once were.
- In some of our smaller communities the numbers tend to be higher and similar to what they have been in the past.

**To What do we Attribute our Success?**

- In smaller communities the parish tends to be more important socially as well as religiously.

**What New Initiatives Will Support Continuous Improvement?**

- The Director of Religious Education is going to attend deanery meetings in all our communities to explore ways that the schools can work with the parishes to encourage participation in the sacramental life of the church.

**What are the Essential Questions We Need to Ask in our Quest to Improve?**

- How well do the adults in our school communities model and encourage participation in regular Sunday worship and parish life?
- How does the jurisdiction help families connect meaningfully with their local faith communities?


**Jurisdictional Goal:  
Faith Community Pillar**

**Jurisdictional Outcome:**

Students can explain the core teachings of our faith at an age appropriate level.

**Jurisdictional Performance Measure:**

Percentages of students in grades 4, 8, and 11 achieving an acceptable standard and an excellence standard on assessment.

 <b>Targets: 90% &amp; 30%</b>	2003/2004	2004/2005	2005/2006	2006/2007	2007/2008
	<b>Grade 4 Acceptable</b>	87%	98%	98%	96%
<b>Grade 4 Excellence</b>	N/A	N/A	N/A	46	39
<b>Grade 8 Acceptable</b>	N/A	N/A	N/A	96	95
<b>Grade 8 Excellence</b>	N/A	N/A	N/A	25	16
<b>Grade 11 Acceptable</b>	N/A	N/A	N/A	N/A	81
<b>Grade 11 Excellence</b>	N/A	N/A	N/A	N/A	9

**Analysis:**

- Grade 4 is a well established assessment process. Due to the high average (82%) the criteria for excellence was bumped from 85% to 90% this year.
- Grade 8 has a more complete assessment process which includes 3 projects during the school year as well as a final exam. In the first year students who had not completed all the projects were not included in the averaging. Only in its second year teachers are still becoming familiar with the rubrics used for marking.
- Religion 25 is a very academic course and many students struggle in it.

**To What do we Attribute our Success?**

- The success at the Grade 4 level can be attributed to the in-service that has been done with all teachers for K-4. Learning outcomes for these grades are clearly laid out and everyone is aware of the expectations.
- At the Grade 8 level students can demonstrate their learning in a variety of ways more easily facilitating success for all learners.

**What New Initiatives Will Support Continuous Improvement?**

- Grade 4 only needs to be maintained
- Grade 8 teachers will continue to meet on a regular basis to share best practices and calibrate the rubrics.
- Grade 11 teachers are continuing to work on an implementation and study guide.
- Teachers have been asked to read and discuss the book "How Each Child Learns Using Multiple Intelligence in Faith Formation" by Bernadette T. Stankherd and a PD session has been offered on this topic.

**What are the Essential Questions We Need to Ask in our Quest to Improve?**

- How does the jurisdiction ensure that teachers can deliver religious education curriculum in a pedagogically sound manner?
- What process does the jurisdiction have in place to review and update assessment rubrics and exam questions?

**Jurisdictional Goal:  
Faith Community Pillar**

**Jurisdictional Outcome:**

Students demonstrate an understanding of the meaning of personal vocations.

**Jurisdictional Performance Measure:**

Percentages of students who exhibit Christ-like behaviours.

	2003/2004	2004/2005	2005/2006	2006/2007	2007/2008
 <p>Target: 95%</p>				93.2	86
	<b>Jurisdiction</b>				
<b>Partnership</b> <i>The Partnership does not ask this question of stakeholders.</i>					

**Analysis:**

- This is a composite score of 5 behaviours which demonstrate Christ-like behavior:
  - 88% regularly/sometimes think about the rightness and wrongness of behavior
  - 93% regularly/sometimes help others in need
  - 97% show respect towards the adults in the building
  - 97% regularly/sometimes show respect and kindness to classmates and other students
  - 90% regularly/sometimes stand up for others when being bullied
- 15% of students have thought about a religious vocation.

**To What do we Attribute our Success?**

- For the past 5 years the jurisdiction worked on the theme “Leave Not One Heart Behind” which has now become our motto. We intentionally incorporated virtue and character education into the school culture which also included anti-bullying education. Students put the words of Christ into action. This caring faith -filled environment is inspirational.

**What New Initiatives Will Support Continuous Improvement?**

- Virtue and character are part of every school culture. Programs should be maintained
- In the coming year the Religious Education Department will begin development of a vocation awareness program at all levels and explore ways to support students contemplating a religious vocation.

**What are the Essential Questions We Need to Ask in our Quest to Improve?**

- How do we help students understand that participation in the sacramental life of the Church and a personal prayer life give us the grace to act in a Christ-like manner?
- How do we help students critically reflect on how popular culture can undermine or distract us from Christ-like action?


**Jurisdictional Goal:  
Faith Community Pillar**

**Jurisdictional Outcome:**

Our stakeholders recognize us as Christ-Centered Catholic School Division.

**Jurisdictional Performance Measure:**

Percentages of parents satisfied with what is learned in religious studies classes.

 <p>Target: 95%</p>		<b>2003/2004</b>	<b>2004/2005</b>	<b>2005/2006</b>	<b>2006/2007</b>	<b>2007/2008</b>
	<b>Jurisdiction</b>	96	97	97	96	95
	<b>Partnership</b>	94	94	95	95	95

**Analysis:**

- This result is taken from our annual Schollie Survey.

**To What do we Attribute our Success?**

- Our schools are very conscientious of communicating regularly with parents about student progress.

**What New Initiatives Will Support Continuous Improvement?**

- The on-going work with religion teachers and our assessment process.

**What are the Essential Questions We Need to Ask in our Quest to Improve?**

- How effectively do we communicate learning objectives and student achievement to parents?


**Jurisdictional Goal:  
Faith Community Pillar**

**Jurisdictional Outcome:**

Our stakeholders recognize us as Christ-Centered Catholic School Division.

**Jurisdictional Performance Measure:**

Percentages of parents satisfied with the schools efforts to do all things like Jesus would want them done.

 <p><b>Christ The Redeemer</b> CATHOLIC SCHOOLS</p> <p><i>Faith Pillar</i></p> <p>Target: 95%</p>		<b>2003/2004</b>	<b>2004/2005</b>	<b>2005/2006</b>	<b>2006/2007</b>	<b>2007/2008</b>
	<b>Jurisdiction</b>	93	94	93	90	93
	<b>Partnership</b>	93	92	92	93	94

**Analysis:**

- This result is taken from our annual Schollie Survey.

**To What do we Attribute our Success?**

- For the past five years the theme of “Leave Not One Heart Behind” has been the focus for all departments.
- There is an intentional conscientious effort to meet the learning needs of all students.
- Family School Liaison Workers are available in all schools to work with families.
- Student discipline is focused on taking responsibility.
- Our school communities reach out to the community with many service projects.

**What New Initiatives Will Support Continuous Improvement?**

- At this point no new initiatives are planned.
- We need to maintain and/or refresh what we already have in place

**What are the Essential Questions We Need to Ask in our Quest to Improve?**

- How have we failed to meet the needs of the small percentage who are not satisfied?
- Is there a way to identify these gaps that are currently being missed by the data the jurisdiction collects?

**Jurisdictional Goal:  
Faith Community Pillar**

**Jurisdictional Outcome:**

The teachings of our Catholic faith shall permeate the school.

**Jurisdictional Performance Measure:**

Percentages of CALM teachers who participate in the in-service.

	2003/2004	2004/2005	2005/2006	2006/2007	2007/2008
 <p>Target: 100%</p>				41	66
	<p><b>Jurisdiction</b></p>				
	<p><b>Partnership</b> <i>The Partnership does not ask this question of stakeholders.</i></p>				

**Analysis:**

- There has been significant improvement in the participation rate over the previous year, although the target was not achieved. Most teachers of C.A.L.M. (Career and Life management) are only teaching one section of C.A.L.M., so their major curriculum focus tends to get PD priority.

**To What do we Attribute our Success?**

- We were able to increase the participation rate by releasing teachers for a day, other than a regular P.D. Day.

**What New Initiatives Will Support Continuous Improvement?**

- The measure will be changing this year. The focus this year will be to develop two specific units for C.A.L.M. using the Catholic Resource. The new Assistant Director of Religious Education will take over this specific course as a focus.

**What are the Essential Questions We Need to Ask in our Quest to Improve?**

- How do we help teachers to more effectively plan to permeate the faith perspective appropriately in the various curriculum areas?

**Jurisdictional Goal:  
Faith Community Pillar**

**Jurisdictional Outcome:**

Staff develops an awareness of the need for ongoing conversion in their personal relationship with Christ.

**Jurisdictional Performance Measure:**

Percentages of staff indicating involvement in three or more faith experiences.

	2003/2004	2004/2005	2005/2006	2006/2007	2007/2008
 <p>Target: 50%</p>				41	43
	<p><i>The Partnership does not ask this question of stakeholders.</i></p>				

**Analysis:**

- This number includes people who are engaging in 3-6 different types of faith experience. These include intellectual formation, personal spirituality, communal life, and social justice.
- It is reasonable to expect that those who have an active faith life would naturally be engaged in many of these activities.
- A Catholic educator needs to attend to growth in all these areas to lead a balanced Christian life and deeper relationship with Jesus.

**To What do we Attribute our Success?**

- Posing the questions and presenting the possibilities raises awareness that this is something that needs to be attended to. The variety of possibilities encourages people to find something that works for them.

**What New Initiatives Will Support Continuous Improvement?**

- The religious education committee members, religion teachers and administrators receive regular updates on P.D. opportunities that are over and above the faith development promoted at Faith Days.
- There is now financial support for post graduate courses in religious education.

**What are the Essential Questions We Need to Ask in our Quest to Improve?**

- How does the leadership team at the division and school level model life-long learning in the area of faith?

**Jurisdictional Goal:  
Faith Community Pillar**

**Jurisdictional Outcome:**

Staff develops an awareness of the need for ongoing conversion in their personal relationship with Christ.

**Jurisdictional Performance Measure:**

Percentages of schools using the faith reflection tool.

	2003/2004	2004/2005	2005/2006	2006/2007	2007/2008
 <p>Target: 100%</p>				32	100
	<b>Jurisdiction</b>				
	<b>Partnership</b> <i>The Partnership does not ask this question of stakeholders.</i>				

**Analysis:**

- We achieved the target.

**To What do we Attribute our Success?**

- School administrators were asked to use the tool to collect data which was to be used at the administrators retreat in June 2008. The tool helped schools to identify more clearly the areas where there were gaps in the spiritual life of their schools. The tool also promoted dialogue amongst the staff.

**What New Initiatives Will Support Continuous Improvement?**

- Time will be taken at two administrators meetings at the beginning and end of the school year to look at and discuss data collected from our faith questions on the student, staff, and parent survey.

**What are the Essential Questions We Need to Ask in our Quest to Improve?**

- Are the questions on our faith surveys relevant?
- What other data might give us meaningful information on the faith life of our schools.

