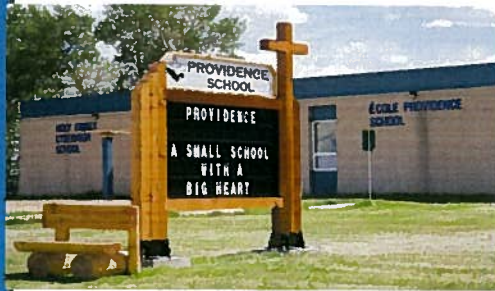
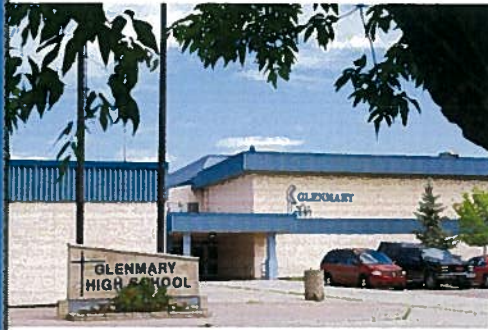


Holy Family  
Catholic  
Regional  
Division No. 37  
2010-2011  
Annual  
Education  
Results Report  
And  
2011-2013  
Education Plan



**Message from the Board Chair (optional)**

Along with the Board of Trustees of Holy Family Catholic Regional Division No. 37, I am pleased to share our Division's 2011-2013 Three Year Education Plan and the 2010-2011 Annual Education Results Report with all our stakeholders.

Our educational planning addresses the need to be accountable to provincial priorities, but it also focuses on the interests of the public who support our schools. This plan enables our schools to assess their performance, develop processes for improvement, celebrate their results and contribute to the overall success of our students.

In order for the Board to ensure that quality educational programs are provided for all students in our school system, a Three Year Education Plan was established. This plan strategically targets areas that need improvement, while remaining dedicated to practices that have proven effective.

Our Three Year Plan focuses on those goals and priority areas identified through planning and consultation. Specific measures and targets have been established for each outcome and are designed to assist us in working towards our vision and in determining the progress we are making.

It is important to note that this plan can only be achieved within the milieu of a supportive environment of parents, staff and our Parish community. We believe that our schools are strongly committed to the ideals of Catholic education, providing our students an opportunity not only to achieve academic excellence but also to grow personally, socially and physically in a Christ-centered environment. We are committed to the philosophy that our students are unique creations of God to be respected and nurtured.

We are very proud of our successes and continuously aim for improvement in all areas. Together with the talents of our administrative, teaching and support staff, the Board of Trustees is confident this plan will further benefit Holy Family CRD #37.

On behalf of the Board of Trustees and the administration, I extend my most sincere thanks and appreciation to all staff, parents, and community members for all of the effort that they have extended, working collaboratively for the good of all of the Division. We are optimistic about the future while acknowledging that challenges always lie ahead. We are proud of all that has been accomplished to date.

I trust that you will find our document one that clearly outlines our path, a path that leads the way to improved and continued success for the next three years in Holy Family Catholic Regional Division #37.



Dianne Lavoie  
Board Chair

### Accountability Statement

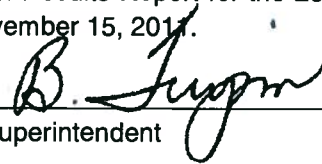
The Annual Education Results Report for the 2010-2011 school year and the Education Plan for the three years commencing September 1, 2011 for the Holy Family Catholic Regional Division No. 37 was prepared under the direction of the Board in accordance with its responsibilities under the School Act and the Government Accountability Act. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

The Board has approved this combined Annual Education Results Report for the 2010-2011 school year and the Three-Year Education Plan for 2011-2014 on November 15, 2011.

\_\_\_\_\_  
Board Chair



\_\_\_\_\_  
Superintendent



### Foundation Statement - Vision

Holy Family Catholic Regional Division No. 37 will strive to provide a unique and inviting Catholic learning environment that links the home, the parish and the community.

Resources will be distributed equally and fairly so all students have an opportunity to learn in a flexible, safe and caring learning environment.

A strong, well informed teaching staff, with an eye to the future, will provide dynamic and innovative programs in well-planned school facilities.

Students will be provided with the opportunity to live the values they are taught. The uniqueness and diversity of students will be honored and recognized. All students will be successful. Graduates will be prepared so they are motivated life-long learners grounded in the Catholic faith.

### Foundation Statement - Mission

*"Student Success in a Catholic community guided by Christ."*

### Foundation Statement - Values

- Catholic Education
- God-given talents
- Excellence in performance.
- Self-discipline, health and personal growth.
- Uniqueness within every individual.
- Teamwork.
- Success of all students.
- Success for our First Nations, Métis and Inuit (FNMI) people.
- Input from stakeholders.

### **Foundation Statement - Beliefs**

- Christ is our Guide and Teacher.
- Faith will be permeated.
- The student is first.
- Parents/guardians are the child's primary educators.
- Professional learning opportunities must be provided and supported for staff.
- Professional learning is most effective when it is focused, embedded and collaborative.
- Students learn best when the partnership among the home, the church, the school and the community is strong.
- All students can learn and experience success through an inclusive environment.
- Growth is best achieved in a positive learning environment.
- Technology is a valuable tool in the learning process.
- Staff is responsible and accountable for student success.
- Regular student attendance increases student success.
- Students will be prepared for a successful future.

### **Foundation Statement - Priorities**

- Improve acceptable and excellence levels in Provincial testing.
- Improve the effective use of technology to support learning.
- Increase community engagement.
- Increase high school completion rates.
- Decrease high school drop-out rates.
- Improve student success for First Nations, Métis and Inuit students.

### **Issues**

Issues taken into account in goal development:

- Maintaining a Catholic school environment.
- Counseling services.
- Recruiting and retaining quality staff.
- Quality of instruction
- Aging facilities.
- Sustainable funding.
- Success for First Nations, Métis and Inuit students.

## Division Profile

Holy Family Catholic Regional Division No. 37 was formed on September 1, 1997, through the regionalization of the former Holy Family Catholic Separate Regional Division No. 17 and North Peace R.C.S.S.D. No. 43.

Holy Family Catholic Regional Division No. 37 provides Catholic education in the northern communities of Fort Vermilion, Manning, Grimshaw, Peace River, McLennan, High Prairie and Valleyview. In addition, a virtual school has been established in which students from across the province are enrolled. An agreement with Fort Vermilion School Division No. 52 provides that it operates St. Mary's Elementary School that is owned by Holy Family Catholic Regional Division No. 37. St. Francis Holistic Learning Centre in the Youth Assessment Centre in High Prairie is also operated by Holy Family Catholic Regional Division No. 37.

A comprehensive range of programs is provided for the 2,232 students enrolled in the nine schools in the Division.



