



Growing In Christ...

Making A Difference!

**East Central Alberta Catholic Separate
Schools Regional Division No. 16**

2002-2003

**ANNUAL EDUCATION
RESULTS REPORT**

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Administration

BOARD OF TRUSTEES

Chairman: Myron Ganser
Vice Chair: Harry Loonen

Trustees:	Myron Ganser	- Provost
	Beth Breunig	- Provost
	Greg Barr	- Vermilion
	Larry Wasylik	- Vermilion
	Duane Nichols	- Castor / Halkirk
	Chris Nichols	- Stettler
	Dan Lapierre	- Wainwright
	Harry Loonen	- Wainwright

CENTRAL OFFICE

Phone: 780-842-3992
Fax: 780-842-5322

Superintendent of Schools:	David Keohane
Deputy Superintendent of Schools:	Valerie Burgardt
Secretary Treasurer:	Marilyn Bachmann / Iveta Paulik
Assistant Secretary	
Treasurer:	Layne Hamblin

SCHOOLS / LEARNING ENVIRONMENTS

	Community	Principal
Theresetta Catholic	Castor	Mike Faught
Mother Teresa Catholic	Halkirk	Mike Faught
St. Thomas Aquinas	Provost	Jean McClean
St. Jerome's	Vermilion	Paulette Moir
Blessed Sacrament	Wainwright	Don Cameron
Blessed Sacrament Outreach	Wainwright	Ron Lindsay
School of Hope and Home Education	Province Wide	Irene Long
Vermilion Outreach (BTRD Partnership)...	Vermilion	Greg Smith

Mission Statement

“Go into the world and proclaim the good news to all creation.” Mark 16:15

We are a community of Catholic schools in partnership with home and church.

We welcome every student to hear and live the Good news of Jesus Christ - that we are unconditionally loved by God and we are called to love one another as God loves us.

We provide high quality Catholic education by responding to the individual needs of each student.

We teach, we share, we learn, we care, we grow in Christ believing that together we can make a difference.

Superintendent's Message

An individual who was wise to the ways of leadership once wrote that “our chief want is someone who will inspire us to be what we know we can be.” I am proud, on behalf of the Trustees of East Central Alberta Catholic Schools, through this presentation of our 2002 / 2003 Annual Educational Results Report, to demonstrate the collective capacity and breath of this kind of leadership in our school division. By communicating our results to you, I am really affirming the initiative, effort, and skill that our principals, teachers, and support staff have demonstrated in order to make the board's strategic plan fully operational. This report reveals through its analysis of four divisional goals, the great things that our division is capable of accomplishing for students. What our school communities should come to realize through the following results report, is that our educational leaders within our schools really do, as our mission would suggest, make a difference in the lives of students. The greatest evidence of our improvement as a school division in 2002 / 2003 would be to indicate the percentage of targets that were reached or exceeded during this year compared with the 2001 / 2002 school year. Whereas in 2001 / 2002, 66% of all 82 targets were reached or exceeded, in 2002 / 2003 (the second year of implementation of our three year education plan), 79% of the 82 targets were reached or exceeded.

This report, through reviewing our qualitative and quantitative measures relevant to key goals and outcomes, proves the following success stories:

- ✓ We met all our academic targets for last year.
- ✓ We made significant gains in our secondary math programs and our grade nine science program.
- ✓ We have made great progress in satisfying our parents with the quality of our special education programs.
- ✓ Our parents' satisfaction with the relationship between school and parish increased considerably.
- ✓ Our students value the Catholic Christian culture of our schools.
- ✓ Our students and parents expressed strong satisfaction with our home, blended, virtual, and outreach programs.

I offer my sincere thanks to the hard work of our students, teachers, school councils, and administrators in making our education plan such a successful venture. I extend special thanks to the parents who continue to support our schools by entrusting their children to our care, and supporting the many initiatives that our schools bring to the communities that they serve. I trust that through this report, you will understand the great importance that East Central Catholic places in serving you and your children well.



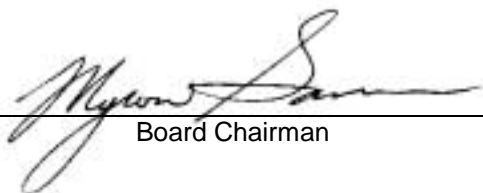
David Keohane, Superintendent of Schools

Statement of Responsibility

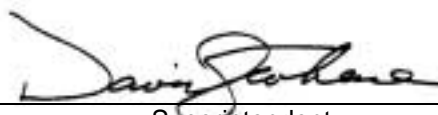
November 29, 2003

The Education Plan for the three years commencing September 2002, was prepared under the direction of the East Central Alberta Catholic Separate Schools Regional Division No. 16 Board of Trustees in accordance with the responsibilities specified in the *School Act*, the *Government Accountability Act*, the *Policy and School Authority Education Plans*, and the provincial government's accounting policies. The Board also sees its mandate flowing from parents of its students and the Church.

The education results are used to the best of our abilities to develop three-year education plans to ensure that all students have the opportunity to acquire the knowledge, skills, and attitudes to be self-reliant, responsible, caring, and contributing members of society.



Board Chairman



Superintendent

Commitment to Growth in Education Plan Implementation

"A vision without execution is only a dream."

Anonymous

Our school division's Three Year Education Plan stresses priority areas for improvement. Alberta Learning has developed five areas that it believes should be emphasized within school divisions throughout the province. Additionally, East Central Alberta Catholic has established its own priorities based upon the results of previous annual reports. What follows is a summary of how the division has met expectations within the Three Year Education Plan by accomplishing the targeted goals over the past year. What you will see from reviewing the "results" column in the following two charts is evidence to suggest that progress in addressing provincial and local priorities has been sustained through the second year of implementing the division's three-year education plan. With the exception of the provincial priority to improve high school completion rates, East Central has exceeded or met every provincial priority for improvement. Furthermore, we have exceeded expectations in 5 of 6 board priorities. The following two charts provide a concise summary of areas in which the strategies of our schools need to be affirmed and possibly readdressed. As one can see, or focus for future areas of improvement has narrowed considerably!

LEGEND FOR PRIORITY CHARTS



Exceeded Expectations
Approaching Expectations



Met Expectations
Not Met Expectations

PROVINCIAL PRIORITY AREAS FOR IMPROVEMENT

Priority Area	Located under Goal of Education Plan	Results for 2002 / 2003
Improving coordination of services for children.	Goal 3	↑
Increasing high school completion rates.	Goal 2	→
Improving secondary student achievement in mathematics.	Goal 2	↑
Improving access to information technology.	Goal 3	=
Improve public satisfaction with education.	Goal 4	=

DIVISION AREAS OF PRIORITY

Priority Area	Located under Goal #	Results for 2002 / 2003
Improve parent satisfaction with the relationship between the school and parish.	Goal 4	↑
Increase the percentage of parents satisfied with Special Education programs	Goal 1	↑
Increase the percentage of parents satisfied that Special Education services are coordinated between the school and community agencies.	Goal 4	↑
Increase the percentage of students achieving standard of excellence in Math 9 Provincial Achievement Test.	Goal 2	↑
Increase percentage of teacher satisfied with collaborative input of staff and school of school budget expenditures.	Goal 4	↓
Increase the percentage of students achieving acceptable standards on Math 30, Math 33, Social 30, Social 33 and Chemistry 30 Diploma Exams	Goal 2	↑

Pursuing our Goals in Detail: How We Measure Up

Goal 1: High Learning Opportunities

PROVINCIAL OUTCOMES:

EDUCATION IS:

- Responsible and Flexible
- Accessible
- Affordable

THESE OUTCOMES ARE EVIDENT IN OUR DIVISION WHEN:

- The division provides a holistic faith formation, permeated by Authentic Catholic Christian Teaching.
- The division is responsive – it meets the needs of students.
- The division is flexible and provides a variety of programs and modes of delivery.
- The division is accessible – all students can participate in learning.
- Financial need is not a barrier to students wishing to participate in learning opportunities.
- The division provides a learning environment that is affordable.

INTRODUCTION

We are challenged by our mission statement to provide high quality Catholic education by responding to the individual needs of each student. During a year when funding and class size issues affected school divisions throughout the province, our jurisdiction sustained its approach of maximum decentralization of provincial instruction grants to schools. This strategy enabled our schools to sustain small class sizes, and provide every student with more individualized instruction and unencumbered access to a variety of educational programs. Furthermore, during a year when the division was concerned with the reconstruction of Blessed Sacrament School, plans were also initiated to establish a Catholic school in Stettler. East Central Alberta Catholic has every reason to be proud of its on going interest in placing the education of students at the forefront of its strategic planning. The following initiatives and results clearly substantiate this belief. The greatest indicator of our cost effectiveness in our focusing upon the needs of students is demonstrated through our financial statement, which clarifies how purposeful our intent is to be cost effective in spending money on the children in all our schools. The last section of this report focuses upon the various capital planning priorities that were initiated within the division in 2002 / 2003. These priorities are demonstrative of the board's ongoing efforts to maximize the viability of learning in all the communities that it serves.

KEY ACCOMPLISHMENTS:

- ✓ Our board advocated for the newly formed Stettler Catholic district by providing bussing for students to Mother Teresa Halkirk School.
- ✓ Our teachers provided educational leadership by:
 - leading and participating in seminars devoted to “best practices” of faith formation for all grade levels;
 - piloting new curriculums in Science and Career and Life Management;
 - writing curriculum for the Alberta Online Consortium;
 - participating in provincial curriculum reviews and consultation sessions.
- ✓ Our parish priests maintained ongoing relationships with our schools including their participation in the provincial conference for Catholic school administrators (Blueprints), the yearly liturgical plans of our schools and the division's annual “Mission and Ministry Day.”
- ✓ Our outreach programs in Wainwright and Vermilion continue to demonstrate their success and viability by attracting greater student enrollments.
- ✓ Our principals engaged in “effective schools” training, and established a process for initiating “professional learning communities” in our schools.

RESULTS OF MEASURES:

Methodology: **Satisfaction Surveys**
 Data Obtained from Schools
 Financial Summary / Per Pupil Spending

Satisfaction Survey Results

East Central Alberta Catholic Schools conducts annual surveys of students and parents regarding their satisfaction with our educational programs. Our school division continues to be involved with a common survey initiative involving five other rural and three urban school divisions in central Alberta. As part of this common survey initiative we are able to compare our results with two other Catholic school divisions within the partnership and analyzing our relationship between our division's results and these of the eight school divisions. This process is useful in affirming our efforts, or in determining new reasons to pursue growth opportunities for our school division.

1.1 Outcome: The Division provides a holistic faith formation, permeated by authentic Catholic Christian teaching

Measure 1.1.1: Percentage of students satisfied with the Catholic Christian environment in their school community.

<u>Students</u>: How satisfied are you with the religious celebrations that are held at your school?	Percent who are satisfied or very satisfied 2002 / 2003
Jurisdiction Result	91%
Survey Partnership Average	86%
Catholic Jurisdictions' Results Range	84%, 91%

<u>Students</u>: How satisfied are you with what is learned in religious studies classes?	Percent who are satisfied or very satisfied 2002 / 2003
Jurisdiction Result	84%
Survey Partnership Average	82%
Catholic Jurisdictions' Results Range	79%, 85%

<u>Students:</u> How satisfied are you with your school's effort to do all things like Jesus would want them done?	Percent who are satisfied or very satisfied 2002 / 2003
Jurisdiction Result	87%
Survey Partnership Average	82%
Catholic Jurisdictions' Results Range	80%, 87%

<u>Students:</u> How satisfied are you with how you have grown as a Christian as a result of your involvement in Catholic education?	Percent who are satisfied or very satisfied 2002 / 2003
Jurisdiction Result	83%
Survey Partnership Average	81%
Catholic Jurisdictions' Results Range	79%, 84%

<u>Students:</u> How satisfied are you with the relationship that exists between your parish and the school?	Percent who are satisfied or very satisfied 2002 / 2003
Jurisdiction Result	90%
Survey Partnership Average	82%
Catholic Jurisdictions' Results Range	78%, 90%

Measure 1.1.: Percentage of Parents satisfied with the Catholic Christian environment in their school community.

<u>Parents:</u> How satisfied are you with the religious celebrations that are held at your school?	Percent who are satisfied or very satisfied 2002 / 2003
Jurisdiction Result	96%
Survey Partnership Average	97%
Catholic Jurisdictions' Results Range	96%, 98%

<u>Parents:</u> How satisfied are you with what is learned in religious studies classes?	Percent who are satisfied or very satisfied 2002 / 2003
Jurisdiction Result	88%
Survey Partnership Average	93%
Catholic Jurisdictions' Results Range	88%, 95%

<u>Parents:</u> How satisfied are you with your school's effort to do all things like Jesus would want them done?	Percent who are satisfied or very satisfied 2002 / 2003
Jurisdiction Result	89%
Survey Partnership Average	93%
Catholic Jurisdictions' Results Range	89%, 94%

Parents: How satisfied are you with how you have grown as a Christian as a result of your involvement in Catholic education?	Percent who are satisfied or very satisfied 2002 / 2003
Jurisdiction Result	90%
Survey Partnership Average	94%
Catholic Jurisdictions' Results Range	90%, 95%

Parents: How satisfied are you with the relationship that exists between your parish and the school?	Percent who are satisfied or very satisfied 2002 / 2003
Jurisdiction Result	91%
Survey Partnership Average	92%
Catholic Jurisdictions' Results Range	84%, 95%

Measure 1.1.3: Percentage of staff satisfied with the Catholic Christian environment in their school community.

Staff: How satisfied are you with the religious celebrations that are held at your school?	Percent who are satisfied or very satisfied 2002 / 2003
Jurisdiction Result	98%
Survey Partnership Average	98%
Catholic Jurisdictions' Results Range	98%, 98%

<u>Staff:</u> How satisfied are you with what is learned in religious studies classes?	Percent who are satisfied or very satisfied 2002 / 2003
Jurisdiction Result	95%
Survey Partnership Average	97%
Catholic Jurisdictions' Results Range	95%, 100%

<u>Staff:</u> How satisfied are you with your school's effort to do all things like Jesus would want them done?	Percent who are satisfied or very satisfied 2002 / 2003
Jurisdiction Result	89%
Survey Partnership Average	95%
Catholic Jurisdictions' Results Range	89%, 99%

<u>Staff:</u> How satisfied are you with how you have grown as a Christian as a result of your involvement in Catholic education?	Percent who are satisfied or very satisfied 2002 / 2003
Jurisdiction Result	94%
Survey Partnership Average	97%
Catholic Jurisdictions' Results Range	94%, 99%

<u>Staff:</u> How satisfied are you with the relationship that exists between your parish and the school?	Percent who are satisfied or very satisfied 2002 / 2003
Jurisdiction Result	94%
Survey Partnership Average	92%
Catholic Jurisdictions' Results Range	80%, 95%

1.2 Outcome: The Division is responsive – it meets the needs of all students.

Measure 1.2.1: Percentage of parents who are satisfied that the school provides a safe and caring environment for their child

<u>Parents:</u> How satisfied are you with the safety of the school environment?	Percent who are satisfied or very satisfied 2002 / 2003
Jurisdiction Result	88%
Survey Partnership Average	90%
Survey Partnership Range	86%, 95%

<u>Parents:</u> How satisfied are you that there is a caring atmosphere at the school?	Percent who are satisfied or very satisfied 2002 / 2003
Jurisdiction Result	94%
Survey Partnership Average	90%
Survey Partnership Range	86%, 94%

Measure 1.2.2: Percentage of parents satisfied with the quality of the virtual and blended program

<u>Virtual / Blended Program Parents:</u> How satisfied are you with the overall quality of education your child receives?	Percent who are satisfied or very satisfied 2002 / 2003
School of Hope / VHSP Result (Virtual / blended program)	95%
Survey Partnership Average	91%
Survey Partnership Range	86%, 96%

Measure 1.2.3: Percentage of parents satisfied with the quality of the home education program.

<u>Home Education Program Parents:</u> How satisfied are you with the overall quality of education your child receives?	Percent who are satisfied or very satisfied 2002 / 2003
School of Hope / VHSP Result (Home Education Program)	100%
Survey Partnership Average	91%
Survey Partnership Range	86%, 96%

Measure 1.2.4: Percentage of parents satisfied with the quality of the special education program

<u>Virtual / Blended Program Parents:</u> How satisfied are you with the overall quality of education your child receives?	Percent who are satisfied or very satisfied 2002 / 2003
Jurisdiction Result	89%
Survey Partnership Average	89%
Survey Partnership Range	84%, 95%

1.3 Outcome: The Division is responsive – it meets the needs of all students.

Measure 1.3.2: Percentage of parents with students in the Virtual or Blended programs who are satisfied with the overall quality of the program.