**Jurisdictional Goal:  
Faith Community Pillar**

**Jurisdictional Outcome:**

Staff develops an awareness of the need for ongoing conversion in their personal relationship with Christ.

**Jurisdictional Performance Measure:**

Percentages of schools who develop a plan for systematic staff faith reflection.

 <p>Target: 100%</p>		2003/2004	2004/2005	2005/2006	2006/2007	2007/2008
	<b>Jurisdiction</b>				60	75
	<b>Partnership</b>	<i>The Partnership does not ask this question of stakeholders.</i>				

**Analysis:**

- Significant improvement has been made but we have not yet met our target.

**To What do we Attribute our Success?**

- More specific direction has been given about possible ways to do staff faith reflection.

**What New Initiatives Will Support Continuous Improvement?**

- The 2008-2010 Three Year Education Plan has identified a common book, “When You Teach in a Catholic School”, to be used for staff faith reflection.
- The format for writing faith plans has been revised to include a specific Action Plan with evaluation.
- Faith reflection activities are being modeled at administrators meetings.

**What are the Essential Questions We Need to Ask in our Quest to Improve?**

- How does the jurisdiction create a culture of life-long faith learning?
- How do we build capacity for adult faith-sharing?
- How does the jurisdiction encourage individual’s active involvement in their personal faith journey?

## Interpreting Alberta Education's Accountability Pillar

The Accountability Pillar was developed by Alberta Education. It provides a new way for school authorities to measure their success, and assess their progress towards meeting their learning goals.

### Achievement Evaluation

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

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 56.75	56.75 - 62.66	62.66 - 73.87	73.87 - 81.47	81.47 - 100.00
PAT: Acceptable	0.00 - 64.03	64.03 - 75.85	75.85 - 83.54	83.54 - 87.39	87.39 - 100.00
PAT: Excellence	0.00 - 10.76	10.76 - 14.27	14.27 - 20.37	20.37 - 25.05	25.05 - 100.00
Diploma: Acceptable	0.00 - 71.88	71.88 - 82.15	82.15 - 87.66	87.66 - 90.28	90.28 - 100.00
Diploma: Excellence	0.00 - 7.37	7.37 - 15.75	15.75 - 21.31	21.31 - 24.53	24.53 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Rutherford Scholarship Eligibility Rate	0.00 - 20.69	20.69 - 28.29	28.29 - 33.96	33.96 - 46.47	46.47 - 100.00
Transition Rate (6 yr)	0.00 - 41.60	41.60 - 47.36	47.36 - 57.37	57.37 - 63.73	63.73 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

When the standards were set, a blue rating would place the jurisdiction in the top 5% and a green rating would place the jurisdiction in the top 25%.

### Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes. The table to the right shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

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

### Overall Evaluation Table

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

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

# Christ the Redeemer Catholic Schools

## October 2008

### Accountability Pillar Report

Accountability Pillar Overall Summary  
 Annual Education Results Reports - Oct 2008  
 Authority: 4208 Christ the Redeemer Catholic Separate Regional Division No. 3



Goal	Measure Category	Measure Category Evaluation	Measure	Christ the Redeemer CSRD No. 3			Province			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	<a href="#">Safe and Caring</a>	89.1	88.5	87.9	85.1	84.2	83.9	Very High	Improved	Excellent
	Student Learning Opportunities	Excellent	<a href="#">Program of Studies</a>	79.7	77.6	76.3	79.4	78.5	77.8	High	Improved Significantly	Good
			<a href="#">Education Quality</a>	91.6	91.0	90.2	88.2	87.6	87.1	Very High	Improved	Excellent
			<a href="#">Drop Out Rate</a>	2.9	2.6	3.6	5.0	4.7	5.0	High	Improved	Good
			<a href="#">High School Completion Rate (3 yr)</a>	81.8	80.5	77.6	71.0	70.4	70.0	Very High	Improved	Excellent
Goal 2: Excellence in Learner Outcomes	Student Learning Achievement (Grades K-9)	Excellent	<a href="#">PAT: Acceptable</a>	86.1	80.9	82.4	75.8	76.9	76.7	High	Improved Significantly	Good
			<a href="#">PAT: Excellence</a>	28.1	24.2	26.2	19.6	19.4	19.3	Very High	Improved	Excellent
	Student Learning Achievement (Grades 10-12)	Excellent	<a href="#">Diploma: Acceptable</a>	91.3	91.9	89.8	85.0	85.4	85.2	Very High	Maintained	Excellent
			<a href="#">Diploma: Excellence</a>	25.7	28.0	24.6	22.3	23.3	23.1	Very High	Maintained	Excellent
			<a href="#">Diploma Exam Participation Rate (4+ Exams)</a>	63.7	61.2	59.2	53.6	53.7	53.2	High	Improved	Good
			<a href="#">Rutherford Scholarship Eligibility Rate</a>	65.8	59.0	55.9	38.2	37.2	35.4	Very High	Improved Significantly	Excellent
	Preparation for Lifelong Learning, World of Work, Citizenship	Excellent	<a href="#">Transition Rate (6 yr)</a>	64.8	63.7	56.6	60.3	59.5	57.1	Very High	Improved	Excellent
			<a href="#">Work Preparation</a>	82.7	79.6	79.8	80.1	77.1	76.4	High	Improved	Good
	Parental Involvement	Excellent	<a href="#">Citizenship</a>	82.7	82.4	82.3	77.9	76.6	76.2	Very High	Maintained	Excellent
			<a href="#">Parental Involvement</a>	84.5	80.6	81.6	78.2	77.5	77.2	Very High	Improved	Excellent
Goal 3: Highly Responsive and Responsible Jurisdiction (Ministry)	Continuous Improvement	Excellent	<a href="#">School Improvement</a>	83.0	79.0	78.3	77.0	76.3	75.7	Very High	Improved Significantly	Excellent

Goal	Measure Category	Measure	Christ the Redeemer CSRD No. 3			Province		
			Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average
ACOL Measure	ACOL Measure	<a href="#">Satisfaction w/ Program Access</a>	70.8	70.5	70.3	69.2	68.2	68.0
		<a href="#">In-service Jurisdiction Needs</a>	85.8	83.1	79.2	80.4	78.8	77.8

Notes:

#### Analysis:

- The jurisdiction's performance was exemplary!
- 11 of the 16 ratings are in the blue or "very high" range. If we evaluate our jurisdiction against the standards when they were set, these 11 ratings would be in the top 5% of all school jurisdictions in the province.
- 5 of the 16 ratings are in the green or "high" range. If we evaluate our jurisdiction against the standards when they were set, these 5 ratings would be in the top 25% of all school jurisdictions in the province.

#### To What do we Attribute our Success?

- Exemplary school level and divisional data analysis.
- A thoughtful reflection on the data and thorough gap analysis.
- Exemplary school level and divisional strategic planning.
- Constant reflection and review of the plan throughout the school year by site based administration, senior administration, and school level personnel.

#### What New Initiatives Will Support Continuous Improvement?


- Improved involvement of the School Board and the School Councils in the process of data analysis.
- Improved involvement of the School Board and the School Councils in the process of strategic planning for improvement.

#### What are the Essential Questions We Need to Ask in our Quest to Improve?

- Which of the following areas do our stakeholders feel is most important to improve: program of studies, drop-out rate, PAT acceptable rate, diploma exam participation rate, or work preparation?

# Goal One: High Quality Learning Opportunities for All

<p><b>Provincial Outcome:</b></p> <p>Schools provide a safe and caring environment for students.</p>	<p><b>Provincial Performance Measure:</b></p> <p>Percentages of teachers, parents, and students who agree that students are safe at school, learning the importance of caring for others, learning respect for others, and are treated fairly at school.</p>
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 <p style="text-align: right; margin-right: 20px;"><i>Safe and Caring Pillar</i></p> <p style="text-align: center; margin-top: 20px;">Target 88%</p> <p style="text-align: center; margin-top: 10px;">Accountability Pillar</p> <table style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="border: 1px solid black;">Achievement</td> <td style="border: 1px solid black;">Improvement</td> <td style="border: 1px solid black;">Overall</td> </tr> <tr> <td style="background-color: #0056b3; color: white;">Very High</td> <td style="background-color: #008000; color: white;">Improved</td> <td style="background-color: #0056b3; color: white;">Excellent</td> </tr> </table>	Achievement	Improvement	Overall	Very High	Improved	Excellent					
	Achievement	Improvement	Overall								
	Very High	Improved	Excellent								
	<b>Overall</b>										
	Jurisdiction	87.5	87.5	87.8	88.5	89.1					
	Province	80.7	83.1	84.4	84.2	85.1					
	<b>Parent</b>										
	Jurisdiction	87.2	87.1	90.2	88.6	89.5					
	Province	78.0	79.9	82.1	81.7	83.2					
	<b>Student</b>										
	Jurisdiction	78.3	80.2	77.8	81.0	81.5					
	Province	73.5	77.2	78.4	78.5	79.1					
	<b>Teacher</b>										
	Jurisdiction	96.9	95.3	95.4	95.9	96.5					
Province	90.6	92.3	92.8	92.6	93.1						

<p style="text-align: center;"><b>Analysis:</b></p> <ul style="list-style-type: none"> <li>The jurisdiction exceeded the target.</li> <li>The overall rating on Alberta Accountability Pillar Analysis was “Excellent”.</li> <li>The jurisdiction has shown steady improvement over the past five years.</li> </ul>	<p style="text-align: center;"><b>To What do we Attribute our Success?</b></p> <ul style="list-style-type: none"> <li>The jurisdiction’s motto is to, “Leave Not One Heart Behind”, and schools are permeated with the Catholic faith.</li> <li>The jurisdiction’s learning support programs, reading intervention programs, and gifted and talented programs are examples of programs that serve those who typically need more support and care.</li> <li>The creation of community is critical and over 50% of our schools have formal student advisory programs.</li> <li>Formal intervention programs exist throughout the jurisdiction under names such as: Pyramid of Interventions, Intervention Team, SOS (Save One Student), Homework Hotel, and E-Live Extra Help.</li> <li>Formal virtues programs and character education programs exist at the elementary schools.</li> <li>The Emergency Response training program.</li> <li>The Occupational Health and Safety program.</li> </ul>
<p style="text-align: center;"><b>What New Initiatives Will Support Continuous Improvement?</b></p> <ul style="list-style-type: none"> <li>A series of “safe and caring schools” and “classroom management” PD sessions for K-12 administrators, teachers, and support staff. These sessions are based on the work of DuFour, Marzano, and Pollock.</li> </ul>	<p style="text-align: center;"><b>What are the Essential Questions We Need to Ask in our Quest to Improve?</b></p> <ul style="list-style-type: none"> <li>Why are our students the least satisfied in comparison to their cohort than the other stakeholders?</li> <li>Of the five questions asked of parents and students in this area, why did these stakeholders respond with the least amount of satisfaction to the following question: “Students treat one another well at your child’s school?”</li> </ul>

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

**Provincial Outcome:**

Schools provide a safe and caring environment for students.

