



## Grande Prairie and District Catholic Schools

# Annual Education Results Report 2008-09 AERR

**November 2009**

***Mission Statement: The Mission of Grande Prairie Catholic Schools is to provide a quality Catholic education which meets the needs of each student and inspires all to live life to their full potential, as caring and competent citizens and Apostles of Christ.***

**Catholic Education Centre  
Karl Germann, Superintendent  
1-800-661-2568 <http://www.gpcsd.ca>**

## Message from the Board Chair

As Chair, I have the special privilege of witnessing first-hand the tremendous transformations that are underway in Grande Prairie and District Catholic Schools. There is, of course, a physical rejuvenation that's been steadily taking place across the District over the past few years. But we are also experiencing a renewed, contemporary sense of our own identity, one that not only embraces our Catholic identity, but recognizes the desire to continuously improve the achievement of the student by making decisions based on meaningful data and Internal Accountability Reports.

We are meeting today's challenges by educating faith-filled students who believe in the value of a solid education. Even though we are continuing to expand and explore our possibilities, it is my strong belief that we have already earned our place as a center of outstanding teaching and student achievement in Alberta.

## Board of Trustees

### Ward

<i>Eldon Wyant</i>	<i>(Chair)</i>	<i>Grande Prairie</i>
<i>Alice Brick</i>	<i>(Vice Chair)</i>	<i>Grande Prairie</i>
<i>Ben Dart</i>		<i>Fairview</i>
<i>Laureen Lushman</i>		<i>Grande Prairie</i>
<i>Jamie Schloorlemmer</i>		<i>Spirit River</i>
<i>Ralph Wohlgemuth</i>		<i>Grande Prairie</i>
<i>Jennifer Wrzosek</i>		<i>Grande Prairie</i>

## Accountability Statement

The Annual Education Results Report for **Grande Prairie and District Catholic Schools** for the **2008-09** school year was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the *Private Schools Regulation* and the *Education Grants Regulation*. The Board is committed to using the results in this report, to the best of our abilities, to improve the outcomes for our students. 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.

## Our Regional Faith Community

**Grande Prairie and District Catholic Schools** is a Catholic School System that has local and regional schools. Regional schools serve the communities of Beaverlodge, Fairview, Sexsmith, Spirit River, and Grande Prairie. Many families in smaller communities, acreages and farms send their students to the schools in the District.

*Grande Prairie and District Schools* encompasses five self-contained and very distinctive regional communities centered around Beaverlodge, Fairview, Grande Prairie, Sexsmith, and Spirit River.

**Grande Prairie** is the largest urban center in the Peace River region, with an economy based on agriculture, petroleum, forest products, and service industries. Approximately 50,000 live within the City limits. The local economy is highly diversified and is characterized by rapid population growth. The City serves a regional trading area of approximately 250,000 people. The population is very diverse: it is young, yet becoming a retirement community for many rural residents, and has a transient population. Recently, many new communities have developed in the County of Grande Prairie. The Aboriginal population in Grande Prairie is approximately 11%. Students may attend the following Catholic Schools: St. Clement, St. Patrick, Kateri Mission, Holy Cross, Mother Teresa, Ecole St. Gerard, St. Joseph or St. John Bosco.

**Beaverlodge**, a rural center 43 km from Grande Prairie, has an economy based on agriculture and petroleum. Approximately 3,500 people live in Beaverlodge. The Government of Canada operates an Agriculture Research Station. There has been relatively stable population growth in this community in the past few years, primarily related to the drilling and servicing of natural gas well sites and compression stations. Most students are bused to school; Catholic students attend the public high school in Beaverlodge.

**Sexsmith** is a small rural agricultural Centre 21 km north of Grande Prairie. Many residents with homes in Sexsmith are employed in Grande Prairie. Most students travel to St. Mary's Catholic School by school bus, and high school students attend either the public high school in Sexsmith or St. Joseph Catholic High School in Grande Prairie.

**Spirit River** is a small and close-knit rural community 78 km north of Grande Prairie. Ste. Marie Catholic School also serves the community of Rycroft, and approximately 3,000 people live in area. Its economy is agricultural, with some petroleum activity. Most students travel to Ste. Marie Catholic School by school bus, with students in grades 9-12 attending the public high school in Spirit River.

**Fairview** is a larger town serving a fairly large agricultural area, located 125 km north of Grande Prairie. Approximately 3,500 people live in the Town of Fairview. NAIT, Fairview Campus is located on the southern boundary of town. St. Thomas More Catholic School serves all grades and all Catholic students in the town and surrounding rural area, and is able to provide a modest range of regular and special programs to meet the various needs of its students.

## Highlights for 2008/09

- Concentrating our effort at raising the level of Student Achievement as defined by Acceptable and Excellence in the Provincial Achievement Test (PAT) scores.
- Raising the level of Student Achievement as defined by Acceptable and Excellence in the Diploma Examination scores compared to previous years' results.
- Exceeding provincial standards with respect to
  - PAT Standard of Acceptable
  - High School Completion Rate, Dropout Rate, Transition Rate (6 year), and Participation Rates (Achievement & Diploma).
  - Work Preparation.
- Concentrating our efforts at a school and administrative level to gain a better understanding of the Knowledge, Skills and Attitudes Outcomes of the individual course curriculums.
- Ensuring that every teacher who is expected to deliver a new curriculum is given the opportunity to attend curriculum implementation sessions.
- Improving the Satisfaction Rate as defined by students, parents and teachers.
- Assessing each student's reading level in Grades K-6 and then using this information to refine classroom instruction.
- Using the 6+1 Writing Traits program to help students become better writers and teachers become better teachers of writing skills.
- Adding mini-buses to our fleet to ensure the safe transportation of students inside and outside the District.
- Refining our New Teacher Orientation and Mentorship programs and including the Local ATA as a meaningful partner.
- Continuing participation and support of Regional, Provincial, and National Skills competitions.

## District AISI Project

The Grande Prairie and District Catholic School's School Improvement project completed AISI Cycle III with an emphasis on incorporating a Balanced Literacy Framework into Language Arts, implementing inquiry based learning formats in Grade 4-9 Mathematics, and focussed on Assessment FOR, AS and OF Learning at the Secondary Level.

**District AISI Report can be found at:** <http://www.gpcsd.ca>

## District's Class Size Report

The Board of Trustees has always strived to lower overall class sizes. The Trustees believe that a lower class size, coupled with a change in instruction provides teachers with more opportunity to differentiate instruction and spend more quality time with students.

Prior to the Class Size Initiative in the 2004-05 school year the Board of Trustees allocated additional financial resources to lower class sizes. The Initiative enhances the Trustees ability to lower the overall class size in Grades K-9.

**Class Size Report and Analysis can be found at:** <http://www.gpcsd.ca>

**The Annual Education Results Report can be found at:** <http://www.gpcsd.ca>

**October 2009 Accountability Pillar Overall Summary (Required for Public/Separate/Francophone/Charter School Authorities and Level 2 Private Schools)**

Goal	Measure Category	Measure Category Evaluation	Measure	Grande Prairie RCSSD No. 28			Alberta			Measure Evaluation		
				Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Goal 1: High Quality Learning Opportunities for All	Safe and Caring Schools	Excellent	Safe and Caring	88.0	84.5	84.0	86.9	85.1	84.6	Very High	Improved Significantly	Excellent
	Student Learning Opportunities	Good	Program of Studies	76.3	73.9	74.1	80.3	79.4	78.7	Intermediate	Improved	Good
			Education Quality	87.1	86.2	86.6	89.3	88.2	87.8	Intermediate	Maintained	Acceptable
			Drop Out Rate	3.0	3.1	3.5	4.8	5.0	4.9	High	Maintained	Good
			High School Completion Rate (3 yr)	73.8	73.7	71.8	70.7	71.0	70.6	Intermediate	Maintained	Acceptable
Goal 2: Excellence in Learner Outcomes	Student Learning Achievement (Grades K-9)	Good	PAT: Acceptable	82.3	80.9	81.2	76.8	75.3	75.6	High	Maintained	Good
			PAT: Excellence	16.8	13.6	15.0	19.2	18.3	18.3	Intermediate	Improved	Good
	Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	74.9	79.8	78.5	84.4	84.4	84.5	Low	Maintained	Issue
			Diploma: Excellence	10.8	12.3	12.8	19.1	19.4	20.3	Low	Maintained	Issue
			Diploma Exam Participation Rate (4+ Exams)	55.7	59.8	61.8	53.3	53.6	53.6	Intermediate	Declined	Issue
			Rutherford Scholarship Eligibility Rate (Revised)	59.4	61.4	64.5	57.3	56.8	55.8	Intermediate	n/a	n/a
	Preparation for Lifelong Learning, World of Work, Citizenship	Excellent	Transition Rate (6 yr)	67.5	62.3	60.5	60.7	60.3	59.1	Very High	Improved	Excellent
			Work Preparation	80.3	80.6	78.2	79.6	80.1	78.1	High	Maintained	Good
Citizenship			83.0	76.4	76.2	80.3	77.9	77.1	Very High	Improved Significantly	Excellent	
Goal 4: Highly Responsive and Responsible Jurisdiction (Ministry)	Parental Involvement	Good	Parental Involvement	79.5	78.1	77.8	80.1	78.2	77.9	High	Maintained	Good
	Continuous Improvement	Excellent	School Improvement	81.2	75.7	75.0	79.4	77.0	76.7	Very High	Improved Significantly	Excellent

Notes:

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

**Measure Evaluation Reference (Optional)**

**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 below 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 - 64.45	64.45 - 74.98	74.98 - 82.24	82.24 - 86.22	86.22 - 100.00
PAT: Excellence	0.00 - 10.79	10.79 - 13.17	13.17 - 18.73	18.73 - 23.97	23.97 - 100.00
Diploma: Acceptable	0.00 - 73.09	73.09 - 82.54	82.54 - 87.99	87.99 - 91.53	91.53 - 100.00
Diploma: Excellence	0.00 - 8.94	8.94 - 15.20	15.20 - 20.43	20.43 - 22.59	22.59 - 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 (Revised)	0.00 - 43.18	43.18 - 49.83	49.83 - 59.41	59.41 - 70.55	70.55 - 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

Notes:

- 1) For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as "greater than or equal to" the "Low" value, and "less than" the "High" value. For the Very High category, values range from greater than the "Low" value to 100%.
- 2) Drop Out Rate measure: As "Drop-out Rate" is inverse to most measures (i.e. Lower values are "better"), the range of values at each evaluation level is interpreted as "greater than" the "Low" value and "less than or equal to" the "High" value. For the Very High category, values range from 0% to less than or equal to the "High" value.

**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 below 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	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

**Category Evaluation**

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g. 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern).

## Faith Goal: Witness To Their Faith

*Outcome: School provides opportunities to assist students on their Catholic Faith Journey in an environment where staff and students are witnesses to their Faith as Disciples of Christ.*

<p><b>Goals Set For Faith Formation</b> <b>We believe that our faith could be strengthened in our schools by:</b></p> <ul style="list-style-type: none"><li>●Developing opportunities for all teachers to explore their faith and be witnesses to their faith.</li><li>●Providing leadership in the understanding, articulation, and appreciation of our Catholic Faith through the Faith Permeation Committee, District Faith Development Days and Personal Faith Development programming.</li><li>●Providing insight and guidance to the Faith Permeation Committee by developing publications around Permeation, Sacramental Preparation, Celebrations, Bread Parties, Liturgical formats, and Retreats.</li><li>●Preparing students to be globally-aware citizens by developing meaningful service projects at each grade level and creating opportunities to share the ideas.</li><li>●Developing monthly Liturgies, modeling these at Principals' meetings and posting them to the district website.</li><li>●Developing an expectation that all Professional Development Collaborative Days include a permeation component in their plan for the day.</li><li>●Completing the implementation of the Action Plan from the Religious Education Review.</li><li>●Inviting students to provide prayers for a district-wide collection of student prayers to be published for use in all schools.</li></ul>	<p><b>Action Taken to Improve Faith Journey and Witness</b></p> <ul style="list-style-type: none"><li>○ Schools networked with local parishes and community agencies to develop needs lists that will enhance the meaningfulness of the service project.</li><li>○ Our Religious Education Consultant developed monthly inserts related to the District's Faith Theme and to be included in school newsletters.</li><li>○ Many different grades and different schools participated in Retreats led by the Religious Education Consultant.</li><li>○ The District developed a publication for staff and the Catholic Community that details the Catholic Identity, Expectations, Uniqueness, and How We Live the Mission.</li><li>○ Every student in each grade completed at least one meaningful Service Project during the school year.</li><li>○ All staff was presented with a year-long Faith Reflection Guide to be used to enhance their personal faith journey.</li><li>○ The Religious Consultant met regularly with each first and second year teacher providing curricular and faith support.</li><li>○ The Faith Permeation Committee met ten times to share and exchange ideas, promote religious PD opportunities and provide input for district goals.</li><li>○ A Book of Student Prayers was published and circulated for use in all schools/offices within our district.</li></ul>
---	---

## Goal One: High Quality Learning Opportunities for All

Outcome: Schools provide a safe and caring environment.