<u>Virtual / Blended Program Parents:</u> How satisfied are you with the overall quality of education your child receives?	Percent who are satisfied or very satisfied 2002 / 2003
School of Hope / VHSP Result (Virtual / blended program)	95%
Survey Partnership Average	91%
Survey Partnership Range	86%, 96%

Measure 1.3.3: Percentage of parents of students with special needs satisfied with access to services for their child with special needs:

<u>Parents:</u> How satisfied are you that your child has access to an appropriate service or program?	Percent who are satisfied or very satisfied 2002 / 2003
Jurisdiction Result	88%
Survey Partnership Average	89%
Survey Partnership Range	84%, 93%

Measure 1.3.4: Percentage of parents of students with special needs satisfied with the progress and achievement of their child with special needs:

<u>Parents:</u> How satisfied are you that your child's overall progress in the programs provided?	Percent who are satisfied or very satisfied 2002 / 2003
Jurisdiction Result	93%
Survey Partnership Average	88%
Survey Partnership Range	83%, 93%

Measure 1.3.5: Percentage of students enrolled in Outreach programs who are satisfied with the overall quality of the program

<u>Students:</u> I am satisfied with the overall quality of education I receive in this school.	Percent who are satisfied or very satisfied 2002 / 2003
Jurisdiction Result	100%
Survey Partnership Average	86%
Survey Partnership Range	84%, 92%

WHAT THIS TELLS US:

- ❑ For 58% of the questions used to measure outcomes, we have equaled or exceeded the partnership average. This represents an increase of 4% from last year.
- ❑ Our students continue to value very highly the Catholic Christian environments of their schools.
- ❑ Our parents value the relationship that exists between home and parish. The 2002 / 2003 satisfaction result is an 8% increase from the prior year. This result surpasses our target of 88% satisfaction for this measure. Growth is clearly evident for this measure. Parental satisfaction with the quality of our special education programs equaled 93% for 2002 / 2003. This surpasses our target of 78% and represents a 16% growth in satisfaction over three years.

Data Obtained from Schools

1.4 Outcome: The division is accessible – all the division’s students can participate in learning.

1.4.1 Number of schools that are wheelchair accessible:

100%

1.4.2 Number of schools where utilization is lower than 85%:

100%

1.5 Outcome: Financial need is not a barrier to students wishing to participate in learning opportunities.

1.5.1 Percentage of students who have access to basic educational activities:

100%

1.6 Outcome: The learning system is affordable:

1.6.1 Percentage of parents able to pay the designated fees for programs.

92%

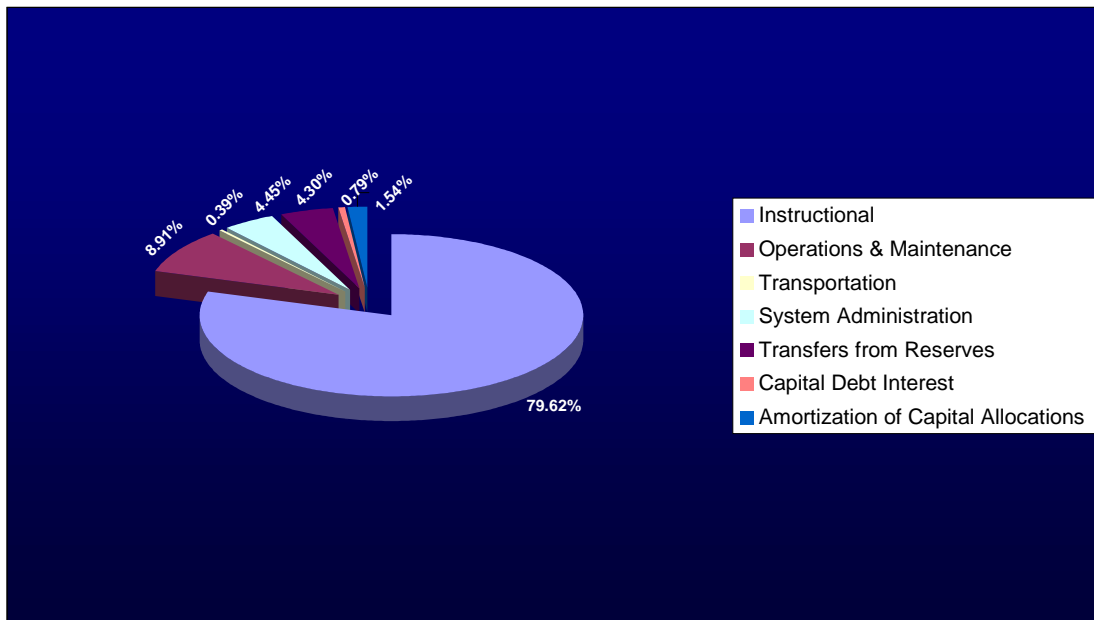
WHAT THIS TELLS US:

- ❑ Facilities and finances are not barriers to students accessing educational programs.
- ❑ Our educational programs are affordable to families.

Financial Summary / Per Pupil Spending 2002 - 2003

REVENUE

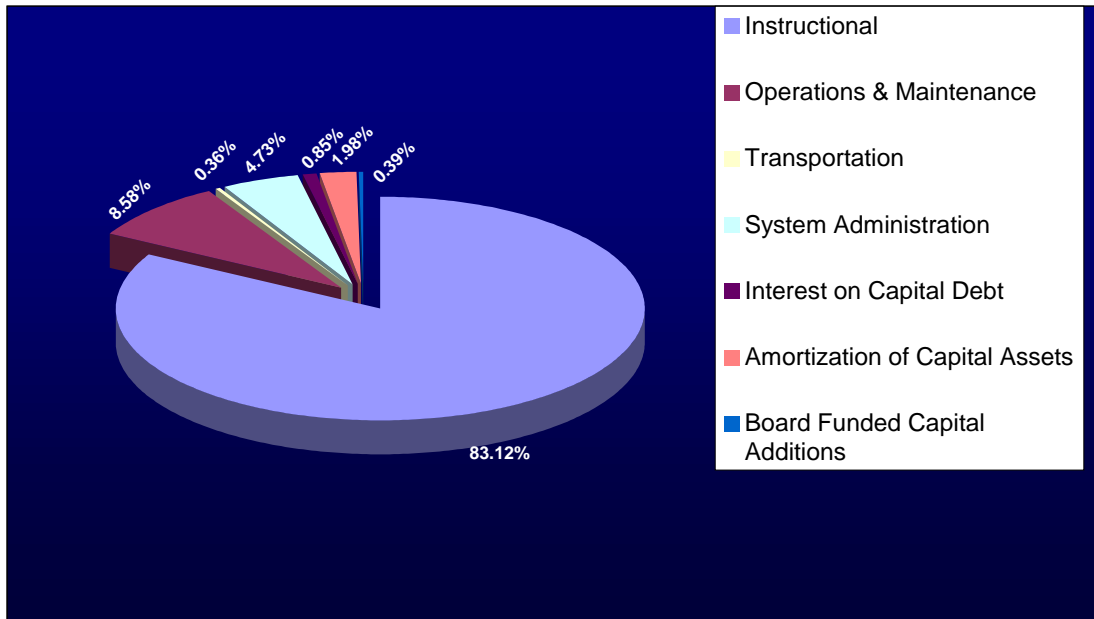
Instructional	16,319,933	87.11%
Operations & Maintenance	1,825,776	9.74%
Transportation	79,385	0.42%
System Administration	911,558	4.87%
External Services (SHIP)	0	0
Transfers from Reserves	(881,369)	(4.7%)
Capital Debt Interest	162,241	0.87%
Amortization of Capital Allocations	316,087	1.69%
	18,733,611	100.00%



EXPENDITURES

Instructional	\$15,814,976	83.12%
Operations & Maintenance	1,632,259	8.58%
Transportation	67,676	0.36%
System Administration	899,332	4.73%
Interest on Capital Debt	162,241	0.85%
Amortization of Capital Assets	376,109	1.98%
Board Funded Capital Additions	73,817	0.39%
External Services (SHIP)	0	0
	19,026,410	100.00%

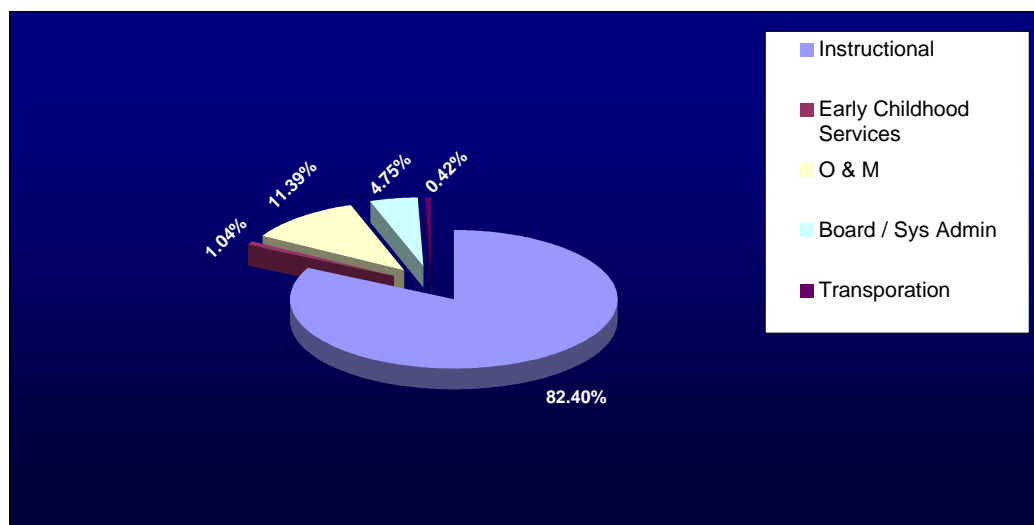
\$292,799
Operating Deficit



SPENDING AND SPENDING PER PUPIL COMPARISONS

	2002/2003 Actual Spending	Actual Spending per Funded Student	% of Total
Instruction (Gr. 1 - 12)	\$15,617,858	\$4,726	82.40%
Early Childhood Services	197,118	2,857	1.04%
Operations and Maintenance	197,118	756	11.39%
Board and System Administration	899,332	2,690	4.75%
Transportation of Students	79,916	1,142	0.42%
External Services	0	not applicable	0%
TOTAL EXPENDITURES	\$18,952,593	5,676	100%

Notes: Copies of Audited Financial Statements are available through the office of the Superintendent or may be obtained directly from Alberta Learning. Expenditures do not reflect Board's share of Teachers' Retirement Fund contributions which are paid by Alberta Learning directly to the Alberta Teachers' Retirement Fund.



WHAT THIS TELLS US:

- ❑ The bulk of our spending is for students. 82.40% of all spending is dedicated to the instructional needs of students.
- ❑ Our 2002 / 2003 operating deficit occurs as a result of transferring an unrestricted surplus into school reserves.
- ❑ It costs, on average, \$4.05 per hour to educate a student in our schools.
- ❑ Our parents find our educational programs to be affordable.
- ❑ Our financial summary demonstrates strong fiscal efficiency and accountability

Capital Plan Priorities

During the 2001 / 2002 school year, a 5.2 million dollar upgrade to Blessed Sacrament School, Wainwright was compromised by a fire that razed the entire school, except the gymnasium and the ECS room. Since 2002 / 2003 served as a reconstruction year for the school, students continued their educational journey in a “portable school” setting for that year. The division spent most of the 2002 / 2003 planning for the construction of the school and engaging in the challenge of recovering insurance dollars to fund the reconstruction of the school. Occupancy of the new school will take place in February, 2004.

The 2002 / 2003 school year was also dedicated to establishing a learning facility that could accommodate supporters of Catholic education in the Stettler School District. Ongoing deliberations and consultation regarding this matter resulted in Alberta Infrastructure funding \$92,016 for renovation space within the Stettler Mall, the new school. Alberta Infrastructure funded \$54,000 for lease costs for the 2003 / 2004 School Year.

In, 2002 / 2003 school year, East Central Alberta Catholic conducted a comprehensive review of its 10 Year Facilities Plan and Three Year Capital Plan. What follows are the initiatives that were undertaken in 2002 / 2003, as a result of this planning:

- ❑ Establishing a School Life Cycle Analysis Capital Renewal Program for the Division
- ❑ Submitting Expansion and Preservation Applications to Alberta Infrastructure that are as follows:

\$4,612,484	School Facility Audit to St. Jerome's
\$1,100,000	New Addition (Gymnasium) to Theresetta
\$580,000	School Facility Audit to Theresetta
\$752,000	CTS addition to St. Jerome's
\$302,000	For Two CTS Portables at St. Thomas Aquinas
\$748,000	School Facility Audit to St. Thomas Aquinas
\$915,000	School Facility Audit to Mother Teresa

Finally, the division initiated the following modernization and restoration projects, by spending Alberta Infrastructure's One Time Modernization (OTM) and Building Quality Restoration Project (BQRP) grants. The projects and their related spending in 2002 / 2003 are as follows:

Theresetta Landscaping and Foundation Restoration:	\$81,169 (OTM)
St. Jerome's Gymnasium (Flooring and Painting):	\$32,700 (BQRP)
Mother Teresa Roof Repairs:	\$43,556 (BQRP)

WHAT THIS TELLS US:

- ❑ Advocating for facility needs within our schools has been a strong priority for the board.
- ❑ The viability of Catholic education in Stettler will be an ongoing area of focus for the board.
- ❑ The division will require approximately \$9,000,000 of funding to address its 2002 / 2003 Expansion and Modernization Applications.

Goal 2: Excellence in Learner Achievement

PROVINCIAL OUTCOMES:

- Learners demonstrate high standards.
- Learners complete programs.

THESE OUTCOMES ARE EVIDENT IN OUR DIVISION WHEN:

- Learners share the Good News of Jesus Christ.
- Learners demonstrate high standards.
- Learners complete programs.

INTRODUCTION

Goal 2 focuses upon the lofty challenge of making Christ known through every educational endeavor. It also reminds us of the need to do this in a manner that prepares students for the demands of secondary education, and the expectations of the world of work. This vision is appropriately outlined within what Catholic Canon Law explains to be the role of Catholic education. On the one hand, we are expected to be part of a mission of “helping all to arrive at the fullness of Christian life (Can. 794).” However, on the other hand, we are to ensure that in our academic standards, we are “at least as outstanding as that in other schools (Can. 806).” We are very proud of our commitment to continuous improved academic results during the past year. The following text shares this information in a manner that is context appropriate to our school division. Obviously, we are equally proud of the ongoing faith permeation that has been evident within our schools throughout the 2002 / 2003 school year. Our schools have collectively engaged in a multitude of faith formation experiences and celebrations, charitable pursuits, and social justice activities. These results are shared within this document as a measure of how Jesus Christ becomes fully alive among us, through the learning that takes place in our schools.