**Jurisdictional Supporting Outcome:**

The teachings of the Catholic Faith are integrated into pro-social skills programs and school-wide discipline (self-control to self discipline, to leadership, to discipleship).

**Jurisdictional Performance Measure:**

Percentage of schools that have a safe and caring schools implementation plan approved by the senior administration group.

 <p><i>Safe and Caring Pillar</i></p> <p>Target: 100%</p>		2003/2004	2004/2005	2005/2006	2006/2007	2007/2008
	<b>Jurisdiction</b>			100%	100%	100%
	<b>Partnership</b>			N/A	N/A	N/A

**Analysis:**

- The jurisdiction met its target.

**To What do we Attribute our Success?**

- A safe and caring schools committee was convened and met for two years, developing actions plans to make the jurisdiction's schools more safe and caring.
- Formal virtues and character education programs were introduced into the jurisdiction's schools.

**What New Initiatives Will Support Continuous Improvement?**

- Monitoring by the site based administrators and senior administration.

**What are the Essential Questions We Need to Ask in our Quest to Improve?**

- Can we maintain the initiative without the safe and caring schools committee?

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

**Provincial Outcome:**

Schools provide a safe and caring environment for students.

**Jurisdictional Supporting Outcome:**

Student perceive themselves as valued and making a positive contribution to their school community.

**Jurisdictional Performance Measure:**

Percentage of students who perceive themselves as being valued and making a positive contribution to their school.

 <p><i>Safe and Caring Pillar</i></p> <p>Target: 92%</p>		2003/2004	2004/2005	2005/2006	2006/2007	2007/2008
	Jurisdiction				92	91.6
	Partnership				N/A	N/A

**Analysis:**

- The jurisdiction met its target.

**To What do we Attribute our Success?**

- The jurisdiction’s schools focus on character education and praise pro-social behaviour.
- The jurisdiction’s elementary schools focused on creating positive school cultures in a collaborative manner.
- Every student completes a minimum of one, 30 hour, community service project prior to graduating high school.

**What New Initiatives Will Support Continuous Improvement?**

- The safe and caring schools professional development sessions.

**What are the Essential Questions We Need to Ask in our Quest to Improve?**

- How can the jurisdiction create programs that enable the students to give back to their schools?

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

**Provincial Outcome:**

Schools provide a safe and caring environment for students.

**Jurisdictional Supporting Outcome:**

The school division is certified through the Partners in Injury Reduction program.

**Jurisdictional Performance Measure:**

Percentage of staff that pass the certificate of Recognition (COR) audit.

 <p>Target: 100%</p>		2003/2004	2004/2005	2005/2006	2006/2007	2007/2008
	Jurisdiction					100
	Partnership					N/A

<p align="center"><b>Analysis:</b></p> <ul style="list-style-type: none"> <li>The jurisdiction met its target.</li> </ul>	<p align="center"><b>To What do we Attribute our Success?</b></p> <ul style="list-style-type: none"> <li>Every employee at every school participated in Occupational Health and Safety training.</li> </ul>
<p align="center"><b>What New Initiatives Will Support Continuous Improvement?</b></p> <ul style="list-style-type: none"> <li>The Occupational Health and Safety Officer will monitor the Partners In Injury Reduction Program.</li> </ul>	<p align="center"><b>What are the Essential Questions We Need to Ask in our Quest to Improve?</b></p> <ul style="list-style-type: none"> <li>How can the jurisdiction maintain the program?</li> </ul>


## Goal One: High Quality Learning Opportunities for All

### Provincial Outcome:

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

### Provincial Performance Measure:

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.

		2003/2004	2004/2005	2005/2006	2006/2007	2007/2008						
 <p style="text-align: center;"><b>Stewardship Pillar</b></p> <p style="text-align: center;">Target 80%</p> <p style="text-align: center;"><b>Accountability Pillar</b></p> <table style="width: 100%; text-align: center;"> <tr> <td><b>Achievement</b></td> <td><b>Improvement</b></td> <td><b>Overall</b></td> </tr> <tr> <td>High</td> <td>Imp. Sig.</td> <td>Good</td> </tr> </table>	<b>Achievement</b>	<b>Improvement</b>	<b>Overall</b>	High	Imp. Sig.	Good	<b>Overall</b>					
	<b>Achievement</b>	<b>Improvement</b>	<b>Overall</b>									
	High	Imp. Sig.	Good									
	Jurisdiction	76.6	73.6	77.7	77.6	79.7						
	Province	75.8	76.7	78.1	78.5	79.4						
	<b>Parent</b>											
	Jurisdiction	81.1	73.0	78.3	75.6	78.6						
	Province	75.4	75.0	76.6	76.9	77.6						
	<b>Student</b>											
	Jurisdiction	69.4	69.4	71.7	73.1	73.3						
	Province	68.5	71.5	72.6	72.9	74.1						
	<b>Teacher</b>											
Jurisdiction	79.3	78.4	83.2	84.1	87.1							
Province	83.5	83.6	85.2	85.7	86.4							

### Analysis:

- The jurisdiction was within .3% of meeting the target.
- The jurisdiction “improved significantly” over the three year average.
- The overall rating on Alberta Accountability Pillar Analysis was “Good”.

### To What do we Attribute our Success?

- Expansion of program choice has been achieved through the use of videoconferencing.
- The jurisdiction achieved its goal of one laptop per teacher.
- The jurisdiction is in the process of adding SMART Boards to the classrooms across the jurisdiction.
- K-6 music teachers and grades 7-12 band teachers received a total of 4 professional development sessions. The Intensive Core French and Late French Immersion programs are flourishing.

### What New Initiatives Will Support Continuous Improvement?

- Our Lady of the Snows in Canmore and St. Anthony’s School in Drumheller are in the process of building new facilities that will greatly enhance their fine arts, CTS, health, computer, physical education, and music programs.
- The jurisdiction’s small high schools continue to grow, thereby enhancing the program quality and program choices available
- Notre Dame and Holy Trinity received a \$300,000 grant to purchase state of the art design technology.

### What are the Essential Questions We Need to Ask in our Quest to Improve?

- What can be done to raise the parent and students satisfaction with their opportunities to learn about other languages?
- What can be done to enhance parent and student satisfaction with the music, drama, and art programs?

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

**Provincial Outcome:**

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

**Jurisdictional Supporting Outcome:**

Technology supports teaching and learning.

**Jurisdictional Performance Measure:**

Percentage of schools using videoconferencing.

 <p><b>Target:</b> 50%</p>		2003/2004	2004/2005	2005/2006	2006/2007	2007/2008
	<b>Jurisdiction</b>				33	33
	<b>Partnership</b>				N/A	N/A

**Analysis:**

- Videoconferencing is used in 100% of the jurisdiction’s schools in some fashion, but only 33% of the schools use it for scheduled instruction.

**To What do we Attribute our Success?**

- The site based administrators collaborated well to use videoconferencing to deliver efficacious instruction.

**What New Initiatives Will Support Continuous Improvement?**

- The jurisdiction is using videoconferencing to deliver the Advanced Placement program.

**What are the Essential Questions We Need to Ask in our Quest to Improve?**

- How can the elementary schools use the videoconferencing technology?
- How can the jurisdiction expand the Advanced Placement program?

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

**Provincial Outcome:**

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

**Jurisdictional Supporting Outcome:**

Technology supports teaching and learning.

**Jurisdictional Performance Measure:**

Percentage of teachers, parents and students satisfied with the role technology has in teaching and learning.

 <p><b>Target: 75%</b></p>		<b>2003/2004</b>	<b>2004/2005</b>	<b>2005/2006</b>	<b>2006/2007</b>	<b>2007/2008</b>
	<b>Jurisdiction</b>	72.4	76.6	72.8	74.4	80.2
	<b>Partnership</b>	82.8	82	72.8	79.4	83.2

**Analysis:**

- The jurisdiction exceeded its target.

**To What do we Attribute our Success?**

- The jurisdiction has developed ever greening and leasing programs to put more computers in the schools.
- The elementary schools have accessed multiple professional development opportunities focused on accessing technology, such as using online teacher guides and resources, to improve curriculum and instruction.

**What New Initiatives Will Support Continuous Improvement?**

- Effective planning, targeted budgeting, and increased government funding will further improve technology.

**What are the Essential Questions We Need to Ask in our Quest to Improve?**

- Are the portable laptop labs an effective means of providing technology given the jurisdiction's space constraints?


## Goal One: High Quality Learning Opportunities for All

### Provincial Outcome:

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

### Provincial Performance Measure:

Percentages of teachers, parents, and students satisfied with the overall quality of basic education.

		2003/2004	2004/2005	2005/2006	2006/2007	2007/2008						
 <p style="text-align: center;">Target 92%</p> <p style="text-align: center;">Accountability Pillar</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Achievement</td> <td>Improvement</td> <td>Overall</td> </tr> <tr> <td>Very High</td> <td>Improved</td> <td>Excellent</td> </tr> </table>	Achievement	Improvement	Overall	Very High	Improved	Excellent	<b>Overall</b>					
	Achievement	Improvement	Overall									
	Very High	Improved	Excellent									
	Jurisdiction	89.8	89.1	90.6	91.0	91.6						
	Province	84.1	86.1	87.7	87.6	88.2						
	Parent											
	Jurisdiction	86.6	83.2	87.9	86.7	88.8						
	Province	76.6	78.9	81.6	81.8	83.0						
	Student											
	Jurisdiction	85.8	87.3	86.7	88.5	88.4						
	Province	83.2	85.6	86.6	86.4	86.6						
	Teacher											
Jurisdiction	97.0	96.9	97.2	97.7	97.7							
Province	92.6	93.9	94.8	94.7	94.7							

### Analysis:

- The Jurisdiction’s overall result is 3.4% higher than the province.
- The Alberta Accountability Pillar rating is exceptional; not only is the jurisdiction the highest achieving, but it is also improving.
- The Jurisdiction’s was slightly below its target of 92%.

### To What do we Attribute our Success?

- The *Teacher Supervision, Evaluation and Growth Policy* has been enhanced to include more supervisory feedback from multiple observers.
- Gifted and Talented Programs for grades 4-6.
- The continuations of the International Baccalaureate Program and the introduction of the Advanced Placement Program.
- Grade level and subject area workshops are planned when a gap is identified, allowing teachers from around the division collaborate, develop curricular resources, and share best instructional practice.

### What New Initiatives Will Support Continuous Improvement?


- A *Principal Supervision, Evaluation and Growth Policy* has been introduced. It features increased supervisory feedback, a thorough self-evaluation process, and a data based review of the principal’s strengths and growth areas.
- Expanding the Gifted and Talented Programs.
- An additional divisional PD Day has been planned to address gaps and move new initiatives forward.
- New Teacher Orientation Days may be augmented by a more rigorous *New Teacher Induction Program* next year.

### What are the Essential Questions We Need to Ask in our Quest to Improve?

- Satisfaction rates to questions in this area from all three stakeholders are commonly 90% or higher. Why is the satisfaction rate from parents, and particularly students, so much lower to this question: “School work is interesting.”?

