



**ELK ISLAND
CATHOLIC SCHOOLS**

Elk Island Catholic Separate Regional Division No. 41

ANNUAL EDUCATION RESULTS REPORT

2006 - 2007

Seeing Christ in Everyone



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I. STATEMENT OF SCHOOL BOARD RESPONSIBILITY

The Annual Education Results Report for Elk Island Catholic Separate Regional Division No. 41 for 2006-07 was prepared under the direction of the Board of Trustees, in accordance with the responsibilities specified in the **School Act**, the **Government Accountability Act**, and **Policy on Annual Education Results Reports**, and the provincial government's accounting policies. The results are used to the best of our abilities to make continuous improvements by developing strategies for three-year education plans to ensure that all students have the opportunity to acquire the knowledge, skills and attitudes needed to be self-reliant, responsible, caring and contributing members of society.

SIGNED

Tony Sykora, Board Chair

Dr. Chris Diachuk, Superintendent of Schools

II. MANDATE

MISSION STATEMENTS

ALBERTA EDUCATION

To ensure that all Alberta students have the opportunity to acquire the knowledge, skills and attitudes needed to be self-reliant, responsible, caring and contributing members of society.

ELK ISLAND CATHOLIC SCHOOLS

We are a Catholic community committed to developing educational opportunities in the context of Gospel values, where students' gifts and talents are celebrated and nurtured through lifelong spiritual and personal experience.

VISION STATEMENT

ALBERTA EDUCATION

Alberta's young people are the best educated in the country, able to achieve their individual potential, create a positive future for themselves, their families and their communities, and contribute to Alberta's prosperity and superior quality of life.

ELK ISLAND CATHOLIC SCHOOLS

“Seeing Christ in Everyone”

- The Elk Island Catholic Separate Regional Division, through partnership with the home and parishes, is a mission-driven, socially just, faith centered Division, which provides Catholic leadership through faith in action.
- The Elk Island Catholic Separate Regional Division’s schools are leading edge, innovative, technological, student-focused centers of excellence in which each child’s talents, gifts, and abilities are developed in a holistic manner.
- The Elk Island Catholic Separate Regional Division is responsive to parents and has the confidence of the public and community at large.
- The Elk Island Catholic Separate Regional Division is a learning organization that through its effective, experienced, and qualified staff delivers current pedagogy and curriculum.
- The Elk Island Catholic Separate Regional Division is an employer of choice that provides for continued development of its staff.
- The Elk Island Catholic Separate Regional Division is a welcoming, highly communicative and flexible School Division that is responsive, creative and open to the world.
- Through modern facilities, worldwide linkages through technology, and responsible management of resources, the Elk Island Catholic Separate Regional Division provides an effective learning environment for its members.

BELIEFS AND VALUES

We believe:

- That Jesus Christ and his teachings are the foundation and core of our Catholic School Division
- That a quality education is a continuing process that develops the whole person in an environment which encourages success
- That we live out the Catholic faith through our words, our actions and our interactions
- That Catholic education is a shared responsibility among the home, the school, the parish and the community
- That education is a lifelong journey during which excellence is actively pursued
- That everyone has worth and dignity as a unique creation of God

This Annual Education report for Elk Island Catholic Schools is available on our Web Site - www.eics.ab.ca . Copies of this document are also available at Central office and the schools.

The web link to our jurisdiction's class size report is
<http://www.eics.ab.ca/pdfs/Class%20Size%20Initiative.PDF>

Information on the schools' results and their corresponding reports was communicated to the School Councils and through the school based newsletter. As well the AERR was shared with our Catholic Parent Communication Committee – an umbrella parent group that consists of representatives from each School Council.

III. CONTEXTUAL INFORMATION

The Elk Island Catholic Separate Regional Division No. 41 was formed on February 1, 1998 serving the Catholic communities of Camrose, Fort Saskatchewan and Sherwood Park. In May, 2001 by virtue of a Ministerial Order, the Catholic schools operating in the community of Vegreville were added to the School Division. There are sixteen schools in the Division: two in Camrose, three in Fort Saskatchewan, two in Vegreville, and nine in Sherwood Park. The Mission, Vision and Belief Statements reflect an emphasis on the spiritual and moral development of students as well as on their intellectual, social and physical developments. The statements also include a belief in life-long learning for all members of the communities.