KEY ACCOMPLISHMENTS:

- ✓ Our 2002 / 2003 provincial testing results indicate that in 23 out of 24 tests written, both provincial standards (acceptable and standard of excellence) have been met. In 98% of tests written we equal or exceed provincial standards.
- ✓ The only exception to meeting standard occurs with Math 9, when the acceptable standard is considered (75% -). However the province’s result when this test and standard are considered equals 73% -.
- ✓ We met 100% of targets for the past year, relevant to achievement test measures and diploma exam measures outlined in our Three Year Education Plan.
- ✓ Our schools continued to submit tri-annual reports to a provincial body of Catholic religious educators regarding best practices in faith formation.
- ✓ Students in ECACS greatly benefited from our AISI projects. These initiatives promoted a climate that inspires all to learn through research, best practice and innovation. The impact of our first three years of AISI is best described as follows:

- ❑ Project 612 – was a counseling services program designated for elementary students at Blessed Sacrament School. During the past three years, 120 students accessed the services of the school counselor. This program will be continued at Blessed Sacrament School, with the assistance of the Family Liaison Worker.
- ❑ Project 613 – was an early intervention program for kindergarten and grade 1 students at Blessed Sacrament School. Students were evaluated using the Speech Ease instrument and the Metropolitan Readiness test. Initial tests indicated 17 students did not meet the acceptable standard. After intervention activities were incorporated, all students improved in most categories. The weaker students have been identified for the Early Literacy program.
- ❑ Project 614 - was a balanced literacy program at Blessed Sacrament School. The lead teacher was instrumental in helping the teachers and their assistants make changes in their instructional techniques. When this approach was embraced, there was significant improvement in achievement test results. Based upon these results, the program will become an AISI project throughout the division.
- ❑ Project 615 – was an Action Phonics program at Theresetta Catholic School and Mother Teresa Catholic School. More than 30 students participated in the initiative, many of whom showed dramatic improvements in their reading scores. As a result of overwhelming staff and parent approval, the program will become a division-wide project next year.
- ❑ Project 616 – was the development of online curriculum and home education resources for School of Hope. While some teachers rewrote course website information for improved accessibility for students and parents, elementary and special education staff prepared new resources that were subsequently distributed to families. In addition, the school partnered with the Alberta Online Consortium to develop specific courses. As the project progressed, it became obvious that in the future more user-friendly information needed to be provided to parents, and students. This recommendation will form the basis for the next AISI project.
- ❑ Project 617 –was the development of both academic and social skills for middle level students in grades 7 and 8 at St Jerome’s School. Pupils were divided into three small classes in which teacher schedules were looped. The combination of various strategies heightened the self-concept of students, dramatically reduced the number student infractions with respect to discipline, and improved student participation in school activities.
- ❑ Project 618 – built awareness of career counseling for high school students at St. Thomas Aquinas School. The career component was integrated into many courses. For example, the grade 11 class developed career portfolios, while other students participated in several field trips, attending open houses at colleges. Students used software and the website *student counselor.com* to gather current information. In addition to the career element, the component of recognizing student excellence was incorporated into the original project. Next year, the school will continue this most valuable program.

RESULTS OF MEASURES:

METHODOLOGY: **Satisfaction Surveys (See Goal # 1 for Explanation)**
Reporting the Good News from our Schools
Achievement Test and Diploma Exam Results
High School Completion Rates
Special Education Results

Satisfaction Survey Results

2.1 Outcome: Learners share the Good News of Jesus Christ

Measure 2.1.1: Percentage of students satisfied with the Catholic Christian environment in their school community.

<u>Students:</u> How satisfied are you with the religious celebrations that are held at your school?	Percent who are satisfied or very satisfied 2002 / 2003
Jurisdiction Result	91%
Survey Partnership Average	86%
Catholic Jurisdictions' Results Range	84%, 91%

<u>Students:</u> How satisfied are you with what is learned in religious studies classes?	Percent who are satisfied or very satisfied 2002 / 2003
Jurisdiction Result	84%
Survey Partnership Average	82%
Catholic Jurisdictions' Results Range	79%, 85%

<u>Students:</u> How satisfied are you with your school's effort to do all things like Jesus would want them done?	Percent who are satisfied or very satisfied 2002 / 2003
Jurisdiction Result	87%
Survey Partnership Average	82%
Catholic Jurisdictions' Results Range	80%, 87%

<u>Students:</u> How satisfied are you with how you have grown as a Christian as a result of your involvement in Catholic education?	Percent who are satisfied or very satisfied 2002 / 2003
Jurisdiction Result	83%
Survey Partnership Average	81%
Catholic Jurisdictions' Results Range	79%, 84%

<u>Students:</u> How satisfied are you with the relationship that exists between your parish and the school?	Percent who are satisfied or very satisfied 2002 / 2003
Jurisdiction Result	90%
Survey Partnership Average	82%
Catholic Jurisdictions' Results Range	78%, 90%

Measure 2.1.2: Percentage of parents satisfied with the Catholic Christian environment in their school community.

<u>Parents:</u> How satisfied are you with the religious celebrations that are held at your school?	Percent who are satisfied or very satisfied 2002 / 2003
Jurisdiction Result	90%
Survey Partnership Average	82%
Catholic Jurisdictions' Results Range	79%, 90%

<u>Parents:</u> How satisfied are you with what is learned in religious studies classes?	Percent who are satisfied or very satisfied 2002 / 2003
Jurisdiction Result	88%
Survey Partnership Average	93%
Catholic Jurisdictions' Results Range	88%, 95%

Parents: How satisfied are you with your school's effort to do all things like Jesus would want them done?	Percent who are satisfied or very satisfied 2002 / 2003
Jurisdiction Result	89%
Survey Partnership Average	93%
Catholic Jurisdictions' Results Range	89%, 94%

Parents: How satisfied are you with how you have grown as a Christian as a result of your involvement in Catholic education?	Percent who are satisfied or very satisfied 2002 / 2003
Jurisdiction Result	90%
Survey Partnership Average	94%
Catholic Jurisdictions' Results Range	90%, 95%

Parents: How satisfied are you with the relationship that exists between your parish and the school?	Percent who are satisfied or very satisfied 2002 / 2003
Jurisdiction Result	91%
Survey Partnership Average	92%
Catholic Jurisdictions' Results Range	84%, 95%

Measure 2.1.3: Percentage of staff satisfied with the Catholic Christian environment in their school community.

Staff: How satisfied are you with the religious celebrations that are held at your school?	Percent who are satisfied or very satisfied 2002 / 2003
Jurisdiction Result	98%
Survey Partnership Average	98%
Catholic Jurisdictions' Results Range	98%, 98%

<u>Staff:</u> How satisfied are you with what is learned in religious studies classes?	Percent who are satisfied or very satisfied 2002 / 2003
Jurisdiction Result	95%
Survey Partnership Average	97%
Catholic Jurisdictions' Results Range	95%, 100%

<u>Staff:</u> How satisfied are you with your school's effort to do all things like Jesus would want them done?	Percent who are satisfied or very satisfied 2002 / 2003
Jurisdiction Result	89%
Survey Partnership Average	95%
Catholic Jurisdictions' Results Range	89%, 99%

<u>Staff:</u> How satisfied are you with how you have grown as a Christian as a result of your involvement in Catholic education?	Percent who are satisfied or very satisfied 2002 / 2003
Jurisdiction Result	94%
Survey Partnership Average	97%
Catholic Jurisdictions' Results Range	94%, 99%

<u>Staff:</u> How satisfied are you with the relationship that exists between your parish and the school?	Percent who are satisfied or very satisfied 2002 / 2003
Jurisdiction Result	94%
Survey Partnership Average	92%
Catholic Jurisdictions' Results Range	80%, 95%

2.2 Outcome: Learners complete programs

Measure 2.3.1: Percentage of parents of students with special needs satisfied with access to services for their child with special needs

<u>Parents:</u> How satisfied are you that your child has access to an appropriate service or program?	Percent who are satisfied or very satisfied 2002 / 2003
Jurisdiction Result	88%
Survey Partnership Average	89%
Survey Partnership Range	84%, 93%

Measure 2.3.2: Percentage of parents of students with special needs satisfied with progress and achievement of their child with special needs.

<u>Parents:</u> How satisfied are you with your child's overall progress in the program provided?	Percent who are satisfied or very satisfied 2002 / 2003
Jurisdiction Result	93%
Survey Partnership Average	88%
Survey Partnership Range	83%, 93%

Measure 2.3.3: Percentage of parents with students in the Virtual or Blended programs who are satisfied with the overall quality of the program.

<u>Virtual / Blended Program Parents:</u> How satisfied are you with the overall quality of education your child receives?	Percent who are satisfied or very satisfied 2002 / 2003
Jurisdiction Result	95%
Survey Partnership Average	91%
Survey Partnership Range	86%, 96%

Measure 2.3.5: Percentage of parents who are satisfied with the quality of education provided by their school.

<u>Parents:</u> How satisfied are you with the overall quality of education your child receives?	Percent who are satisfied or very satisfied 2002 / 2003
Jurisdiction Result	94%
Survey Partnership Average	91%
Survey Partnership Range	86%, 96%

Measure 2.3.6: Percentage of parents satisfied with level of achievement of their child.

<u>Parents:</u> How satisfied are you with the academic achievement of the students in this school?	Percent who are satisfied or very satisfied 2002 / 2003
Jurisdiction Result	91%
Survey Partnership Average	92%
Survey Partnership Range	88%, 96%

Measure 2.3.7: Percentage of teachers satisfied with level of achievement of their students.

<u>Teachers:</u> How satisfied are you with the academic achievement of the students in this school?	Percent who are satisfied or very satisfied 2002 / 2003
Jurisdiction Result	93%

Measure 2.3.8: Percentage of students satisfied with the level of achievement.

<u>Students:</u> How satisfied are you with the academic achievement of the students in this school?	Percent who are satisfied or very satisfied 2002 / 2003
Jurisdiction Result	88%

WHAT THIS TELLS US:

- ❑ For 50% of the questions used to measure outcomes, we have equaled or exceeded the partnership average.
- ❑ For every indicator involving student satisfaction with Catholicity, we exceeded the partnership average.
- ❑ The satisfaction of virtual / blended program students and parents was extremely high and exceeded the partnership average.
- ❑ The satisfaction of virtual and blended program students with the quality of their education increased by 8% last year.
- ❑ Staff satisfaction with what was learned in religious studies classes, and the relationship between school and parish has improved in both measures by 4% over the previous year.
- ❑ Parental satisfaction (91%) with the relationship between the school and parish exceeded our three-year target of 88%.
- ❑ Parental satisfaction with the quality of our religious celebrations increased by 5% over the previous year.
- ❑ Parental satisfaction with the overall quality of education (94%) exceeded our three-year target of 93%.

Reporting the Good News from our Schools

BLESSED SACRAMENT SCHOOL – WAINWRIGHT

- Early in the month of September, the Grade 11 students crushed grapes to make the sacramental wine for parish Eucharistic celebrations. The students stomped the grapes with their feet, following age-old traditions from Italy and Portugal. Fermentation uses the natural yeast found on the skins of the grapes. In the afternoon, we held our first school celebration with emcees from grade 10.



Administrators introduced the staff, then classmates introduced new students. Our graduates welcomed ECS and grade 1 students. All new staff and students were given a Blessed Sacrament School pin supplied by the School Council.

- On September 26, 2001, fire destroyed our school. One year later, we held a sod turning ceremony for our new facility. Outstanding announcers introduced the guests to a crowd of about 500 people. Our entire school body was present, along with many people who had carried the torch for Catholic education in the past. All students walked to the new site. High school students were paired with elementary students. We noted how God had been with us in the past year and especially on this day with the beautiful weather. The celebration ended with the signing of "We will rise again".
- Other special events included the following. During our Thanksgiving Celebration, students participated in a prayer service and then were hosted to a turkey dinner prepared by the school council members. No one left hungry. The next day, we held our Senior High Awards, in which Christian and academic achievements were recognized. Emcees for the evening were 2 grade 11 students.

- With regard to Youth Ministries, Blessed Sacrament School participated in a variety of



ways. On the second Sunday of each month, our students attended to all the ministries at mass, including the junior choir and musicians, greeters, readers, eucharistic ministers, bearers of the gifts, and acolytes. Once a month, students from grade 1 to 6 sang at mass. One particular verse from their favorite

song was usually sung with great fervor – “If the devil doesn’t like it, he can sit on a tack.” Of special note, our outstanding announcers from grade 4 introduced guests at the Chamber of Commerce Gala. This was the first non-school function that enlisted our outstanding announcers to act as emcees.

- Our winter events included many formation activities. For example, 6 of our students took part in various sessions at Newman College. One noteworthy topic concerned student retreats. During December, Division I, as well as the grades 4 to 6 performed concerts. The grade 7 – 9 guitar and band classes also staged their concert the following Wednesday. In addition, Grade 12 students went to the inner city to help feed the homeless. They prepared the food that was served. Another group of students held a 24 hour fast, raising \$1200 for the needy families in Brazil., while other children took part in the lighting of the K of C nativity scene adjacent to Highway 16.
- On the last day before vacation, we celebrated the Eucharist. The grade 9 classes completed all the preparations and conducted all ministries. They also enacted a play that replaced the homily. The service inspired many students to hum “This is holy ground” as they were sent forth.

- After the mass we went to the Shell Arena where we took the items for the food bank. Classes were paired and a contest ensued to determine which team could build the best castle incorporating the variously shaped canned goods and packaged items.



- Our main Advent project was to raise money for Rainbow of Hope. An annual event for the school and the parish. Dolls were sold for 25 cents each. The dolls were then placed around the classrooms and the church. This year a total of \$11,300 was collected. Each year it is amazing to see the support for this project.
- Our Lenten activities began with a pancake and sausage breakfast that was served to students on Shrove Tuesday. On Ash Wednesday, students walked to the church to celebrate a liturgy of the word with Father Josef. Following the mass, Cheermania was held, a sporting event during which the graduates challenged the teachers in a hockey game. The graduates won 8 – 4.
- Other religious education activities in the high school included the following. Staff members chaperoned small groups of grade 12's (7-8 at a time) to Edmonton to serve food and visit with people in an inner city soup kitchen every 2 to 4 weeks since December. The students were required to make one trip as part of RS 35, but the vast majority of students choose to go a second, third and fourth time. Teachers and parents also escorted grade 10 and 11 students to the Littlemore sessions at Newman Theological College. They attended four sessions, the most popular choice, being Mary Lou Cranston's seminar about cloning. Shirley Witholt, along with 4 enthusiastic grade 11 students, attended a 3-day Youth Institute at Newman later in May to prepare the students to conduct a youth forum in our school next year. We also held an information meeting to discuss a trip to El Salvador organized by Rainbow of Hope for interested students, teachers and parents. This trip will take place during Easter next year. We will

be visiting the projects that the school and parish have supported through the advent projects during the past 6 years. These endeavors, which were initiated and organized by the school, have raised over \$60,000 since their inception in 1997.

BLESSED SACRAMENT OUTREACH – WAINWRIGHT

- Formation and service activities included Principal Lindsay baking and breaking fresh bread every Friday morning to celebrate weekly successes. Every Monday students set goals and received information about the upcoming events of the week/month. In October, our students, joined by Portage College students, celebrated Thanksgiving with a Potluck traditional dinner. Over 50 people enjoyed this celebration. A collection was taken and sent to the HOPE Mission in Edmonton.



- Other special celebrations and commemorations included our observance of Remembrance Day, at which a timely discussion was held about the importance of the day. December was also busy month. Students went wall climbing at the Multiplex and thoroughly enjoyed the challenge of reaching the top. Following a traditional Christmas potluck dinner held with Portage students, a collection was gathered for the Hope Mission in Edmonton. Students also



helped put together baskets of food and grocery vouchers that were donated by all the Rajotte families for individuals in need in our community. This was a very rewarding experience for all those involved.

- Soon after the stressful Diploma exams were written, a “Kick the Nic” program was started with 5-7 students to help provide support and strategies to stop smoking. These students meet weekly as a group with our FSL worker and an AADAC Counselor. Our FSL worker gave a video presentation to our students to show the effects of smoking. Following the “STOP SMOKING” campaign for “Weedless Wednesday”, AADAC

sponsored students with “Survival Kits” and a bowling/pizza evening to celebrate their success. Another commemorative event was held on Shrove Tuesday, during which staff

and students of Portage College and Blessed Sacrament Outreach dined on pancakes and specially prepared sausages that had been shipped from Provost, Alberta. Later during the season, Len Kachuk taught students how to paint traditional Easter eggs. On April 17, students and staff from Portage College and Blessed Sacrament Outreach celebrated Easter with a traditional Ukrainian meal. On April 25 & 26th, Blessed Sacrament Outreach school shared displays with ECACSS at the Wainwright Trade Fair.



- On a nice spring day in May, Mr. Lindsay and Mr. Buzik led a Battle River canoeing expedition for several students. The adventure was enjoyed by all, especially the wiener roast at the end of the day. As well, two of our students participated in the graduation ceremonies at the Blessed Sacrament School in May. They joined in the Cheer-mania celebration with their peers and enjoyed the victorious win, while other students from the Outreach cheered them on.
- On May 24, 2003, six graduates celebrated their graduation with friends, family, and staff of Blessed Sacrament Outreach School and East Central Alberta Catholic School. During the ceremony, a sense of pride filled the hall as Mr. Lindsay presented diplomas. Speeches were given sharing information about the year and the wonderful successes of our students.

ST. JEROME'S – VERMILION

- Students in kindergarten to grade 5 classes enjoyed multicultural activities lead by Motoki Sensai, our Japanese exchange attaché. As well, during Happigram Celebrations and Recognition Ceremonies, awards were distributed to select students marking something special. All classes took turns preparing programs to perform at these monthly gatherings. The Christmas Concert, a musical about the Christmas Story in which all elementary children are on stage throughout the production, was held at Lakeland College Alumni Theatre.