**Rosary School** – Manning ECS – Grade 9

Principal: Sheila Dillman Enrolment - 159

Vice-Principal: Pat Stokes

**Holy Family School** – Grimshaw

ECS – Grade 9

Principal: Cora Ostermeier

Enrolment - 218

Vice-Principal: John Meagher



**Good Shepherd School** – Peace River ECS – Grade 6

Principal: Patrick Connellan

Enrolment - 435

Assistant Principals: Sandra Ciurysek and Anna Taplin

**Glenmary School** – Peace River

Grades 7 – 12

Principal: John Kuran (2010-11)

Enrolment: 535

Principal: John Wiedrick (2011-12)

Vice-Principal: Bob Plowman (2010-11)

Vice-Principal: Barb Turcotte (2010-11)

Vice-Principal: Courtney Lawrance (2011-12)





October 2011 Accountability Pillar Overall Summary (Required for Public/Separate/Francophone/Charter School Authorities and Level 2 Private Schools)											
Measure Category	Measure Category Evaluation	Measure	Holy Family CRD No. 37			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Safe and Caring Schools	Good	Safe and Caring	87.9	87.8	86.1	88.1	87.6	86.6	High	Maintained	Good
		Program of Studies	77.3	78.2	75.3	80.9	80.5	80.1	Intermediate	Maintained	Acceptable
Student Learning Opportunities	Acceptable	Education Quality	88.8	90.7	88.8	89.4	89.2	88.9	High	Maintained	Good
		Drop Out Rate	5.5	6.6	6.2	4.2	4.3	4.7	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades K-9)	Acceptable	High School Completion Rate (3 yr)	62.9	57.0	59.5	72.6	71.5	71.1	Intermediate	Maintained	Acceptable
		PAT: Acceptable	76.1	76.2	77.7	79.3	79.1	78.0	Low	Maintained	Issue
Student Learning Achievement (Grades 10-12)	Acceptable	PAT: Excellence	15.2	12.7	12.9	19.6	19.4	18.5	Intermediate	Improved	Good
		Diploma: Acceptable	81.8	79.6	77.2	82.6	83.4	84.0	Low	Maintained	Issue
Preparation for Lifelong Learning, World of Work, Citizenship	Good	Diploma: Excellence	14.7	10.2	8.8	18.7	19.0	18.9	Low	Improved	Acceptable
		Diploma Exam Participation Rate (4+ Exams)	39.6	38.5	43.7	54.9	53.5	53.5	Low	Maintained	Issue
Parental Involvement	Good	Rutherford Scholarship Eligibility Rate (Revised)	60.5	63.4	60.2	59.6	56.9	57.0	High	Maintained	Good
		Transition Rate (6 yr)	51.0	53.1	52.8	59.3	59.8	59.3	Intermediate	Maintained	Acceptable
Continuous Improvement	Excellent	Work Preparation	76.3	80.9	79.9	80.1	79.9	79.8	High	Maintained	Good
		Citizenship	79.1	81.1	77.8	81.9	81.4	79.9	High	Maintained	Good
		Parental Involvement	80.2	81.2	79.2	79.9	80.0	79.4	High	Maintained	Good
		School Improvement	81.1	83.5	81.1	80.1	79.9	78.8	Very High	Maintained	Excellent

**October 2011 Accountability Pillar Overall Summary – FNMI (Required for Public/Separate/Francophone School Authorities)**

Measure Category	Measure Category Evaluation	Measure	Holy Family CRD No. 37			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Student Learning Opportunities	n/a	Drop Out Rate High School Completion Rate (3 yr)	5.9	6.0	7.4	10.4	11.2	11.3	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades K-9)	Concern	PAT: Acceptable PAT: Excellence	46.9	51.8	43.3	38.2	34.1	34.8	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Issue	Diploma: Acceptable	56.6	61.3	65.0	58.1	59.1	56.5	Very Low	Declined	Concern
		Diploma: Excellence	7.2	7.8	7.7	6.0	6.4	5.7	Very Low	Maintained	Concern
		Diploma Exam Participation Rate (4+ Exams)	77.3	82.9	82.6	77.7	76.3	76.8	Low	Maintained	Issue
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Diploma: Excellence	9.1	7.3	8.3	7.4	8.7	9.0	Very Low	Maintained	Concern
		Rutherford Scholarship Eligibility Rate (Revised)	24.8	21.6	24.0	19.1	16.7	16.6	Very Low	Maintained	Concern
		Transition Rate (6 yr)	56.0	50.0	48.6	32.1	27.5	27.4	Intermediate	Maintained	Acceptable
			36.4	38.5	35.7	31.2	33.9	31.8	Very Low	Maintained	Concern

**Measure Evaluation Reference (Optional)**

**Achievement Evaluation**

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

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 65.53	65.53 - 78.44	78.44 - 85.13	85.13 - 89.49	89.49 - 100.00
PAT: Excellence	0.00 - 9.19	9.19 - 11.96	11.96 - 17.99	17.99 - 22.45	22.45 - 100.00
Diploma: Acceptable	0.00 - 74.42	74.42 - 83.58	83.58 - 88.03	88.03 - 92.35	92.35 - 100.00
Diploma: Excellence	0.00 - 10.31	10.31 - 15.67	15.67 - 20.27	20.27 - 23.77	23.77 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Rutherford Scholarship Eligibility Rate (Revised)	0.00 - 43.18	43.18 - 49.83	49.83 - 59.41	59.41 - 70.55	70.55 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

**Notes:**

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

**Improvement Table**

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

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

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

**Overall Evaluation Table**

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

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

**Category Evaluation**

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

**Overriding Goal: To strengthen the Catholic school experience for students by supporting permeation of Catholic teaching in all aspects of the school program.**

*Outcome:* Schools have a distinctive Catholic atmosphere.

Performance Measures	Results (in percentages)					Target*	Targets			
	2007	2008	2009	2010	2011	2011	2012	2013	2014	
Percentage of parents satisfied with the Catholic atmosphere of the schools.	98%	97%	97%	97%	97%					
Percentage of parents who are Catholic and attend mass monthly.	56%	58%	56%	52%	49%					
Percentage of non-Catholic parents who attend mass Monthly at their church.	--	--	41%	41%	42%					
Percentage of teachers who attend mass monthly.	90%	90%	88%	86%	90%					
Percentage of non-Catholic teachers who attend mass monthly.					67%					

*Outcome:* Schools incorporate Catholic teaching into the school environment.

Performance Measures	Results (in percentages)					Target*	Targets			
	2007	2008	2009	2010	2011	2011	2012	2013	2014	
Percentage of parents who are satisfied that Catholic Teaching permeates the school environment.	--	--	98%	96%						
Percentage of staff who participate in religious professional development.	93%	91%	95%	90%						

*Outcome:* Schools work closely with parishes and families in the community.

Performance Measures	Results (in percentages)					Target*	Targets			
	2007	2008	2009	2010	2011	2011	2012	2013	2014	
Percentage of parents who are satisfied with the parish, the School and the family working closely together.	94%	95%	92%	95%						
Percentage of teachers who are satisfied with the parish, The school and the family working closely together.	79%	70%	76%	87%						

*Outcome:* Students value the spiritual and religious dimension of the school.

Performance Measures	Results (in percentages)					Target*	Targets			
	2007	2008	2009	2010	2011	2011	2012	2013	2014	
Percentage of students are satisfied with the spiritual and Religious dimension of the school.	77%	80%	78%	78%						

*Outcome:* Students actively live their faith.