# Goal One: High Quality Learning Opportunities for All


<b>Provincial Outcome:</b>  Children at risk have their needs addressed through effective programs.	<b>Provincial Performance Measure:</b>  Annual dropout rate of students aged 14 – 18.
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 <p style="text-align: center;">Target 2%</p> <p style="text-align: center;">Accountability Pillar</p> <table border="1" style="margin-left: auto; margin-right: auto; text-align: center;"> <tr> <td>Achievement</td> <td>Improvement</td> <td>Overall</td> </tr> <tr> <td style="background-color: #008000; color: white;">High</td> <td style="background-color: #008000; color: white;">Improved</td> <td style="background-color: #008000; color: white;">Good</td> </tr> </table>	Achievement	Improvement	Overall	High	Improved	Good	
	Achievement	Improvement	Overall				
	High	Improved	Good				
	<b>Overall</b>						
	Jurisdiction	5.8	6.0	2.3	2.6	2.9	
	Province	5.5	5.3	4.9	4.7	5.0	

<p style="text-align: center;"><b>Analysis:</b></p> <ul style="list-style-type: none"> <li>Our dropout rate is 2.9%, as compared to the provincial rate of 5%.</li> <li>The accountability pillar rates the jurisdiction a “high” and we are also in the “improved” category, for an overall rating of “good”.</li> </ul>	<p style="text-align: center;"><b>To What do we Attribute our Success?</b></p> <ul style="list-style-type: none"> <li>St. Luke’s Outreach Centre is now serving at-risk learners in the communities and surrounding areas of High River, Okotoks, and Brooks. Enrollment in our St. Luke’s program in the 2008/2009 school year exceeded our projections of 30 students and currently sits at 54.</li> <li>The jurisdiction’s Learning Support programs and Academic Intervention programs contribute to ensuring our dropout rate is low.</li> <li>Adoption of the “Whatever It Takes” principles.</li> </ul>
<p style="text-align: center;"><b>What New Initiatives Will Support Continuous Improvement?</b></p> <ul style="list-style-type: none"> <li>Expansion of St. Luke’s Outreach Centre to Brooks, Alberta.</li> <li>Expanding the adoption of formal intervention programs at low performing schools.</li> </ul>	<p style="text-align: center;"><b>What are the Essential Questions We Need to Ask in our Quest to Improve?</b></p> <ul style="list-style-type: none"> <li>When any child drops out of school, the jurisdiction has fundamentally failed in its desire to, “Leave Not One Heart Behind”. Is it good enough to be “high” and “good” in this area?</li> <li>Should there be an intervention team at the centre to assist schools when students appear at-risk of dropping out.</li> </ul>

# Goal One: High Quality Learning Opportunities for All

<b>Provincial Outcome:</b>  Students complete programs.	<b>Provincial Performance Measure:</b>  Percentage of students who completed high school within three years of entering grade 10.
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 <p style="text-align: center;">Target: 82%,</p> <p style="text-align: center;">Accountability Pillar</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">Achievement</td> <td style="text-align: center;">Improvement</td> <td style="text-align: center;">Overall</td> </tr> <tr> <td style="text-align: center; background-color: #0000FF; color: white;">Very High</td> <td style="text-align: center; background-color: #008000; color: white;">Improved</td> <td style="text-align: center; background-color: #0000FF; color: white;">Excellent</td> </tr> </table>	Achievement	Improvement	Overall	Very High	Improved	Excellent	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;"></th> <th style="width: 15%;">2003/2004</th> <th style="width: 15%;">2004/2005</th> <th style="width: 15%;">2005/2006</th> <th style="width: 15%;">2006/2007</th> <th style="width: 15%;">2007/2008</th> </tr> </thead> <tbody> <tr> <td><b>Overall</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Jurisdiction</td> <td style="text-align: center;">73.0</td> <td style="text-align: center;">79.0</td> <td style="text-align: center;">73.3</td> <td style="text-align: center;">80.5</td> <td style="text-align: center;">81.8</td> </tr> <tr> <td>Province</td> <td style="text-align: center;">67.8</td> <td style="text-align: center;">69.3</td> <td style="text-align: center;">70.4</td> <td style="text-align: center;">70.4</td> <td style="text-align: center;">71.0</td> </tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> </tbody> </table>		2003/2004	2004/2005	2005/2006	2006/2007	2007/2008	<b>Overall</b>						Jurisdiction	73.0	79.0	73.3	80.5	81.8	Province	67.8	69.3	70.4	70.4	71.0																																																																																																						
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<p style="text-align: center;"><b>Analysis:</b></p> <ul style="list-style-type: none"> <li>The jurisdiction has shown three years of continuous improvement in this area.</li> <li>The Alberta Accountability Pillar rating is exceptional; not only is the jurisdiction the highest achieving, but it is also improving.</li> <li>The jurisdiction was slightly below the target of 82%.</li> </ul>	<p style="text-align: center;"><b>To What do we Attribute our Success?</b></p> <ul style="list-style-type: none"> <li>The jurisdiction’s Learning Support programs and Academic Intervention programs contribute to ensuring our dropout rate is low.</li> <li>Adoption of the “Whatever It Takes” principles.</li> <li>Formal, one on one, academic counseling programs, focused on rigorous course selection and three year high school completion plans.</li> </ul>
<p style="text-align: center;"><b>What New Initiatives Will Support Continuous Improvement?</b></p> <ul style="list-style-type: none"> <li>Expansion of the “safe and caring” workshops offered to teachers, teaching assistants, and administrators.</li> <li>Appointment of a Divisional Department Head in counseling to expand best practices in academic counseling and post-secondary planning.</li> </ul>	<p style="text-align: center;"><b>What are the Essential Questions We Need to Ask in our Quest to Improve?</b></p> <ul style="list-style-type: none"> <li>Although the jurisdiction is “very high,” is 81.8% good enough in this critical area?</li> <li>What else can the jurisdiction do to promote high school completion within three years?</li> </ul>


**Goal One (Alberta Commission on Learning Outcome):**  
**High Quality Learning Opportunities for All**  
**Satisfaction With Program Access**

**Provincial Outcome:**

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

**Provincial Performance Measure:**

Percentages of teachers, parents, and students satisfied with the accessibility, effectiveness and efficiency of programs and services for students in their community.

	2003/2004	2004/2005	2005/2006	2006/2007	2007/2008
 <b>Target</b> 71%					
<b>Overall</b>					
Jurisdiction	N/A	68.3	72.2	70.5	70.8
Province	N/A	67.2	68.5	68.2	69.2
<b>Parent</b>					
Jurisdiction	N/A	54.4	61.1	60.8	59.9
Province	N/A	54.9	56.9	55.9	56.5
<b>Student</b>					
Jurisdiction	N/A	74.5	74.7	72.7	75.1
Province	N/A	76.7	77.1	76.8	77.7
<b>Teacher</b>					
Jurisdiction	N/A	76.1	80.7	78.0	77.6
Province	N/A	70.0	71.5	72.0	73.4

**Analysis:**

- The overall target was met, but the parental satisfaction rate is very weak.
- Much of the weak satisfaction is attributed to parents of students in grade 4 and 7. These parents had “do not know” rates as high as 78%, and this response registers as dissatisfaction. Satisfaction by grade 10 parents was much higher. The questions are geared at functions which are high school related such as the quality of academic counseling and career counseling.

**To What do we Attribute our Success?**

- Collaboration and support offered by the full time counselors at our large high schools.

**What New Initiatives Will Support Continuous Improvement?**

- The jurisdiction will inform elementary parents of the career and academic counseling programs available in high school.
- The jurisdiction will appoint a new Department Head to lead the counselors of each of our small high schools with a focus on improving career and academic counseling even more.

**What are the Essential Questions We Need to Ask in our Quest to Improve?**

- How can the jurisdiction support its small high schools that have part time counselors and have too little time to focus on career and academic counseling.
- Can the Alberta Learning Information Services (ALIS) system be accessed by more of our students of all grade levels to assist with career and post-secondary education planning.

## Goal Two: Excellence in Learner Outcomes

### Provincial Outcome:

Students demonstrate high standards.

### Provincial Performance Measure:

Percentages of students in Grades 3, 6 and 9 who achieved the acceptable standard and the standard of excellence on provincial achievement tests.



**Targets:** 90% / 30%  
**Actual:** 82.7%/25.7%

#### Accountability Pillar – Acceptable Standard

Achievement	Improvement	Overall
High	Imp. Sign.	Good

#### Accountability Pillar – Excellence Standard

Achievement	Improvement	Overall
Very High	Improved	Excellent

	2003/2004 Acc/Exc	20004/2005 Acc/Exc	2005/2006 Acc/Exc	2006/2007 Acc/Exc	2007/2008 Acc/Exc
<b>Gd.3 LA</b>					
Jurisdiction	89.5 / 25.4	89.1 / 30.7	84.4 / 24.7	85.0/27.8	84.8 / 21.9
Province	81.7 / 15.1	82.2 / 16.2	81.3 / 14.1	80.3/17.7	80.1 / 16.1
<b>Gd. 3 Math</b>					
Jurisdiction	90.2 / 43.3	88.7 / 49.3	84.8 / 44.1	88.8/31.0	84.4 / 33.8
Province	81.8 / 27.4	80.3 / 26.1	82.0 / 26.9	79.9/23.5	78.7 / 23.9
<b>Gd. 6 LA</b>					
Jurisdiction	90.4 / 26.6	90.8 / 27.3	86.8 / 22.6	88.4/29.3	88.2 / 33.4
Province	79.1 / 15.5	77.3 / 15.5	79.0 / 28.3	80.3/19.8	81.1 / 21.0
<b>Gd. 6 MATH</b>					
Jurisdiction	88.7 / 31.7	90.7 / 28.4	85.0 / 18.6	83.4/17.1	83.2 / 21.1
Province	78.5 / 21.2	78.2 / 18.1	75.2 / 15.6	74.0/14.5	74.6 / 15.9
<b>Gd. 6 Sci.</b>					
Jurisdiction	85.0 / 42.0	83.4 / 38.1	76.1 / 31.8	75.1/28.5	71.2/ 26.7
Province	80.6 / 26.2	79.8 / 26.0	78.1 / 27.7	75.2/26.6	74.8 / 24.1
<b>Gd. 6 Soc.</b>					
Jurisdiction	84.8 / 33.6	82.8 / 34.2	77.5 / 27.2	76.3/26.7	72.2/ 35.3
Province	78.6 / 19.7	78.4 / 21.5	78.6 / 22.9	77.4/22.3	77.9 / 23.8
<b>Gd. 9 LA</b>					
Jurisdiction	80.8 / 14.4	87.9 / 20.0	85.3 / 15.5	85.6/18.1	86.5 / 18.1
Province	77.6 / 12.4	77.9 / 14.0	77.4 / 13.6	77.5/14.8	76.5 / 14.8
<b>Gd. 9 FLA</b>					
Jurisdiction	71.4 / 9.5	81.6 / 5.3	85.0 / 5.0	79.3/3.4	94.9 / 23.1
Province	83.4 / 11.7	85.9 / 13.6	83.3 / 10.9	81.3/12.9	84.5 / 12.4
<b>Gd. 9 Math</b>					
Jurisdiction	82.1 / 24.6	75.1 / 21.1	69.5 / 13.8	74.0/18.1	76.9 / 20.6
Province	66.1 / 18.9	68.0 / 19.7	67.4 / 17.4	66.3/18.3	65.7 / 18.5
<b>Gd. 9 Sci.</b>					
Jurisdiction	75.9 / 14.7	67.7 / 10.8	73.5 / 14.8	75.5/22.3	76.7 / 17.9
Province	66.6 / 12.1	67.5 / 12.8	67.4 / 13.3	69.6/14.7	69.3 / 13.0
<b>Gd. 9 Soc.</b>					
Jurisdiction	84.1 / 27.8	79.2 / 19.3	78.4 / 25.7	76.9/23.1	77.5 / 25.8
Province	73.1 / 20.0	71.3 / 18.3	72.5 / 18.9	71.4/18.7	71.7 / 18.9