- Service activities included paper and bottle recycling, the beautification of the school grounds, reading with seniors, UNICEF collections, and food bank drives. On September 30, a special St. Jerome's Day was held. The entire school population



was involved in the preparations. Staff and parents baked turkeys and cabbage rolls, while others served more than 700 guests. Later during the Christmas season, students donated shoeboxes full of gifts that were sent to children in Third World nations and to Ukraine. The Student Council organized a Christmas dinner for which all students brought an

ethnic dish to share with bus drivers, teachers and fellow students. Lenten activities included bake sales, and hat days to raise money for Fr. Joe's mission in the Dominican Republic. In addition, the SRC, along with the Knights of Columbus, made pancakes for the entire school, charging \$1 to raise money for Share Lent.

- With regard to faith formation activities, all classes participated in monthly masses, alternating at the Roman Catholic and Ukrainian Catholic churches in Vermilion. While middle level and high school students participated as altar servers, readers and gift bearers, grade 7 students acted as role models by sitting with younger students during the liturgies. Lastly, in June, there was a commencement ceremony at which end of the year awards, and other rites were celebrated.

THERESETTA SCHOOL – CASTOR



- Many faith formation activities have become traditions at Theresetta School. To begin the new academic year, the staff of Theresetta and Mother Teresa gathered at “Our Lady of Grace Catholic Church” for an opening mass, presided by Father Mark McGee. It was a special service just for teachers and support staff. The highlight was the gathering around the altar for communion, which set the tone

for our coming school year. Later in September, an opening mass for Theresetta students, staff, and parishioners was held. Following the liturgy, everybody returned to the school for juice and cookies, which were served outside by some of our room moms.

- During another important event, the grade 9 students, under the direction of Mrs. Jane Faught, presented an re-enactment of the life of St. Theresa, the patron saint of our school. They also created a bulletin board in the assembly room to honour St. Theresa. On it was stapled a rose from each child and on each rose the student stated a way that he or she could follow the simple way of St. Theresa. To conclude the commemoration, the grade nines led the assembly in the prayer of St. Theresa at the end of the re-enactment.
- A Thanksgiving celebration was led by the grade 4 class and Mr. Fetaz, during our regular assembly time. Each student had previously coloured leaf cut-outs, upon which they wrote something they were thankful for, with the theme of people, relationships and talents in mind. The artwork was then hung on a tree in the assembly room. Also, 2 songs were sung appropriate to the theme.
- On Catholic Education Sunday, Theresetta staff and students participated in a procession at mass. Each student brought forth an item that represented Catholic Education (Theresetta history book, Mission statement, globe, etc), while Mrs. Faught read information pertaining to each of the objects. The staff also took part in various ministries during



the service, as well as preparing and serving a light lunch after mass.

- Our Remembrance Day Service was held at the Legion Hall. The grade 5 and 6 students provided background information about wars, then a video was watched, followed by a recitation of "In Flanders Fields". The Legion members honoured the war veterans by raising and lowering the flags. The Last Post was played to conclude the program.
- Mr. Ries and the grade 5 class directed a presentation in assembly concerning "Seed Patents", which is a social justice issue involving corporations having patents on life forms. The students used resources from Development and Peace to deliver their oral presentation. Later in the month, Father Mark led an Advent Mass for Theresetta School and the parishioners of Our Lady of Grace Church. Other Advent activities included daily assemblies for all grades, as well as a daily prayer from a book Restore us, O Lord. Its focus is that God is here among us, right now, and reflected in the love behind our sharing of gifts, in the hospitality we offer and are offered, and in the lights that remind us of the Light of the World. The meditations helped us keep the focus on the birth of Jesus by praying together each day and by remembering the promise of Advent: that God is to be found even in the busy-ness, the glimmer and rush of the season. The prayer began with an introduction to scripture, a response, a biblical reading, meditations, and the Our Father. Younger students took turns lighting the Advent candles and placing figures in the manger, while older students provided the readings.



- Another special event was the youth night that was held at the church for all young people of the parish. Following a pizza supper, they watched a the video entitled "It's a Wonderful Life" and concluded with a closing prayer. Just before Christmas, and at the request of Father Mark, Christian music writer and performer Mark Mallet held a concert at the church, for parishioners, students and their parents. In addition, Theresetta held its annual concert at the Community Hall. This year the attendance was exceptional, although it has always been a very popular feature at our school. Musical selections were performed, as well as a play by the grade nine class. The Nativity, narrated and depicted by the grade seven and eight classes, was the highlight of the evening.



- During Lent, the Room Moms prepared a sausage and pancake lunch for all students and staff. In addition, the grade two class, with the help of their teacher, Mrs. Holloway, provided a presentation for assembly called, "What's so Great about Pancakes?" that explained Pancake Tuesday from a grade 2 perspective. On Ash Wednesday, a service

was held with Father Mark presiding. It included readings, songs, a short homily, and the distribution of ashes.

- There were a number of Share Lent activities, including the grade 5/6 's hot-dog, cookie and cake sale to raise money for development and peace. This fundraiser realized a profit of \$182.00 and provided "service" to others. Also, the grade 4 class raised money by holding a candy guess contest. The money collected from this project was earmarked to help build houses in India. Another project was the cookie bingo sponsored by the grade 9 class to raise money for development and peace. The students and staff gathered in the lunchroom for numerous games of bingo, with the winner(s) of each game receiving a plate of a dozen cookies, home – baked by the grade 9's, as a prize.
- Other Lenten events included the Youth Ministry's holding a "thinkfast" in our school. A number of our junior high students participated in this 25 hour fast to help raise money for development and peace and also to help them become aware of the plight of those in our world who are hungry. Some students from the grade 4, 5, and 6 classes, under the direction of teacher Connie Nichols, made a presentation for assembly to show support of Solidarity Sunday. During the procession, students carried symbols of the basic needs of food, water, shelter, clothing and community for all people in the world. This presentation was also performed at church during a Mass on Apr 6 for the congregation. First Reconciliation was celebrated at the church in conjunction with the Reconciliation Mass for the parish, in addition to the Stations of the Cross which were led by the grade nines. Students from the grade 7 and 8 religion class, with the help of their teacher, Mr. Brian Pedersen, enacted "A Passion Play" depicting the passion and death of Jesus. Lastly, Theresetta's annual Seder Meal was held in the lunchroom. Students in grades 5 to 9 from Theresetta and Mother Teresa, as well as staff members and invited guests attended. The Seder Meal is a special ritual meal for Jewish people during Passover. It was this same Passover meal, known to us as the "Last Supper", that Jesus celebrated the night before he died. Our meal involved a prayer celebration and the following foods: roast lamb, haroset, celery, radish, hard boiled eggs, matzoh bread, couscous, and grape juice.
- Our year-end mass, Father Mark McGee's last mass for the school, was a special celebration to honour his service to Theresetta. The grade nines led the liturgy by doing all the readings. All the parishioners were invited to attend as well, with cupcakes and juice being served after mass for everyone to enjoy a time of fellowship with each other and with Father Mark.



ST. THOMAS AQUINAS – PROVOST

- 2002/03 proved to be another very eventful year for STA! The first day back Principal, Jean McClean was featured on the front page of the Provost News welcoming staff and students at the bus stop.

- Sheldon Tameling, the Grade 6 teacher while on his travels of the US, took a picture of the flag that STA sent to the site of the demolition of the Twin Towers in New York. This picture still hangs in the front office with the students' signatures on it.
- Grandparent's Day was held in the Grade 1 room on Sept 12. Grandparents or protégées attended the event. Everyone participated with the students in helping to colour, draw and make crafts. This activity was followed by refreshments. If you were to judge by the expressions on all the faces, everyone who participated enjoyed this event.
- The Annual Awards ceremony was held on Thurs. Sept 19. Many students received awards for honour roll status, merit status, sportsmanship and athleticism as well as "good shepherd" awards. One student Mathew Scheck received a 98% in his provincial diploma exam!
- Five thousand dollars was raised in the annual elementary walkathon of which \$ 500 was donated to the Provost Health Centre for an electric bed and \$250 was donated to the preschool for selected items. This was a job well done by all the students and staff who organized the events.
- In May the librarians brought in Georgia Graham...a well known author and illustrator. She spent 3 days at the school instructing classes in various art techniques she has used in her reading materials. The students really enjoyed this event and will continue to use her helpful hints in the future.
- On May 17, the Grade 12's celebrated their graduation. Graduation ceremonies were held at the Provost Cultural Centre. Mr. Dwayne Coffey was the guest speaker.
- The Annual Track and Field meet was held in June. It was a delight to see the participation of the other schools in our area at this fun event. Many awards were distributed, but above all it was the fellowship between the students that was the most rewarding.

SCHOOL OF HOPE/HOME SCHOOLING PROGRAM – VERMILION

- The staff continued to participate in special prayers at staff meetings.
- An administrator and a teacher at the School of Hope continued to support the Board of Directors with the Littlemore Project.



MOTHER TERESA HALKIRK CATHOLIC SCHOOL – HALKIRK

- During the month of September, we celebrated 3 special liturgies, the first of which welcomed students to the new school year, especially the 17 new students from Stettler. On the fifth anniversary of our patron saint's passing, we honored Mother Teresa and her exceptional works of charity. On September 11, we prayed for those who lost their lives and to remember the families left behind as a result of the 911 disaster.

- In October, at a special Thanksgiving liturgy, our school participated in charitable services by donating nonperishable items to the local food bank. Similarly, on Halloween, students collected money for UNICEF.
- The following month, children participated in Operation Christmas Child by filling shoe boxes with gifts for needy children. Students also took part in a Remembrance Day Service to honor the lives lost in wars.
- During Advent assemblies, students prepared for the birth of Jesus through special readings, candle lighting, and singing. Students and staff brought gifts for the “Silent Santa Box” to help needy families celebrate Christmas. Father Mark, assisted by junior high students, as well as staff members, was the celebrant at the Christmas liturgy. All students reenacted the Nativity scene at the conclusion of the Christmas concert.
- At the beginning of the Lenten season, the school council prepared pancakes and sausages for staff and students. The next day, Father Mark was the celebrant at the Ash Wednesday service, which concluded with the placing of crosses on the bulletin board stating everyone’s intentions for sharing, fasting, or almsgiving. Other fundraising included donations to home construction in India through an activity entitled “Cookie Bingo” in which students purchased game cards. Winners received 1 dozen cookies baked by a CTS Foods and Textiles class.
- Father Mark attended our year-end liturgy led by our grade 9 students.



WHAT THIS TELLS US:

- East Central Alberta Catholic Schools are educational gifts available to all those who want their children to be taught in a faith-based environment. By providing excellent teaching and learning opportunities, we enable students to live their lives fully in the service of God.

Achievement Test and Diploma Exam Results

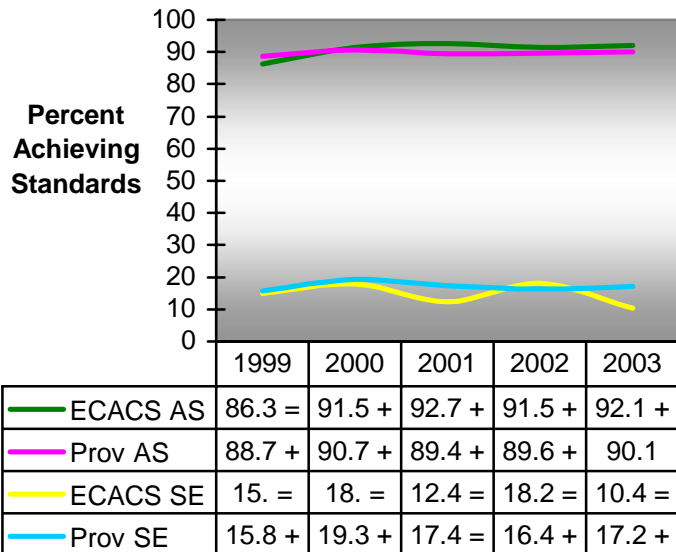
RESULTS OF MEASURES:

The following graphs compare students from ECACS with students from the province in terms of both groups meeting common standards. For achievement testing, both Alberta Learning and ECACS expect that 85% of students who write achievement tests will meet a cut-off score determined to be the Acceptable Standard and that 15% of these students will achieve a cut-off score determined to be the Standard of Excellence. For diploma exams, both Alberta Learning and ECACS expect that 85% of students will achieve an Acceptable Standard of 50% or better and that 15% of students will achieve a Standard of Excellence that is 80% or better. Specified subjects and the trends for the students of the province and for ECACS are included. Charts beneath each graph indicate the “significance” of the data in terms of the targets that have been set. A “+” sign beside a percentage indicates that the specified proportion of students who achieve a standard is significantly above the standard that has been set. An “=” sign beside a percentage indicates that the specified proportion of students who achieve a standard is not significantly different from the standard that has been set. A “-” sign beside a percentage indicates that the specified proportion of students who achieve a standard is significantly below the standard that has been set. When standards have not been met by ECACS students, specific targets are set within the Three Year Education Plan so that standards will be reached.

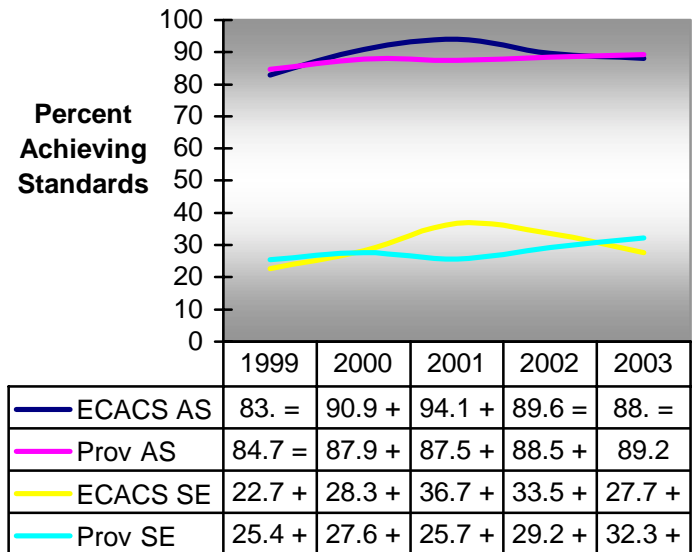
Please note that the following results are raw data. These results need to be interpreted in light of variables that numbers may not reveal. These variables include small student numbers, curriculum changes, and the degree of ability ranges within class groupings. Each school has studied these results, discerned their meaning, and has made plans to address issues relevant to the results in a School Education Plan.

AS – Percentage of students who met the Acceptable Standard.
SE – Percentage of students who met the Standard of Excellence.