Performance Measure			Results (in percentages)					Target
			2005	2006	2007	2008	2009	2009
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	Overall (required)	Authority	78.0	82.2	85.1	84.5	88.0	84.0
		Province	83.1	84.4	84.2	85.1	86.9	
	Teacher (optional)	Authority	87.4	90.1	93.1	91.2	96.2	
		Province	92.3	92.8	92.6	93.1	93.8	
	Parent (optional)	Authority	71.7	78.1	81.3	82.2	82.0	
		Province	79.9	82.1	81.7	83.2	85.3	
	Student (optional)	Authority	74.9	78.5	80.9	80.2	85.9	
		Province	77.2	78.4	78.5	79.1	81.7	

### Comment on Results

(contextual information, factors affecting performance, analysis of results). Indicate whether the target was achieved, factors that influenced the results, actions taken to improve results to date and in the future. If results on Accountability Pillar measures have an improvement evaluation of "Improved" or "Improved significantly," identify the strategies or actions taken by the authority (or schools) that may have contributed to this improvement.

### Safe and Caring

#### Target

District target for Safe and Caring was achieved. The sense of being safe at school and the degree of caring has significantly improved and every K-8(9) school is reporting a level of "Excellent"

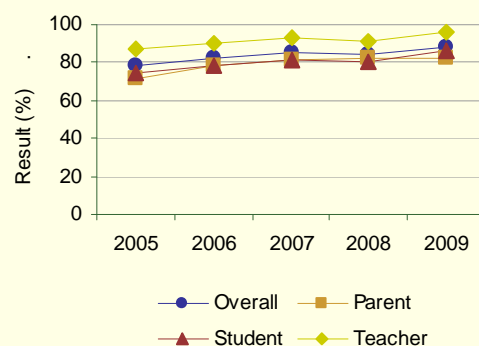
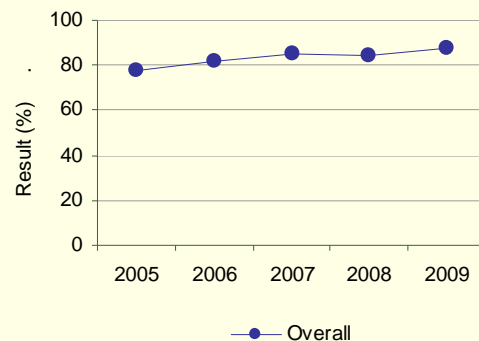
#### Factors that influenced the results:

Students in Grade 4 and Grade 7 students indicate an improved significantly in all aspects of their feeling of being safe at school and while travelling to and from. An increase of 14% is indicated by Grade 7 students feeling that they are treating each other well. Grade 4 and 7 parent confidence that their children are safe and cared for has improved, while Grade 10 parents report concern regarding care for their children.

#### Strategies undertaken in order to Improve Significantly:

K-8 schools have incorporated a Virtues Program supported by the Catholic Version of the Student Premier Agenda. Two schools incorporated the Healthy Buddies Program and had junior high students attend "Eureka" offered through John Howard Society. Some schools increased supervision on some playgrounds at times that school data indicated most incidents of issue and concern occurred, and the afternoon recess was shortened at one school. Junior and senior high retreats focus on respect and diversity and the importance that each person holds to build a caring community and society.

### Graph of Overall Authority Results (optional)



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

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

Performance Measure		Results (in percentages)					Target	
		2005	2006	2007	2008	2009	2009	
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	Overall (required)	Authority	72.2	73.6	74.9	73.9	76.3	74.0
		Province	76.7	78.1	78.5	79.4	80.3	
	Teacher (optional)	Authority	81.9	78.7	85.0	82.6	85.3	
		Province	83.6	85.2	85.7	86.4	86.8	
	Parent (optional)	Authority	71.8	73.7	71.9	73.3	75.1	
		Province	75.0	76.6	76.9	77.6	78.7	
	Student (optional)	Authority	62.9	68.3	67.8	65.9	68.4	
		Province	71.5	72.6	72.9	74.1	75.3	

**Broad Program of Studies**

**Target**

District target was met and accountability results improved.

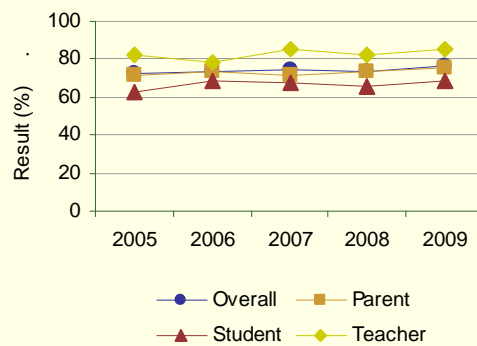
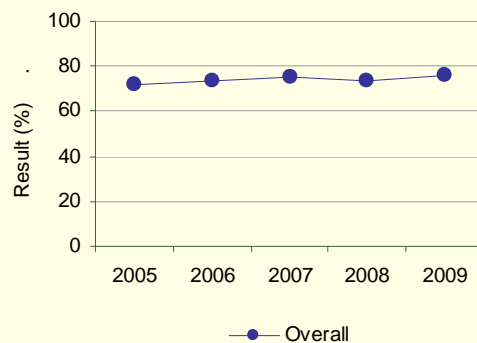
**Factors** influencing the results:

Our District Catholic Schools are offering a variety of programming for students. In elementary schools students receive mandatory Music instruction in all grades and mandatory French as a Second Language Instruction in Grades 4-7. High school parents indicated the greatest satisfaction. Junior high students indicate an increase in satisfaction in receiving a variety of complementary courses.

**Strategies** undertaken in order to **Improve**:

As funding for technology increases, teachers and students in elementary and junior high school indicated increased satisfaction with the opportunity to learn with computers. The High School Success Project (THSS) at our urban high school has been organized around increased student engagement through interactive whiteboard technology in every classroom, and portable laptop labs for increased time at writing skills in Humanities. A review of Junior High options occurs yearly to ensure that all students' satisfaction is considered when organizing options for the coming year. As a District, we continue to provide monetary and in-kind support to the French Language Resource Centre in order to enrich our French language programs in FSL and French Immersion. Parents continue to be informed through practice of complementary course selection sheets being sent home for parental approval.

Graph of Overall Authority Results (optional)



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

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

Performance Measure			Results (in percentages)					Target
			2005	2006	2007	2008	2009	2009
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	Overall (required)	Authority	82.1	85.9	87.8	86.2	87.1	86.0
		Province	86.1	87.7	87.6	88.2	89.3	
	Teacher (optional)	Authority	90.7	92.5	97.0	95.1	94.4	
		Province	93.9	94.8	94.7	94.9	95.3	
	Parent (optional)	Authority	72.0	79.6	79.9	78.9	78.7	
		Province	78.9	81.6	81.8	83.0	84.4	
	Student (optional)	Authority	83.5	85.5	86.7	84.5	88.3	
		Province	85.6	86.6	86.4	86.6	88.3	

**Overall Quality of Basic Education**

**Target**

The satisfaction of parents, teachers and students increased slightly as relates the overall quality of education. Overall, the district result has been maintained. Parents support a high quality of education permeated by faith.

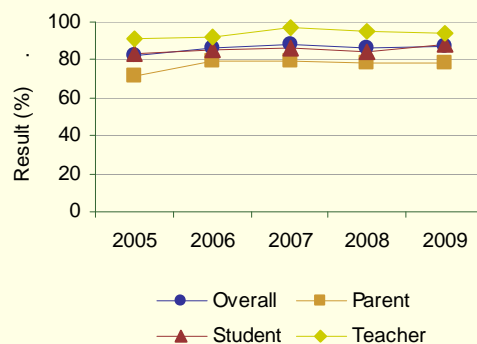
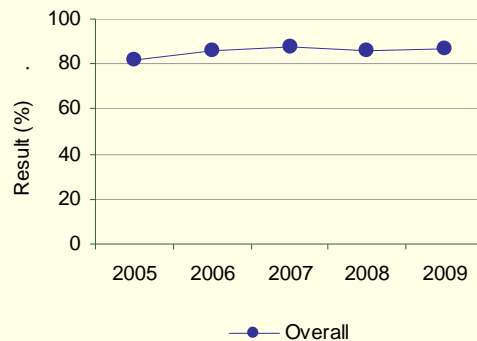
**Factors** influencing the results:

Through a deeper understanding of curriculum, and by using common assessment tools for K-9 reading, K-6 writing, and District 7 and 8 Math/ Science exams we believe our students will excel, and that parent, teacher, and student satisfaction will continue to improve. Parents, teachers and students indicate that they are learning what they are supposed to learn and are being challenged with interesting course work.

**Strategies** undertaken to improve results:

Over the past three years we have continued to emphasize the importance of curriculum, assessment and instruction. Teachers discuss, present and post curriculum outcomes in every grade K-12. At high school common unit and final exams are being developed for all grade levels. The High School Success Project (THSS) is student engagement in their learning and maximizing the impact of emerging technologies.

Graph of Overall Authority Results (optional)



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

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

Performance Measure			Results (in percentages)					Target
			2005	2006	2007	2008	2009	2009
Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.	Overall (required)	Authority	61.7	60.2	66.7	66.0	67.9	66.0
		Province	67.2	68.5	68.2	69.2	70.3	
	Teacher (optional)	Authority	58.3	55.0	64.6	68.0	71.1	
		Province	70.0	71.5	72.0	73.4	74.5	
	Parent (optional)	Authority	52.6	52.4	55.0	54.2	51.8	
		Province	54.9	56.9	55.9	56.5	58.1	
	Student (optional)	Authority	74.2	73.2	80.5	75.8	80.7	
		Province	76.7	77.1	76.8	77.7	78.4	

**Accessibility, Effectiveness, Efficiency**

**Target**

District target has been met. Satisfaction with accessibility, effectiveness and efficiency of programs and services has been maintained.

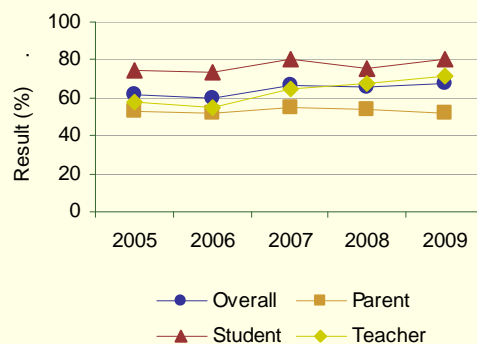
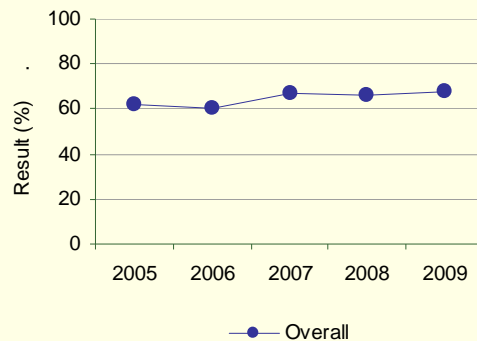
**Factors** that influence results:

School library services are being accessed. When needed academic and career counseling, high school students indicate this is accessible. This junior high students report a lower perception of assistance for such counseling. Parents of junior high students indicate special needs supports have decreased. Teachers at high school report increased satisfaction to access student assessment services for students with learning difficulties, while elementary and junior high teachers record a slight decrease occurred for special needs services and assessments done in a timely fashion.

**Strategies** undertaken to improve results:

The Director of Student Services together with the Classroom Support Teachers will recommend students for assessment and will collaborate regarding education for students with exceptional needs. CST teachers will support classroom teachers in planning for differentiated instruction, and the Early Literacy AISI project coordinator will support teachers and teaching assistants with literacy intervention programming. The Gifted and Excellence Coordinator will concentrate on identified gifted students in Grade 4-8.

Graph of Overall Authority Results (optional)



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

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

Performance Measure		Results (in percentages)					Target
		2004	2005	2006	2007	2008	2009
Drop Out Rate - annual dropout rate of students aged 14 to 18 (required).	Authority	3.6	3.6	3.8	3.1	3.0	3.5
	Province	5.3	5.0	4.7	5.0	4.8	
Returning Rate (optional)	Authority	26.0	25.5	28.3	12.5	27.0	25.0
	Province	23.0	21.3	21.2	21.3	19.8	

**Drop Out Rate**

**Target**

Target for annual dropout rate was achieved. The Grande Prairie Catholic District has a lower than average Drop Out Rate and a higher than average Returning Rate, especially when compared to the provincial results.

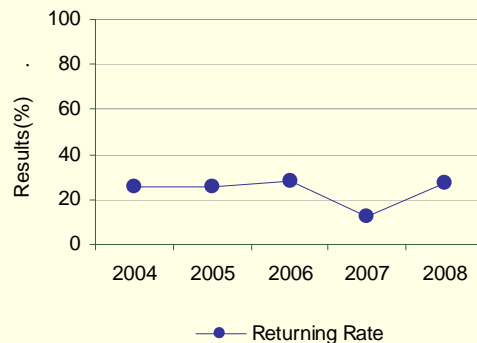
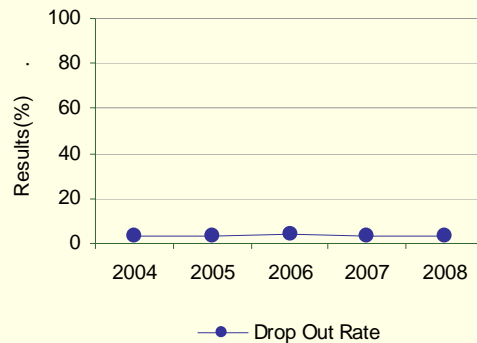
**Factors** that influence the result s:

The Grande Prairie and area economy slowed down considerably during the 2008-2009 school year. While some of our students still found it necessary to enter the workforce part time, overall, students in our Catholic schools are still choosing to stay in school and complete high school before moving into full time workforce or into post-secondary training/ education.