# Course by Course Achievement Test Summary

Course	Measure	Christ the Redeemer CSRD No. 3						Province				
		Achievement	Improvement	Overall	2008		Prev 3 Yr Avg		2008		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Language Arts 3	Acceptable Standard	Intermediate	Maintained	Acceptable	477	86.8	485	86.2	42,374	80.1	41,848	81.3
	Standard of Excellence	Very High	Declined	Good	477	22.4	485	27.8	42,374	16.1	41,848	16.0
Mathematics 3	Acceptable Standard	Intermediate	Maintained	Acceptable	479	86.0	485	85.8	42,391	78.7	41,860	80.7
	Standard of Excellence	High	Declined Significantly	Issue	479	34.4	485	41.5	42,391	23.9	41,860	25.5
English Language Arts 6	Acceptable Standard	High	Maintained	Good	523	89.9	527	86.7	44,011	81.1	44,197	78.9
	Standard of Excellence	Very High	Improved Significantly	Excellent	523	34.0	527	26.4	44,011	21.0	44,197	17.1
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,252	67.7	2,153	86.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,252	14.2	2,153	10.3
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	457	94.3	367	93.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	457	17.1	367	20.2
Mathematics 6	Acceptable Standard	High	Maintained	Good	520	84.8	536	86.4	44,012	74.6	44,212	75.8
	Standard of Excellence	High	Maintained	Good	520	21.5	536	21.4	44,012	15.9	44,212	16.1
Science 6	Acceptable Standard	Intermediate	Improved Significantly	Good	439	86.3	535	78.2	43,878	74.8	44,115	77.7
	Standard of Excellence	High	Maintained	Good	439	32.3	535	32.8	43,878	24.1	44,115	26.7
Social Studies 6	Acceptable Standard	High	Improved Significantly	Good	440	87.3	526	78.9	43,460	77.9	43,975	78.1
	Standard of Excellence	Very High	Improved Significantly	Excellent	440	42.7	526	29.4	43,460	23.8	43,975	22.2
English Language Arts 9	Acceptable Standard	High	Maintained	Good	515	86.0	503	86.3	43,962	76.5	45,266	77.6
	Standard of Excellence	High	Maintained	Good	515	16.4	503	17.8	43,962	14.8	45,266	14.2
French Language Arts 9	Acceptable Standard	High	Improved	Good	39	94.9	29	82.0	2,307	84.5	2,217	83.5
	Standard of Excellence	High	Improved Significantly	Good	39	23.1	29	4.6	2,307	12.4	2,217	12.5
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	316	84.8	258	85.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	316	11.7	258	14.9
Mathematics 9	Acceptable Standard	High	Improved Significantly	Good	503	78.7	493	72.9	43,465	65.7	45,006	67.3
	Standard of Excellence	High	Improved	Good	503	21.1	493	17.7	43,465	18.5	45,006	18.4
Science 9	Acceptable Standard	Very High	Improved Significantly	Excellent	471	84.7	502	72.2	43,727	69.3	45,153	68.2
	Standard of Excellence	Very High	Improved	Excellent	471	19.7	502	16.0	43,727	13.0	45,153	13.6
Social Studies 9	Acceptable Standard	High	Improved Significantly	Good	467	86.9	502	78.2	43,395	71.7	44,983	71.7
	Standard of Excellence	Very High	Improved Significantly	Excellent	467	28.9	502	22.7	43,395	18.9	44,983	18.6

### Analysis:

- The Alberta Accountability Pillar rates the jurisdiction's acceptable rate as "high" and its excellence rate as "very high", showing "significant improvement" and "improvement" respectively.
- Grade 3 English, Grade 3 Math, and Grade 6 Science are areas showing relatively low performance and are also declining.

### To What do we Attribute our Success?

- Divisional Team Leaders and Department Heads.
- Thorough data analysis by teachers, teacher teams, schools, and the jurisdiction.

### What New Initiatives Will Support Continuous Improvement?

- Expansion of the team philosophy to include elementary Divisional Team Leaders at each grade level.
- Workshops targeting elementary teachers, including grades 3 and 6, with a focus on sharing best practices

### What are the Essential Questions We Need to Ask in our Quest to Improve?

- How do we improve performance in Grade 3 English, Grade 3 Math, and Grade 6 Science? Is it an issue of performance or participation?
- How do we meet the needs of our ESL Learners to a greater extent?

## Goal Two: Excellence in Learner Outcomes

### Provincial Outcome:

Students demonstrate high standards.

### Provincial Performance Measure:

Percentages of students in Grade 12 who achieved the acceptable standard and the standard of excellence on diploma exams.



Targets: 90% / 25%  
Actual: 91.3%/25.7%

#### Accountability Pillar – Acceptable Standard

Achievement Improvement Overall

Very High Maintained Excellent

#### Accountability Pillar – Excellence Standard

Achievement Improvement Overall

Very High Improved Excellent

	2003/2004 Acc/Exc	20004/2005 Acc/Exc	2005/2006 Acc/Exc	2006/2007 Acc/Exc	2007/2008 Acc/Exc
<b>English 30-1</b>					
Jurisdiction	94.7 / 27.5	94.1 / 24.9	92.3 / 17.0	94.9/25.1	90.3 /17.7
Province	92.0 / 18.8	89.1 / 17.8	88.0 / 19.3	78.7/19.0	87.1 / 15.5
<b>English 30-2</b>					
Jurisdiction	88.7 / 9.4	90.4 / 9.6	95.7 / 5.8	94.4/11.3	96.4 / 11.7
Province	85.2 / 7.1	89.4 / 10.1	86.1 / 8.1	88.7/9.7	88.9 / 8.8
<b>FLA 30</b>					
Jurisdiction	N/A	N/A	N/A	66.7 / 0	100 / 12.5
Province	95.4 / 16.7	95.1 / 19.2	95 / 21.8	95.6 / 23.1	94.9 / 24.5
<b>P. Math 30</b>					
Jurisdiction	82.3 / 23.8	82.1 / 20.0	82.0 / 15.3	89.4 / 31.2	89.3 / 25.0
Province	83.7 / 32.0	80.6 / 25.7	82.8 / 26.5	81.1/24.6	81.3 / 25.8
<b>A. Math 30</b>					
Jurisdiction	76.4 / 18.2	88.7 / 22.6	76.3 / 9.2	83.3 / 7.9	93.1 / 11.9
Province	85.5 / 14.3	87.6 / 21.8	77.5 / 11.8	77.6 / 12.1	76.3 / 10.7
<b>Social 30</b>					
Jurisdiction	94.5 / 35.4	89.1 / 23.8	94.5 / 25.5	90.5 / 25.9	92.7 / 25.3
Province	85.9 / 23.8	85.2 / 24.3	85.5 / 23.9	86.1 / 24.6	84.7 / 21.5
<b>Social 33</b>					
Jurisdiction	93.7 / 22.8	89.5 / 14.0	92.9 / 17.6	93.8 / 17.5	90.5 / 21.4
Province	82.9 / 15.0	85.0 / 17.6	83.5 / 19.0	84.8 / 19.6	85.3 / 18.9
<b>Biology 30</b>					
Jurisdiction	82.1 / 23.2	84.2 / 30.4	85.6 / 18.7	92.9 / 36.8	86.0 / 30.8
Province	81.9 / 26.6	81.9 / 26.6	81.4 / 26.4	83.5 / 27.4	82.3 / 26.3
<b>Chem. 30</b>					
Jurisdiction	89.8 / 42.9	96.0 / 43.0	93.6 / 48.2	97.4 / 44.3	97.2 / 50.6
Province	85.7 / 27.9	88.2 / 33.4	88.4 / 37.1	89.3 / 37.9	89.2 / 39.2
<b>Physics 30</b>					
Jurisdiction	89.6 / 32.8	87.1 / 17.1	80.2 / 22.6	88.0 / 31.5	88.5 / 31.7
Province	86.6 / 29.8	84.2 / 27.8	84.4 / 30.0	86.1 / 29.3	85.7 / 32.0
<b>Overall</b>					
Jurisdiction	87.9 / 26.2	89.0 / 22.8	88.1 / 19.9	89.1 / 23.1	92.4 / 23.9
Province	86.5 / 21.2	86.6 / 22.4	85.3 / 23.4	85.1 / 22.7	85.6 / 22.3