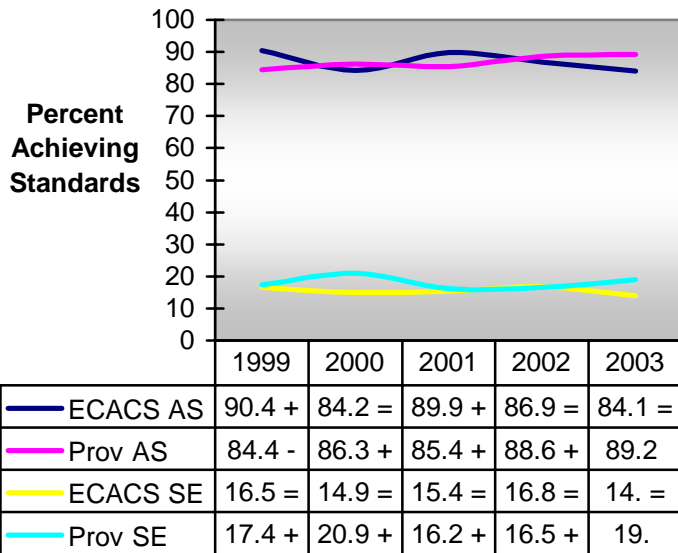
Grade 3 English Language Arts



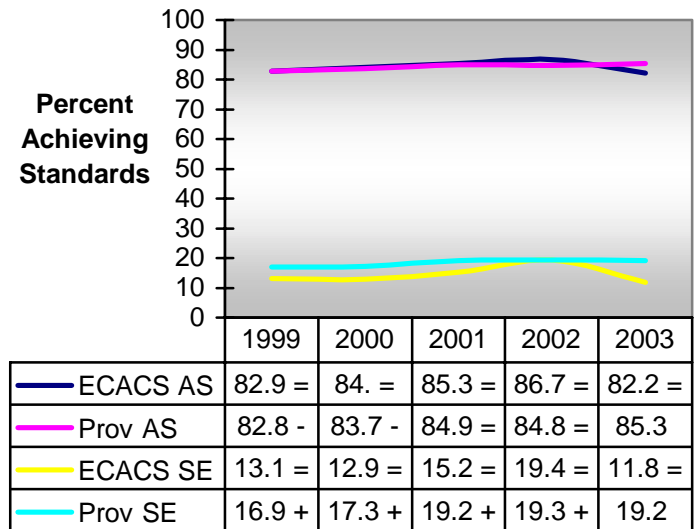
Grade 3 Mathematics



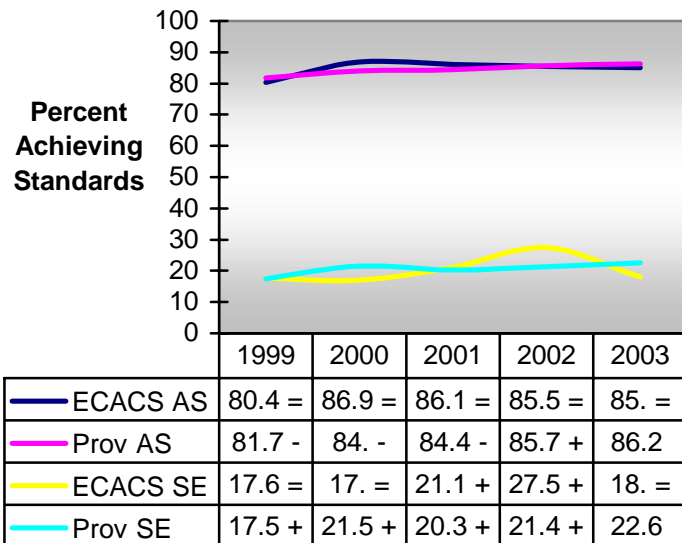
Grade 6 English Language Arts



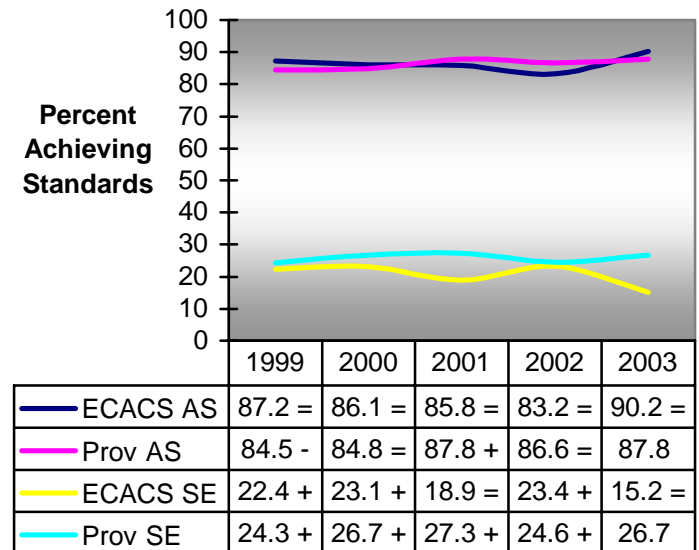
Grade 6 Mathematics



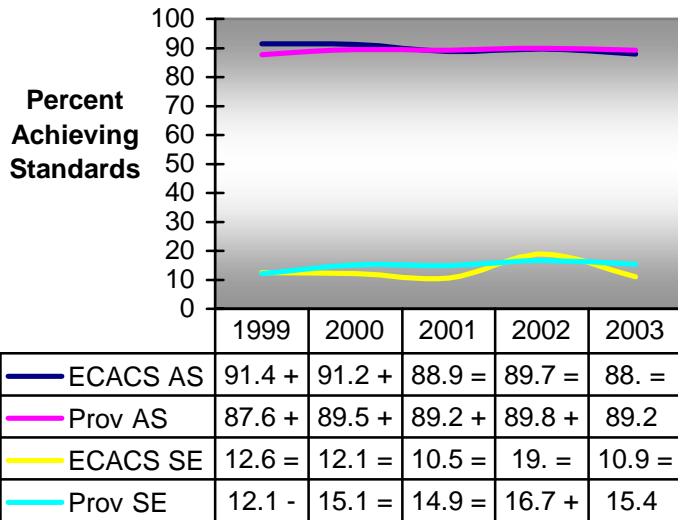
Grade 6 Social Studies



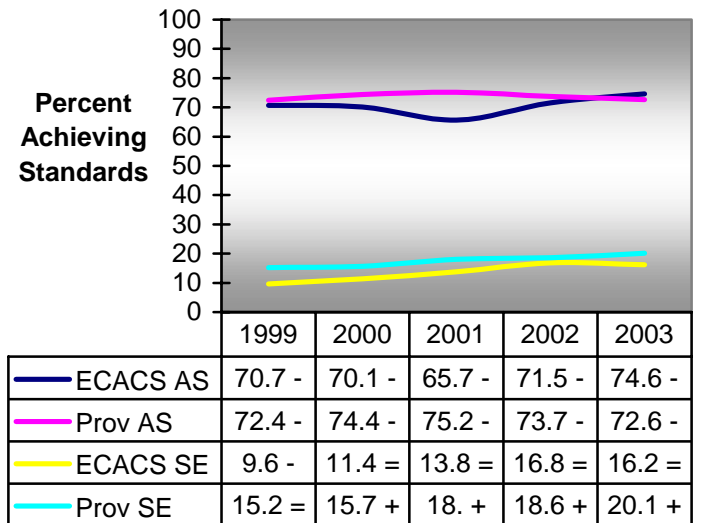
Grade 6 Science



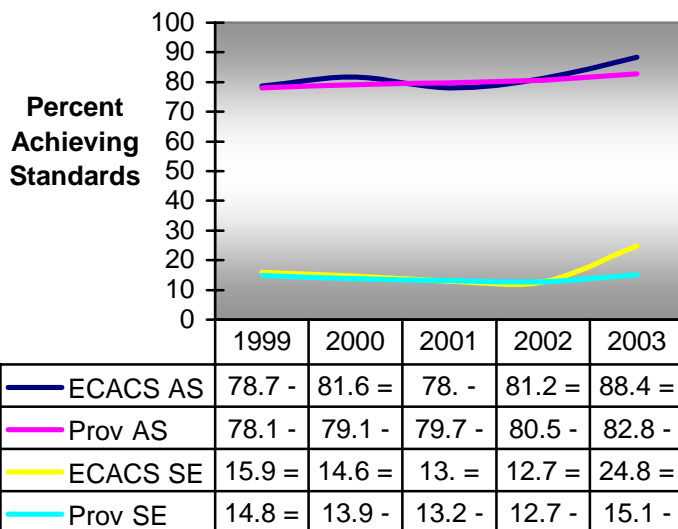
Grade 9 English Language Arts



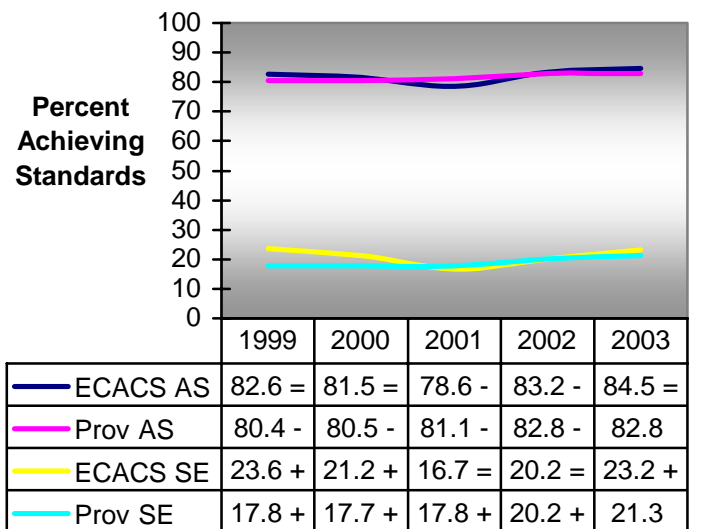
Grade 9 Mathematics



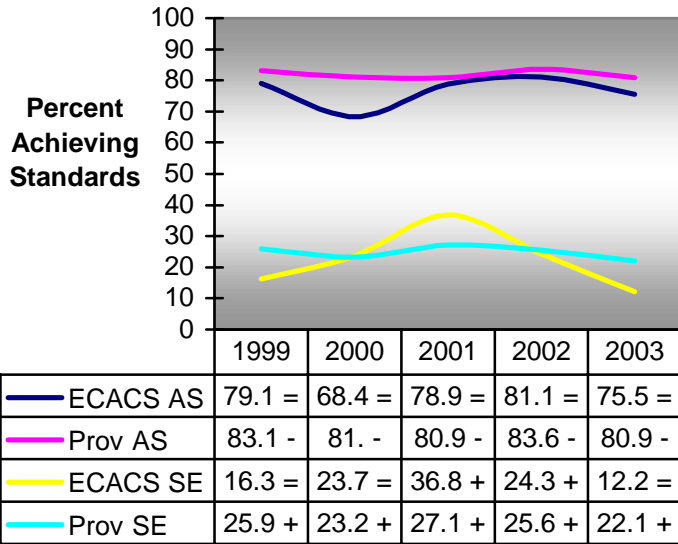
Grade 9 Science



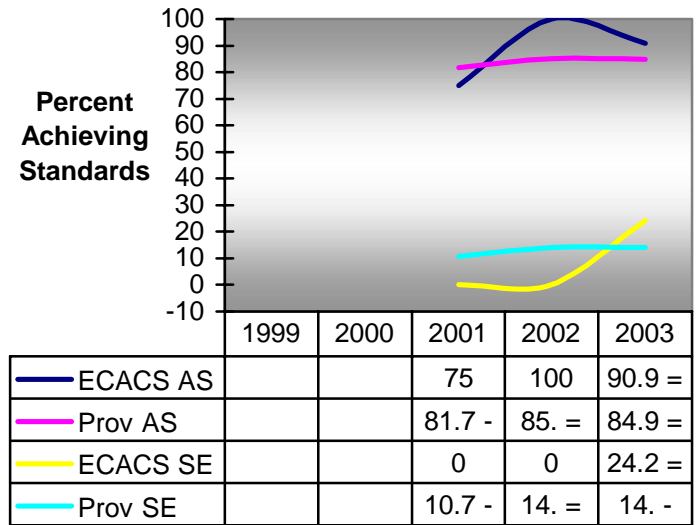
Grade 9 Social Studies



Biology 30

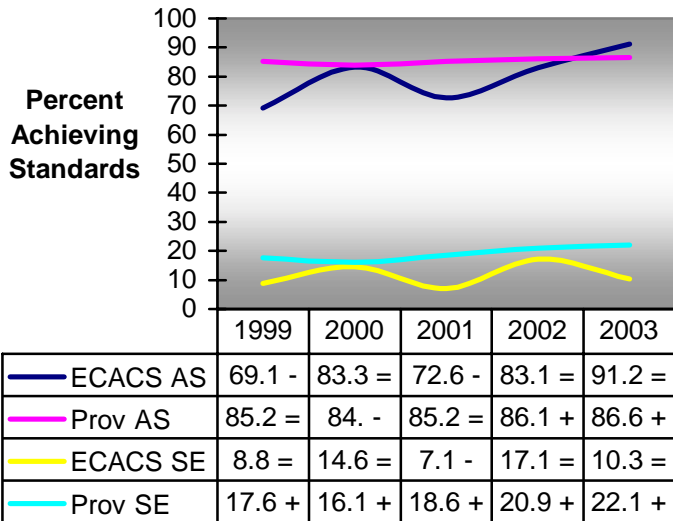


Applied Math 30*

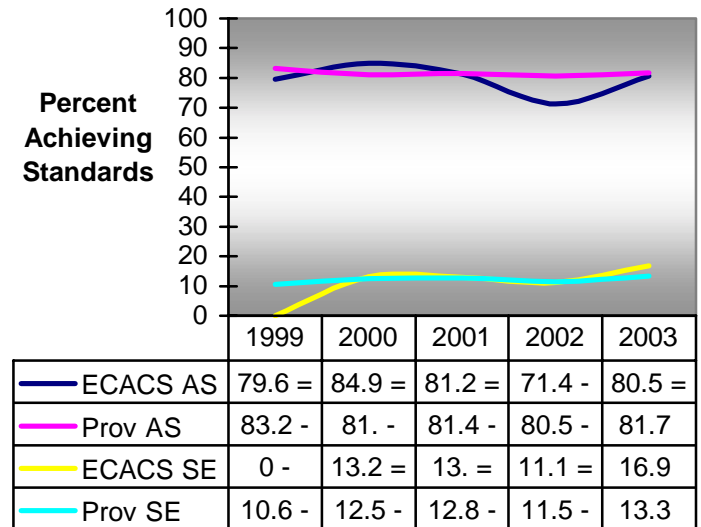


* Trend data for Applied Math 30 is available only for a three year period. Consequently, caution should be taken in determining trends from such information.

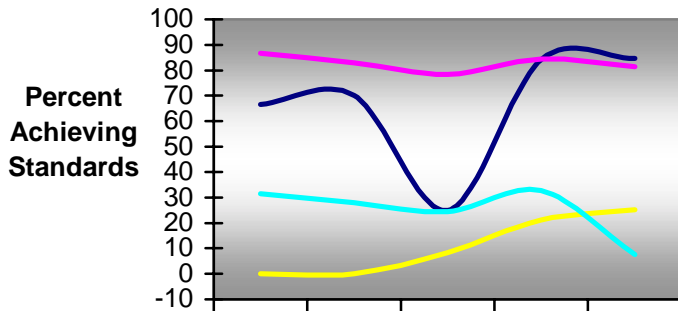
Social Studies 30



Social Studies 33

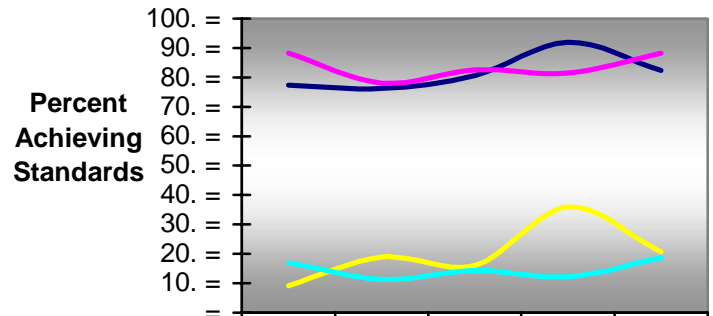


Physics 30



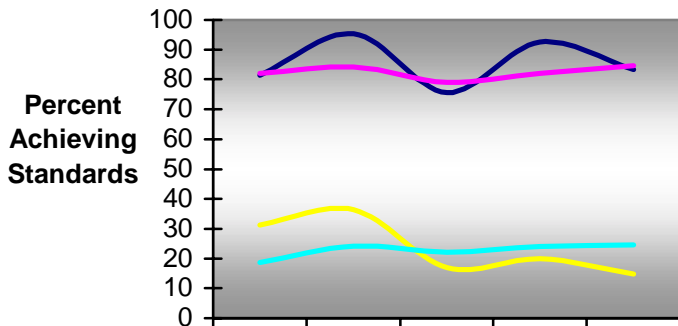
	1999	2000	2001	2002	2003
ECACS AS	66.7	70. =	25. -	84.2 =	84.6 =
Prov AS	86.8 +	82.8 -	78.5 -	84.4 =	81.5 =
ECACS SE	0	0	8.3 =	21.1 =	25.1 +
Prov SE	31.5 +	27.8 +	24.3 +	32.6 +	7.7 =

Science 30



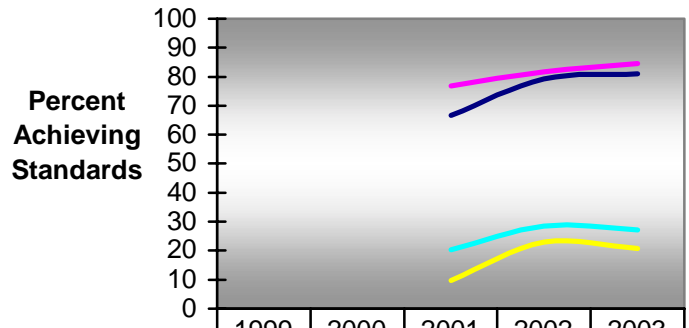
	1999	2000	2001	2002	2003
ECACS AS	77.3 =	76.2 =	80.6 =	92. =	82.4 =
Prov AS	88.3 +	78. -	82.5 -	81.5 -	88.2 +
ECACS SE	9.1 =	19. =	16.1 =	36. +	20.6 =
Prov SE	16.9 +	11.4 -	14.4 =	12.2 -	18.8 +