The total enrolment of students as of September 30, 2006 was 5699 full time equivalent (FTE) students. There were 553.5 FTE students in Camrose, 740 FTE students in Fort Saskatchewan, 623 FTE students in Vegreville, and 3782.5 FTE students in Sherwood Park. There were 228 FTE kindergarten students, 1271 primary students, 1359 upper elementary students, 1529 junior high students, and 1312 senior high students.

In addition to providing a full range of core programs to its students, the Division schools provided a broad range of complementary subjects along with numerous co-curricular and extracurricular activities. The Division also offered instruction in French Immersion and Ukrainian Bilingual programs and Spanish programs. Students with special needs were taught within the Division in a full spectrum of programs.

ELK ISLAND CATHOLIC SEPARATE REGIONAL DIVISION NO. 41

BOARD OF TRUSTEES	
Chair	Tony Sykora
Vice-Chair	Jean Boisvert
Trustee	Ron Baier
Trustee	Ed Muzechka
Trustee	Gerald Mykytiuk
Trustee	Ted Paszek
Trustee	John Convey

ADMINISTRATION September 2006 to March 2007	
Superintendent of Schools	Doug Aitkenhead
Secretary-Treasurer	Alberta M. Hutchings
Assistant Superintendent	Chris Diachuk
Director of Student Services	Joe Weleschuk
Director of Instructional Services	Maureen Duguay

ADMINISTRATION April 2007 to June 2007	
Acting Superintendent of Schools	Chris Diachuk
Secretary-Treasurer	Alberta M. Hutchings
Acting Director of Human Resources	Joe Weleschuk
Acting Director of Student Services	Robert Simonowits
Director of Instructional Services	Maureen Duguay

Dr. Chris Diachuk was appointed as Superintendent of Schools effective July 1, 2007.

SCHOOL ADMINISTRATION	
Archbishop Jordan High School Grades 10 – 12	Principal – Lorne Monaghan Asst. Principal - Jim Retallack Acting Asst. Principal – Dean Sarnecki
Father Kenneth Kearns School Grades K - Gr. 6 (Eng. & Ukrainian Programs)	Principal – Brian Roach Asst. Principal – Lin Keehn
Holy Redeemer School Grades K – 9	Principal – Dave Kornder Asst. Principal – Ed Kucy
Holy Spirit School Grades K-9	Principal – Brian Mittelsteadt Assistant Principal – Audrey Chomik
Jean Vanier School Grades K – 9	Principal – Bill Tonita Asst. Principal – Arlene Littlemore
John Paul II High School Grades 9 – 12	Principal – Don Marceau Asst. Principal – Terry Letwin
Madonna School Grades K – 9	Principal – Brian Parasynchuk Asst. Principal – Ken Szopa
Our Lady of the Angels School Grades 5-8	Principal – Wendy Bell Asst. Principal – Phil Quinn
Our Lady of Mount Pleasant School Grades 7-12	Principal – Patricia Olafson Acting Asst. Principal – Carol Breikreutz
Our Lady of Perpetual Help School Grades K - 9 (French Immersion)	Principal – Rolande Vaillancourt Asst. Principal – Bruce Kallal
Pope John XXIII School Grades K - 4	Principal – Gordon Willsher
St. Luke School Grades K - 9	Principal – Gordon Marshall
St. Martin’s School Grades K – 6	Principal – Margit Varga Asst. Principal – Rae Molzan
St. Mary’s School Grades 7 - 12	Principal – Ed Mayville Asst. Principal – Dianne Cheremshynski
St. Patrick School Grades K - 6	Principal – Joe Kucy Asst. Principal – Clinton Moroziuk
St. Theresa School Grades K - 9	Principal – Michael Smith Asst. Principal – Greg Lakeman

PARISH TEAMS
<p>Catholic Schools exist to assist the primary educational responsibility of the parent and the important task of faith development by the Church. Catholic schools are secondary faith communities which attempt to integrate the responsibilities of the three partners. Parents, the Church and Catholic schools strive to work in close cooperation with each other. The Division schools are most appreciative of the leadership and support provided by the Pastors and Parish Teams in the four communities of Camrose, Fort Saskatchewan, Sherwood Park, and Vegreville.</p>