## Course by Course Diploma Exam Summary

Course		Measure		Christ the Redeemer CSRD No. 3						Province				
				Achievement	Improvement	Overall	2008		Prev 3 Yr Avg		2008		Prev 3 Yr Avg	
							N	%	N	%	N	%	N	%
<a href="#">English Lang Arts 30-1</a>	Acceptable Standard	Low	Declined	Issue	310	90.3	254	93.8	28,024	87.1	27,854	88.3		
	Standard of Excellence	Intermediate	Declined	Issue	310	17.7	254	22.3	28,024	15.5	27,854	18.7		
<a href="#">English Lang Arts 30-2</a>	Acceptable Standard	Very High	Maintained	Excellent	111	96.4	64	93.5	13,241	88.9	12,609	88.1		
	Standard of Excellence	Very High	Maintained	Excellent	111	11.7	64	8.9	13,241	8.8	12,609	9.3		
<a href="#">French Lang Arts 30</a>	Acceptable Standard	Very High	Improved	Excellent	8	100.0	6	66.7	1,218	94.9	1,163	95.3		
	Standard of Excellence	Intermediate	Maintained	Acceptable	8	12.5	6	0.0	1,218	24.5	1,163	21.3		
<a href="#">Français 30</a>	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	130	98.5	106	95.7		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	130	25.4	106	23.0		
<a href="#">Pure Mathematics 30</a>	Acceptable Standard	High	Improved	Good	196	89.3	178	84.5	22,529	81.3	22,284	81.5		
	Standard of Excellence	Intermediate	Maintained	Acceptable	196	25.0	178	22.2	22,529	25.8	22,284	25.6		
<a href="#">Applied Mathematics 30</a>	Acceptable Standard	Very High	Improved Significantly	Excellent	101	93.1	85	82.8	10,045	76.3	10,004	80.9		
	Standard of Excellence	Intermediate	Maintained	Acceptable	101	11.9	85	13.3	10,045	10.7	10,004	15.2		
<a href="#">Social Studies 30</a>	Acceptable Standard	High	Maintained	Good	288	92.7	236	91.4	23,287	84.7	23,840	85.6		
	Standard of Excellence	High	Maintained	Good	288	25.3	236	25.0	23,287	21.5	23,840	24.3		
<a href="#">Social Studies 33</a>	Acceptable Standard	Very High	Maintained	Excellent	126	90.5	74	92.1	15,365	85.3	14,815	84.4		
	Standard of Excellence	Very High	Maintained	Excellent	126	21.4	74	16.4	15,365	18.9	14,815	18.7		
<a href="#">Biology 30</a>	Acceptable Standard	High	Maintained	Good	221	86.0	202	87.6	20,663	82.3	20,786	82.3		
	Standard of Excellence	Very High	Maintained	Excellent	221	30.6	202	28.6	20,663	26.3	20,786	26.8		
<a href="#">Chemistry 30</a>	Acceptable Standard	Very High	Maintained	Excellent	180	97.2	144	95.7	17,838	89.2	17,625	88.6		
	Standard of Excellence	Very High	Maintained	Excellent	180	50.6	144	45.2	17,838	39.2	17,625	36.1		
<a href="#">Physics 30</a>	Acceptable Standard	Intermediate	Maintained	Acceptable	104	88.5	95	85.1	10,509	85.7	10,881	84.9		
	Standard of Excellence	High	Improved	Good	104	31.7	95	23.8	10,509	32.0	10,881	29.0		
<a href="#">Science 30</a>	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,932	88.6	3,566	86.0		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,932	21.6	3,566	19.1		

### Analysis:

- The Alberta Accountability Pillar rates are exceptional with the jurisdiction's acceptable rate and excellence rate classified as "very high".

### To What do we Attribute our Success?

- Divisional Team Leaders and Department Heads.
- Thorough data analysis by teachers, teacher teams, schools, and the jurisdiction.

### What New Initiatives Will Support Continuous Improvement?

- Workshops for subject areas of relatively low performance including Senior High English and Senior High Social Studies.
- Mentorship of new Diploma Exam teachers using team teaching in the videoconference environment.

### What are the Essential Questions We Need to Ask in our Quest to Improve?

- Why are the English 30-1 and 30-2 results down so significantly?


## Goal Two: Excellence in Learner Outcomes

### Provincial Outcome:

Students demonstrate high standards.

### Provincial Performance Measure:

Diploma examination participation rate: Percentages of students who take four or more diploma exam courses

 <p><b>Target:</b> 55%,</p> <p><b>Accountability Pillar</b></p> <table border="1"> <tr> <td><b>Achievement</b></td> <td><b>Improvement</b></td> <td><b>Overall</b></td> </tr> <tr> <td>High</td> <td>Improved</td> <td>Good</td> </tr> </table>	<b>Achievement</b>	<b>Improvement</b>	<b>Overall</b>	High	Improved	Good		<b>2003/2004</b>	<b>2004/2005</b>	<b>2005/2006</b>	<b>2006/2007</b>	<b>2007/2008</b>
	<b>Achievement</b>	<b>Improvement</b>	<b>Overall</b>									
	High	Improved	Good									
	<b>Overall</b>											
	Jurisdiction	56.6	60.8	55.6	61.2	63.7						
	Province	51.4	52.4	53.5	53.7	53.6						

### Analysis:

- The Alberta Accountability Pillar rates are strong. The jurisdiction’s Diploma Exam participation rate was “high”, there was “improvement”, and the overall rating was “good”.
- The jurisdiction had its highest participation rate ever and has shown three years of continuous improvement.

### To What do we Attribute our Success?

- The jurisdiction’s academic counseling program pushes students to challenging the most difficult courses possible, and the stated objective is to keep as many students on track for post-secondary entrance as is possible.
- Commendations for excellent performance are given to teachers and schools who achieve excellent results with high participation.

### What New Initiatives Will Support Continuous Improvement?

- Divisional workshops will be targeted at subject areas where participation is lower than desired.

### What are the Essential Questions We Need to Ask in our Quest to Improve?

- The jurisdiction’s acceptable and excellence rates are at the highest (“very high”) range; further improvement, then, can only come with diploma exam participation rates in the “very high” range.
- Should we raise our target?


## Goal Two: Excellence in Learner Outcomes

### Provincial Outcome:

Students demonstrate high standards.

### Provincial Performance Measure:

Percentages of Grade 12 students meeting the Rutherford Scholarship eligibility criteria.

		2003/2004	2004/2005	2005/2006	2006/2007	2007/2008						
 <p>Target: 65%,</p> <p>Accountability Pillar</p> <table border="1"> <tr> <td>Achievement</td> <td>Improvement</td> <td>Overall</td> </tr> <tr> <td>Very High</td> <td>Imp. Sign.</td> <td>Excellent</td> </tr> </table>	Achievement	Improvement	Overall	Very High	Imp. Sign.	Excellent	Overall					
	Achievement	Improvement	Overall									
	Very High	Imp. Sign.	Excellent									
	Jurisdiction	51.4	53.0	55.7	59.0	65.8						
	Province	32.5	33.8	35.3	37.2	38.2						

### Analysis:

- The Alberta Accountability Pillar rates are exceptional with the jurisdiction's Rutherford Scholarship rate in the "very high" range and also "improving significantly". The overall rating is "excellent".
- The jurisdiction had its highest participation rate ever and has shown five years of continuous improvement, also exceeding our target by .8%.

### To What do we Attribute our Success?

- The jurisdictional philosophy is that when the students succeed the teachers succeed.
- All of our schools provide expanded opportunities for students to learn via extra help programs, re-teaching, and re-testing.
- The jurisdiction's gifted and talented program, International Baccalaureate Program, and Advanced Placement program promote the pursuit of excellence.

### What New Initiatives Will Support Continuous Improvement?

- Jurisdictional workshops and assessment efforts will be focused on raising the standard of excellence rates on all assessments.

### What are the Essential Questions We Need to Ask in our Quest to Improve?

- How will the jurisdiction maintain this superb performance while also pursuing the goal of raising participation rates in Diploma Examined courses to the "very high" level, as doing this will increase the number of less talented students in all diploma examined subjects.
- Should we raise our target?


## Goal Two: Excellence in Learner Outcomes

### Provincial Outcome:

Students are well prepared for employment

### Provincial Performance Measure:

High school to post secondary transition rate within four years of entering Grade 10.

		2003/2004	2004/2005	2005/2006	2006/2007	2007/2008						
 <p>Target: 40%</p> <p>Accountability Pillar</p> <table border="1"> <tr> <td>Achievement</td> <td>Improvement</td> <td>Overall</td> </tr> <tr> <td>Very High</td> <td>Improved</td> <td>Excellent</td> </tr> </table>	Achievement	Improvement	Overall	Very High	Improved	Excellent	<b>Overall</b>					
	Achievement	Improvement	Overall									
	Very High	Improved	Excellent									
	Jurisdiction	27.3	36.3	40.4	41.2	45.8						
	Province	32.8	34.0	37.0	39.5	40.7						

### Analysis:

- The Alberta Accountability Pillar rates are exceptional with the jurisdiction's transition to post-secondary in the "very high" range and also "improving". The overall rating is "excellent".
- The jurisdiction had its highest participation rate ever and has shown five years of continuous improvement, also exceeding our target by 5.8%.

### To What do we Attribute our Success?

- The jurisdiction's counselors have been working together to increase student awareness of post-secondary opportunities and requirements. One example is the post-secondary fair held at Holy Trinity and attended by all students in the jurisdiction.
- The jurisdiction makes excellent use Alberta Education's ALIS system to enhance students understanding of post-secondary opportunities and requirements

### What New Initiatives Will Support Continuous Improvement?

- Appointment of a Divisional Department Head in counseling to expand best practices in academic counseling and post-secondary planning.

### What are the Essential Questions We Need to Ask in our Quest to Improve?

- How can the jurisdiction further support our small high schools who do not have full time counselors to provide the highest levels of post-secondary planning possible.
- Should we raise our target?


## Goal Two: Excellence in Learner Outcomes

### Provincial Outcome:

Students are well prepared for employment

### Provincial Performance Measure:

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.

		2003/2004	2004/2005	2005/2006	2006/2007	2007/2008						
 <p style="text-align: center;">Target 80%</p> <p style="text-align: center;"><b>Accountability Pillar</b></p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>Achievement</td> <td>Improvement</td> <td>Overall</td> </tr> <tr> <td>High</td> <td>Improved</td> <td>Good</td> </tr> </table>	Achievement	Improvement	Overall	High	Improved	Good	<b>Overall</b>					
	Achievement	Improvement	Overall									
	High	Improved	Good									
	Jurisdiction	83.1	78.1	81.5	79.6	82.7						
	Province	72.2	74.9	77.0	77.1	80.1						
	<b>Parent</b>											
	Jurisdiction	71.7	63.9	74.2	72.0	78.2						
	Province	57.1	60.8	64.6	65.1	70.9						
	<b>Teacher</b>											
	Jurisdiction	94.4	92.4	88.8	87.3	87.2						
	Province	87.3	89.1	89.4	89.2	89.3						

### Analysis:

- The Alberta Accountability Pillar rates are very good with the jurisdiction's satisfaction rates with work preparation in the "high" range and also "improving". The overall rating is "good".
- The jurisdiction exceeded its target by 2.7% and earned its second highest satisfaction level in the past five years.
- The teacher's satisfaction rate is 87%, while the parental rate is 78%.

### To What do we Attribute our Success?

- The jurisdiction's students are successful academically, giving parents and teachers confidence that success at school will transfer to being successful at work.
- The jurisdiction focuses on character education in formal and informal ways; students of character will be naturally qualified to excel at work.
- The jurisdiction's teachers perform their duties with passion, commitment, and skill, thereby, providing students with effective role models.
- Each of the jurisdiction's schools participate in the "Take Our Kids to Work" program.

### What New Initiatives Will Support Continuous Improvement?

- The jurisdiction must continue to offer and expand all initiatives that promote character education.

### What are the Essential Questions We Need to Ask in our Quest to Improve?

- Why are the parents less optimistic than the teachers are about the extent to which their children are prepared for the world of work?


## Goal Two: Excellence in Learner Outcomes

### Provincial Outcome:

Students model characteristics of active citizenship.