Chemistry 30



	1999	2000	2001	2002	2003
ECACS AS	81.3 =	95.2 =	75.5 =	92.5 =	83.3 =
Prov AS	82.1 -	84.2 -	79.1 -	82. -	84.5 =
ECACS SE	31.3 +	36.4 +	17. =	20. =	14.8 =
Prov SE	18.7 +	24.2 +	22. +	24. +	24.7 +

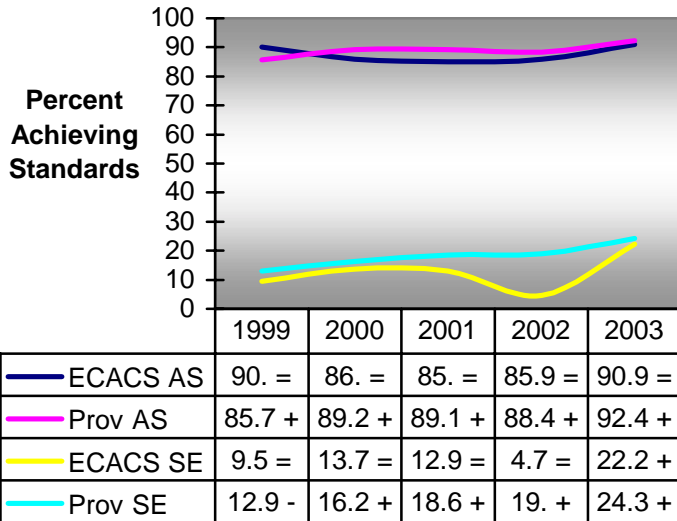
Pure Math 30*



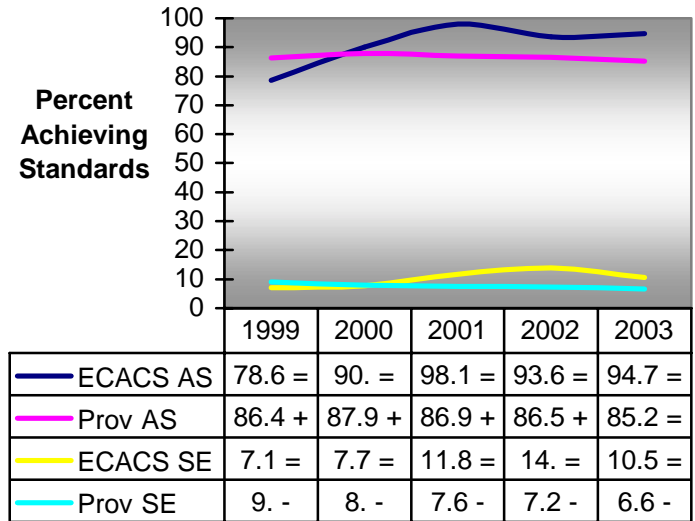
	1999	2000	2001	2002	2003
ECACS AS			66.7 -	79.2 =	81.1 =
Prov AS			76.8 -	81.7 -	84.5 =
ECACS SE			9.8 =	22.9 =	20.8 =
Prov SE			20.3 +	28.4 +	27.2 +

*Trend data for Pure Math 30 is available only for a three year period. Consequently, caution should be taken in determining trends from such information.

English 30



English 33



WHAT THIS TELLS US:

Grade 3 & 6

Trend data indicates:

- ✓ that at both grade levels for the last 5 years we have equaled or exceeded the provincial acceptable standard in English Language Arts;
- ✓ that at both grade levels for the last 5 years, we have equaled the expectation of attaining the standard of excellence in English Language Arts;
- ✓ that for Math 3, for the last 5 years, we have always equaled or exceeded the provincial acceptable standard and standard of excellence;
- ✓ that for the past three consecutive years, the Grade 3 Mathematics Results have exceeded provincial percentage results in both the acceptable standard and the standard of excellence.

Last year's results indicate:

- ✓ that for Math 3 our students continue to exceed expectations regarding the percentage of students who meet the standard of excellence (ie. 28% in 2002 / 2003);
- ✓ that for Grade 6 Science, Social Studies, English Language Arts, and Math, we continue to equal the acceptable standard and the standard of excellence.

We need to continue:

- ✓ maintaining such excellent results.

Grade 9

Trend Data Indicates:

- ✓ that the Math 9 result of 75% of students meeting the acceptable standard is the best result in the last five year trend;
- ✓ that for the past three years (2001 – 2003), the acceptable standard results in Math 9 have improved by 9 percent (66%, 72%, 75% respectively), whereas within the province, the results have decreased by 2 percent (75%, 74%, 73 respectively).
- ✓ that in Science 9 we have experienced greatest growth out of any achievement exam subject. A growth of 10% of students meeting the acceptable standard over three years has been achieved (78%, 81%, 88%). Furthermore, the amount of students meeting the standard of excellence has increased by 12% over the past three years (13%, 13%, 25%).

Last year's results indicate:

- ✓ that in Math 9, the result of 75% of students meeting the acceptable standard is the best result in the last five-year trend.

We need to begin:

- ✓ continuing to focus on improving Math 9 results.
- ✓ sustaining the excellent growth made in Science 9

Grade 12

Trend Data Indicates:

- ✓ that the success through which our schools have enhanced learning in the new math programs is obvious:
 - Pure Math growth is as follows over the past three years:
AS: 66.7 =, 79.2 =, 81.1 =
SE: 9.8 =, 22.9 =, 20.8 =
 - Applied Math growth is as follows over the past three years:
AS: From 75% (4 students) – 91% (33 students)
SE: From 0% (4 students) – 24% (33 students).
- ✓ that in Social 30, over the past three years consistent gains (19% increase) has been made relevant to the acceptable standard;
- ✓ that in English 30 and English 33 we have significantly exceeded the standard of excellence over five years;
- ✓ that over the past four years we consistently equaled the acceptable standard in Chemistry 30 and Science 30.

Last year's results indicate:

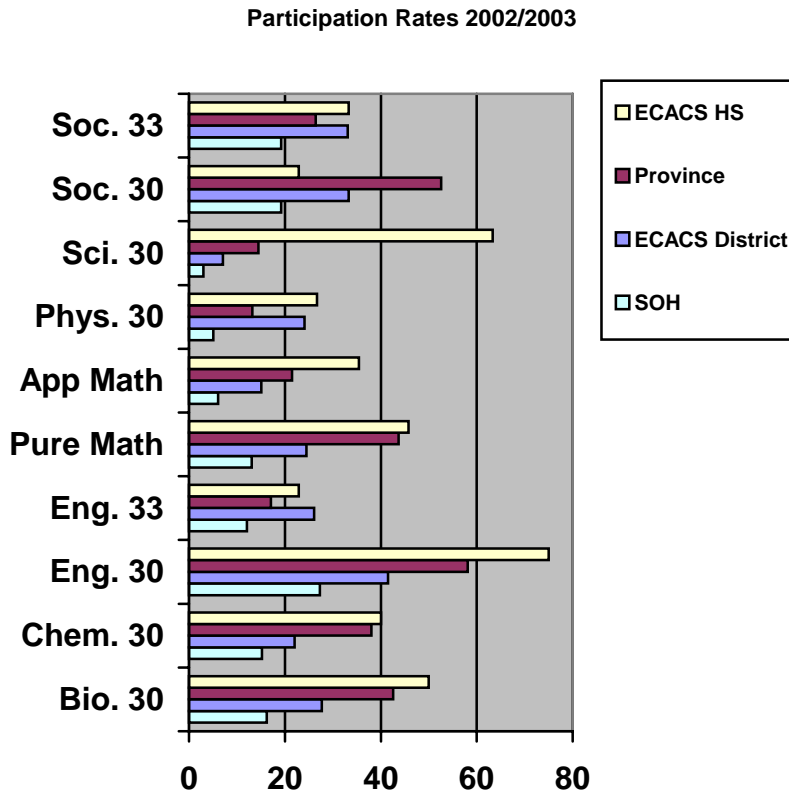
- ✓ that Chemistry, Biology, and Physics have met provincial standards;
- ✓ that the highest result percentage of students over five years meeting the acceptable standard in Social 30 was achieved (91%).

We need to begin:

- ✓ exploring variables contributing to 10% of students meeting the standard of excellence in Social 30;
- ✓ determining variables contributing to 75% of students meeting the acceptable standard in Biology 30.

Participation Rates on Diploma Exams

The following graph reveals student participation rates on diploma exams during the past year. These rates are the percentage of all students within the school division and provincial populations who participate in each specified course and write the diploma exam. An average percentage for the year involving our local high school programs in Vermilion, Wainwright, and Provost is also included in the graph. Finally, the participation rate of students enrolled in the blended and virtual programs within School of Hope is graphed as a separate category.



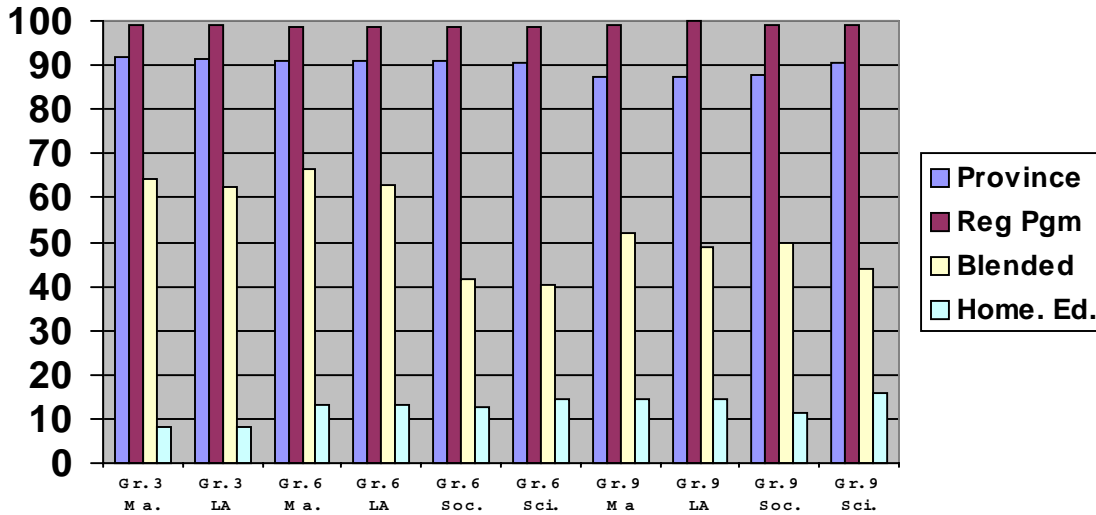
WHAT THIS TELLS US:

- ❑ In 90% of diploma exam subjects, our three local high school programs have higher participation rates than does the province.
- ❑ In most subjects, there is a significant difference between the participation rates of the local high school programs and the participation rate of the entire school division. This variance is because the School of Hope participation rates are very low. Enrollment in School of Hope is adversely affected by students who are interested in either registering in other courses, or who demonstrate disinterest in the program through time due to past learning difficulties or a lack of familiarity to a home based learning model.

Participation Rates on Achievement Tests

The following graph reveals the participation rates on achievement tests over the past year. Groups selected for the comparison are the province, the regular program schools of ECACS, the blended program students within School of Hope, and its Home Education Program

Participation Rates 2002/2003



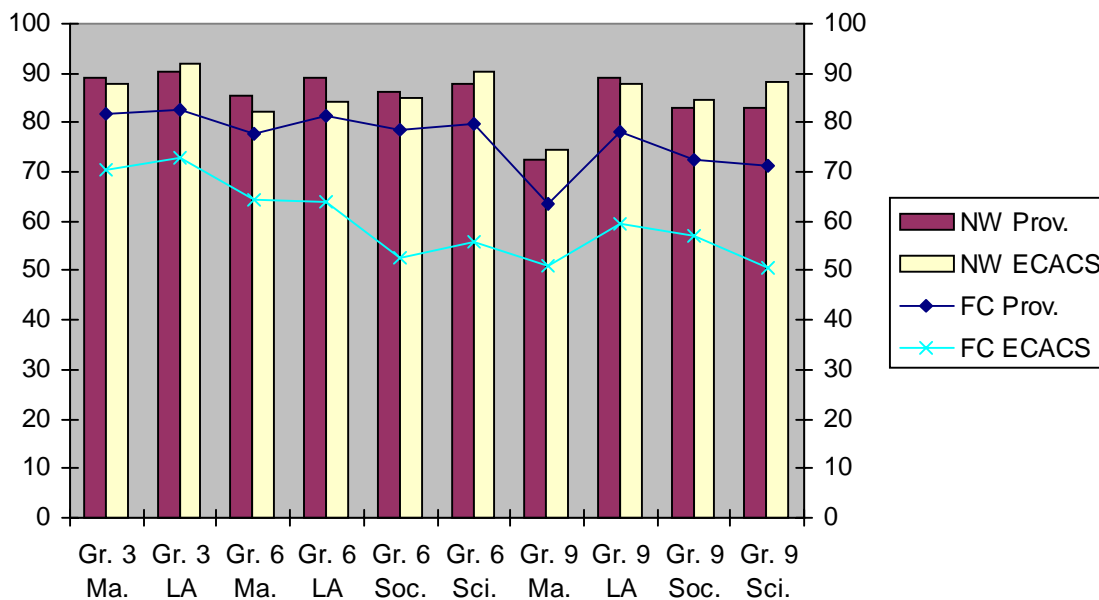
WHAT THIS TELLS US:

- The participation rate of our regular program schools significantly exceeds the participation rate of the province in every achievement test subject in grades 3, 6, and 9. It is 99% within every grade level and is even 100% in Grade 9 Language Arts.
- Our blended program and home education program have participation rates that are significantly lower than those of the province. This distinction occurs because in program plans in which the parents are delivering a partial or complete delivery model, many students are not enrolled in achievement tests. Alberta Learning allows alternative summative assessment strategies to be used for home schooling. Many of our parents select this option. ECACS will continue to encourage parents to make the provincial achievement testing program a part of their summative testing protocol.

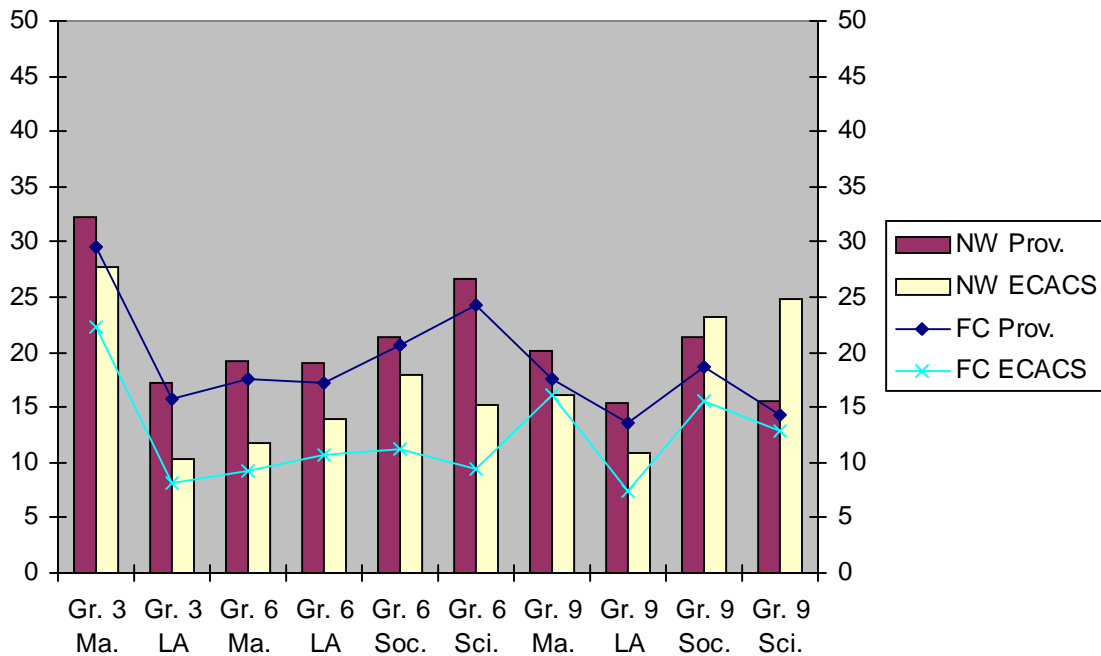
The Impact of Full Cohort Reporting

Alberta Learning requests school divisions to report their achievement testing results on the basis of the “full cohort,” or total enrolled population within a specific course. Obviously, if a course has fewer students writing an achievement test than are enrolled in the course, this differential will have a negative impact upon the level of achievement that is reported. The following graph illustrates this point. Note the differences in achievement measurements that are reported when achievement on the basis of the number of students who wrote the test is compared to a level of achievement that is based upon the enrollment of students in the course. The full cohort is coded as “FC” while the number of tests written is coded as “NW.”