**Actions** taken to improve results to date

Counselors and Classroom Support Teachers ensure that students are appropriately placed into courses and provided with the accommodations needed for high school students to succeed. Through the High School Success Project (THSS), teachers, at our urban high school, are developing more strategies to personally engage students in their own learning. Some students who find it difficult to concentrate on a full time academic schedule appreciate the balance that they can gain through Work Experience and/or The Registered Apprenticeship Program (RAP). Some students have chosen an alternate school day format through the district's St. John Bosco Outreach School. After their Gr 12 year, students are contacted and encouraged to return to Gr 12 for one semester or to St John Bosco to complete course work that they are missing.

Graph of Overall Authority Results (optional)



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

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

Performance Measure			Results (in percentages)					Target
			2005	2006	2007	2008	2009	2009
Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.	Overall (required)	Authority	70.3	74.8	77.2	78.1	80.2	if set
		Province	76.9	78.6	78.3	79.5	81.4	
	Teacher (optional)	Authority	85.5	85.3	89.8	89.7	92.6	
		Province	90.6	91.6	91.2	91.9	92.5	
	Parent (optional)	Authority	56.6	65.0	63.9	66.9	64.5	
		Province	63.8	67.0	66.8	68.5	71.3	
	Student (optional)	Authority	68.7	74.2	78.0	77.9	83.4	
		Province	76.1	77.1	77.0	78.0	80.3	

**At Risk Needs**

**Target**

Accountability results indicate an improvement in programs for at risk students.

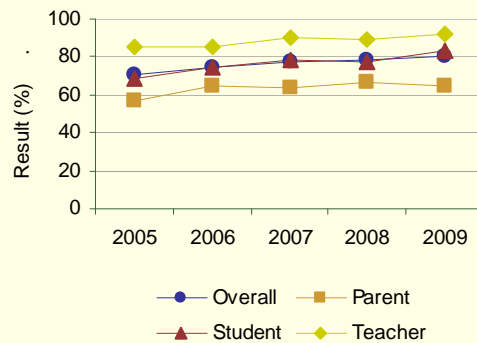
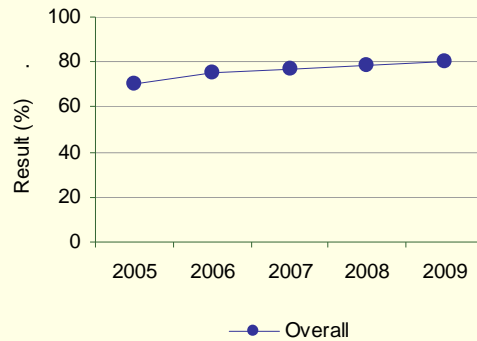
**Factors** that influence results:

Grade 4 and 7 students are agreement that they can get help with school work, access programs and services for help with school work and problems related to school work. Grade 7 parents indicated significant increase in parent satisfaction with the availability of assistance with problems related to school work. Grade 10 students and parents indicate a need for more program access for students at risk.

**Strategies** undertaken to improve results:

Increased high school counselor time by 50% has been maintained. Native Liaison Workers continue to raise the awareness of FNMI student needs and to build relationships with FNMI families. Additional funding is provided to Catholic Family Services to hire Liaison Workers in the Elementary and Junior High Schools. We now have a \$125,000 contract with Catholic Family Services to meet the short term, low-crisis interventions that are needed in our schools. We also have a \$10,000 contract with Parenting and Pregnant Teen Program. In 2008-09, a part time Educational Psychologists was contracted when necessary to speed up the backlog in educational assessments that would inform programming needs.

Graph of Overall Authority Results (optional)



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

Outcome: Students complete programs.

Performance Measure			Results (in percentages)					Target
			2004	2005	2006	2007	2008	2009
High School Completion Rate – percentages of students who completed high school within three, four and five years of entering Grade 10.	Within 3 Years	Authority	73.0	68.8	72.8	73.7	73.8	73.0
		Province	69.3	70.4	70.4	71.0	70.7	
	Within 4 Years	Authority	77.0	80.0	78.2	81.2	80.8	if set
		Province	73.4	75.1	76.2	76.3	76.5	
	Within 5 Years	Authority	71.9	82.6	83.3	80.1	82.2	if set
		Province	75.5	77.4	78.6	79.5	79.2	

**Strategies: High School Completion**

**Target**

District target was met and maintained from previous year. The 3-year rate is the Accountability Pillar measure which is evaluated and reported. Students in our two High Schools complete high school at a rate that is higher than the provincial average after 3, 4 and 5 years of entering Grade 10, and rate of return increases over those years.

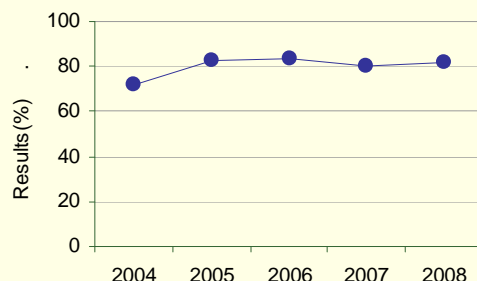
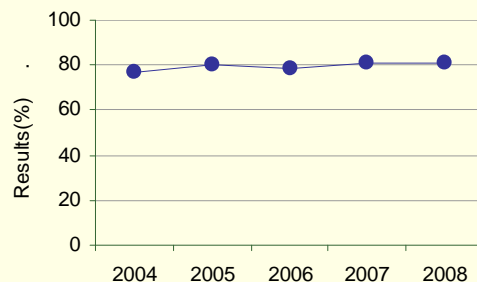
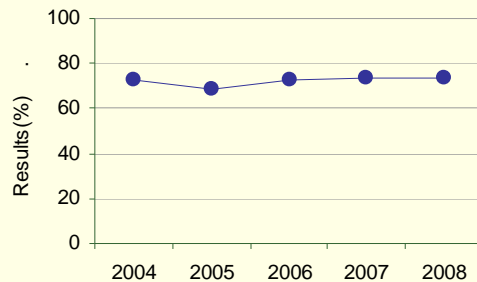
**Factors that influence results:**

Dedicated and caring staff and counselors continue to provide academic and career advice within smaller high school setting which ensure that students are more successful. Students are encouraged to return to Grade 12 for a semester in order to complete high school or to upgrade. Parents and counselors provide options and flexibility to motivate students to do what they can to complete high school.

**Strategies undertaken to improve results:**

Our high school continues to make positive connections between teachers, students and agencies in order to assist students in successfully completing high school. Students are balancing school with work and, in some cases, personal problems. We continue to provide personal assistance through School Counselors, Catholic Family Services, Aboriginal Liaison Workers, and Mental Health Services. Through flexible school schedules, Alberta Distance Learning courses, some virtual school partnerships and St John Bosco Outreach programming, our schools provide time and flexible programming required for some students to complete. We continue Off-Campus education, RAP and work experience, and encourage Skills Canada/Skill Alberta and Summer Work Experience as a means to encourage transition between school and work. We organized a summer school session and mailed an invitation to all previous year's grade 12 students to come to our outreach program for upgrading and complete courses. A follow up "we want you to complete" phone call is made to students who did not complete.

Graph of Overall Authority Results (optional)



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

## Goal Two: Excellence in Student Learning Outcomes

Outcome: Students demonstrate high standards in learner outcomes.

Performance Measure		Results (in percentages)**												Target	
PAT Results by Number Enrolled - percentages of students who achieve the acceptable standard and the percentages who achieve the standard of excellence on Grades 3, 6 and 9 Provincial Achievement Tests (cohort results).		2005		2006		2007		2008		2009		2009			
		A	E	A	E	A	E	A	E	A	E	A	E	A	E
Grade 3	English Language Arts 3	Authority	82.6	9.2	87.5	11.2	87.5	19.1	90.7	15.0	92.4	16.7	if set	if set	
		Province	82.2	16.2	81.3	14.1	80.3	17.7	80.1	16.1	81.3	18.2			
	Mathematics 3	Authority	74.8	18.7	87.8	21.5	83.9	19.7	87.0	24.7	85.5	25.2	if set	if set	
		Province	80.3	26.1	82.0	26.9	79.9	23.5	78.7	23.9	79.7	26.8			
Grade 6	English Language Arts 6	Authority	78.8	8.7	89.3	20.4	88.0	16.5	86.2	16.6	92.2	19.3	if set	if set	
		Province	77.3	15.5	79.0	15.9	80.3	19.8	81.1	21.0	81.8	18.9			
	French Language Arts 6	Authority	84.0	0.0	85.1	8.5	81.1	3.8	79.2	3.8	91.1	8.9	if set	if set	
		Province	85.1	8.8	87.5	11.2	88.1	11.0	87.7	14.2	91.5	15.9			
	Français 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	if set	if set	
		Province	92.0	22.8	94.5	19.7	93.0	18.0	94.3	17.1	92.6	18.7			
	Mathematics 6	Authority	76.0	9.4	77.8	13.3	79.8	14.2	77.9	12.5	85.6	15.4	if set	if set	
		Province	78.2	18.1	75.2	15.6	74.0	14.5	74.6	15.9	76.6	16.8			
	Science 6	Authority	67.0	16.3	81.8	25.3	83.1	19.5	73.7	12.8	83.0	18.6	if set	if set	
		Province	79.8	26.0	78.1	27.7	75.2	26.6	74.8	24.1	76.5	24.8			
	Social Studies 6	Authority	83.0	12.2	84.8	21.6	82.4	18.4	81.0	15.3	n/a	n/a	if set	if set	
		Province	78.4	21.5	78.6	22.9	77.4	22.3	77.9	23.8	84.8	27.6			
Grade 9	English Language Arts 9	Authority	77.2	7.1	82.3	9.1	86.8	12.8	83.1	10.8	80.5	11.4	if set	if set	
		Province	77.9	14.1	77.4	13.6	77.5	14.8	76.5	14.8	78.7	14.7			
	French Language Arts 9	Authority	88.5	3.8	87.0	8.7	86.7	26.7	89.1	4.3	69.7	12.1	if set	if set	
		Province	85.9	13.6	83.3	10.9	81.3	12.9	84.5	12.4	81.8	10.3			
	Français 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	if set	if set	
		Province	87.2	17.4	86.1	14.7	81.6	12.6	84.8	11.7	85.6	12.9			
	Mathematics 9	Authority	55.6	10.5	66.1	11.4	68.9	13.6	71.4	13.0	63.3	15.5	if set	if set	
		Province	68.0	19.7	67.4	17.4	66.3	18.3	65.7	18.5	67.0	18.6			
	Science 9	Authority	64.0	5.9	66.9	12.2	77.2	10.5	75.3	6.1	69.2	11.3	if set	if set	
		Province	67.5	12.8	67.4	13.3	69.6	14.7	69.3	13.0	72.2	15.8			
	Social Studies 9	Authority	66.1	13.0	75.2	13.0	77.2	16.5	69.9	8.9	71.2	14.4	if set	if set	
		Province	71.3	18.3	72.5	18.9	71.4	18.7	71.7	18.9	82.6	26.4			

		Results (in percentages)										Target	
		2005		2006		2007		2008		2009		2009	
		A	E	A	E	A	E	A	E	A	E	A	E
Overall***	Authority	73.0	10.6	80.5	15.4	82.3	15.9	80.9	13.6	82.3	16.8	80.0	14.0
	Province	76.4	18.4	76.0	17.9	75.5	18.6	75.3	18.3	76.8	19.2		

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

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

**PAT Acceptable Standard Results**

**Targets**

In our District, we are above the provincial Acceptable Standard for June 2009 PAT results and our results have improved over the previous year's results. Our results are maintained.

**Factors** influencing results:

District results indicate an increased achievement in all PAT Acceptable in Grade 3 and 6. Results show that for English Language Arts we are significantly above provincial Acceptable Standard in Grade 3 by 11.1% and in Grade 6 over provincial standard by 10.4%. In Grade 9, ELA, FLA and Math indicate issue, and Grade 9 Science is at Acceptable.

**PAT Standard of Excellence Results**

**Target**

The District results for Standard of Excellence for June 2009 Provincial Achievement Exams have improved to the extent that the Accountability Pillar Result reflects an improvement from "Concern" to "Good".

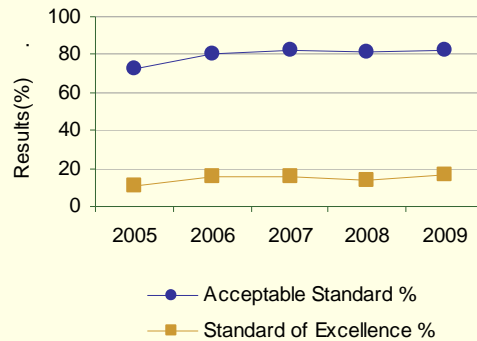
**Factors** influencing results:

District results for Standard of Excellence for Grade 3, 6, and 9, separated for subjects taught in English language and French language, indicate that 14 of 17 possible scores improved over the district scores of last year. However, only 3 scores are presently above provincial average for Excellence for the 08-09 results.