Performance Measures	Results (in percentages)					Target*	Targets			
	2007	2008	2009	2010	2011	2011	2012	2013	2014	
Percentage of Catholic grade 6 students who have Received the sacrament of First Communion.	70%	78%	76%	72%						
Percentage of Catholic grade 9 students who received The sacrament of Confirmation.	47%	44%	45%	42%						
Percentage of students who attend Parish mass monthly.	75%	66%	65%	52%						

**Comment on Results**

No targets set for 2011 as the performance measures and the reporting for this Overriding Goal will change.

## Goal One: Success for Every Student

**Outcome:** *Students demonstrate proficiency in literacy and numeracy*

*Note – This outcome replaces the following outcome from the 2010/11 – 2012/13 three year education plan:*

- *Students demonstrate high standards in learner outcomes (K-9 portion only)*

Performance Measure	Results (In percentages)					Target <sup>1</sup>	Evaluation			Targets <sup>2</sup>		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	77.0	78.4	78.4	76.2	76.1	77.0	Low	Maintained	Issue	78.0	78.5	79.0
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	12.3	14.4	11.6	12.7	15.2	13.5	Intermediate	Improved	Good	13.5	15.5	18.5

**Comment on Results**

- Did not meet the target for overall percentage achieved in the acceptable standard. However increases in grade 6 and 9 were noted. We had an increase in new staffing placements at the Grade 3 level. Did increase the standard of excellence and exceeded the target.

**Strategies**

- Schools are implementing flexible grouping around literacy.
- Teachers are engaged in Grade level/subject specific Professional Learning Communities that focus on improved instruction and quality planning.
- Support being offered to new teachers through Division Mentor/Coach and Learning Coaches
- Early Intervention programming for students
- Targeted intervention
- Development of Instructional Leadership Teams to work on instructional focus
- Focus on the Divisional Attendance Procedure

**Outcome:** *Students achieve educational outcomes*

*Note – This outcome combines the following outcomes from the 2010/11 – 2012/13 three year education plan:*

- *Students demonstrate high standards in learner outcomes (high school portion only)*
- *High school completion rates are showing continual improvement*
- *Children and youth with at risk factors have their needs addressed through timely and effective programs and supports*
- *Students are well prepared for lifelong learning*

Performance Measure	Results (In percentages)					Target	Evaluation			Targets		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	78.9	77.8	74.3	79.6	81.8	80.0	Low	Maintained	Issue	80.0	82.0	84.0
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	10.9	9.9	6.4	10.2	14.7	11.0	Low	Improved	Acceptable	13.0	15.0	18.0

Performance Measure	Results (In percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2011	Achievement	Improvement	Overall	2012	2013	2014
High School Completion Rate - percentages of students who completed high school within three years of entering Grade 10.	59.4	61.9	59.5	57.0	62.9	58.0	Intermediate	Maintained	Acceptable	61.0	64.0	67.0
Drop Out Rate - annual dropout rate of students aged 14 to 18	5.7	6.4	5.7	6.6	5.5	6.0	Intermediate	Maintained	Acceptable	6.0	5.5	4.7
High school to post-secondary transition rate of students within six years of entering Grade 10.	52.5	53.1	52.1	53.1	51.0	54.0	Intermediate	Maintained	Acceptable	53.0	56.0	59.3
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	56.1	66.1	51.1	63.4	60.5	60.0	High	Maintained	Good	60.0	60.0	60.0
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	39.8	52.3	40.4	38.5	39.6	39.5	Low	Maintained	Issue	44.0	47.0	53.5

**Comment on Results**

- Math 30-1 & 30-2, ELA 30-1, Biology 30 – Assessment practices are in the process of being changed.
- The performance measure, percentage of student writing 4 or more diploma exams within 3 years of entering grade 10, is conflicting with the strategies we are putting in place for high school completion.
- The 5-Year High School Completion has steadily increased (see page 18).

**Strategies**

- Professional Learning Communities focused on planning and creating quality assessments
- Teachers are engaged in Grade level/subject specific Professional Learning Communities that focus on improved instruction and quality planning
- Partnership with NRLC with a Sr. High Math teacher to mentor other teachers and develop strong instructional practices
- Hired two Learning Coaches to support teachers for Inclusive Education practices.
- Implementing the AE Toolkit for Continuous School Improvement to drive school plan
- Development of Instructional Leadership Teams to work on identified school based instructional focus
- Participation in Mental Health Capacity Building Projects
- Focus on the Divisional Attendance Procedure

**Outcome:** *Students are prepared for the 21<sup>st</sup> century*

*Note – This outcome combines the following outcomes from the 2010/11 – 2012/13 three year education plan:*

- *Students model the characteristics of active citizenship*
- *Students are well prepared for employment*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	74.9	76.9	75.5	81.1	79.1	81.0	High	Maintained	Good	80.0	81.0	82.0
Percentages of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	82.1	84.1	74.6	80.9	78.3	81.0	High	Maintained	Good	81.5	82.0	82.5

<p><b>Comment on Results</b></p> <ul style="list-style-type: none"> <li>• The Division did not meet our target set for 2011 in the area of active citizenship. We maintained improvement.</li> <li>• In the area of attitudes and behaviors that make students successful at work when they finish school, the Division is at Provincial average.</li> </ul>
<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>• Development of Off-Campus program</li> <li>• FASD Wrap Coach</li> <li>• Partnerships with outside agencies</li> <li>• Involve students in community service projects.</li> <li>• The development of student retreat experiences.</li> </ul>

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
Percentage of teacher and parent satisfaction that high school graduates demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	65.1	67.0	64.8	75.1	66.6	76.0	n/a	n/a	n/a	67.0	67.5	68.0

<p><b>Comment on Results</b></p> <ul style="list-style-type: none"> <li>• The target for 2011 was not set using the three year average. Parent satisfaction is lower than the teachers.</li> </ul>
<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>• Off-Campus programming</li> <li>• Enhanced CTS offerings</li> <li>• Increase parental/guardianship involvement in the conversations around the 21<sup>st</sup> Century child. Preparing the young adult for a job in the future that we don't even know exists.</li> </ul>