Percent of Full Cohort and Test Completion Groups Achieving at Acceptable Standard 2002-2003



Percent of Full Cohort and Test Completion Groups Achieving at Standard of Excellence 2002-2003



WHAT THIS TELLS US:

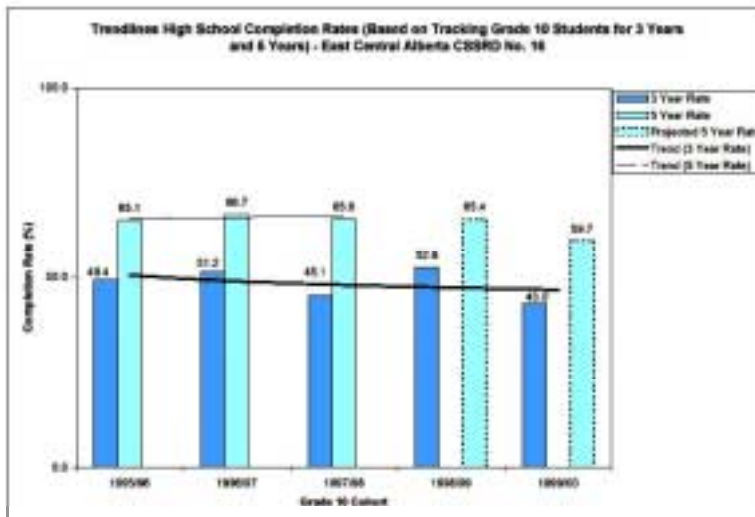
- ❑ The results from the province as well as from ECACS usually indicate lower achievement levels when full cohort reporting is used.
- ❑ With the exception of Grade 9 Math results within the standard of excellence, the results from ECACS indicate a proportionately lower achievement level than the province when full cohort reporting is used. This distinction is because our results are affected by lower participation rates in our blended education and online programs.
- ❑ Gaps in achievement levels between full cohort results in the province and ECACS continues to be greatest for the Grade 6 Language Arts, Social and Science than for any other subject.

High School Completion Rates

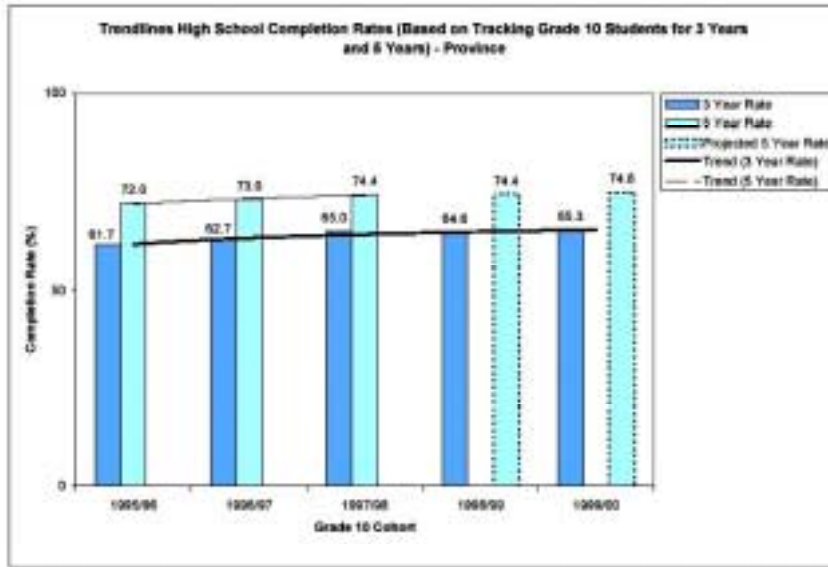
High School Completion Rates are based on tracking first-time grade 10 students for a period of three and five years. The rate for our school division is established by dividing the number of high school completers by the number of students who were in grade 10 when the cohort tracking began for the three and five year periods. The most recent tracking of a five and three year trend available (Graph 1), indicates that our trend data for 5 years is a decrease by 5% during this time. Ideally, and consistent with our other accountability measurements, we would normally want to be comparable to the results that have been demonstrated over five years within the province as a whole. The data in Graph 2 indicates an increase within the province of 3% during this a five-year trend period.

The 2001 / 2002 completion rate (which is the most recent rate available) indicates that for East Central Alberta Catholic, 66% of its students completed high school, while for the province, 74% of students achieved this goal.

Graph 1



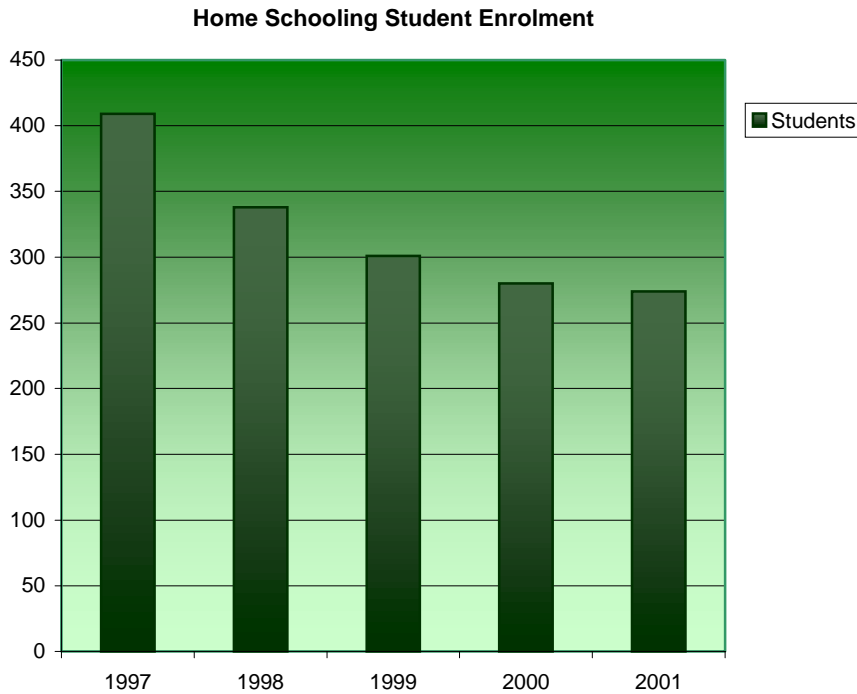
Graph 2



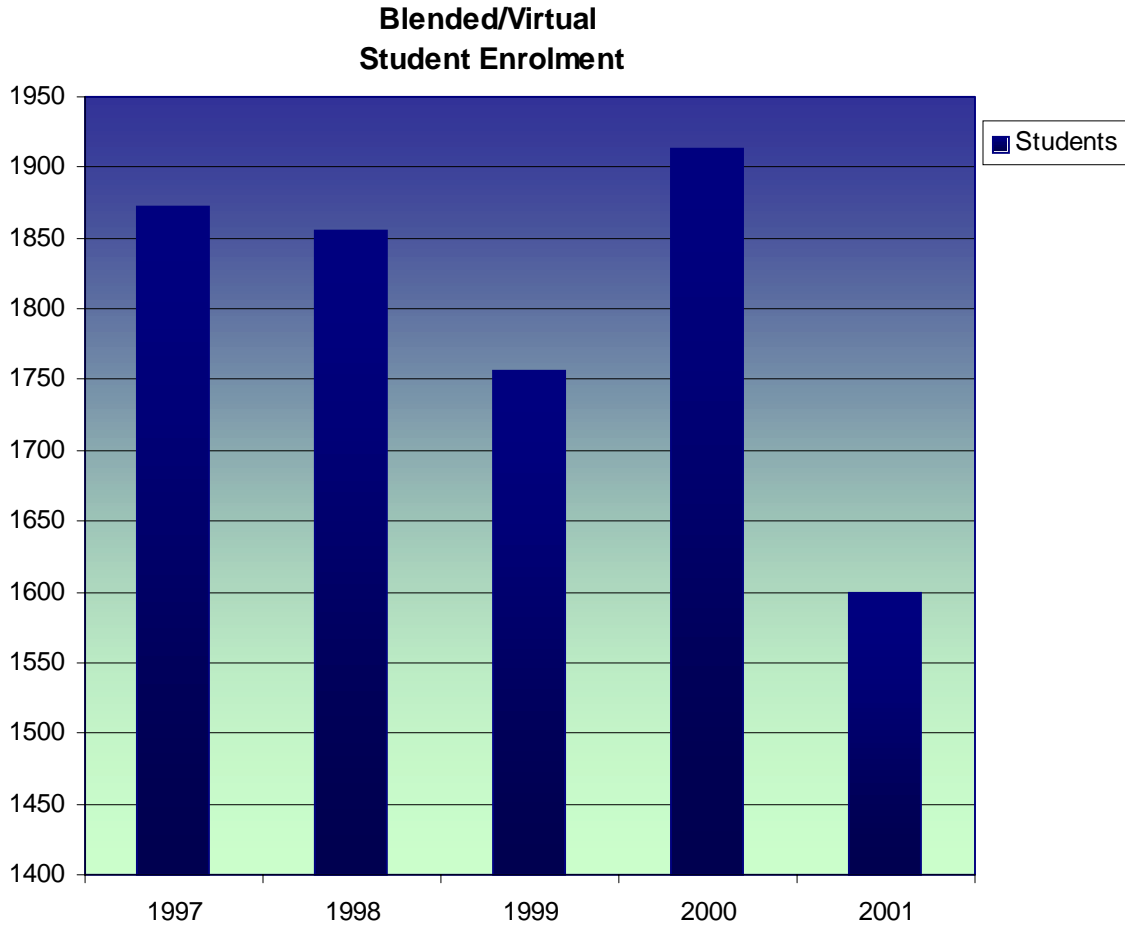
WHAT THIS TELLS US:

The following two graphs (Graphs 3 and 4) help to clarify the difficulty that the school division encounters in retaining students within a cohort whose completion is tracked through three or five year trends. These graphs reveal that over the past five years, enrollments of students in our three programs at the School of Hope have collectively decreased by approximately 20%.

Graph 3



Graph 4



- ❑ This phenomenon occurs because the School of Hope serves students who are new to the school's unique delivery format, or who have struggled with other types of education delivery services. Ironically, School of Hope seeks to resolve the non-completion issue relevant to other school divisions throughout the province. By engaging in this challenge, the school will always represent a population that reflects a high percentage of transient enrollment. Furthermore, the number of students that the school receives every September is affected by a wide variety of competitors that are available within the province that wish to meet the learning needs of students. As this list of competitors has increased through time, School of Hope's population has decreased. Finally, since this school has throughout the last five years represented approximately 50% of our population base, the non-completion of students within School of Hope has a significant negative impact upon the high school completion rate for the entire division.

- ❑ Given the preceding information, the fact that our entire completion rate for the division is only 8% different from that of the province, is a credit to the success of our three traditional high schools, whose completions are within the 90% range.

Early Literacy, English as a Second Language, and Special Education Initiatives

EARLY LITERACY INITIATIVES

Each of our schools continues to apply unique processes for implementing the provincially funded Early Literacy Program. Funding is applicable to students in ECS to grade 2. The high levels of success that our grade 3 English Language Arts students continue to achieve, would indicate that early literacy initiatives are broadening the base of reading and writing mastery levels for our students. By the conclusion of the 2002 – 2003 school year, 85% of students in ECS to grade 2 were reading at grade level. This statistic includes students from our regular and blended programs as well as special education students who participated in these programs. This statistic also represents a 5% increase over two years.

ESL (ENGLISH AS A SECOND LANGUAGE) INITIATIVES

Our demographics from last year indicate that only one school within the division had students who required English as a Second Language programming. Within Blessed Sacrament School, Wainwright, 100% of ESL students were reading at grade level.

SPECIAL EDUCATION INITIATIVES

To enhance consistency and accountability for special education services, Alberta Learning developed a special education standards review that would be conducted throughout schools in Alberta. East Central Catholic was one of several jurisdictions monitored by the Alberta Learning review team in 2003. As a result of recommendations outlined in Alberta Learning's final report, we developed an action plan to:

- ❑ Establish an annual review with school-based administrators and teachers regarding the divisional priorities for assessment, and procedures for the assessment of students with special needs, including those who are gifted and talented.
- ❑ Review with school-based administrators and special education staff, the criteria for the assignment of Alberta learning special education codes and establish an internal procedure to ensure the accuracy of these codes.
- ❑ Ensure that the required levels of support and services for students with severe disabilities are in place and documented within students' Individual Program Plans (IPPs).
- ❑ Ensure that each IPP contains all essential elements, as outlined in the *Guide to Education for Students with Special Needs*, for the 2003 – 04 school year
- ❑ Develop an in-service plan for schools that addresses:
 - an appropriate assessment protocol for eligibility for students with special education programming needs;
 - capacity building for special education teachers through in-service to enhance their ability to co-ordinate and monitor IPPs and support classroom teachers in the implementation of special education programming;
 - developing and implementing IPPs that are working documents with all essential elements;
 - developing and implementing behaviour plans and anecdotal records;
 - establishing a uniform IPP format throughout the division;
 - promoting opportunities for meaningful involvement of parents in their children's IPPs.

WHAT THIS TELLS US:

- ❑ Sustaining ongoing funding from Alberta Learning for these programs is essential.
- ❑ There are many complex factors which influence the success of special education initiatives. Many of them take more than one school year to accomplish, and are not well tracked through a one year “snapshot.”
- ❑ Our Early Literacy Initiatives and Special Education Initiatives have significantly improved.

Goal 3: Well-Prepared Learners

PROVINCIAL OUTCOMES:

STUDENTS ARE:

- Ready to Learn
- Prepared for the World of Work
- Good Citizens

THESE OUTCOMES ARE EVIDENT IN OUR DIVISION WHEN:

- Children start school ready to learn.
- Students in the division are provided with opportunities to learn continuously in school at work, and through interactions with society.
- Students in the division are well prepared for work.
- All members of the division community understand and practice the values of social justice, and appreciate the dignity of work.
- Students in the division are well prepared for citizenship as individuals who demonstrate Catholic Christian values.

INTRODUCTION

Educating students that their gains in realizing their “giftedness” is also a gain for the common good, is a fundamental purpose of Catholic education. East Central Alberta Catholic Schools is proud of the many different educational programs that it offers students. Through the work of students in these programs, our schools realize their fundamental role in being the hands of Christ in constructing a better world.

KEY ACCOMPLISHMENTS:

- ✓ St. Thomas Aquinas School completed a “career counseling program,” with hope of attracting additional students to pursue post-secondary education.
- ✓ Our schools continued to focus on enriching charitable endeavors, social justice projects, and faith formation activities for students

RESULTS OF MEASURES:

METHODOLOGY: **Satisfaction Surveys (See Goal #1 for Explanation)
Data Obtained from Schools**

Satisfaction Survey Results

3.3 Outcome: Students in the Division are well prepared for work

Measure 3.3.1: Percentage of parents who are satisfied with the quality of education provided by their school.

<u>Parents:</u> How satisfied are you with the overall quality of education your child receives?	Percent who are satisfied or very satisfied 2002 / 2003
Jurisdiction Result	94%
Survey Partnership Average	91%
Survey Partnership Range	86%, 96%

Measure 3.3.2: Percentage of parents satisfied with level of achievement of their child.

<u>Parents:</u> How satisfied are you with the academic achievement of the students in this school?	Percent who are satisfied or very satisfied 2002 / 2003
Jurisdiction Result	91%
Survey Partnership Average	92%
Survey Partnership Range	88%, 96%

Measure 3.3.3: Percentage of teachers satisfied with level of achievement of their students.

<u>Teachers:</u> How satisfied are you with the academic achievement of the students in this school?	Percent who are satisfied or very satisfied 2002 / 2003
Jurisdiction Result	93%

Students: How satisfied are you with the academic achievement of the students in this school?	Percent who are satisfied or very satisfied 2002 / 2003
Jurisdiction Result	88%

3.5 Outcome: Students in the Division are well prepared for citizenship as individuals who demonstrate Catholic Christian values.