**Strategies** undertaken to **improve** results:

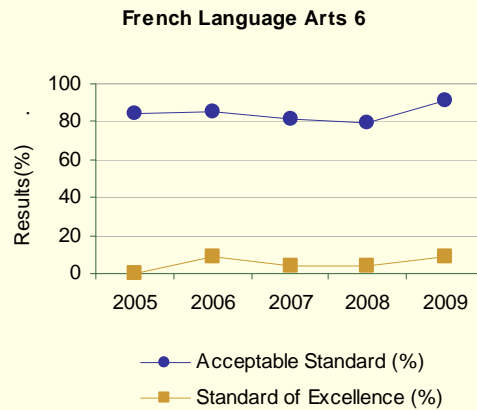
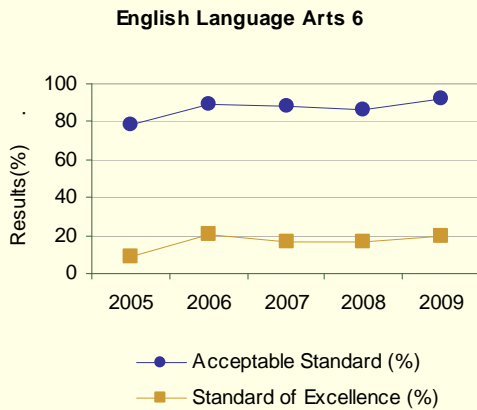
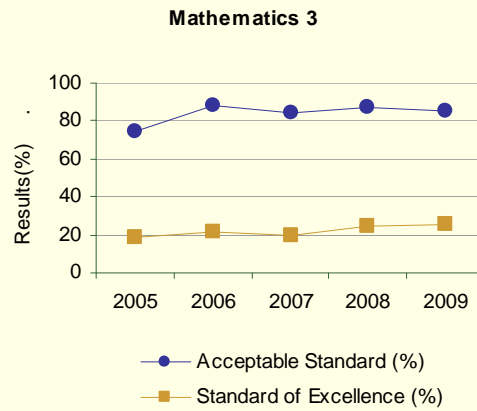
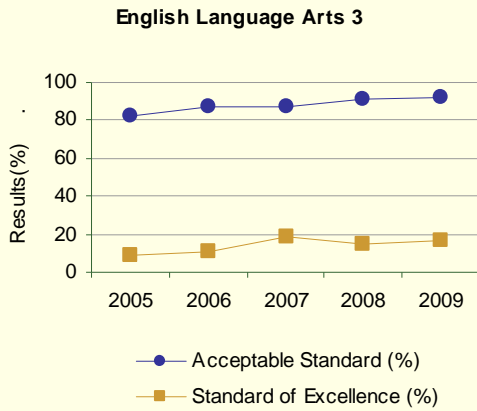
Strategies are in place to address issues and concerns on PAT results for both Acceptable Standard and the Standard of Excellence. In-depth analysis of exam results occurred at each school. Action Plans with specific strategies for improvement have been recorded and included as part of the School Improvement Plans. Principals will monitor the plans and meet with individual teachers to ensure strategies are utilized. Two days of District Professional Development was organized by grade level in order to build Teacher Study Guides that align curricular outcomes, instruction and assessment. At Grade 9, all four core subjects built Study Guides, will review PAT blueprints and Subject Bulletins. For Mathematics, common exams at grade 7, 8 and 9 are in place and transition meetings will occur between grade 7/8 and 9 teachers. For all subjects, scheduled review and frequent formative assessment will be initiated. Mandatory use of Balanced Literacy Framework is in place for Grade 1-6 and the AISI literacy and numeracy projects will support in-school coaches and lesson study. Differentiated instruction will be utilized to instruct the full range of skill from Acceptable to Excellence.

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

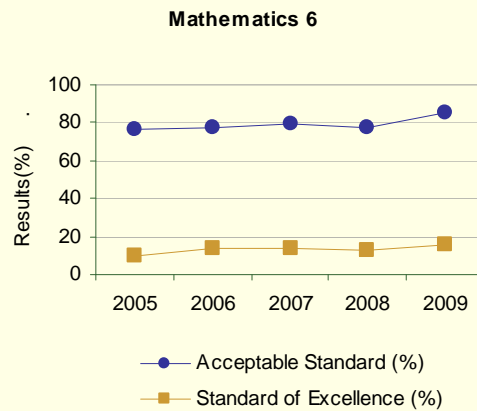


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

Graph of Provincial Achievement Test Results by Course (optional)

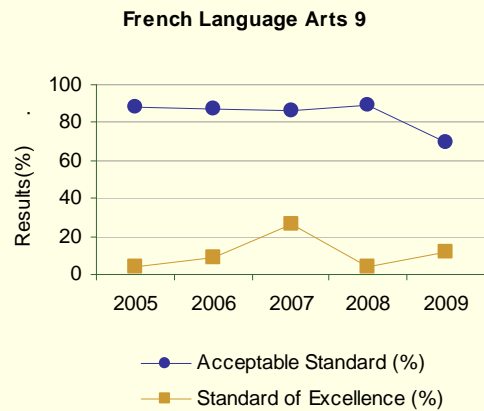
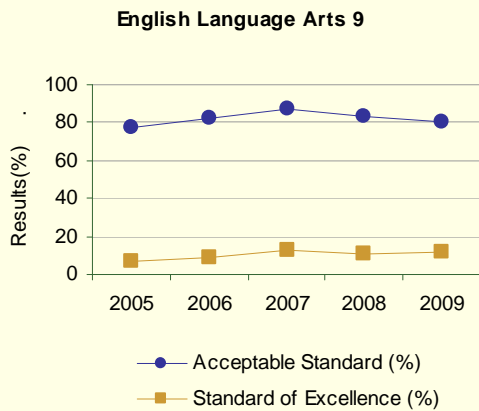
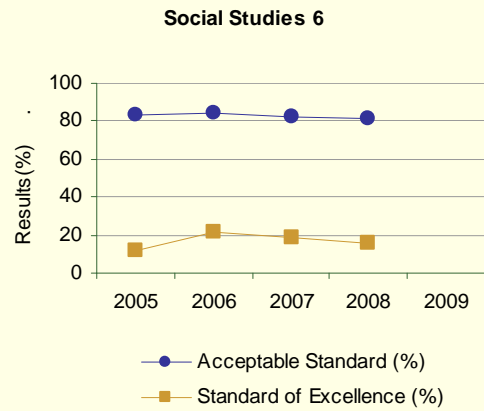
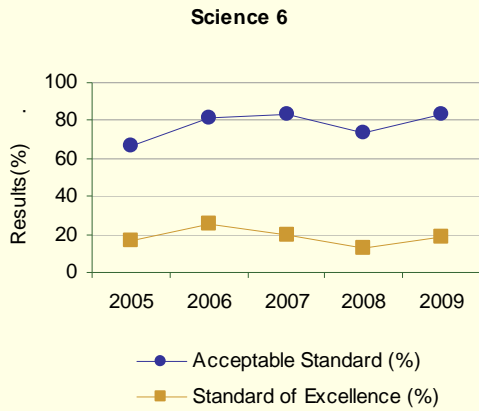


[No Data for Français 6]

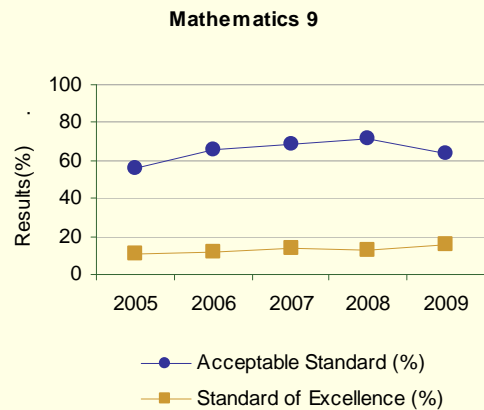


Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

Graph of Provincial Achievement Test Results by Course (optional)

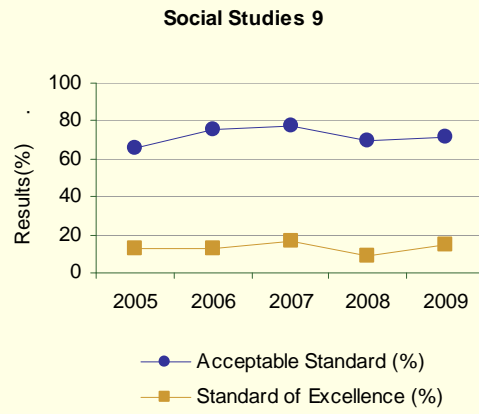
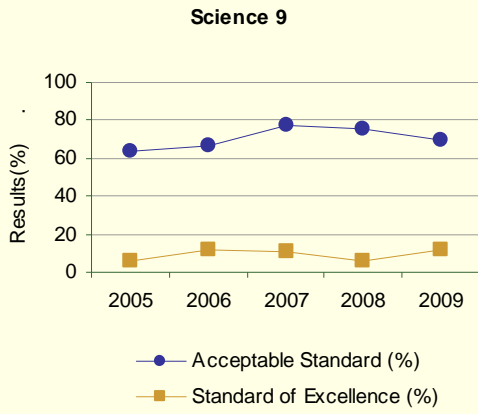


[No Data for Français 9]



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

Graph of Provincial Achievement Test Results by Course (optional)



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

**Authority: 4130 Grande Prairie Roman Catholic Separate School District No. 28**

**PAT Results Course By Course Summary By Enrolled With Measure Evaluation (optional)**

		Grande Prairie RCSSD No. 28						Alberta				
		Achievement	Improvement	Overall	2009		Prev 3 Yr Avg		2009		Prev 3 Yr Avg	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 3	Acceptable Standard	High	Improved	Good	317	92.4	302	88.5	41,722	81.3	42,041	80.6
	Standard of Excellence	Intermediate	Maintained	Acceptable	317	16.7	302	15.1	41,722	18.2	42,041	16.0
Mathematics 3	Acceptable Standard	Intermediate	Maintained	Acceptable	317	85.5	302	86.2	41,720	79.7	42,053	80.2
	Standard of Excellence	Intermediate	Maintained	Acceptable	317	25.2	302	22.0	41,720	26.8	42,053	24.8
English Language Arts 6	Acceptable Standard	Very High	Improved	Excellent	306	92.2	275	87.8	43,327	81.8	44,326	80.1
	Standard of Excellence	High	Maintained	Good	306	19.3	275	17.8	43,327	18.9	44,326	18.9
French Language Arts 6	Acceptable Standard	Intermediate	Improved	Good	45	91.1	51	81.8	2,183	91.5	2,220	87.8
	Standard of Excellence	Intermediate	Maintained	Acceptable	45	8.9	51	5.4	2,183	15.9	2,220	12.1
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	434	92.6	406	93.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	434	18.7	406	18.2
Mathematics 6	Acceptable Standard	High	Improved Significantly	Good	306	85.6	275	78.5	43,328	76.6	44,327	74.6
	Standard of Excellence	Intermediate	Maintained	Acceptable	306	15.4	275	13.3	43,328	16.8	44,327	15.3
Science 6	Acceptable Standard	Intermediate	Improved	Good	306	83.0	275	79.5	43,216	76.5	44,209	76.0
	Standard of Excellence	Intermediate	Maintained	Acceptable	306	18.6	275	19.2	43,216	24.8	44,209	26.1
English Language Arts 9	Acceptable Standard	Intermediate	Declined	Issue	246	80.5	256	84.1	43,675	78.7	44,685	77.1
	Standard of Excellence	Intermediate	Maintained	Acceptable	246	11.4	256	10.9	43,675	14.7	44,685	14.4
French Language Arts 9	Acceptable Standard	Low	Declined	Issue	33	69.7	33	87.6	2,262	81.8	2,286	83.0
	Standard of Excellence	Intermediate	Maintained	Acceptable	33	12.1	33	13.2	2,262	10.3	2,286	12.1
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	333	85.6	285	84.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	333	12.9	285	13.0
Mathematics 9	Acceptable Standard	Intermediate	Declined	Issue	245	63.3	255	68.8	43,118	67.0	44,317	66.5
	Standard of Excellence	Intermediate	Maintained	Acceptable	245	15.5	255	12.7	43,118	18.6	44,317	18.0
Science 9	Acceptable Standard	Intermediate	Maintained	Acceptable	247	69.2	257	73.1	43,560	72.2	44,505	68.8
	Standard of Excellence	Intermediate	Maintained	Acceptable	247	11.3	257	9.6	43,560	15.8	44,505	13.7

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

Too few jurisdictions offer Français (Grades 6, 9) for an Achievement Evaluation to be calculated. However, the results from Français (Grades 6, 9) are included in the aggregation of all PAT courses. Achievement Evaluations for Social Studies 6 and Social Studies 9 are not calculated due to the change in the tests.

**Measure Evaluation Reference - 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 below shows the range of values defining the 5 achievement evaluation levels for each measure.