STUDENT ENROLLMENT - SEPTEMBER 30, 2006

	K	1	2	3	4	5	6	7	8	9	10	11	12	FTE
Archbishop Jordan (ShP)											300	286	276	862
Fr. Kenneth Kearns - Eng. (ShP)	27	13	20	16	22	25	26							149
Fr. Kenneth Kearns - Ukr. (ShP)	8	20	18	17	21	18	17							119
Holy Redeemer (ShP)	14.5	33	24	25	31	43	36	35	38	34				313.5
Holy Spirit (ShP)	26	43	55	42	42	37	49	41	49	54				438
Jean Vanier (ShP)	10	25	17	28	32	24	30	71	83	73				393
John Paul II High (FtSask)										68	76	70	72	286
Madonna (ShP)	12.5	21	26	28	26	28	30	27	32	36				266.5
Our Lady of the Angels (FtSask)						47	76	63	61					247
Our Lady of Mt. Pleasant (Cam)								67	85	59	22	19	9	261
Our Lady of Perpetual Help (SP)	41.5	74	62	84	58	56	61	51	56	49				592.5
Pope John XXIII (FtSask)	25	39	41	47	55									207
St. Luke (ShP)	7.5	16	23	21	16	29	19	16	20	25				192.5
St. Martin's (Veg)	18	35	53	40	35	47	47							275
St. Mary's (Veg)								51	59	56	51	65	66	348
St. Patrick (Cam)	22.5	44	46	43	40	45	52							292.5
St. Theresa (ShP)	15.5	43	45	44	36	51	52	51	63	56				456.5
Total	228	406	430	435	414	450	495	473	546	510	449	440	423	5699.0

Information on the division's Class Size Initiative can be found on our WEB Site at:
www.eics.ab.ca

ENROLMENT TRENDS
1999 to 2006
(SEPTEMBER 30th ENROLMENTS)

September 30, 1999	4993.0 (1.0% increase)
September 30, 2000	4960.5 (0.7% decrease)
September 30, 2001	5608.5 (13.1% increase)
September 30, 2002	5625.5 (.302% increase)
September 2003	5614.0 (.2% decrease)
September 2004	5674.0 (1.1% increase)
September 2005	5688 (.2% increase)
September 2006	5699 (.193% increase)

Accountability Pillar Overall Summary
October 1, 2007

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Goal	Measure Category	Measure Category Evaluation	Measure	Jurisdiction Results			Provincial Results			Measure Evaluation		
				Current Result	Pre Year Result	Pre 3 Yr Average	Current Result	Pre Year Result	Pre 3 Yr Average	Achievement	Improvement	Overall
Goal 1: High Quality Learning Opportunities for All	Safe and Caring Schools	Good	Safe and Caring	87.2	87.5	85.8	84.2	84.4	82.7	High	Improved	Good
	Student Learning Opportunities	Good	Program of Studies	74.7	74.1	73.1	78.5	78.1	76.9	Intermediate	Improved	Good
			Education Quality	88.8	89.0	87.3	87.6	87.7	86.0	High	Improved	Good
			Drop Out Rate	1.1	1.5	1.5	4.7	4.9	5.3	Very High	Maintained	Excellent
Goal 2: Excellence in Learner Outcomes	Student Learning Achievement (Grades K-9)	Good	High School Completion Rate (3 yr)	77.5	76.7	80.1	70.4	70.4	68.1	High	Maintained	Good
			PAT: Acceptable	84.7	84.4	85.2	75.9	76.9	77.1	High	Maintained	Good
			PAT: Excellence	20.9	19.7	19.9	19.5	19.1	19.3	High	Maintained	Good
	Student Learning Achievement (Grades 10-12)	Good	Diploma: Acceptable	85.2	79.2	82.5	85.4	84.7	85.4	Intermediate	Improved	Good
			Diploma: Excellence	19.9	17.8	16.9	23.3	23.0	22.7	Intermediate	Improved	Good
			Diploma Exam Participation Rate (4+ Exams)	68.0	66.1	67.4	53.7	53.5	52.4	Very High	Maintained	Excellent
Goal 3: Highly Responsive and Responsible Jurisdiction (Ministry)	Parental Involvement Continuous Improvement	Acceptable	Rutherford Scholarship Eligibility Rate	42.6	41.8	43.9	37.2	35.3	35.9	High	Maintained	Good
			Transition Rate (4 yr)	49.4	45.0	42.8	39.5	37.0	34.6	Very High	Improved	Excellent
			Work Preparation	78.0	77.2	76.2	77.1	77.0	74.7	High	Maintained	Good
Goal 3: Highly Responsive and Responsible Jurisdiction (Ministry)	Parental Involvement Continuous Improvement	Good	Citizenship	80.3	80.7	79.1	76.6	76.8	74.7	High	Maintained	Good
			Parental Involvement	77.5	77.6	76.2	77.5	77.9	76.0	Intermediate	Maintained	Acceptable
Goal 3: Highly Responsive and Responsible Jurisdiction (Ministry)	Continuous Improvement	Good	School Improvement	77.8	74.6	72.2	76.3	76.8	73.2	High	Improved Significantly	Good