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

Course	Measure	Holy Family CRD No. 37						Alberta				
		Achievement	Improvement	Overall	2011		Prev 3 Yr Avg		2011		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Language Arts 3	Acceptable Standard	Intermediate	Maintained	Acceptable	168	86.3	162	86.0	42,944	81.8	42,052	81.0
	Standard of Excellence	Low	Maintained	Issue	168	11.3	162	13.8	42,944	17.5	42,052	17.9
French Language Arts 3	Acceptable Standard	n/a	Declined	n/a	25	84.0	19	95.5	3,180	80.6	3,046	83.9
	Standard of Excellence	n/a	Declined Significantly	n/a	25	0.0	19	26.1	3,180	15.8	3,046	16.1
Français 3	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	532	84.2	520	84.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	532	18.6	520	16.3
English Language Arts 6	Acceptable Standard	Intermediate	Maintained	Acceptable	189	84.1	188	85.0	43,433	83.0	43,646	82.1
	Standard of Excellence	Intermediate	Maintained	Acceptable	189	16.9	188	16.4	43,433	18.5	43,646	19.6
French Language Arts 6	Acceptable Standard	High	Maintained	Good	28	96.4	15	89.3	2,635	89.4	2,307	89.2
	Standard of Excellence	High	Improved	Good	28	21.4	15	4.2	2,635	17.1	2,307	15.3
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	460	92.2	442	92.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	460	17.6	442	18.0
Science 6	Acceptable Standard	Low	Maintained	Issue	189	74.1	187	75.4	43,441	76.2	43,534	76.0
	Standard of Excellence	Intermediate	Improved	Good	189	21.7	187	17.2	43,441	25.0	43,534	25.1
Social Studies 6	Acceptable Standard	n/a	Maintained	n/a	189	67.2	200	63.5	43,537	71.1	43,601	71.0
	Standard of Excellence	n/a	Maintained	n/a	189	13.2	200	13.0	43,537	18.5	43,601	16.4
English Language Arts 9	Acceptable Standard	Low	Declined	Issue	196	70.4	179	76.0	43,024	79.1	43,763	78.2
	Standard of Excellence	Intermediate	Maintained	Acceptable	196	10.2	179	9.3	43,024	16.3	43,763	14.8
English Lang Arts 9 KAE	Acceptable Standard	n/a	Declined	n/a	7	85.7	8	100.0	1,606	67.2	1,587	66.8
	Standard of Excellence	n/a	Maintained	n/a	7	14.3	8	25.0	1,606	7.9	1,587	7.8
French Language Arts 9	Acceptable Standard	Low	Maintained	Issue	16	75.0	10	67.4	2,331	88.8	2,324	84.1
	Standard of Excellence	Low	Maintained	Issue	16	6.3	10	3.0	2,331	15.0	2,324	11.7
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	336	90.2	324	84.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	336	15.8	324	12.4
Mathematics 9 KAE	Acceptable Standard	n/a	Declined	n/a	15	66.7	8	100.0	1,936	64.9	1,894	65.6
	Standard of Excellence	n/a	Declined	n/a	15	13.3	8	50.0	1,936	14.9	1,894	15.3
Science 9	Acceptable Standard	Intermediate	Maintained	Acceptable	196	64.3	177	65.7	42,932	74.9	43,553	71.7
	Standard of Excellence	High	Improved Significantly	Good	196	15.3	177	8.6	42,932	20.8	43,553	15.5
Science 9 KAE	Acceptable Standard	n/a	Maintained	n/a	7	85.7	8	87.5	1,586	69.5	1,526	67.2
	Standard of Excellence	n/a	Maintained	n/a	7	0.0	8	0.0	1,586	15.3	1,526	14.3
Social Studies 9	Acceptable Standard	n/a	Maintained	n/a	196	59.2	169	59.8	43,128	67.2	43,769	68.9
	Standard of Excellence	n/a	Maintained	n/a	196	13.8	169	14.2	43,128	19.0	43,769	18.8
Social Studies 9 KAE	Acceptable Standard	n/a	Maintained	n/a	7	57.1	8	75.0	1,573	61.9	1,557	64.6
	Standard of Excellence	n/a	Maintained	n/a	7	0.0	8	0.0	1,573	13.6	1,557	15.7

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

Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.

Evaluations for Mathematics (Grades 3, 6, 9) are not calculated due to the changes in the tests in 2010.

### Measure Evaluation Reference - Achievement Evaluation

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

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Language Arts 3	Acceptable Standard	0.00 - 72.53	72.53 - 80.49	80.49 - 89.12	89.12 - 93.04	93.04 - 100.00
	Standard of Excellence	0.00 - 6.06	6.06 - 11.35	11.35 - 16.93	16.93 - 20.27	20.27 - 100.00
English Language Arts 6	Acceptable Standard	0.00 - 67.95	67.95 - 78.40	78.40 - 86.09	86.09 - 91.37	91.37 - 100.00
	Standard of Excellence	0.00 - 6.83	6.83 - 11.65	11.65 - 17.36	17.36 - 22.46	22.46 - 100.00
French Language Arts 6	Acceptable Standard	0.00 - 41.69	41.69 - 73.54	73.54 - 92.32	92.32 - 97.93	97.93 - 100.00
	Standard of Excellence	0.00 - 2.72	2.72 - 8.13	8.13 - 15.29	15.29 - 23.86	23.86 - 100.00
Science 6	Acceptable Standard	0.00 - 60.36	60.36 - 78.51	78.51 - 86.46	86.46 - 90.64	90.64 - 100.00
	Standard of Excellence	0.00 - 11.74	11.74 - 17.42	17.42 - 25.34	25.34 - 34.31	34.31 - 100.00
English Language Arts 9	Acceptable Standard	0.00 - 63.55	63.55 - 75.66	75.66 - 83.70	83.70 - 90.27	90.27 - 100.00
	Standard of Excellence	0.00 - 5.96	5.96 - 9.43	9.43 - 14.72	14.72 - 20.46	20.46 - 100.00
French Language Arts 9	Acceptable Standard	0.00 - 67.59	67.59 - 81.33	81.33 - 92.06	92.06 - 97.26	97.26 - 100.00
	Standard of Excellence	0.00 - 1.67	1.67 - 6.81	6.81 - 17.11	17.11 - 28.68	28.68 - 100.00
Science 9	Acceptable Standard	0.00 - 50.57	50.57 - 60.14	60.14 - 72.50	72.50 - 76.89	76.89 - 100.00
	Standard of Excellence	0.00 - 3.39	3.39 - 6.71	6.71 - 11.81	11.81 - 15.85	15.85 - 100.00

Notes:

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

Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.

Evaluations for Mathematics (Grades 3, 6, 9) are not calculated due to the changes in the tests in 2010.

### Improvement Table

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

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

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

### Overall Evaluation Table

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

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

Diploma Examination Results Course By Course Summary With Measure Evaluation (optional)