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Language Arts 3	Acceptable Standard	0.00 - 72.53	72.53 - 80.49	80.49 - 89.12	89.12 - 93.04	93.04 - 100.00
	Standard of Excellence	0.00 - 6.06	6.06 - 11.35	11.35 - 16.93	16.93 - 20.27	20.27 - 100.00
Mathematics 3	Acceptable Standard	0.00 - 73.66	73.66 - 81.42	81.42 - 88.39	88.39 - 91.92	91.92 - 100.00
	Standard of Excellence	0.00 - 17.25	17.25 - 22.97	22.97 - 30.79	30.79 - 36.99	36.99 - 100.00
English Language Arts 6	Acceptable Standard	0.00 - 67.95	67.95 - 78.40	78.40 - 86.09	86.09 - 91.37	91.37 - 100.00
	Standard of Excellence	0.00 - 6.83	6.83 - 11.65	11.65 - 17.36	17.36 - 22.46	22.46 - 100.00
French Language Arts 6	Acceptable Standard	0.00 - 41.69	41.69 - 73.54	73.54 - 92.32	92.32 - 97.93	97.93 - 100.00
	Standard of Excellence	0.00 - 2.72	2.72 - 8.13	8.13 - 15.29	15.29 - 23.86	23.86 - 100.00
Mathematics 6	Acceptable Standard	0.00 - 65.88	65.88 - 75.70	75.70 - 84.77	84.77 - 90.26	90.26 - 100.00
	Standard of Excellence	0.00 - 8.68	8.68 - 13.49	13.49 - 19.62	19.62 - 25.59	25.59 - 100.00
Science 6	Acceptable Standard	0.00 - 60.36	60.36 - 78.51	78.51 - 86.46	86.46 - 90.64	90.64 - 100.00
	Standard of Excellence	0.00 - 11.74	11.74 - 17.42	17.42 - 25.34	25.34 - 34.31	34.31 - 100.00
English Language Arts 9	Acceptable Standard	0.00 - 63.55	63.55 - 75.66	75.66 - 83.70	83.70 - 90.27	90.27 - 100.00
	Standard of Excellence	0.00 - 5.96	5.96 - 9.43	9.43 - 14.72	14.72 - 20.46	20.46 - 100.00
French Language Arts 9	Acceptable Standard	0.00 - 67.59	67.59 - 81.33	81.33 - 92.06	92.06 - 97.26	97.26 - 100.00
	Standard of Excellence	0.00 - 1.67	1.67 - 6.81	6.81 - 17.11	17.11 - 28.68	28.68 - 100.00
Mathematics 9	Acceptable Standard	0.00 - 50.90	50.90 - 59.61	59.61 - 69.06	69.06 - 83.15	83.15 - 100.00
	Standard of Excellence	0.00 - 8.46	8.46 - 11.96	11.96 - 18.90	18.90 - 23.96	23.96 - 100.00
Science 9	Acceptable Standard	0.00 - 50.57	50.57 - 60.14	60.14 - 72.50	72.50 - 76.89	76.89 - 100.00
	Standard of Excellence	0.00 - 3.39	3.39 - 6.71	6.71 - 11.81	11.81 - 15.85	15.85 - 100.00

**Notes:**

The range of values at each evaluation level is interpreted as "greater than or equal to" the "Low" value, and "less than" the "High" value. For the Very High category, values range from "greater than" the "Low" value to 100%.

Too few jurisdictions offer Français (Grades 6, 9) for an Achievement Evaluation to be calculated. However, the results from Français (Grades 6, 9) are included in the aggregation of all PAT courses. Achievement Evaluations for Social Studies 6 and Social Studies 9 are not calculated due to the change in the tests.

**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 below 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.

	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	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

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

Performance Measure		Results (in percentages)**										Target	
		2005		2006		2007		2008		2009		2009	
		A	E	A	E	A	E	A	E	A	E	A	E
Diploma Exam Results by Students Writing – percentages of students who achieve the acceptable standard and the percentages who achieve the standard of excellence on diploma examinations.	Authority	85.7	11.4	88.1	15.1	88.2	16.5	87.2	11.1	84.1	6.0	if set	if set
	Province	89.1	17.8	88.0	19.3	87.7	19.0	87.1	15.5	86.1	12.3		
English Lang Arts 30-1	Authority	85.7	11.4	88.1	15.1	88.2	16.5	87.2	11.1	84.1	6.0	if set	if set
	Province	89.1	17.8	88.0	19.3	87.7	19.0	87.1	15.5	86.1	12.3		
English Lang Arts 30-2	Authority	91.1	4.4	87.2	0.0	91.5	11.9	90.0	4.4	92.1	4.5	if set	if set
	Province	89.4	10.1	86.1	8.1	88.7	9.7	88.9	8.8	88.2	8.5		
French Lang Arts 30-1	Authority	85.7	14.3	72.2	11.1	100.0	6.7	100.0	40.0	100.0	18.2	if set	if set
	Province	95.1	19.1	95.0	21.8	95.6	23.1	94.9	24.5	95.1	18.9		
Français 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	if set	if set
	Province	95.0	16.3	94.8	28.1	97.2	24.6	98.5	25.4	94.7	33.1		
Pure Mathematics 30	Authority	69.2	12.3	74.3	18.8	72.6	15.1	69.6	18.8	67.3	12.7	if set	if set
	Province	80.6	25.7	82.8	26.5	81.1	24.6	81.3	25.8	82.1	26.3		
Applied Mathematics 30	Authority	65.7	11.4	66.7	3.3	49.1	3.5	60.9	0.0	52.9	4.3	if set	if set
	Province	87.6	21.8	77.5	11.8	77.6	12.1	76.4	10.7	79.4	13.5		
Social Studies 30	Authority	72.2	8.7	79.3	16.2	71.6	12.1	73.0	14.4	69.1	12.2	if set	if set
	Province	85.2	24.3	85.5	23.9	86.1	24.6	84.7	21.5	84.2	21.4		
Social Studies 33	Authority	71.9	8.8	88.7	9.4	70.8	4.6	79.6	9.2	84.7	20.4	if set	if set
	Province	85.0	17.6	83.5	19.0	84.8	19.6	85.3	18.9	85.6	20.2		
Biology 30	Authority	87.7	25.4	73.3	15.6	81.2	20.0	88.9	20.2	70.1	14.2	if set	if set
	Province	81.9	26.6	81.4	26.4	83.5	27.4	82.3	26.3	83.0	26.6		
Chemistry 30 Old	Authority	80.4	20.7	83.9	30.4	70.0	21.7	83.1	37.3	n/a	n/a	if set	if set
	Province	88.2	33.4	88.4	37.1	89.3	37.9	89.2	39.2	77.6	19.5		
Chemistry 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	44.0	10.1	if set	if set
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	76.3	27.7		
Physics 30 Old	Authority	90.0	22.0	76.6	28.1	61.9	11.9	84.8	28.3	n/a	n/a	if set	if set
	Province	84.2	27.8	84.4	30.0	86.1	29.3	85.7	32.0	74.4	25.6		
Physics 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	52.7	3.6	if set	if set
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	79.3	23.1		
Science 30	Authority	76.7	16.3	59.6	8.5	81.1	13.2	84.9	11.3	66.7	7.1	if set	if set
	Province	88.1	22.1	82.8	17.3	87.1	18.0	88.6	21.6	86.0	20.9		

		Results (in Percentages)										Target	
		2005		2006		2007		2008		2009		2009	
		A	E	A	E	A	E	A	E	A	E	A	E
<b>Overall***</b>	Authority	78.3	13.1	78.5	13.2	77.2	12.9	79.8	12.3	74.9	10.8	78.0	15.0
	Province	85.5	21.2	84.2	20.7	84.8	20.9	84.4	19.4	84.4	19.1		

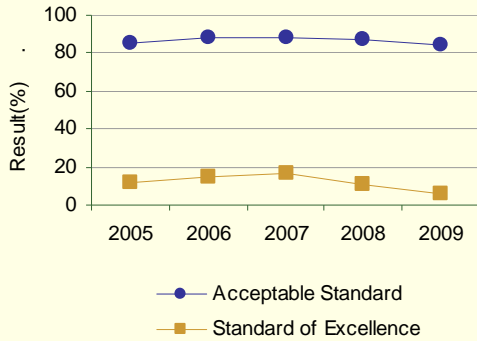
\*\* "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

\*\*\* Overall Results: Required for public, separate, francophone, charter and Level 2 private school authorities; not required for level 1 private schools. Aggregated Diploma results are based upon a weighted average of Acceptable or Excellence percent meeting standards. The weights are the number of students writing the Diploma Examination for each course. Courses included: English

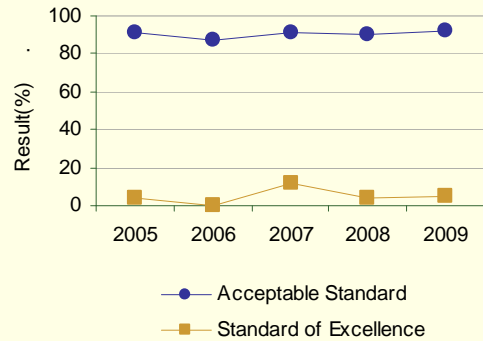


Diploma Exam Results By Course (Optional)

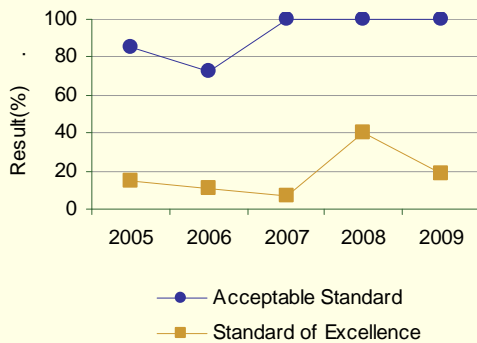
English Lang Arts 30-1



English Lang Arts 30-2

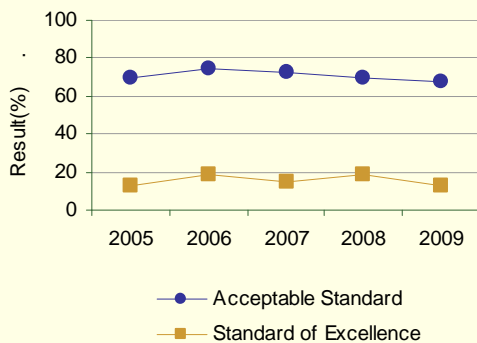


French Lang Arts 30-1

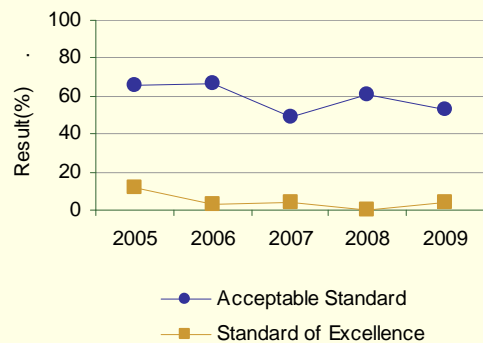


[No Data for Français 30]

Pure Mathematics 30

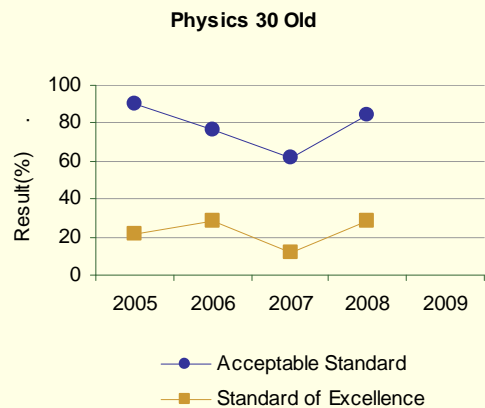
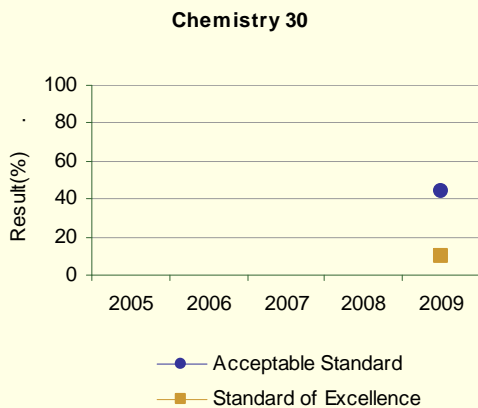
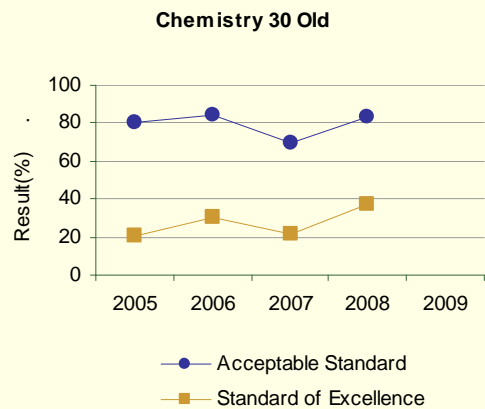
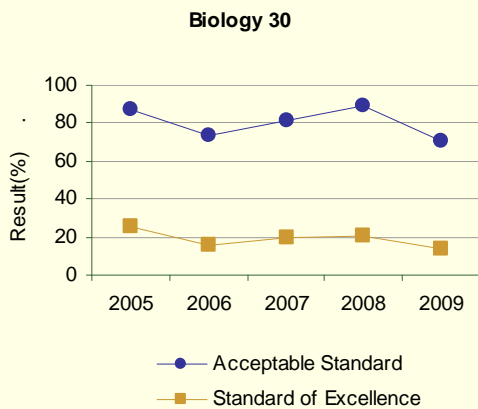
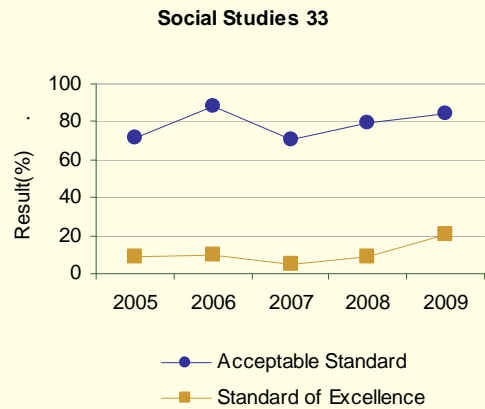
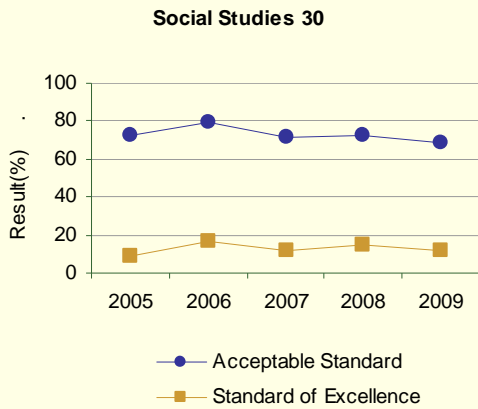