Goal	Measure Category	Measure	Jurisdiction Results			Provincial Results		
			Current Result	Pre Year Result	Pre 3 Yr Average	Current Result	Pre Year Result	Pre 3 Yr Average
ACOL measure	ACOL measure	Satisfaction with Program Access	67.5	67.6	67.7	68.2	68.5	67.8
		In-service jurisdiction Needs	79.5	77.7	75.1	78.8	78.2	77.3

- NOTES:**
- 1) Student Learning Achievement: PAT Values reported are weighted averages of PAT Acceptable and PAT Excellence results. Courses included: ELA (Grades 3, 6, 9), Math (Grades 3, 6, 9), Social Studies (Grades 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9).
 - 2) Student Learning Achievement: Diploma Exam Values reported are averages of Diploma Acceptable and Diploma Excellence results, weighted by the number of students enrolled in each course.
 - 3) Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
 - 4) The ACOL measures are not evaluated as they are not part of the Accountability Pillar and are included only to enable inclusion in the AERP and 3-Year Education Plan reports.
 - 5) Data values have been suppressed where the number of respondents is less than 6.

IV. KEY DIVISION INITIATIVES & ACCOMPLISHMENTS

During the 2006-2007 school year, our Division successfully implemented several new initiatives and achieved many significant accomplishments. The following section highlights several of these positive activities:

LEADERSHIP TRANSITION

At the Catholic Education Centre, a significant transition of staff took place between the end of the 2005-2006 and 2006-2007 school years. On the five-member senior administration team, there were many changes due to retirements and role transitions. These changes included a new Superintendent, new Director of Instructional Services, a new Director of Human Resource Services and a new Director of Student Services. The only individual to maintain the same role as the previous year was our Secretary-Treasurer.

Overall, there was a 42% change of staff at the Catholic Education Centre, including new employees and existing employees in new roles by the end of the 2006-2007 school year. Despite a steep learning curve and the challenge of building new working relationships, these changes have been very positive and most successful.

HOME-SCHOOL-PARISH CONNECTIONS

Our Division continues to benefit from the very strong relationship between and among our parents, our Catholic schools and our parishes. Through a committee chaired by our Religious Education Consultant, there is a regular opportunity to discuss various aspects of our faith connection. This committee has proven to be successful in sharing ideas and common concerns.

INCLUSIVE MODEL OF SERVING STUDENTS WITH SPECIAL NEEDS

Elk Island Catholic Schools continues to support special education students within our Inclusive Education model of program delivery. The Department of Student Services conducted the annual Division audit of students with disabilities during November 2006.

The Division Life Skills Program, designed to serve the needs of junior and senior high school students with developmental disabilities, served students by enabling them to participate in half-day recreational and half-day life skills activities (e.g. shopping, cooking, banking, and taking the public transit.) This three-year-old program continues to be well received by both parents and students.

COUNSELLING SERVICES

The Division's Comprehensive Guidance and Counselling programs were operational in all schools. The school counsellors continued to be key members of the Division's Critical Response Team. Significant implementation of the recommendations emanating from the High School Counselling Review conducted in June, 2006 also took place.

WEB-BASED INDIVIDUAL PROGRAM PLANS

The Division began the implementation of a web-based Individual Program Plan (IPP) program to support teachers to plan and to evaluate programming for students with special needs. During this school term, the program was developed to address unique specific programming of the Division and training was provided for all Student Services Facilitators, School Counsellors, and Principals. About half the schools also provided initial training for their teaching staff, with the balance to be trained during the 2007-2008 school year. Full implementation of the Netscaffold IPP program will occur over the next year.

INCLUSIVE EMOTIONAL/BEHAVIOUR SUPPORTS

Funded through the Student Health Initiative Partnership (SHIP), our Division established a full time Inclusive Behaviour Consultant position, shared by two half-time staff members, specializing in interventions and consultation on behavioural issues. In addition, Family School Liaison Workers (FSLW), employed by Strathcona County Community & Family Services, serve our families and schools across the Division. These services are also available to our students in Fort Saskatchewan, Vegreville, and Camrose. The FSLW in Vegreville is employed by the Division.