Measure 3.5.2: Percentage of parents who are satisfied that the Catholic Christian culture of the school is preparing students for citizenship.

Parents: How satisfied are you that your child is learning the skills he/she will need when he/she leaves school?	Percent who are satisfied or very satisfied 2002 / 2003
Jurisdiction Result	91%
Survey Partnership Average	88%
Survey Partnership Range	82%, 93%

Measure 3.5.3: Percentage of staff who are satisfied that the Catholic Christian culture of the school is preparing students for citizenship.

Staff: How satisfied are you that the Catholic Christian culture of the school is preparing students for citizenship?	Percent who are satisfied or very satisfied 2002 / 2003
Jurisdiction Result	95%

Measure 3.5.4: Percentage of students who are satisfied that the Catholic Christian culture of the school is preparing them for citizenship.

Students: I am learning the skills I will need when I leave school? (Grades 10 and 12 only)	Percent who are satisfied or very satisfied 2002 / 2003
Jurisdiction Result	81%
Survey Partnership Average	72%
Survey Partnership Range	57%, 81%

3.6 Provincial Priority Area: Improving co-ordination of services for children.

Measure 3.6.1: The number of parents satisfied that Special Education services are coordinated with the school and community agencies.

Parents: How satisfied are you that your school effectively coordinates the involvement of other agencies or specialists in providing the above services/programs?	Percent who are satisfied or very satisfied 2002 / 2003
Jurisdiction Result	85%
Survey Partnership Average	87%
Survey Partnership Range	80%, 91%

3.7 Provincial Priority Area: Improving access to information technology.

Measure 3.7.1: The number of students that are satisfied that they have the skills to use computer technology.

Students: The school is teaching me the technology skills I need to know?	Percent who are satisfied or very satisfied 2002 / 2003
Jurisdiction Result	81%
Survey Partnership Average	78%
Survey Partnership Range	74%, 87%

Measure 3.7.2: Percentage of teachers who are satisfied that they have the skills to integrate technology into their instruction and management of student learning.

Teachers: How satisfied are you with your skills to implement ICT outcomes?	Percent who are satisfied or very satisfied 2002 / 2003
Jurisdiction Result	76%
Survey Partnership Average	81%
Survey Partnership Range	73%, 93%

WHAT THIS TELLS US:

- ❑ For 57% of the questions used to measure outcomes, we have equaled or exceeded the partnership average.
- ❑ For the first time in three years we exceeded our target of 93% of parents being satisfied with the overall quality of education in our schools. The success rate for 2002 /2003 was 94%.
- ❑ Our parents' satisfaction with the division's effort to coordinate special education services reached 85% for 2002 / 2003. This exceeds our target of 68%, and represents a growth in satisfaction over three year of 20%.
- ❑ Relative to other students within our survey cohort, our students affirm most greatly that the skills that they are learning to become citizens from a Catholic Christian perspective are actually learned through the delivery of our educational programs.

Data Obtained from Schools

3.1 Outcome: Children start school ready to learn.

3.1.1 Percentage of students achieving acceptable standard or higher on an ECS standardized test:

90%

3.2 Outcome: Students in the division are provided with opportunities to learn continuously in school, at work, and through interactions with society.

3.2.2 Number of schools offering "Take Our Kids to Work" program:

100%

3.2.3 Percentage of schools offering comprehensive work experience programs:

100%

3.8 Outcome: Students in the division are well prepared for work.

3.8.1 Percentage of schools offering Work Experience, Green Certificate, or RAP programs:

100%

3.4 Outcome: All members of the division community understand and practice the values of social justice, and appreciate the dignity of work.

3.4.1 Percentage of classes participating in a social justice or community service project during the year:

100%

3.5 Outcome: Students in the division are well prepared for citizenship as individuals who demonstrate Catholic Christian values.

3.5.1 Percentage of students who participate in a community service project during the year:

100%

3.7 Provincial Priority: Improving access to information technology.

3.7.3 *Percentage of teachers meeting ICT implementation standards as set out in Teacher Professional Growth Plan, Supervision and Evaluation Policy and school ICT Implementation Plan.*

100%

WHAT THIS TELLS US:

- ❑ Our schools are fully committed to making faith an experiential reality for students.
- ❑ Our schools believe in making work related experiences complementary to academic and spiritual programming.
- ❑ Our ECS students are entering grade one, more prepared for the challenges of grade level equivalent literacy. This has been made evident by an 8% increase in literacy abilities of ECS students from the 2001 / 2002 School Year..

Goal 4: Effective Working Relationships with Partners

PROVINCIAL OUTCOMES:

SCHOOL DIVISIONS HAVE:

- Joint initiatives to meet the learning needs of students.

THESE OUTCOMES ARE EVIDENT IN OUR DIVISION WHEN:

- The division works collaboratively with partners who reflect the Gospel message.
- The division works collaboratively with partners who understand the mission and vision of Catholic education.
- Effective partnerships meet the learning needs of stakeholders.
- Joint initiatives contribute to the social and economic goals of the province.

INTRODUCTION

Relationships continue to be critical to the ongoing viability and success of East Central Alberta Catholic Schools. A top priority of the division is to work cooperatively with parishes so that the evangelization of our faith can be more fully realized for students and their families. From an educational programming perspective, the school division continued its third year of providing an outreach school program with Buffalo Trail Public Schools in Vermilion. All indicators suggest that this program will be extremely viable for years to come. The Student Health Initiative Project (SHIP) continued its support of a Family School Liaison Program that provides more comprehensive assistance to students and families, as required. East Central Alberta Catholic looks forward to sustaining collaborative partnerships for the good of its educational mandate in communities that desire the services of Catholic education. Last year the school division took considerable interest in maintaining ongoing support for the Stettler community, in providing Catholic education for interested families.

KEY ACCOMPLISHMENTS:

- ✓ Construction of a new school in Wainwright was initiated, with design elements that will enhance the ability of the school to form learning and public partnerships with other agencies.
- ✓ The Student Health Initiative partnership, through the Family School Liaison project, brought community agencies together during the year to provide better service to students and parents. As a result of greater community involvement and more meaningful partnerships between schools and health providers, the majority of families (85%) in an exit survey, indicated that they felt more confident addressing their child's needs. Similarly, 84% of teachers felt more confident addressing student needs.
- ✓ Through a division sponsored transportation arrangement, families within the Stettler community were able to transport students to Mother Teresa Halkirk School.
- ✓ Our schools continued to focus on enriching community service and faith formation activities for students

RESULTS OF MEASURES:

METHODOLOGY: Satisfaction Surveys (See Goal #1 for Explanation)

4.1 Outcome: The Division works collaboratively with partners who reflect the Gospel message.

Measure 4.1.1: Percentage of students satisfied with the Catholic Christian environment in their school community.

<u>Students:</u> How satisfied are you with the religious celebrations that are held at your school?	Percent who are satisfied or very satisfied 2002 / 2003
Jurisdiction Result	91%
Survey Partnership Average	86%
Catholic Jurisdictions' Results Range	84%, 91%

<u>Students:</u> How satisfied are you with what is learned in religious studies classes?	Percent who are satisfied or very satisfied 2002 / 2003
Jurisdiction Result	84%
Survey Partnership Average	82%
Catholic Jurisdictions' Results Range	79%, 85%

<u>Students:</u> How satisfied are you with your school's effort to do all things like Jesus would want them done?	Percent who are satisfied or very satisfied 2002 / 2003
Jurisdiction Result	87%
Survey Partnership Average	82%
Catholic Jurisdictions' Results Range	80%, 87%

<u>Students:</u> How satisfied are you with how you have grown as a Christian as a result of your involvement in Catholic education?	Percent who are satisfied or very satisfied 2002 / 2003
Jurisdiction Result	83%
Survey Partnership Average	81%
Catholic Jurisdictions' Results Range	79%, 84%

<u>Students:</u> How satisfied are you with the relationship that exists between your parish and the school?	Percent who are satisfied or very satisfied 2002 / 2003
Jurisdiction Result	90%
Survey Partnership Average	82%
Catholic Jurisdictions' Results Range	78%, 90%

Measure 4.1.2: Percentage of Parents satisfied with the Catholic Christian environment in their school community.

<u>Parents:</u> How satisfied are you with the religious celebrations that are held at your school?	Percent who are satisfied or very satisfied 2002 / 2003
Jurisdiction Result	96%
Survey Partnership Average	97%
Catholic Jurisdictions' Results Range	96%, 98%

<u>Parents:</u> How satisfied are you with what is learned in religious studies classes?	Percent who are satisfied or very satisfied 2002 / 2003
Jurisdiction Result	88%
Survey Partnership Average	93%
Catholic Jurisdictions' Results Range	88%, 95%

<u>Parents:</u> How satisfied are you with your school's effort to do all things like Jesus would want them done?	Percent who are satisfied or very satisfied 2002 / 2003
Jurisdiction Result	89%
Survey Partnership Average	93%
Catholic Jurisdictions' Results Range	89%, 94%

<u>Parents:</u> How satisfied are you with how you have grown as a Christian as a result of your involvement in Catholic education?	Percent who are satisfied or very satisfied 2002 / 2003
Jurisdiction Result	90%
Survey Partnership Average	94%
Catholic Jurisdictions' Results Range	90%, 95%

<u>Parents:</u> How satisfied are you with the relationship that exists between your parish and the school?	Percent who are satisfied or very satisfied 2002 / 2003
Jurisdiction Result	91%
Survey Partnership Average	92%
Catholic Jurisdictions' Results Range	84%, 95%

Measure 4.1.3: Percentage of staff satisfied with the Catholic Christian environment in their school community.

<u>Staff:</u> How satisfied are you with the religious celebrations that are held at your school?	Percent who are satisfied or very satisfied 2002 / 2003
Jurisdiction Result	98%
Survey Partnership Average	98%
Catholic Jurisdictions' Results Range	98%, 98%

<u>Staff:</u> How satisfied are you with what is learned in religious studies classes?	Percent who are satisfied or very satisfied 2002 / 2003
Jurisdiction Result	95%
Survey Partnership Average	97%
Catholic Jurisdictions' Results Range	95%, 100%

<u>Staff:</u> How satisfied are you with your school's effort to do all things like Jesus would want them done?	Percent who are satisfied or very satisfied 2002 / 2003
Jurisdiction Result	89%
Survey Partnership Average	95%
Catholic Jurisdictions' Results Range	89%, 99%

<u>Staff:</u> How satisfied are you with how you have grown as a Christian as a result of your involvement in Catholic education?	Percent who are satisfied or very satisfied 2002 / 2003
Jurisdiction Result	94%
Survey Partnership Average	97%
Catholic Jurisdictions' Results Range	94%, 99%

Staff: How satisfied are you with the relationship that exists between your parish and the school?	Percent who are satisfied or very satisfied 2002 / 2003
Jurisdiction Result	94%
Survey Partnership Average	92%
Catholic Jurisdictions' Results Range	80%, 95%

4.2 Outcome: The Division works collaboratively with partners who understand the mission and vision of Catholic Education.

Measure 4.2.1: Percentage of parents satisfied with the role parents play in the education system.

Parents: How satisfied are you with the opportunities you have to be involved in school decision making?	Percent who are satisfied or very satisfied 2002 / 2003
Jurisdiction Result	83%
Survey Partnership Average	87%
Survey Partnership Range	83%, 93%

Measure 4.2.2: Percentage of parents who are satisfied with the role that business plays in the education system.

Parents: How satisfied are you that business and the community have a meaningful role in education	Percent who are satisfied or very satisfied 2002 / 2003
Jurisdiction Result	85%

Measure 4.2.3: Percentage of parents who are satisfied with the role that the community plays in the education system.

Parents: How satisfied are you that business and the community have a meaningful role in education	Percent who are satisfied or very satisfied 2002 / 2003
Jurisdiction Result	85%

Measure 4.2.4 Percentage of parents who are satisfied with their access to and the quality of school information regarding their children's progress and achievement.

<u>Parents:</u> How satisfied are you with the way the school keeps you informed about your child's progress and achievement?	Percent who are satisfied or very satisfied 2002 / 2003
Jurisdiction Result	91%
Survey Partnership Average	92%
Survey Partnership Range	84%, 95%

4.3 Outcome: Effective partnerships meet the learning needs of stakeholders.

Measure 4.3.1: Percentage of parents that feel welcome in the school.

<u>Parents:</u> How satisfied are you the way you are welcomed when you visit the school?	Percent who are satisfied or very satisfied 2002 / 2003
Jurisdiction Result	92%
Survey Partnership Average	96%
Survey Partnership Range	92%, 97%

Measure 4.3.2: Percentage of parents who are satisfied with the relationship between the school and the parish.

<u>Parents:</u> How satisfied are you with the relationship that exists between your parish and the school?	Percent who are satisfied or very satisfied 2002 / 2003
Jurisdiction Result	91%
Survey Partnership Average	92%
Catholic Jurisdictions' Results Range	84%, 95%

Measure 4.3.3: Percentage of staff who are satisfied with the relationship between the school and the parish.

Staff: How satisfied are you with the relationship that exists between your parish and the school?	Percent who are satisfied or very satisfied 2002 / 2003
Jurisdiction Result	94%
Survey Partnership Average	92%
Catholic Jurisdictions' Results Range	80%, 95%

Measure 4.3.4: Percentage of parents who are satisfied with the relationship between the school and the community.

Parents: How satisfied are you with the relationship that exists between your parish and the school?	Percent who are satisfied or very satisfied 2002 / 2003
Jurisdiction Result	91%
Survey Partnership Average	92%
Catholic Jurisdictions' Results Range	80%, 95%

Measure 4.3.5: Percentage of staff who are satisfied with the relationship between the school and the community.

Staff: How satisfied are you with the involvement of parents within the school community?	Percent who are satisfied or very satisfied 2002 / 2003
Jurisdiction Result	88%
Survey Partnership Average	83%
Survey Partnership Range	78%, 91%

4.4 Outcome: Joint initiatives contribute to the social and economic goals of the province.

Measure 4.4.1: How satisfied are parents that the business and the community have a meaningful role in education.

<u>Parents:</u> How satisfied are you with the relationship that exists between your parish and the school?	Percent who are satisfied or very satisfied 2002 / 2003
Jurisdiction Result	91%
Survey Partnership Average	81%
Catholic Jurisdictions' Results Range	84%, 95%

4.5 Provincial Priority Area: Improving public satisfaction with education

Measure 4.5.1: Percentage of parents who are satisfied with the quality of education in the schools.

<u>Parents:</u> How satisfied are you with the overall quality of education your child receives?	Percent who are satisfied or very satisfied 2002 / 2003
Jurisdiction Result	94%
Survey Partnership Average	91%
Survey Partnership Range	86%, 96%

4.6 Divisional Priority Area: Special Education services are coordinated between the school and community agencies.

Measure 4.6.1: Percentage of parents satisfied that Special Education services are coordinated between the school and community agencies.

<u>Parents:</u> How satisfied are you that your school effectively coordinates the involvement of other agencies or specialists in providing the above services/programs?	Percent who are satisfied or very satisfied 2002 / 2003
Jurisdiction Result	85%
Survey Partnership Average	87%
Survey Partnership Range	80%, 91%

4.7 Divisional Priority Area: School based administrators are effective and efficient.

Measure 4.7.1: Percentage of teachers satisfied with level of collaborative input into school budget preparation and expenditure.

<u>Teachers:</u> How satisfied are you with the opportunities for you to have input into how money is spent by the school?	Percent who are satisfied or very satisfied 2002 / 2003
Jurisdiction Result	69%
Survey Partnership Average	83%
Survey Partnership Range	69%, 89%

WHAT THIS TELLS US:

- ❑ For 68% of the questions used to measure outcomes, we have equaled or exceeded the partnership average. This represents a 22% increase from the previous year.
- ❑ A two-year trend is evident in which students express higher regard with the Catholic Christian environment of their schools than do parents.
- ❑ Our students indicate high regard for the quality of religious celebrations and religious education programming within their schools.
- ❑ Parental appreciation of the quality of the relationship between school and parish has increased by 8% over the previous year.
- ❑ Teacher satisfaction with the collaboration of staff and school regarding budget has decreased by 8% over the past year, and is part of a three--year trend indicating declining satisfaction in this regard.
- ❑ Parental satisfaction with the role that business and the community play in education has decreased by 4% over the past year.