Applied Mathematics 30



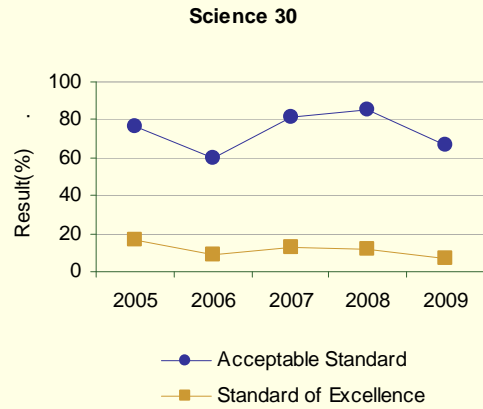
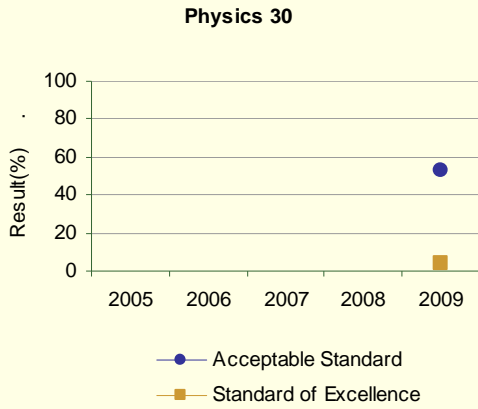
Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

Diploma Exam Results By Course (Optional)



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

Diploma Exam Results By Course (Optional)



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

**Authority: 4130 Grande Prairie Roman Catholic Separate School District No. 28**

**Diploma Exam Results Course By Course Summary With Measure Evaluation (optional)**

		Grande Prairie RCSSD No. 28						Alberta				
Course	Measure	Achievement	Improvement	Overall	2009		Prev 3 Yr Avg		2009		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	Low	Maintained	Issue	151	84.1	123	87.8	28,330	86.1	28,021	87.6
	Standard of Excellence	Very Low	Declined Significantly	Concern	151	6.0	123	14.2	28,330	12.3	28,021	17.9
English Lang Arts 30-2	Acceptable Standard	High	Maintained	Good	89	92.1	65	89.6	13,473	88.2	12,858	87.9
	Standard of Excellence	Intermediate	Maintained	Acceptable	89	4.5	65	5.4	13,473	8.5	12,858	8.9
French Lang Arts 30-1	Acceptable Standard	Very High	Improved	Excellent	11	100.0	14	90.7	1,245	95.1	1,206	95.2
	Standard of Excellence	Intermediate	Maintained	Acceptable	11	18.2	14	19.3	1,245	18.9	1,206	23.1
Français 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	133	94.7	123	96.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	133	33.1	123	26.1
Pure Mathematics 30	Acceptable Standard	Low	Maintained	Issue	110	67.3	106	72.2	22,197	82.1	22,435	81.7
	Standard of Excellence	Low	Maintained	Issue	110	12.7	106	17.6	22,197	26.3	22,435	25.7
Applied Mathematics 30	Acceptable Standard	Very Low	Maintained	Concern	70	52.9	50	58.9	10,429	79.4	9,994	77.1
	Standard of Excellence	Very Low	Maintained	Concern	70	4.3	50	2.3	10,429	13.5	9,994	11.5
Social Studies 30	Acceptable Standard	Very Low	Maintained	Concern	139	69.1	113	74.6	22,845	84.2	23,756	85.4
	Standard of Excellence	Low	Maintained	Issue	139	12.2	113	14.2	22,845	21.4	23,756	23.3
Social Studies 33	Acceptable Standard	Intermediate	Maintained	Acceptable	98	84.7	72	79.7	15,101	85.6	15,045	84.5
	Standard of Excellence	High	Improved Significantly	Good	98	20.4	72	7.7	15,101	20.2	15,045	19.1
Biology 30	Acceptable Standard	Low	Declined	Issue	127	70.1	91	81.1	21,088	83.0	20,835	82.4
	Standard of Excellence	Low	Maintained	Issue	127	14.2	91	18.6	21,088	26.6	20,835	26.7
Science 30	Acceptable Standard	Very Low	Maintained	Concern	42	66.7	51	75.2	4,476	86.0	3,721	86.2
	Standard of Excellence	Low	Maintained	Issue	42	7.1	51	11.0	4,476	20.9	3,721	19.0

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

Too few jurisdictions offer Français 30 for an Achievement Evaluation to be calculated. However, the results from Français 30 are included in the aggregation of all Diploma courses. Achievement Evaluations for Physics 30 and Chemistry 30 are not calculated due to the change in the exams.

**Measure Evaluation Reference - 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 below shows the range of values defining the 5 achievement evaluation levels for each measure.

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Lang Arts 30-1	Acceptable Standard	0.00 - 83.76	83.76 - 92.02	92.02 - 95.13	95.13 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 6.22	6.22 - 13.46	13.46 - 20.88	20.88 - 27.39	27.39 - 100.00
English Lang Arts 30-2	Acceptable Standard	0.00 - 70.83	70.83 - 82.43	82.43 - 90.72	90.72 - 96.00	96.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 3.13	3.13 - 8.65	8.65 - 11.61	11.61 - 100.00
French Lang Arts 30-1	Acceptable Standard	0.00 - 77.27	77.27 - 93.33	93.33 - 100.00	100.00 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.49	5.49 - 19.84	19.84 - 28.00	28.00 - 100.00
Pure Mathematics 30	Acceptable Standard	0.00 - 54.07	54.07 - 76.74	76.74 - 86.06	86.06 - 92.18	92.18 - 100.00
	Standard of Excellence	0.00 - 6.15	6.15 - 18.46	18.46 - 29.38	29.38 - 34.62	34.62 - 100.00
Applied Mathematics 30	Acceptable Standard	0.00 - 73.06	73.06 - 80.94	80.94 - 90.03	90.03 - 91.69	91.69 - 100.00
	Standard of Excellence	0.00 - 4.57	4.57 - 10.29	10.29 - 16.08	16.08 - 23.77	23.77 - 100.00
Social Studies 30	Acceptable Standard	0.00 - 71.92	71.92 - 80.36	80.36 - 88.99	88.99 - 94.04	94.04 - 100.00
	Standard of Excellence	0.00 - 7.99	7.99 - 15.22	15.22 - 23.07	23.07 - 29.75	29.75 - 100.00
Social Studies 33	Acceptable Standard	0.00 - 68.88	68.88 - 78.33	78.33 - 85.20	85.20 - 89.99	89.99 - 100.00
	Standard of Excellence	0.00 - 4.72	4.72 - 8.85	8.85 - 16.10	16.10 - 20.46	20.46 - 100.00
Biology 30	Acceptable Standard	0.00 - 67.51	67.51 - 78.03	78.03 - 85.82	85.82 - 89.41	89.41 - 100.00
	Standard of Excellence	0.00 - 12.33	12.33 - 19.00	19.00 - 25.60	25.60 - 30.05	30.05 - 100.00
Science 30	Acceptable Standard	0.00 - 76.11	76.11 - 83.33	83.33 - 91.76	91.76 - 97.14	97.14 - 100.00
	Standard of Excellence	0.00 - 6.98	6.98 - 11.36	11.36 - 21.80	21.80 - 36.81	36.81 - 100.00

**Notes:**

The range of values at each evaluation level is interpreted as "greater than or equal to" the "Low" value, and "less than" the "High" value. For the Very High category, values range from "greater than" the "Low" value to 100%.

Too few jurisdictions offer Français 30 for an Achievement Evaluation to be calculated. However, the results from Français 30 are included in the aggregation of all DIP courses. Achievement Evaluations for Physics 30 and Chemistry 30 are not calculated due to the change in the exams.

**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 below 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.

	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	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

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

Performance Measure		Results (in percentages)					Target
		2004	2005	2006	2007	2008	2009
Diploma examination participation rate: Percentages of students who have written four or more diploma exams by the end of their third year of high school.	Authority	68.6	60.5	65.1	59.8	55.7	if set
	Province	52.4	53.5	53.7	53.6	53.3	

**Diploma Exam Participation 4 or More**

**Target**

The Diploma Participation Rate of students writing four or more diploma exams has continued to decline slightly over the last 3 years, and although the overall standard remains higher than the provincial Participation Rate, the district result is reported with a status of "Issue".

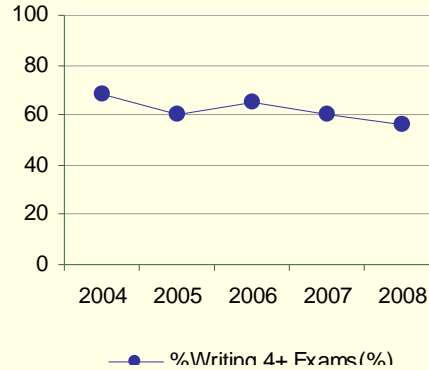
**Factors** that influence results:

Students who complete four or more Diploma courses will have more post secondary options available to them in upcoming years. Some students decide to graduate with minimum required credits. Students focused on the Trades consciously enroll in the specific courses required for their trade which might not require 4 or more diploma courses for entry>

**Strategies** undertaken to improve results:

High school academic and career counselors encourage students to take as many courses as they can to fill their timetable. Student will be made aware of career options that would be accessible to them if they kept avenues open by increasing the number of diploma courses that they took and could use for their future life long learning opportunities. Students will be encouraged to re-write exams if they did not succeed the first time; and a Superintendent's Scholarship will promote increased credit attainment and interest in taking more than 120 credits.

Graph of Overall Authority Results (optional)



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

**Authority: 4130 Grande Prairie Roman Catholic Separate School District No. 28**

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

	Grande Prairie RCSSD No. 28					Alberta				
	2004	2005	2006	2007	2008	2004	2005	2006	2007	2008
<b>N</b>	<b>191</b>	<b>221</b>	<b>202</b>	<b>215</b>	<b>225</b>	<b>43,221</b>	<b>43,032</b>	<b>43,930</b>	<b>44,661</b>	<b>45,432</b>
% Writing 0 Exams	12.7	15.5	10.5	14.9	11.2	18.3	18.1	17.8	18.0	18.4
% Writing 1+ Exams	87.3	84.5	89.5	85.1	88.8	81.7	81.9	82.2	82.0	81.6
% Writing 2+ Exams	84.9	81.9	88.0	82.3	85.2	77.9	78.3	78.5	78.6	78.0
% Writing 3+ Exams	80.0	72.1	74.3	74.7	71.1	64.1	65.6	65.6	65.6	64.9
<b>% Writing 4+ Exams</b>	<b>68.6</b>	<b>60.5</b>	<b>65.1</b>	<b>59.8</b>	<b>55.7</b>	<b>52.4</b>	<b>53.5</b>	<b>53.7</b>	<b>53.6</b>	<b>53.3</b>
% Writing 5+ Exams	49.2	43.7	43.8	35.4	34.0	33.9	34.5	34.6	34.7	34.3
% Writing 6+ Exams	23.2	20.5	17.8	17.7	14.0	12.8	12.8	13.0	13.2	12.7

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

	Grande Prairie RCSSD No. 28					Alberta				
	2004	2005	2006	2007	2008	2004	2005	2006	2007	2008
<b>N</b>	<b>191</b>	<b>221</b>	<b>202</b>	<b>215</b>	<b>225</b>	<b>43,221</b>	<b>43,032</b>	<b>43,930</b>	<b>44,661</b>	<b>45,432</b>
English 30/30-1	59.7	58.4	62.9	55.3	46.7	53.4	54.4	54.7	54.5	53.8
English 33/30-2	25.7	21.3	23.3	27.9	36.9	24.4	23.7	23.5	23.6	24.0
<b>Total of 1 or more English Diploma Exams</b>	<b>82.7</b>	<b>78.7</b>	<b>84.7</b>	<b>80.5</b>	<b>83.6</b>	<b>76.6</b>	<b>76.9</b>	<b>77.1</b>	<b>77.0</b>	<b>76.7</b>
Social 30	61.3	56.1	56.4	52.6	45.8	47.8	49.1	49.5	49.3	48.1
Social 33	25.7	24.4	29.7	29.3	40.9	30.3	29.1	28.8	28.8	29.5
<b>Total of 1 or more Social Diploma Exams</b>	<b>83.2</b>	<b>79.6</b>	<b>85.6</b>	<b>80.0</b>	<b>84.9</b>	<b>76.9</b>	<b>77.0</b>	<b>77.2</b>	<b>77.2</b>	<b>76.7</b>
Math 30/Pure	51.3	54.3	48.5	45.1	42.2	39.5	41.1	41.9	41.7	41.1
Math 33/Applied	26.7	14.0	15.8	24.7	24.9	20.0	19.9	19.5	19.5	19.1
<b>Total of 1 or more Math Diploma Exams</b>	<b>77.0</b>	<b>67.9</b>	<b>63.4</b>	<b>69.8</b>	<b>67.1</b>	<b>58.9</b>	<b>60.4</b>	<b>60.7</b>	<b>60.7</b>	<b>59.7</b>
Biology 30	43.5	45.7	42.1	40.9	36.9	38.7	39.4	39.6	39.8	39.1
Chemistry 30	27.2	29.9	36.1	26.0	27.6	33.9	34.4	34.2	34.3	34.5
Physics 30	28.8	25.8	28.2	21.9	18.7	21.5	21.6	21.6	21.5	20.4
Science 30	27.2	18.6	22.8	23.3	20.4	6.7	7.0	7.0	7.0	7.4
<b>Total of 1 or more Science Diploma Exams</b>	<b>66.0</b>	<b>61.5</b>	<b>69.8</b>	<b>61.9</b>	<b>58.2</b>	<b>55.5</b>	<b>56.6</b>	<b>56.7</b>	<b>56.5</b>	<b>56.1</b>
Français 30	0.0	0.0	0.0	0.0	0.0	0.2	0.2	0.2	0.2	0.2
French Language Arts 30	13.6	9.5	8.9	6.5	4.4	2.3	2.4	2.7	2.7	2.7
<b>Total of 1 or more French Diploma Exams</b>	<b>13.6</b>	<b>9.5</b>	<b>8.9</b>	<b>6.5</b>	<b>4.4</b>	<b>2.5</b>	<b>2.6</b>	<b>2.9</b>	<b>2.9</b>	<b>2.9</b>