### Provincial Performance Measure:

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

		2003/2004	2004/2005	2005/2006	2006/2007	2007/2008						
 <p>Target 83%</p> <p>Accountability Pillar</p> <table border="1"> <tr> <td>Achievement</td> <td>Improvement</td> <td>Overall</td> </tr> <tr> <td>Very High</td> <td>Maintained</td> <td>Excellent</td> </tr> </table>	Achievement	Improvement	Overall	Very High	Maintained	Excellent	<b>Overall</b>					
	Achievement	Improvement	Overall									
	Very High	Maintained	Excellent									
	Jurisdiction	81.7	82.0	82.4	82.4	82.7						
	Province	72.2	75.3	76.8	76.6	77.9						
	<b>Parent</b>											
	Jurisdiction	84.1	80.1	84.0	83.0	82.4						
	Province	67.5	70.3	72.4	72.6	74.7						
	<b>Student</b>											
	Jurisdiction	68.8	70.0	67.8	70.2	71.3						
	Province	63.0	66.1	67.5	67.1	68.5						
	<b>Teacher</b>											
Jurisdiction	92.3	96.0	95.3	94.0	94.3							
Province	86.1	89.5	90.3	89.9	90.6							

### Analysis:

- The Alberta Accountability Pillar rates are exceptional with the jurisdiction's satisfaction rates with active citizenship in the "very high" range the overall rating is "excellent".
- The jurisdiction very nearly met its target and earned its highest satisfaction level ever.

### To What do we Attribute our Success?

- The jurisdiction's schools are permeated with faith.
- The jurisdiction's schools have formal and informal character education programs.
- The "Whatever It Takes" philosophy and expanded opportunities to learn at the jurisdiction's schools offer students many opportunities to achieve personal excellence.
- The Jurisdiction students and teachers meet yearly service project requirements in which they engage in social justice projects.

### What New Initiatives Will Support Continuous Improvement?

- The staff of St. Joseph's Collegiate presented the elements of their character education program to the entire division. It is the jurisdiction's hope that this will inspire other schools to continue down the road of creating and reinvigorating formal character education programs.

### What are the Essential Questions We Need to Ask in our Quest to Improve?

- There is a gap between parent/teacher responses and those of the students. Why do the students respond with higher rates of dissatisfaction to the following three questions: 1) Students follow the rules; 2) Students help one another; and 3) Students respect one another?


## Goal Two: Excellence in Learner Outcomes

### Provincial Outcome:

Students are prepared for lifelong learning.

### Provincial Performance Measure:

Percentage of teacher and parent satisfaction that high school graduates demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

 <p style="text-align: center;">Target TBD</p> <p style="text-align: center;">Accountability Pillar</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">Achievement</td> <td style="text-align: center;">Improvement</td> <td style="text-align: center;">Overall</td> </tr> <tr> <td style="text-align: center;">N/A</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">N/A</td> </tr> </table>	Achievement	Improvement	Overall	N/A	N/A	N/A		<b>2003/2004</b>	<b>2004/2005</b>	<b>2005/2006</b>	<b>2006/2007</b>	<b>2007/2008</b>
	Achievement	Improvement	Overall									
	N/A	N/A	N/A									
	<b>Overall</b>											
	Jurisdiction	45	56.6	52.6	69.1	70.8						
	Province	64.5	64.4	66.1	65.6	66.7						
	<b>Parent</b>											
	Jurisdiction	45	39.2	52.6	54.8	62.3						
	Province	53.2	55.1	57.9	57.1	59.5						
	<b>Teacher</b>											
	Jurisdiction	N/A	73.9	N/A	83.3	79.4						
	Province	75.9	73.7	74.2	74.1	73.8						

### Analysis:

- The jurisdiction outperformed the provincial satisfaction rates with each of the two stakeholder groups, and has demonstrated three years of improvement.

### To What do we Attribute our Success?

- The jurisdiction focuses on character education and infusing the curriculum with skills that will last a life time.

### What New Initiatives Will Support Continuous Improvement?

- Improving academic counseling and post-secondary counseling programs is a critical focus, as the jurisdiction continues to improve student awareness about learning opportunities now and into the future.

### What are the Essential Questions We Need to Ask in our Quest to Improve?

- How can parents be made aware of the jurisdiction's efforts in this regard?


## Goal Three: Highly Responsive and Responsible Jurisdiction

### Provincial Outcome:

The jurisdiction demonstrates effective working relationships with partners and stakeholders.

### Provincial Performance Measure:

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

		2003/2004	2004/2005	2005/2006	2006/2007	2007/2008						
 <p style="text-align: right;"><i>Stewardship Pillar</i></p> <p style="text-align: center;">Target 84%</p> <p style="text-align: center;">Accountability Pillar</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>Achievement</td> <td>Improvement</td> <td>Overall</td> </tr> <tr> <td>Very High</td> <td>Improved</td> <td>Excellent</td> </tr> </table>	Achievement	Improvement	Overall	Very High	Improved	Excellent	<b>Overall</b>					
	Achievement	Improvement	Overall									
	Very High	Improved	Excellent									
	Jurisdiction	82.6	79.8	84.4	80.6	84.5						
	Province	74.1	76.1	77.9	77.5	78.2						
	<b>Parent</b>											
	Jurisdiction	74.0	68.0	74.6	72.6	76.1						
	Province	62.8	65.2	68.1	67.9	69.0						
	<b>Teacher</b>											
	Jurisdiction	91.3	91.6	94.3	88.6	92.9						
	Province	85.4	87.0	87.6	87.1	87.5						

### Analysis:

- The Alberta Accountability Pillar rates are exceptional with the jurisdiction's satisfaction rates with parental involvement in the "very high" range, the rates "improving", and the overall rating is "excellent".
- This year's results were the jurisdictions highest ever and the target was exceeded.
- The parent result was 16.8% lower than that of the teachers?

### To What do we Attribute our Success?

- The Ward Committee structure allows school board representatives, senior administration, and principal's time to meet monthly and work toward school improvement.

### What New Initiatives Will Support Continuous Improvement?

- The jurisdiction is using the *Council of School Councils* - a group consisting of school council chairs, principals, and senior administration - to analyze its AERR and help determine what the jurisdiction's priorities should be.

### What are the Essential Questions We Need to Ask in our Quest to Improve?

- Why is there a gap between parent and teacher responses?


## Goal Three: Highly Responsive and Responsible Jurisdiction

### Provincial Outcome:

The jurisdiction demonstrates leadership and continuous improvement.

### Provincial Performance Measure:

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

		2003/2004	2004/2005	2005/2006	2006/2007	2007/2008						
 <p style="text-align: center;">Target 80%</p> <p style="text-align: center;">Accountability Pillar</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>Achievement</td> <td>Improvement</td> <td>Overall</td> </tr> <tr> <td>Very High</td> <td>Imp. Sig.</td> <td>Excellent</td> </tr> </table>	Achievement	Improvement	Overall	Very High	Imp. Sig.	Excellent	<b>Overall</b>					
	Achievement	Improvement	Overall									
	Very High	Imp. Sig.	Excellent									
	Jurisdiction	80.3	79.2	76.6	79.0	83.0						
	Province	68.8	73.9	76.8	76.3	77.0						
	<b>Parent</b>											
	Jurisdiction	81.2	78.0	81.8	82.4	83.9						
	Province	65.3	70.9	75.4	75.1	75.9						
	<b>Student</b>											
	Jurisdiction	73.7	78.4	78.5	77.3	82.0						
	Province	73.9	77.9	79.4	79.3	79.5						
	<b>Teacher</b>											
Jurisdiction	86.1	81.2	69.5	77.3	83.2							
Province	67.2	73.1	75.5	74.5	75.6							

### Analysis:

- The Alberta Accountability Pillar rates are exceptional with the jurisdiction's satisfaction rates with parental involvement in the "very high" range, the rates "improving significantly", and the overall rating is "excellent".
- This year's results were the jurisdictions highest ever and the target was exceeded. There is also a three year improvement trend.

### To What do we Attribute our Success?

- The Ward Committee structure allows school board representatives, senior administration, and principal's time to meet monthly and work toward school improvement.
- Each school focuses intentionally on sharing the results of student learning and stakeholder surveys with their parent communities via newsletters, School Council meetings, and general parent information nights.

### What New Initiatives Will Support Continuous Improvement?

- The jurisdiction is using the *Council of School Councils* - a group consisting of school council chairs, principals, and senior administration - to analyze its AERR and help determine what the jurisdiction's priorities should be.

### What are the Essential Questions We Need to Ask in our Quest to Improve?

- Why is there a gap between parent and teacher responses?

**Goal Three:  
Highly Responsive and Responsible Jurisdiction**

**Provincial Outcome:**

The jurisdiction demonstrates leadership and continuous improvement.

**Jurisdictional Performance Measure:**

Percentages of teachers trained in the “Whatever It Takes Principles”.

	2003/2004	2004/2005	2005/2006	2006/2007	2007/2008
<b>Overall</b>					
Jurisdiction				100	100
Province				N/A	N/A



Target 100%

**Analysis:**

- All of the staff has been trained in the “Whatever It Takes” principles.

**To What do we Attribute our Success?**

- The “Whatever It Takes” principles are a cornerstone philosophy of the jurisdiction, and contribute to positive performance throughout this report.

**What New Initiatives Will Support Continuous Improvement?**

- The jurisdiction will maintain this focus through its work with the site based administrators.

**What are the Essential Questions We Need to Ask in our Quest to Improve?**

- How will the momentum be maintained?


**Goal Three (Alberta Commission on Learning Outcome):  
Highly Responsive and Responsible Jurisdiction  
In-Service Jurisdiction Needs**

**Provincial Outcome:**

The jurisdiction demonstrates leadership and continuous improvement.

**Provincial Performance Measure:**

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.

		2003/2004	2004/2005	2005/2006	2006/2007	2007/2008
 <p><b>Christ The Redeemer</b> CATHOLIC SCHOOLS</p> <p><i>Learning Pillar</i></p> <p><b>Target 85%</b></p>	<b>Overall</b>					
	Jurisdiction	n/a	77.6	76.9	83.1	85.8
	Province	n/a	76.5	78.2	78.8	80.4

**Analysis:**

- The overall target was exceeded.
- The jurisdiction had its highest level of satisfaction in its history and has shown three years of continuous improvement.

**To What do we Attribute our Success?**

- The jurisdiction has scheduled dozens of workshops for grade level teams and divisional subject area departments to address gap areas and focus on curriculum, instruction, and assessment.

**What New Initiatives Will Support Continuous Improvement?**

- The jurisdiction added another professional development day this year.
- The jurisdiction is considering replacing the divisional professional development day in the 2009-2010 school year with a site based professional development day to more effectively assist schools in addressing their gap areas.
- Grade level elementary retreats have been scheduled to focus on curriculum in programs that are changing, and these retreats include support staff.

**What are the Essential Questions We Need to Ask in our Quest to Improve?**

- How can the jurisdiction assist schools in planning efficacious professional development that addresses key deficiencies?

**Goal Three (Alberta Commission on Learning Outcome):  
Highly Responsive and Responsible Jurisdiction  
In-Service Jurisdiction Needs**

**Provincial Outcome:**


The jurisdiction demonstrates leadership and continuous improvement.

**Jurisdictional Supporting Outcome:**

The jurisdiction provides opportunities for the career development and training needs of support staff.