Course	Measure	Holy Family CRD No. 37								Alberta			
		Achievement	Improvement	Overall	2011		Prev 3 Yr Avg		2011		Prev 3 Yr Avg		
					N	%	N	%	N	%	N	%	
English Lang Arts 30-1	Acceptable Standard	Low	Improved	Acceptable	57	89.5	54	82.5	29,063	84.4	28,502	86.1	
	Standard of Excellence	Very Low	Maintained	Concern	57	3.5	54	5.9	29,063	10.1	28,502	12.6	
English Lang Arts 30-2	Acceptable Standard	High	Maintained	Good	49	93.9	36	91.4	14,550	88.6	13,676	88.6	
	Standard of Excellence	Very High	Improved	Excellent	49	12.2	36	5.4	14,550	9.1	13,676	9.0	
French Lang Arts 30-1	Acceptable Standard	*	*	*	4	*	8	100.0	1,269	95.3	1,262	94.6	
	Standard of Excellence	*	*	*	4	*	8	62.5	1,269	14.3	1,262	19.9	
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	144	93.8	139	95.8	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	144	20.1	139	24.7	
Pure Mathematics 30	Acceptable Standard	Low	Maintained	Issue	41	75.6	34	69.1	23,033	81.0	22,548	82.1	
	Standard of Excellence	Intermediate	Improved	Good	41	22.0	34	9.9	23,033	28.7	22,548	27.3	
Applied Mathematics 30	Acceptable Standard	Low	Maintained	Issue	28	78.6	25	71.2	10,807	74.3	10,371	77.7	
	Standard of Excellence	High	Improved	Good	28	21.4	25	7.0	10,807	9.8	10,371	12.3	
Social Studies 30-1	Acceptable Standard	n/a	Improved	n/a	58	84.5	42	76.2	23,603	82.8	23,484	84.5	
	Standard of Excellence	n/a	Maintained	n/a	58	6.9	42	7.1	23,603	14.9	23,484	16.1	
Social Studies 30-2	Acceptable Standard	n/a	Maintained	n/a	51	78.4	61	83.6	16,537	85.6	14,903	85.0	
	Standard of Excellence	n/a	Maintained	n/a	51	9.8	61	13.1	16,537	15.9	14,903	13.7	
Biology 30	Acceptable Standard	Very Low	Maintained	Concern	52	67.3	46	67.3	22,817	81.9	21,372	82.2	
	Standard of Excellence	Intermediate	Improved	Good	52	19.2	46	10.9	22,817	29.8	21,372	27.0	
Chemistry 30	Acceptable Standard	n/a	Maintained	n/a	29	65.5	30	63.9	18,792	75.1	18,152	77.6	
	Standard of Excellence	n/a	Maintained	n/a	29	6.9	30	7.6	18,792	27.7	18,152	28.8	
Physics 30	Acceptable Standard	n/a	Improved	n/a	17	76.5	21	56.5	10,660	76.7	10,216	76.6	
	Standard of Excellence	n/a	Improved	n/a	17	11.8	21	2.9	10,660	27.7	10,216	21.7	
Science 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	5,007	80.4	4,450	84.9	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	5,007	21.0	4,450	21.8	

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

Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.

### Measure Evaluation Reference - Achievement Evaluation

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

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

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

**Notes:**

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

Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.

### Improvement Table

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

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

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

### Overall Evaluation Table

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

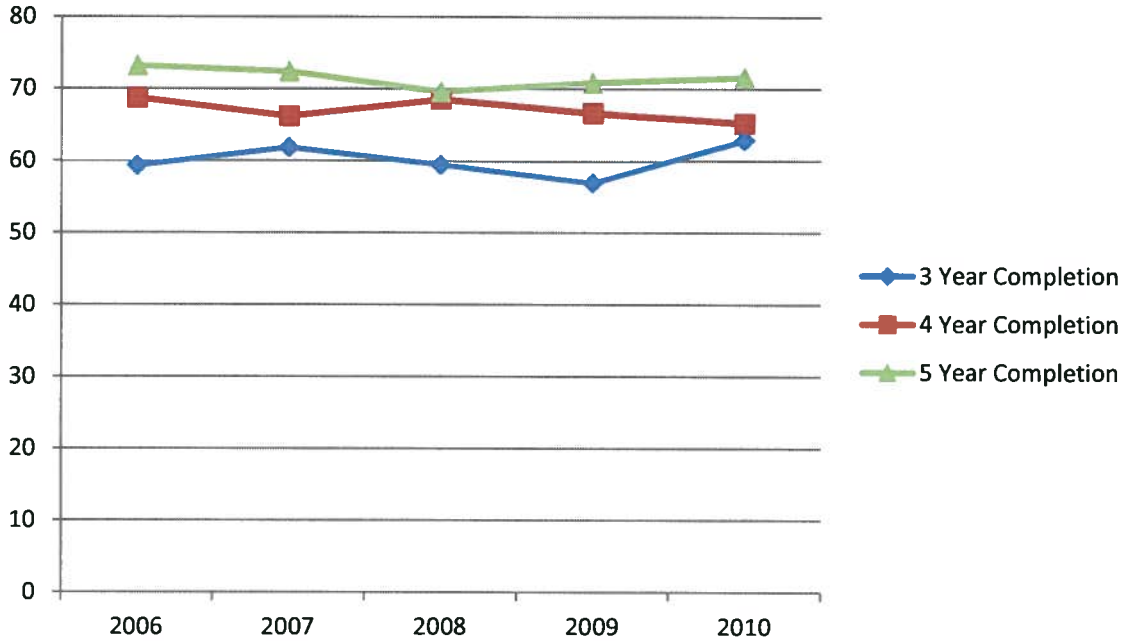
	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue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

**High School Completion Rate – Measure Details (OPTIONAL)**

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.

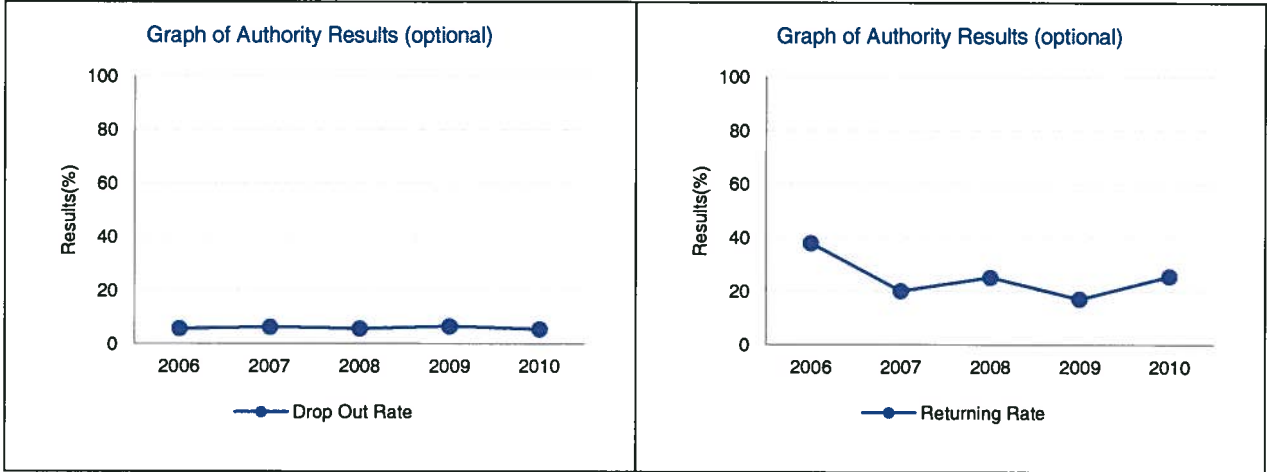
	Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
3 Year Completion	59.4	61.9	59.5	57.0	62.9	70.6	71.1	70.8	71.5	72.6
4 Year Completion	68.8	66.3	68.6	66.7	65.3	76.1	76.1	76.3	76.1	76.9
5 Year Completion	73.2	72.4	69.6	70.9	71.6	78.1	78.9	78.7	79.0	79.0