**Note:**

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

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

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

Performance Measure		Results (in percentages)					Target
		2004	2005	2006	2007	2008	2009
Percentages of Grade 12 students who meet the Rutherford Scholarship eligibility criteria.	Authority	58.8	64.3	67.8	61.4	59.4	62.0
	Province	52.9	54.6	56.1	56.8	57.3	

**Rutherford Scholarships**

**Target**

This year's District results are maintained at an intermediate level and is slightly higher than the provincial rate for students eligible for Rutherford Scholarships.

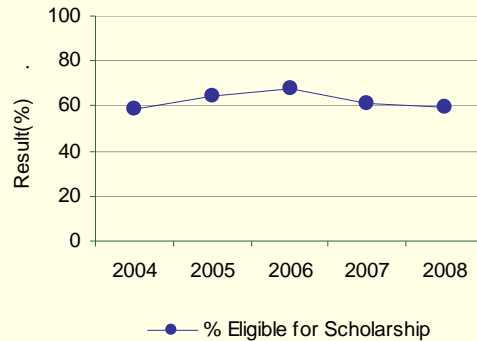
**Factors** that influence the results:

This year, 46 students received a total of \$79,000 for Rutherford Scholarship. Our students are successful in our schools, are academically focused, and are provided with a quality education. A high number of our High School students do achieve and as a result are eligible for Rutherford Scholarships.

**Strategies** undertaken to improve result:

High School Improvement Plans continue to focus on critical thinking, problem solving, and Assessment For Learning strategies in order to improve Standard of Excellence on Diploma Exams. In addition, teachers will improve the practice of differentiation of instruction and compacting curriculum.

Graph of Overall Authority Results (optional)



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

Outcome: Students are well prepared for lifelong learning.

Performance Measure			Results (in percentages)					Target
			2004	2005	2006	2007	2008	2009
High school to post-secondary transition rate within four and six years of entering Grade 10.	Within 6 Years	Authority	58.8	55.2	64.1	62.3	67.5	63.0
		Province	54.4	57.5	59.5	60.3	60.7	
	Within 4 Years	Authority	44.4	40.1	47.9	45.3	49.5	if set
		Province	34.0	37.0	39.5	40.7	40.3	

<p><b>Transition Rate</b></p> <p><b>Target</b> Students in our District have shown an increase in their post secondary transition after 4 and 6 years of leaving high school. Accountability Pillar measures are reported for 6 year rates and our District Transition Rates are rated as "Excellent" in 2008-2009 and higher than provincial student rates of transition to post secondary.</p> <p><b>Factors</b> that influence results: Some students are drawn to the workforce immediately out of high school. Lack of job satisfaction, life style choices and the downturn of the economy which began in the 2008-09 school year has prompted students to look to post secondary for increased opportunity.</p> <p><b>Strategies</b> undertaken to <b>improve</b> results: Flexible schedules and an Outreach program allow students to complete and upgrade courses in order to successfully transition to post secondary. Teachers and school counselors promote and display materials regarding post secondary opportunities in order that parents and students are encouraged to motivate students to continue their education beyond high school.</p>	<p>Graph of Overall Authority Results (optional)</p> <p>Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).</p>
---	--

Include a note indicating that the 6 year rate is the Accountability Pillar measure, which is evaluated and reported in the Accountability Pillar Summary.

Outcome: Students are well prepared for lifelong learning. (continued)

Performance Measure		Results (in percentages)					Target	
		2005	2006	2007	2008	2009	2009	
Percentage of teacher and parent satisfaction that high school graduates demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	Overall (required)	Authority	61.5	60.2	65.4	61.8	66.1	63.0
		Province	64.4	66.1	65.6	66.7	67.4	
	Teacher (optional)	Authority	72.4	67.5	78.5	71.1	78.6	
		Province	73.7	74.2	74.1	73.8	74.0	
	Parent (optional)	Authority	50.5	52.8	52.2	52.5	53.6	
		Province	55.1	57.9	57.1	59.5	60.8	

**Life Long Learning**

**Target**

District overall results indicate an improvement in teacher and parent satisfaction that high school graduates demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

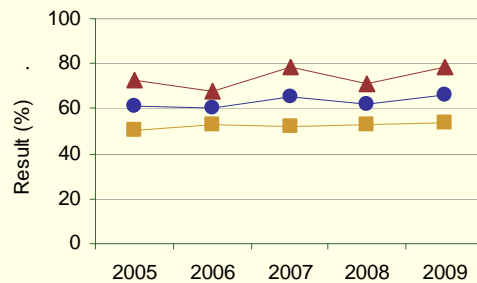
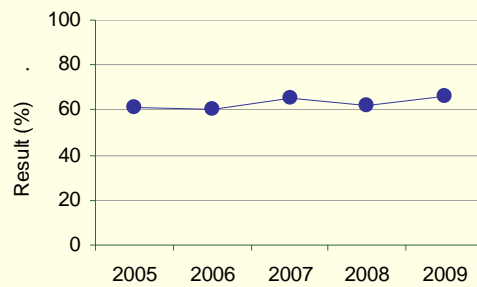
**Factors** that influence results:

Teachers and parents indicate an increase over last year's results that students are learning skills for life long learning. Grade 4, 7 and 10 parents and teachers are confident that students are being prepared with life long learning skills.

**Strategies** undertaken to improve results:

Teachers will provide students with learning opportunities and engage students at an early age to keep students motivated to continue to learn. Increased access to computers, SMARTboard technology and a concentration on 21<sup>st</sup> century skills will enable students to reach full potential as life long learners.

Graph of Overall Authority Results (optional)



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

Outcome: *Students are well prepared for employment.*

Performance Measure		Results (in percentages)					Target	
		2005	2006	2007	2008	2009	2009	
Percentages of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	Overall (required)	Authority	70.2	75.9	78.0	80.6	80.3	75.0
		Province	74.9	77.0	77.1	80.1	79.6	
	Teacher (optional)	Authority	87.4	89.4	94.4	91.9	91.1	
		Province	89.1	89.4	89.2	89.3	88.9	
	Parent (optional)	Authority	53.0	62.4	61.7	69.4	69.6	
		Province	60.8	64.6	65.1	70.9	70.2	

**Work Preparation**

**Target**

District target for student work preparation was met and is maintained from previous year.

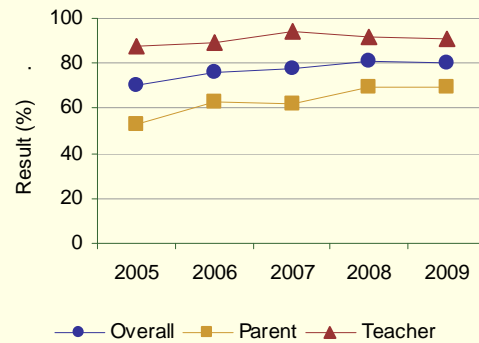
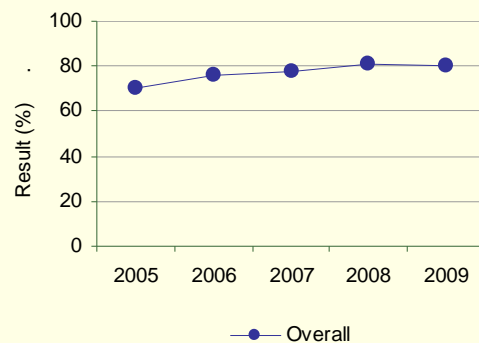
**Factors**

Grade 10 parent and students indicate a greater need for students to be taught attitudes and behaviors to be successful at work when students leave school.

**Strategies** undertaken to improve results:

Work Experience, Knowledge and Employability courses and the Registered Apprenticeship Programs (RAP) have served to increase awareness of attitudes and behaviors required to be successful at work. Teachers will draw attention to similar skills and attitudes that are necessary to be successful at school and at work.

Graph of Overall Authority Results (optional)



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

Outcome: Students model the characteristics of active citizenship.

Performance Measure		Results (in percentages)					Target	
		2005	2006	2007	2008	2009	2009	
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	Overall (required)	Authority	71.0	74.3	78.0	76.4	83.0	76.0
		Province	75.3	76.8	76.6	77.9	80.3	
	Teacher (optional)	Authority	86.6	89.8	91.5	89.6	93.9	
		Province	89.5	90.3	89.9	90.6	91.8	
	Parent (optional)	Authority	65.1	69.7	75.5	72.9	78.0	
		Province	70.3	72.4	72.6	74.7	77.4	
	Student (optional)	Authority	61.2	63.3	66.9	66.8	77.0	
		Province	66.1	67.5	67.1	68.5	71.8	

**Citizenship**

**Target**  
The rate of student modeling characteristics of active citizenship has improved significantly to a level of “Excellent” according to these accountability results.

**Factors** that influence results:  
Permeation of values and behaviors inherent in Catholic education is value-added to what is necessary for students to become global citizens. Issues of respect, diversity and of concern for global issues are a daily focus in classrooms. Every student in the district is expected to participate in a service project that improves the quality of life in their home, family, school and/or community.

**Strategies** undertaken to **Improve Significantly:**  
Teachers consciously meld the term “Citizenship” within the context of the Catholic school and community. When discussing moral behavior and conduct with students, teachers refer to Gospel Values, Beliefs, and Traditions, and now also relate these concepts to the term Citizenship. Teachers and students speak of “Catholic Citizenship” as they participate in Catholic service projects, Social Justice projects, and at the High School students when students are modeling citizenship through the program “Study It, Pray It, Live It”.

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

The top graph shows the 'Overall' result as a blue line with circular markers. The y-axis is 'Result (%)' from 0 to 100. The x-axis shows years 2005 to 2009. The data points are approximately: 2005: 71.0, 2006: 74.3, 2007: 78.0, 2008: 76.4, 2009: 83.0.

The bottom graph shows four data series: Overall (blue circles), Parent (orange squares), Student (red triangles), and Teacher (yellow diamonds). The y-axis is 'Result (%)' from 0 to 100. The x-axis shows years 2005 to 2009. The data points are approximately: 2005: Overall 71.0, Parent 65.1, Student 61.2, Teacher 86.6; 2006: Overall 74.3, Parent 69.7, Student 63.3, Teacher 89.8; 2007: Overall 78.0, Parent 75.5, Student 66.9, Teacher 91.5; 2008: Overall 76.4, Parent 72.9, Student 66.8, Teacher 89.6; 2009: Overall 83.0, Parent 78.0, Student 77.0, Teacher 93.9.

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

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

### Goal Three: Highly Responsive and Responsible Jurisdiction

Outcome: The authority demonstrates effective working relationships.

Performance Measure			Results (in percentages)					Target
			2005	2006	2007	2008	2009	2009
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	Overall (required)	Authority	72.5	77.5	77.7	78.1	79.5	78.0
		Province	76.1	77.9	77.5	78.2	80.1	
	Teacher (optional)	Authority	86.6	88.5	87.3	86.1	90.7	
		Province	87.0	87.6	87.1	87.5	88.0	
	Parent (optional)	Authority	58.5	66.6	68.0	70.2	68.2	
		Province	65.2	68.1	67.9	69.0	72.2	

#### Parent Involvement

##### Target

Parent satisfaction with their involvement in decisions in Catholic education has been maintained over the past school year.

##### Factors that influence results:

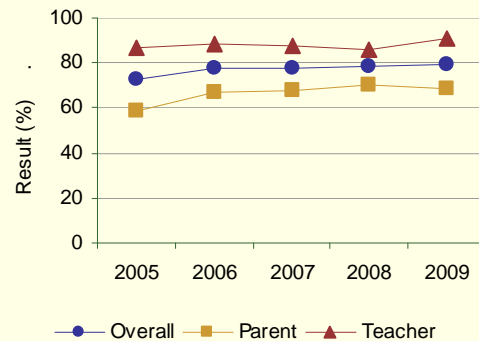
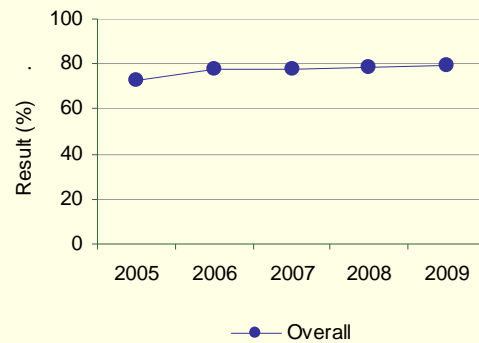
We strongly believe in and support partnerships between home and school, and communication and building relationships with parents is a priority.