BRIGHTER BEGINNINGS PROGRAM

Forty-five Early Childhood Services (ECS) students from eleven schools within our Division received services through Alberta Education's Program Unit Funding (PUF). The majority of our students were three and four-year olds at our Brighter Beginnings Early Intervention Program located at Father Kenneth Kearns School. Seven hundred and twenty thousand dollars (\$720,000.00) was accessed and expended to provide programming supports.

ENHANCED INFORMATION MANAGEMENT

The Division began to implement a new DocuShare applied electronic information management system. The Department of Student Services applied new practices for maintaining student records and sharing departmental information between and among our schools.

COMPREHENSIVE PANDEMIC INFLUENZA PREPAREDNESS POLICY & PLAN

Our Division demonstrated excellent leadership among school jurisdictions across the province through the development of a Division policy, plan and procedures to respond to the eventual occurrence of influenza pandemic.

CRITICAL RESPONSE TEAM UPDATES

Our Division continued to enhance our existing Critical Response Team procedures to deal with a wide range of challenging, emergent situations through close collaboration between and among our schools and key community partners, such as the RCMP.

AISI ASSESSMENT FOR LEARNING INITIATIVE

Our Division moved into its second year of the AISI project entitled, “Classroom Assessment and Student Learning”. Four AISI Consultants support this Division-wide initiative through the Department of Instructional Services. The Consultant’s role has been to support classroom teachers as they implement specific Assessment For Learning strategies that address student learning needs, and school-based administrators in their instructional leadership role. Over the past year, our Division’s consultants have organized professional development opportunities, which have incorporated the exploration of current research, the implementation of Assessment For Learning practices, reflection and goal setting. The goal of this Division-wide initiative is to improve student learning across all grades by focusing on improving classroom assessment practices.

This initiative was highlighted by formation of the following developments:

- **SCHOOL-BASED AISI LEADERSHIP TEAM:**

Each school in our Division has formed an AISI Leadership Team consisting of at least 4 teachers and an administrator who have received intensive professional development. Each school’s leadership team gained the capacity to support staff members with the implementation of assessment for learning in their school. The team contributed to and helped build the capacity of the staff, in the area of assessment, on a daily basis independently of the AISI consultant. Building the assessment capacity of groups of teachers in each school will help to sustain the project when the cycle is done.

In a collaborative environment, each school-based team explored assessment for learning strategies, analyzed and collected data, reflected upon student learning and professional practice. Assessment Learning Teams choose a specific area of focus to increase student ownership and improve student learning. One or more of the following instructional strategies were the focus of the team:

1. Sharing Learning Expectations - clarify and share learner outcomes and criteria.
2. Questioning - engineering effective classroom discussion.

3. Feedback - provide feedback that moves learners forward.
4. Self-Assessment - involve students, by taking ownership, of their learning.
5. Peer Coaching - having students provide effective feedback to one another.

- **ADMINISTRATION PROFESSIONAL LEARNING COMMUNITIES (PLCS):**

Administration PLC assessment workshops were developed at the request of the principals in the Division. A series of six half-day workshops on classroom assessment were designed for administrators. The focus of these sessions was to support them in developing an understanding of the essential question: What does it look like, in a classroom, school and Division when assessment for learning is occurring? All the administrators who attended these workshops appreciated the opportunities for reflection, conversation and collaboration around the topic of assessment for learning.

OUTCOMES-BASED REPORT CARD

An outcomes-based report card was implemented in all schools in our Division for students in grades 1-6. AISI consultants provided teachers with professional development during the course of the year, which supported teachers with the pedagogical shift required for reporting and communicating outcomes-based learning. Parent workshops occurred several times throughout the year at individual schools. The purpose of the parent workshops was to introduce new assessment terminology, explain outcomes-based reporting and to share assessment for learning strategies that were being used in their child's classroom. Both parents and teachers reported that they had a better understanding of how the child was achieving as a result of this new reporting process.

PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Over the past year Elk Island Catholic teachers participated in Division-wide professional development to support the implementation of the new curriculum in Social Studies, Biology, Chemistry, Physics and Mathematics.

Teachers also took advantage of the many professional development sessions offered by the Edmonton Regional Learning Consortium to enhance their knowledge of assessment and curriculum.