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



**Drop Out Rate – Measure Details (OPTIONAL)**

Drop Out Rate - annual dropout rate of students aged 14 to 18										
	Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Drop Out Rate	5.7	6.4	5.7	6.6	5.5	4.7	5.0	4.8	4.3	4.2
Returning Rate	38.0	20.2	25.3	17.2	25.7	21.2	21.3	19.8	23.5	27.9



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

## Goal Two: Transformed Education Through Collaboration

**Outcome:** *Students have access to programming and supports to enable their learning*

*Note – This outcome combines the following outcomes from the 2010/11 – 2012/13 three year education plan:*

- *The education system meets the needs of all K–12 students and supports our society and the economy*
- *School environments are safe and caring*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	76.0	75.0	72.7	78.2	77.3	n/a	Intermediate	Maintained	Acceptable	78.0	79.0	80.0
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	87.7	86.8	88.7	90.7	88.8	n/a	High	Maintained	Good	90.0	90.5	91.0
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	84.9	84.5	86.0	87.8	87.9	89.0	High	Maintained	Good	88.0	88.5	89.0

### Comment on Results

- It is difficult in small rural schools to provide broad programming.
- Recruiting and retaining staffing with special areas of expertise is challenging.

### Strategies

- Our Division is involved in the Northern Tier Initiatives such as the Leadership Program for administrators and aspirant administrators, the Community-Based First Nations Teacher Education Program, New Teacher Mentorship and the Bursary Program.
- We try to offer Music and Drama in our schools.
- All our schools offer extra-curricular sports programs.
- Many schools access the Artist in Residency Program to support and enhance art, drama and music programs.

**Outcome:** *The education system demonstrates openness to new and innovative ideas, leadership and collaboration*

*Note – This outcome combines the following outcomes from the 2010/11 – 2012/13 three year education plan:*

- *The jurisdiction demonstrates effective working relationships*
- *The jurisdiction demonstrates leadership, innovation and continuous improvement*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	79.2	81.7	74.9	81.2	80.2		High	Maintained	Good	80.5	81.0	81.5
Percentages of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	80.0	81.9	77.7	83.5	81.1		Very High	Maintained	Excellent	81.5	82.0	82.5

**Comment on Results**

- Efforts to focus schools in this area have positively impacted results.

**Strategies**

- Maintain strategies to promote our schools and enhance parental involvement
- Development of Instructional Leadership Teams
- Beginning Teacher Mentorship Divisional coach
- The hiring of two Learning coaches to support teachers in Inclusive Education practices.
- Through Power School there is real time Parental Access to information on their child's learning.

## Goal Three: Success for First Nations, Métis and Inuit (FNMI) Students

**Outcome:** FNMI students are engaged in learning

*Note – This outcome replaces the following outcome from the 2010/11 – 2012/13 three year education plan:*

- *Key learning outcomes for FNMI students improve*

**(Results and evaluations for FNMI measures are required for Public/Separate/Francophone School Authorities only)**

Performance Measure	Results (In percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2011	Achievement	Improvement	Overall	2012	2013	2014
High School Completion Rate - percentages of self-identified FNMI students who completed high school within three years of entering Grade 10.	43.0	44.2	33.9	51.8	46.9	52.0	Very Low	Maintained	Concern	47.5	48.0	50.0
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	10.5	10.9	5.3	6.0	5.9	5.5	Intermediate	Maintained	Acceptable	5.5	5.0	4.5
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	*	34.5	34.0	38.5	36.4	39.0	Very Low	Maintained	Concern	37.0	37.5	38.0
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	35.0	60.0	35.7	50.0	56.0	51.0	Intermediate	Maintained	Acceptable	51.0	52.0	53.0
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	29.1	33.4	16.9	21.6	24.8	22.5	Very Low	Maintained	Concern	24.0	24.5	25

Performance Measure	Results (In percentages)					Target	Evaluation			Targets		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
Overall percentage of self-identified FNMI students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	61.7	65.9	67.8	61.3	56.6	62.0	Very Low	Declined	Concern	65.0	65.5	66.0
Overall percentage of self-identified FNMI students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	7.9	9.8	5.4	7.8	7.2	8.5	Very Low	Maintained	Concern	7.7	7.8	7.9
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	78.9	71.4	93.5	82.9	77.3	83.5	Low	Maintained	Issue	82.0	83.0	84.0
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	7.9	4.8	12.9	7.3	9.1	8.0	Very Low	Maintained	Concern	8.3	8.5	8.7

**Comment on Results**

- Our Division in the majority of these measures, all except one, is higher than the Provincial average. See page 8.

**Strategies**

- Continue to support centralized coordination of FNMI services and supports to schools.
- Through the Board evaluation process, the Board of Trustees has success for FNMI students a priority by listing it as one of its Positive Path Forward.
- Ensure each school develops FNMI program goals that address appropriate programs and supports for FNMI students.
- Continue to develop relationships and communications with Lesser Slave Lake Band Council, Western Cree Band Council and INAC.
- Focus on Attendance Procedure enabling positive relationships and effective communication with families
- Targeted funds for school proposals that support FNMI student success.
- Concentrated efforts to provide cultural infusion
- Identifying at risk students and providing appropriate levels of support.

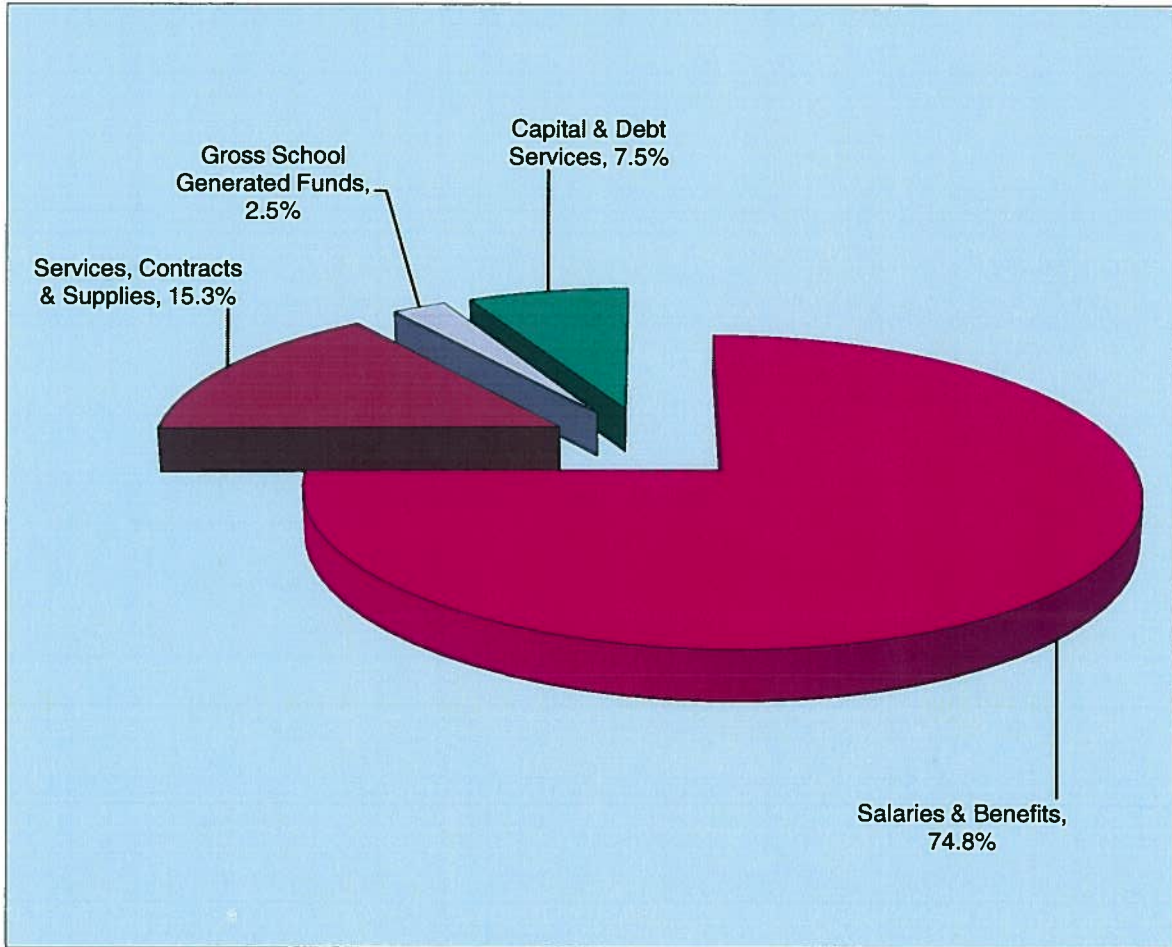
## Programs and Supports for Students with Special Needs