##### Strategies undertaken to improve:

We will continue to improve parental involvement in decisions by

- providing parents with more information, especially at a classroom and school level;
- encouraging parents to attend and advise through the School Council meetings;
- hosting District Schools Liaison Council meetings
- providing parents with District information about "Helping Your Child Read", Helping Your Child Learn Math", and "Special Education Services for Your Child";
- regularly communicating District trends, plans, and expectations by directly writing to staff and parents and placing information in Friday envelopes, newsletters and mailboxes;
- ensuring information is posted to the Communications section of the District's web site;
- providing high school parents with access to the Student Achieve program in order for parents to be in regular communication with students and teachers;
- Providing on-line service to parents through email

Graph of Overall Authority Results (optional)



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

Outcome: The authority demonstrates leadership and continuous improvement.

Performance Measure		Results (in percentages)					Target	
		2005	2006	2007	2008	2009	2009	
Percentages of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	Overall (required)	Authority	69.6	72.6	76.6	75.7	81.2	76.0
		Province	73.9	76.8	76.3	77.0	79.4	
	Teacher (optional)	Authority	75.4	71.9	77.0	76.5	84.0	
		Province	73.1	75.5	74.5	75.6	78.2	
	Parent (optional)	Authority	60.7	70.9	74.8	73.1	76.5	
		Province	70.9	75.4	75.1	75.9	78.1	
	Student (optional)	Authority	72.7	75.1	78.2	77.4	83.1	
		Province	77.9	79.4	79.3	79.5	81.8	

**Continuous Improvement**

**Target**

According to the parents and teachers, their children's school and the Catholic school jurisdiction has "improved significantly" over a three year period and the 2008-09 Accountability Results report a standard of "Excellent".

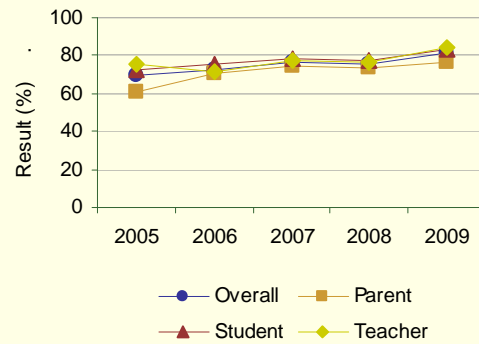
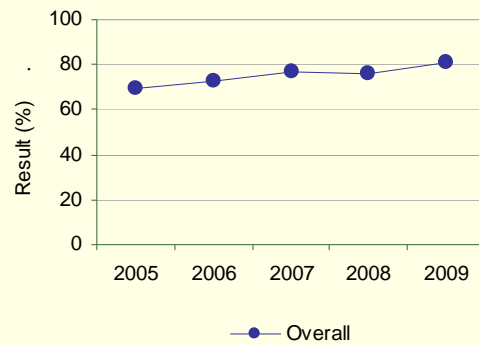
**Factors** that influenced results:

Parents and students in grade 4 & 7 recorded an increased satisfaction for pride in their school and would recommend their school to their friend. While grade 10 students indicate that their school is the same as the previous year, grade 10 parents indicate that their school has declined over the past 3 years. Parents commend continuous improvement when they are confident with the programs and services provided in schools.

**Strategies** undertaken to **improve significantly**:

Continue to communicate with parents about the programs and services that are ensuring continuous improvement through student achievement and a faith-filled, safe and caring environment. Programs that build relationships between home and school support continuous improvement. Native Support Workers, counselors and School Community Teams build relationships and enhance wellness in order to close the gap in achievement for the at-risk students.

Graph of Overall Authority Results (optional)



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

Outcome: The authority demonstrates leadership and continuous improvement. (continued)

Performance Measure		Results (in percentages)					Target	
		2005	2006	2007	2008	2009	2009	
The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.	Overall (required)	Authority	76.7	71.9	83.7	82.8	85.6	if set
		Province	76.5	78.2	78.8	80.4	81.5	
	Teacher (optional)	Authority	76.7	71.9	83.7	82.8	85.6	
		Province	76.5	78.2	78.8	80.4	81.5	

**Professional Development Opportunities**

**Target**

The district target was met. Increased satisfaction with the professional development that was provided is positively reported through the Accountability Pillar Result.

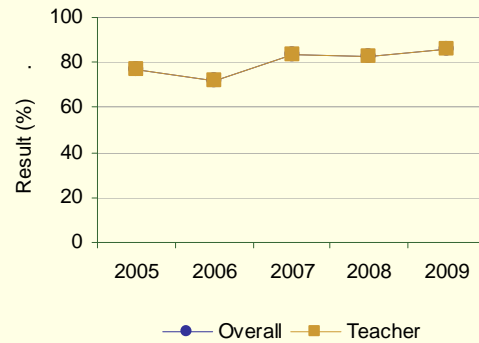
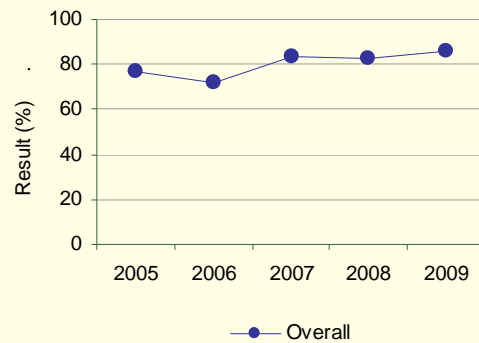
**Factors** that influence results:

In 2008-09 the final year of the Three Year AISI School Improvement Project targeted Mathematics in Gr. 4-8, Balanced Literacy in Gr. K-6, and High School Assessment in Gr. 9-12. Teachers reported satisfaction that Professional Development opportunities were focused on priorities and effectively addressed their needs.

**Strategies** undertaken to improve results:

Professional development sessions through NRLC were widely attended. Administrators participated in PLC work for a full morning before every principal meeting. Math workshops and classroom lesson demonstrations brought teachers to a deeper understanding of Mathematics. The AISI Literacy Project utilized the coaching model to distribute learning and embed professional development at the school level. In 2008-09, professional development activities were data driven, school-based, and in some cases job-embedded. These Professional Learning Communities meet the specific school needs and enhance teacher practice and satisfaction.

Graph of Overall Authority Results (optional)



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

Also report:

- results on all local authority Goal Three measures from the authority's Three-Year Education Plan 2008/09 – 2010/11 in relation to Goal 3, Goal 3 outcomes and targets for 2008/09. Minimum one year of results – Authorities are encouraged to provide multi-year results for trend analysis.
- 2008/09 results for measures and targets for local goals and outcomes in the Authority's Three-Year Education Plan for 2008/09 – 2010/11. Minimum one year of results – Authorities are encouraged to provide multi-year results for trend analysis

## Future Challenges

As Grande Prairie Catholic School District continues to provide high quality education for our students, we experience challenges due to difficulties in attracting and retaining staff, especially teachers for French Immersion junior high and OT/PT and Speech and Language positions. In our district positions have remained vacant or have had a temporary substitute staff member for months before we are able to fill positions.

Our special needs population is growing at a faster rate than our overall population. Many of the needs are complex as families move to Alberta to seek employment and support their children's future. Special needs programming in an integrated environment requires specialized training.

The jurisdiction results indicate "Issue" for Diploma Acceptable and Diploma Excellence. Plans to improve results have been detailed under the Diploma section of this report and include: Data analysis of results, use of Study Guides, scheduled review, frequent formative assessment, critical thinking strategies, differentiation strategies, compacting curriculum, and infusion of emerging 21<sup>st</sup> century technology to enhance curriculum instruction and student achievement.

The jurisdiction results indicate "Issue" for Diploma Exam Participation Rate (4+Exams). The district plans to improve results through increasing student awareness of career options and opportunities that result from a full complement of courses taken in high school and used later as student pursue life long learning.

## Summary of Financial Results

Information to follow in separate attachment.

More information on the jurisdiction's sources of school generated funds and their uses can be obtained from the Associate Superintendent of Business Operations at the Catholic Education Centre (532-3013). Comparative information is available in a provincial report available at <http://www.education.gov.ab.ca>

The provincial roll up of Jurisdiction AFS can be found at [www.education.gov.ab.ca/funding/afs](http://www.education.gov.ab.ca/funding/afs)

The District's audited Financial Statement for 2007/08 can be found in the Communications section of the web site at <http://www.gpcsd.ca>

## Capital and Facilities Projects

### Summary

Grande Prairie and District Catholic Schools' Three Year Capital Plan is intended to deal with its most urgent facility needs. The first 2 priorities arise out of 2 completely different sets of circumstances and each is equally important in terms of educating the children of the District. Due to the complex rural / urban nature of the District approval of multiple rural and urban projects are necessary to ensure adequate classroom space for students. Priority One is the modernization of St. Patrick Catholic School (Grande Prairie). Priority Two is the construction of a new elementary school in the north west part of the City.

Priorities also exist for the addition and revitalization of portable/ modular classrooms. Kateri Mission's 28 year old portables need to be demolished and replaced with newer construction.

### Replacement Schools and New Schools

Mother Teresa K-8 (Grande Prairie) was officially funded by the Province in August 2006. The school is located in the southwest corner of the City and is scheduled to open in August 2009. A significant in town and out of town boundary realignment is underway to allow for an increased efficiency in the transportation system.

St. Mary's K-12 (Sexsmith) was officially funded by the Province in Winter 2008 and it will be located in the Painted Sky Subdivision. It is scheduled to open August 2010.

**Project 1: New K-9 School Northwest (Grande Prairie) 2008 UNFUNDED**

550 students 4218 m<sup>2</sup>

**Project 2: New High School (Grande Prairie) 2008 UNFUNDED**  
650 students 5502 m<sup>2</sup>

**Project 3: New K-9 School (Grande Prairie) 2008 UNFUNDED**  
350 students 2997 m<sup>2</sup>

**Modernizations and Expansions**

Due to high growth in the City of Grande Prairie, many modernizations have been delayed. St. Patrick and Kateri Mission are each 25 years old and have not seen a modernization during their life span. Kateri Mission's original portables are 20- 28 years old and in need of a replacement due to age/ health concerns. St. Patrick's Catholic School and St. Clement's are unable to offer a variety of CTS programming options due to a lack of CTS facilities and space.

In addition to spending BQR and IMR dollars, the Board has spent its own instructional and capital reserves to meet its space and modernization demands. A facility for Junior Kindergarten for students with special needs was constructed at St. Pat's (2002).

**Project 1: St. Patrick Catholic School (Grande Prairie) 2007 UNFUNDED**  
Area of Modernization/ Demolition/ Reconstruction 3570 m<sup>2</sup>

**Project 2: Kateri Mission Catholic School (Grande Prairie) 2008 UNFUNDED**  
Area of Modernization/ Demolition 4202 m<sup>2</sup>

**Project 3: St. Mary Catholic School (Beaverlodge) 2009 UNFUNDED**  
Area of Modernization 1485 m<sup>2</sup>

**Project 4: St. Clement Catholic School (Grande Prairie) 2010 UNFUNDED**  
Area of Modernization 2588.4 m<sup>2</sup>

**Project 5: Ste Marie Catholic School (Spirit River) 2010 UNFUNDED**  
Area of Modernization 1895 m<sup>2</sup>

**Modular (Modus) Classrooms**

To date the Board has been successful in receiving funding for new Modus Classrooms to replace its aging infrastructure and to add much needed space. The following schools are identified as priorities for the Board:

- St. Gerard – 9
- Kateri Mission – 6
- St. Mary's Sexsmith – 2

**Before and After School Care and Daycare Spaces**

In a partnership with YMCA, two schools Kateri and Holy Cross now have Before and After School Care. The District is in discussion with YMCA to construct a Daycare at Mother Teresa.

In partnership with AFCA, St. Gerard (French Immersion) has After School Care program.

## **Publication and Communication**

In accordance with the requirements of Alberta Education, a draft of this report was distributed in hard copy to Trustees. The Superintendent took the advice provided by the Trustees and the information provided by individual schools in their School Improvement Plans and completed this report.

In accordance with the requirements from Grande Prairie and District Catholic Schools, all schools present their Plans and Reports to their parent community and the Board of Trustees. A copy of the report is posted on the District web site under the "School Improvement" section, <http://www.gpcsd.ca/schoolimprovement/schoolplans/index.htm>

Upon the approval of the AERR for 2008/09 by the Board, a hard copy of the AERR will be mailed to district Parishes, Schools, School Councils and MLA's. The Zone Director will be notified of the completion of the report and the posting.

By November 30, 2009, The AERR for 2008/09, can be accessed through the jurisdiction website at <http://www.gpcsd.ca/sections/district/subsections/plans/index.asp>

School Councils have the opportunity to be involved in school AERRs. School results and interpretation of Accountability Pillar measures will be shared at individual School Council Meetings and referenced at the Grande Prairie Catholic District School Council Liaison.