PREPARATION FOR THE NEW MATHEMATICS CURRICULUM

Our teachers are preparing for the implementation of the new Math curriculum in the 2008-2009 school year. Many of our staff attended the summer Mathematics Institute presented by Alberta Education. Three consultants have been contracted for their expertise to present workshops to teachers in preparation of implementation of this new curriculum.

AAC ASSESSMENT SPECIALIST TRAINING

Two of our Division AISI Consultants, as well as two classroom teachers, continued to be trained and to participate in the assessment specialist sessions offered by Alberta Assessment Consortia. Feedback from the consultants and teachers who attend the sessions has been very positive. The materials that they are able to access were used with the AISI assessment workshops.

LIBRARY SOFTWARE UPDATE

Our Division purchased a new Destiny Follett library software program to replace the aging program that been used in the Division for a number of years. Library technicians as well as our Division's Teacher Librarian culled library collections and prepared for the conversion of library records.

SOCIAL STUDIES AND SCIENCE PLCS

Teams of teachers made the selection of new resources to support the grade five, grade eight and grade 10 Social Studies curriculum. A Social Studies Professional Learning Community (PLC) was established to foster collaboration between our four senior high schools in the development of unit and lesson plans to support the high school Social Studies teachers.

A Science Professional Learning Community was established in 2006 to support our senior high Biology, Chemistry and Physics teachers as they implement the new curriculum in these subjects. A Science Consultant was contracted to assist teachers in the selection of resources and development of unit and lesson plans that align with the outcomes of the new programs of studies.

STUDENTS ACHIEVE SOFTWARE PROGRAM

Our Division planned the final implementation of the Students Achieve software program in all of our high schools and in five of our junior high schools. Teachers attended professional development sessions sponsored by Student Achieve as well as by our AISI Consultants. This program enabled students and their parents to access critical information on achievement on an ongoing, daily basis.

“LINKING GENERATIONS” PROGRAM

Three of our schools, Holy Spirit, Our Lady of Perpetual Help and Jean Vanier, continued to be very involved in the “Linking Generations” Program. This program is designed to have students volunteer their time during the noon hour to partner with a senior citizen in one of the Seniors

Lodges in Sherwood Park over the course of the year. Involvement in this program was very well received by both the seniors and the students.

NEW TEACHER MENTORING PROGRAM

Our Division continued to offer a Mentorship Program aimed at coaching and supporting new teachers in their initiation to the teaching profession and their career.

STUDENT LEADERSHIP PROGRAM

Students from several of our schools continued their involvement in the Student Leadership Program at the Local, Provincial and National Level. Feedback from students and their parents and teachers was very positive.

FAITH FORMATION PROGRAM

Our Division continues to support a very strong faith formation program for our staff. Over 80 people have taken a variety of courses offered both in house and at Newman Theological College and St. Joseph's College. In addition to the courses offered, the Division has always maintained a strong presence at the Blueprints and SPICE Catholic Conferences hosted by ACSTA.

STUDENT RETREAT PROGRAMS

One of our Division's true success stories has been our student retreat programs. A concerted effort has been made to offer faith retreats to students in grades 5 to 12 over the course of the school year. Each year, there is more and more involvement and participation from the students and staff. In addition to the student retreats, many of our schools host a staff retreat that becomes part of their school's faith life journey.

SENIOR HIGH SCHOOL CHAPLAIN PROGRAM

As our Division's Senior High School Counseling Review clearly indicated, one of our strengths at the High School level is the fact that we have Chaplains in all of our High schools. This teacher acts as both a resource person for the staff and the students. On a daily basis, students visit the Chaplains office to engage in a very high level conversation about the Catholic Faith or just talking about religious education issues in general.

TRANSPORTATION STAFF EVENTS

To build staff morale and to create a cohesive "team", our Transportation Department hosted their 4th Annual Driver Awards Banquet to recognize the outstanding achievements of our

drivers. Several professional development opportunities were provided that reinforced positive driver attitudes, safe driving habits, first aid training and safety awareness. Our Transportation staff were very involved in providing transportation to competitors at the Alberta Seniors Games held in Fort Saskatchewan in July, 2007.

FACILITIES INITIATIVES

The 2006-2007 school year was highlighted by the provision of professional development training (Heartsave Plus Level B) for our caretakers and maintenance staff, the establishment of enhanced security measures (staff photo identification and planning for a card-based security access system), the introduction of “green” cleaning products in all of our buildings and key involvement in the design and planning of our Division’s Pandemic Influenza Preparedness Plan. Our Facilities Department held its 1st Annual Staff Barbeque in June, 2007.