- School-based Instructional Learning Teams regularly conduct classroom walkthroughs and enter into dialogue with teachers regarding pedagogy and inclusive practices.
- Schools and jurisdictional leaders work collaboratively with cross ministry teams to support inclusive education practices. i.e. success in Schools, Mental Health Capacity Building Projects, Student Health Partnership, Complex Needs, Breakfast for Learning and Family Liaison Worker.
- HFCRD is the agent board for the Northwest Alberta Complex Needs Committee and, as a result, our Superintendent actively participates in the work of the committee. Our Assistant Superintendent of Student Services co-chairs the Peace Country Student Health Partnership and two Mental Health Capacity Building Projects.
- Three HFCRD schools are participating in the Inclusive Education Planning Tool pilot.
- Implementation of two learning coaches across the jurisdiction. Learning coaches will build and maintain confidential relationships with teachers and will work closely with school Instructional Leadership Teams to promote and support school improvement that aligns with the Division's vision of inclusive education. Learning Coaches will identify school teachers' abilities to address the diverse strengths and needs of learners. Learning coaches promote exploration and change in instructional practices (i.e. introducing innovative ideas, questioning practices, observations, exploring new technology) through systematic modeling, co-teaching and feedback and will facilitate the use of data, research-based teaching strategies, and promising practices (i.e. differentiated instruction, positive behavior supports, response to intervention) to ensure that all students have access to meaningful and effective learning opportunities. Learning Coaches will also promote and facilitate professional development opportunities for school staff and stakeholders.
- HFCRD partnered with Alberta Education and High Prairie School Division to work collaboratively on an Early Years Continuum Project. The project supports the community be engaging community members about the importance of early years in a child's life.
- Two schools implemented Reading Recovery to assist in reducing the number of first grade students who are having difficulty learning to read and write. Two teachers will be trained as Reading Recovery teachers.
- HFCRD participates in the EDI Mapping Project.
- Each staff member has a copy of the resource "Making a Difference", which will be used by the Learning Coaches and administrators to provide professional learning on meeting the diverse learning needs of students.

## Summary of Financial Results

### Expenditures by Type for 2010-2011

Salaries and Benefits	\$20,500,398 – 74.8%
Services, Contracts & Supplies	\$ 4,181,118 – 15.3%
Gross School Generated Funds	\$ 681,780 – 2.5%
Capital & Debt Services	\$ 2,053,146 – 7.5%



### Revenue and Expense Summary 2010-2011

	<u>Expenditures</u>	<u>Surplus (Deficit)</u>
Maintenance	\$3,863,687	\$ 486,690
Transportation	\$ 325,709	\$ (5,461)
Administration	\$1,301,276	0
External Services	\$ 459,142	0
<b>Total</b>	<b>\$27,416,442</b>	<b>1,143,113</b>

<b>Budget Summary</b>	Audited Financial Statements	Audited Financial Statements	Audited Financial Statements	Approved Budget	
	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>Percent</b>
Total Net Enrolled Students (FTE)	2078	2079	2149	2140	
<b>REVENUES</b>					
Government of Alberta	21,249,351	21,993,592	23,555,523	24,926,628	84.2%
Federal Government/First Nations	2,558,766	2,587,853	2,749,923	2,486,875	8.5%
All Other Revenues	2,036,430	2,089,636	2,254,109	2,138,998	7.2%
<b>Total Revenues</b>	<b>\$ 25,844,547</b>	<b>\$26,671,081</b>	<b>\$ 28,559,555</b>	<b>\$ 29,589,310</b>	<b>100.0%</b>
<b>EXPENSES</b>					
Basic Instruction & all other Student Instruction	11,207,630	11,998,712	12,891,781	15,537,532	
School Administration & Instruction Support	1,643,556	1,806,051	1,915,757	2,107,526	
Mild & Moderate Disabilities/Gifted & Talented (ECS-12)	1,116,664	1,140,534	1,112,013	1,282,769	
ECS Program Unit (PUF)	303,791	302,939	216,223	193,297	
Severe Disabilities	2,558,790	2,687,608	2,790,963	3,004,890	
English as a Second Language	40,005	45,970	47,473	73,942	
French Language & Francisation	928,907	936,509	782,589	1,144,538	
First Nations, Métis & Inuit Education	659,368	664,980	757,622	968,681	
Alberta Initiative for School Improvement	309,546	283,185	270,427	324,533	
Class Size Initiative	429,130	449,149	-	-	
School Generated Funds	449,864	546,455	681,780	681,780	
<b>Instruction</b>	<b>\$19,647,251</b>	<b>\$20,852,092</b>	<b>\$21,466,628</b>	<b>\$ 25,319,488</b>	<b>77.7%</b>
<b>Operations and Maintenance</b>	<b>3,679,423</b>	<b>3,859,321</b>	<b>3,863,687</b>	<b>4,836,059</b>	<b>14.8%</b>
<b>Transportation</b>	<b>306,285</b>	<b>314,188</b>	<b>325,709</b>	<b>378,795</b>	<b>1.2%</b>
<b>Board &amp; System Administrations</b>	<b>1,176,412</b>	<b>1,310,779</b>	<b>1,301,276</b>	<b>1,545,781</b>	<b>4.7%</b>
<b>External Services</b>	<b>411,929</b>	<b>448,114</b>	<b>459,142</b>	<b>495,423</b>	<b>1.5%</b>
<b>Total Expenses</b>	<b>\$ 25,221,300</b>	<b>\$ 26,784,494</b>	<b>\$ 27,416,442</b>	<b>\$ 32,575,546</b>	<b>100.0%</b>
<b>Net Operating Results</b>	<b>\$ 623,247</b>	<b>\$(113,413)</b>	<b>\$1,143,113</b>	<b>\$(2,986,236)</b>	
<b>Accumulated Operating Surplus</b>	<b>5,899,413</b>	<b>4,683,055</b>	<b>5,405,460</b>	<b>2,826,212</b>	
<b>Detailed Expenses:</b>					
Salaries/Wages/Benefits	18,454,279	19,878,645	20,500,398	23,579,063	72.4%
Services/Contracts/Supplies	4,522,211	4,492,713	4,181,118	6,907,392	21.2%
Gross School Generated Funds	449,864	546,455	681,780	-	0.07%
Capital Debt Services	1,794,946	1,866,681	2,053,146	2,089,091	6.4%
<b>Total Expenses</b>	<b>25,221,300</b>	<b>26,784,494</b>	<b>27,416,442</b>	<b>32,575,546</b>	<b>100.0%</b>
<b>Capital Projects:</b>					
Good Shepherd School Modular Classroom - Delivery					
St. Stephen's School – Replacement School					
Ecole Providence School = Modernization	\$1,307,400				
Glenmary School Modular Classroom – Delivery		\$ 58,892			