**Jurisdictional Performance Measure:**

% of support staff satisfied with Division opportunities for career development and training needs

 <p><i>Safe and Caring Pillar</i></p> <p><b>Target 87%</b></p>	<b>Overall</b>	<b>2003/2004</b>	<b>20004/2005</b>	<b>2005/2006</b>	<b>2006/2007</b>	<b>2007/2008</b>
	Jurisdiction	80.5	87	85.5	87.5	86.5
	Partnership	n/a	n/a	n/a	n/a	n/a

**Analysis:**

- The overall target was met.

**To What do we Attribute our Success?**

- The jurisdiction has scheduled dozens of workshops for grade level teams and divisional subject area departments to address gap areas and focus on curriculum, instruction, and assessment.

**What New Initiatives Will Support Continuous Improvement?**

- The jurisdiction added another professional development day this year.
- The jurisdiction is considering cancelling the divisional professional development day in the 2009-2010 school year and replacing it with site based professional development to more effectively assist schools in addressing their gap areas.

**What are the Essential Questions We Need to Ask in our Quest to Improve?**

- How can the jurisdiction assist schools in planning efficacious professional development that addresses key deficiencies?


**Jurisdictional Goal:  
Stewardship of Resources Pillar**

**Jurisdictional Outcome:**

The budget is balanced, desired revenues maintained, and schools receive available resources to meet their needs.

**Jurisdictional Performance Measure:**

Variances of actual revenues and expenses to budget.

 <p align="center">Target 2</p>		<b>2003/2004</b>	<b>2004/2005</b>	<b>2005/2006</b>	<b>2006/2007</b>	<b>2007/2008</b>
	<b>Overall</b>					
	Jurisdiction	N/A	N/A	8.8	2.2	2.8

**Analysis:**

- The division did not meet its target due to unexpected revenue from several sources.
- The Division had a larger surplus than originally budgeted.

**To What do we Attribute our Success?**

- Allocating funds to schools is the jurisdictions first priority.
- Re-distribution of funds between jurisdiction cost-centers allows for maximum use of resources.

**What New Initiatives Will Support Continuous Improvement?**

- Reorganization and staff reduction at board office.
- Budget analysis related to various cost-centers.

**What are the Essential Questions We Need to Ask in our Quest to Improve?**

- How can we further empower site based administrators to develop and monitor their site based budget?
- How can cost-centered budgeting be improved upon?


**Jurisdictional Goal:  
Stewardship of Resources Pillar**

**Jurisdictional Outcome:**

All staff find the jurisdiction a supportive and caring place to work.

**Jurisdictional Performance Measure:**

Composite score of the following: 1) How satisfied are you that there is caring atmosphere at work; 2) How satisfied are you that the jurisdiction is a good place to work.

 <p align="center"><b>Target 100</b></p>		<b>2003/2004</b>	<b>2004/2005</b>	<b>2005/2006</b>	<b>2006/2007</b>	<b>2007/2008</b>
	<b>Overall</b>					
	Jurisdiction	93.5	95.5	96.5	96.5	93.5
	Partnership	94.5	95.5	92.5	92.5	92.5

**Analysis:**

- The jurisdiction has not met the target and this was tied for the lowest result in the past five years.

**To What do we Attribute our Success?**

- There is a focus on celebrating the accomplishments of the jurisdiction's employees.

**What New Initiatives Will Support Continuous Improvement?**

- The jurisdiction is considering expanding its staff recognition program to offer tangible reward to its valued employees.

**What are the Essential Questions We Need to Ask in our Quest to Improve?**

- Is the jurisdiction placing so much emphasis on improvement that it's forgetting to celebrate the excellence which so clearly exists?

## Construction Projects Underway

Community	Project	Educational Purpose	Status	Completion Date
Canmore	New 590 capacity K – 12 school	The new school will be shared by Christ the Redeemer Catholic School Division and the Greater Southern Alberta Francophone School Division. This school will provide much needed classroom space for the Catholic Anglophone and Francophone students in the Town of Canmore. As well it will provide new facilities for career and technological studies, library services, physical education, special education and learning support programs. Currently these students occupy space adjacent to and in Lawrence Grassi Public School. The utilization rate for this space is well over 100%.	Approval of \$10,925,836 received from Alberta Infrastructure in May of 2005. Approval of an additional \$9,093,748.00 in Feb. 2007 Construction has begun. This school is currently under construction.	Target date is to have the school open for students by January 2009.
Drumheller	New 550 capacity K – 12 school.	A new St. Anthony's School in Drumheller will provide much needed classroom space for students from kindergarten to grade 12. As well it will provide new facilities for career and technological studies, library services, physical education, special education and learning support programs.	Approval of \$15 million received from Alberta Education in June 2007. The school is currently in the design phase.	The school is scheduled to open January 2010.

# Financial Report For The Year Ended August 31, 2008

## Revenues

	2006	2007	%
Alberta School Foundation Fund	15,333,754	15,977,260	25.91%
General Revenue Fund	23,304,506	25,114,668	40.73%
Other Government Funds	9,384,126	11,018,332	17.87%
Local Schools Tax Requisition, etc.	3,963,365	4,288,955	6.96%
Fees, Rentals, Investments, Misc.	1,889,357	2,110,569	3.42%
Amortization Of Capital Allocations	2,993,369	3,152,807	5.11%
<b>Total</b>	<b>56,868,477</b>	<b>61,662,591</b>	<b>100.00%</b>

## Expenses

	2006	2007	%
Instruction	37,718,034	39,458,739	65.36%
School Administration and Instructional Support	6,202,576	6,735,514	11.16%
Operation and Maintenance of Schools	4,694,577	4,888,613	8.10%
Transportation	3,143,233	3,225,926	5.34%
Board and System Administration	1,415,751	1,512,072	2.51%
Debt Service	484,733	436,806	0.72%
Amortization of Capital Expenditures	3,787,513	4,113,165	6.81%
<b>Total</b>	<b>57,446,417</b>	<b>60,370,835</b>	<b>100.00%</b>

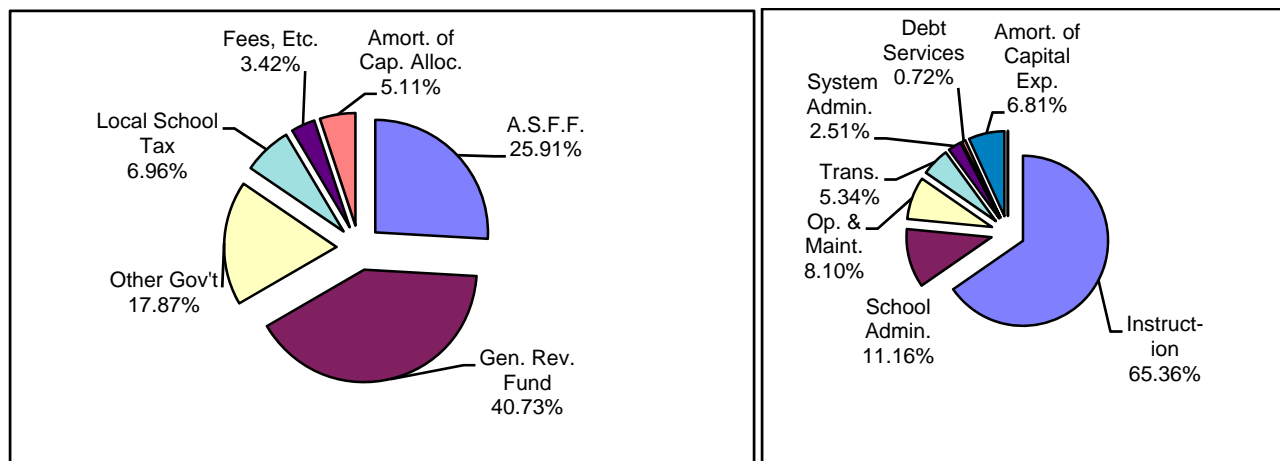
Surplus (Deficit) Before Allocation for Capital IMR and Capital Expenditures	-577,940	1,291,756
Unsupported Amortization Allowance	-1,015,537	-998,922
<b>Net Surplus (Deficit)</b>	<b>-799,333</b>	<b>1,253,192</b>
Accumulated Operating Reserves	1,523,820	2,769,723
Accumulated Capital Reserves	62,567	69,856

**Note:**

The Board Approved Audited Financial Statements and School Generated Funds Schedule may be obtained from the Secretary Treasurer at the offices of: Christ the Redeemer Catholic Schools, 46 Elma Street West, Okotoks, AB. T1S 1J7. Financial Information may also be accessed at: [www.redeemer.ab.ca](http://www.redeemer.ab.ca)

Christ the Redeemer Catholic Schools Audited Financial Statement: [http://www.redeemer.ab.ca/division/reports\\_docs/afs.pdf](http://www.redeemer.ab.ca/division/reports_docs/afs.pdf)

Provincial Roll-up of Jurisdictions Audited Financial Statements: <http://www.education.alberta.ca/admin/funding/audited.aspx>



## Christ the Redeemer Catholic Separate Regional Division #3

**46 Elma Street West, Okotoks, AB T1S 1J7**

Phone: 403-938-2659 Toll Free: 1-800-737-9383

Facsimile: 403-938-4575

### Board of Trustees

<b>Brooks</b> Mary Stengler, Vice Chair	<b>Canmore</b> Vijay Domingo, Chair	<b>Drumheller</b> Paul Andrew	<b>High River</b> Joanne Van Donzel
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### Senior Administration

<b>Superintendent</b> Mike O'Brien	<b>Associate Superintendent Administration &amp; Operations</b> Hans Woehleke
<b>Associate Superintendent Secondary</b> Scott Morrison	<b>Associate Superintendent Elementary</b> Gary Chiste
<b>Assistant Superintendent Administration &amp; Operations</b> Vince Van Hyfte	<b>Secretary Treasurer</b> Dennis Schneider

### Schools

<b>Brooks</b> Holy Family Academy Grades K-6 403-362-8001	<b>Brooks</b> St. Joseph's Collegiate Grades 7-12 403-362-5989	<b>Brooks</b> St. Luke's Outreach Centre East	<b>Canmore</b> Our Lady of the Snows Catholic Academy Grades K-12 403-609-3699
<b>Drumheller</b> St. Anthony's School Grades K-12 403-823-3485	<b>High River</b> Holy Spirit Academy Grades K-6 403-652-2889	<b>High River</b> Notre Dame Collegiate Grades 7-12 403-652-2231	<b>Okotoks and Province</b> Centre For Learning @ Home Grades 1-12 403-938-4119
<b>Okotoks</b> Good Shepherd School Grades K-6 403-938-4318	<b>Okotoks</b> Holy Trinity Academy Grades 10-12 403-938-2477	<b>Okotoks</b> John Paul II Collegiate Grades 7-9 403-938-4600	<b>Okotoks</b> St. Luke's Outreach Centre West Grades 7-12 403-995-0287
<b>Okotoks</b> St. Mary's School Grades K-6 403-938-8048	<b>Oyen</b> Assumption School Grades K-6 403-664-4643	<b>Strathmore</b> Holy Cross Collegiate Grades 7-12 403-901-2050	<b>Strathmore</b> Sacred Heart Academy Grades K-6 403-901-1544