The Division implements the flexibility, accountability and formula pillars of the renewed funding framework consistent with the provincial policy 1.8.2 on school-based decision making. Although enrolment is projected to decrease by less than a percent in the 2011-2012 school year, about 6 FTE certified staff were hired to meet the acceptable class sizes and other instructional program delivery. Beginning the school year 2011-12, Teacher Pension contributions the Provincial Government pays on behalf of the Division's certified staff, an estimated amount of \$1,334,844, is reported as an expense for the Division under Basic Instruction Expense as reported above. Furthermore, effective the 2010-11 school year, class size funding became part of Basic Instruction. The Board was able to balance the 2011-2012 budget by using funds carried over from the previous years.

Detailed Budget and Expenditure information may be obtained by contacting the Secretary-Treasurer at Central Office in Peace River at 780-624-3956 or viewed on the Internet at [www.hfcrd.ab.ca](http://www.hfcrd.ab.ca).

### Capital and Facilities Projects

The Division maintains a Ten-Year Facility Plan that is updated on an annual basis. All school facilities are audited through the Alberta Infrastructure School Facility Evaluation Program. The audits are key drivers in identifying additional space and modernization needs that will be prioritized in the Three-Year Capital Plan of the jurisdiction. The ultimate goal of this plan is to ensure students are taught in schools that facilitate programming needs in a healthy and safe environment.

The School Board Capital Plan identifies **Holy Family School** in Grimshaw for immediate replacement as soon as funding is provided by the Provincial Government. It is the Board's first priority for replacement. A Value Scoping session was conducted from January 19 – 21, 2011, with the goal to identify the school's current needs, analyze options and make a recommendation based on the analysis conducted. Based on results from the Value Scoping session, it is recommended to pursue funding for a replacement school at \$13.043 million initial cost. Since regionalization in 1997-98 to 2010-2011, \$618,600 has been allocated through modernization and BQRP/IMR programs to upgrade the facility and address needs identified in the facility audits. As the facility ages, its need for replacement increases. A major facelift to improve the learning environment is required.

**Glenmary School** in Peace River has been identified requiring CTS space. A modular classroom was added in December 2009. Minor upgrades have been done to address immediate CTS space requirements through the IMR and Operation and Maintenance Programs. Enrolment is stable at present with anticipated growth in the next 3 – 5 years. A roofing upgrade in the 1964 section was conducted in August 2011. A modular classroom was requested in October 2011.

**St. Andrew's School** in High Prairie requires significant upgrading to mechanical and electrical components. Funding will be beyond IMR. A new two station junior/senior high gymnasium is required to meet safety standards and accommodate high school sports. Additional CTS space is required to accommodate the growing need for occupational programming. Temporary space may be required as the population grows and this would need to be accommodated with modular classrooms. A Concept Plan is needed to reconfigure the existing space and consolidate the many additions that have occurred over the years. The school resembles a maze. A partial roofing upgrade was conducted in August 2011. A modular classroom was requested in October 2011.

**Good Shepherd School** in Peace River had a second modular classroom added in June 2008 to meet the Class Size Initiative targets. Population growth is anticipated in the years to come and additional modular classrooms will be required to accommodate the growth. The modernization requirements for this school will be met through the IMR and Maintenance Programs.

**Ecole Providence** in McLennan was allocated \$1,037,400 in February 2008 to upgrade the facility. This project was completed in 2010-2011. Holy Family Cyberhigh School continues to be housed at Ecole Providence as this school has a low utilization.

A modernization and addition to **Rosary School** in Manning was completed in 2002. The project provided for a modern and functional learning environment as well as appropriate space for ECS to grade 9. The IMR program will enable the Division to maintain components that were not addressed in the modernization.

A new school in Valleyview, **St. Stephen's**, has been completed and has been operational since 2006-2007. The new facility provides students with a very modern and functional facility to accommodate a growing ECS to grade 9 program. Additional space may be required to facilitate extensive special education programming needs.

As Capital Funding for major capital projects from Alberta Infrastructure is not forthcoming in the short term, IMR will be required to maintain Holy Family School and components of Glenmary and St. Andrew's School facilities to a minimum acceptable standard to ensure learning environments are acceptable. Deferring capital needs further will likely result in greater costs as the economy continues to put a strain on construction costs.

Further information regarding school facilities may be obtained by contacting the Assistant Secretary-Treasurer at Central Office in Peace River at 780-624-3956 or email [mauricio.reyes@hfcrd.ab.ca](mailto:mauricio.reyes@hfcrd.ab.ca) or visit the website at [www.hfcrd.ab.ca](http://www.hfcrd.ab.ca).

### Parental Involvement

- The individual School Combined Annual Education Results Report and Three-Year Education Plan is communicated to the school council and made available to parents and the public on each school's websites which can be accessed by navigating Holy Family CRD No. 37's webpage at [www.hfcrd.ab.ca](http://www.hfcrd.ab.ca). School Councils are given an opportunity to provide input into the Combined AERR and Three-Year Ed Plan at school council meetings with their school principals. Principals then bring input forward to the Superintendent at meetings held with Principals to update the report.

**Timelines and Communication**

This report is made available to parents and the public on the Holy Family C.R.D. No. 37 website at <http://www.hfcrd.ab.ca/Doc-Reports.html>. The AISI Annual Report can be accessed at <http://www.hfcrd.ab.ca/AISI/AISI%20Annual%20APFR%202009-2010.pdf> and the Class Size report can also be accessed on the website at <http://www.hfcrd.ab.ca/Averageclasssize.html>. Copies of these reports are also available upon request.

This report is a summary of Holy Family Catholic Regional Division's achievements for the 2010-2011 school year combined with the 2011-12 – 2013/14 Three Year Education Plan. It serves as a tool to continue monitoring improvement in the Division and provides accountability to stakeholders.