OCCUPATIONAL HEALTH AND SAFETY PROGRAM

The Division developed an Occupational Health and Safety Manual. Key staff members were trained to implement the program.

V RESULTS ACHIEVED

Goal One: High Quality Learning Opportunities for All

Outcome: Schools provide a safe and caring environment for students.

Performance Measure	Results				Target											
	2003/04	2004/05	2005/06	2006/07	2006/07											
Percentage of teachers, parents and students, who agree that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	Overall					REQUIRED										
	Jurisdiction	84.5	85.3	87.5	87.2		85.0									
	Province	80.7	83.1	84.5	84.2											
	Teachers					OPTIONAL										
	Jurisdiction	95.5	94.8	95.5	94.7											
	Province	90.6	92.3	92.8	92.6											
	Parents					OPTIONAL										
	Jurisdiction	81.6	83.3	84.8	84.6											
	Province	78.0	79.9	82.1	81.7											
	Students					OPTIONAL										
	Jurisdiction	76.3	77.9	82.2	82.4											
	Province	73.5	77.2	78.4	78.5											
	Comment on Results <ul style="list-style-type: none"> ❖ Exceeds target and provincial averages in this area. ❖ Schools continue to foster a positive nurturing Catholic community of learners. 	Graph of Overall Jurisdiction Results (optional) <table border="1"> <caption>Graph Data: Overall Jurisdiction Results</caption> <thead> <tr> <th>Year</th> <th>Result (%)</th> </tr> </thead> <tbody> <tr> <td>2003/2004</td> <td>84.5</td> </tr> <tr> <td>2004/2005</td> <td>85.3</td> </tr> <tr> <td>2005/2006</td> <td>87.5</td> </tr> <tr> <td>2006/2007</td> <td>87.2</td> </tr> </tbody> </table>					Year	Result (%)	2003/2004	84.5	2004/2005	85.3	2005/2006	87.5	2006/2007	87.2
		Year	Result (%)													
2003/2004	84.5															
2004/2005	85.3															
2005/2006	87.5															
2006/2007	87.2															

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

Performance Measure	Results				Target		
	2003/04	2004/05	2005/06	2006/07	2006/07		
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, and health and physical education.	Overall					REQUIRED	
	Jurisdiction	72.0	73.1	74.1	74.7		75.0
	Province	75.9	76.7	78.1	78.5		
	Teachers					OPTIONAL	
	Jurisdiction	83.2	81.9	81.7	80.0		
	Province	83.5	83.6	85.2	85.7		
	Parents					OPTIONAL	
	Jurisdiction	64.8	69.4	71.8	71.8		
	Province	75.4	75.0	76.6	76.9		
	Students					OPTIONAL	
	Jurisdiction	68.0	68.2	68.9	72.5		
	Province	68.5	71.5	72.6	72.9		
	Comment on Results		Graph of Overall Jurisdiction Results (optional)				
	<ul style="list-style-type: none"> ❖ It continues to be a challenge to offer a range of options in our smaller high schools. ❖ With maximum capacity in most our schools there is a shortage of space to offer a variety of programming especially in the areas of fine arts CTS and physical education. ❖ Implementation of a sports option has been very positively received at two of our schools. 						

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

Performance Measure	Results				Target		
	2003/04	2004/05	2005/06	2006/07	2006/07		
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	Overall					REQUIRED	
	Jurisdiction	86.0	87.0	89.0	88.8		87.5
	Province	84.1	86.1	87.7	87.6		
	Teachers					OPTIONAL	
	Jurisdiction	95.6	93.9	94.8	94.0		
	Province	92.6	93.9	94.8	94.7		
	Parents						
	Jurisdiction	78.0	81.1	84.1	83.1		
	Province	76.6	78.9	81.6	81.8		
	Students						
	Jurisdiction	84.2	86.0	88.0	89.4		
	Province	83.2	85.6	86.6	86.4		
	Comment on Results		Graph of Overall Jurisdiction Results (optional)				
	<ul style="list-style-type: none"> ❖ The family caring atmosphere makes Elk Island Catholic a Division of choice for our teachers. ❖ Parents and students continue to be very satisfied with the overall quality of teaching and learning in our Division. 						

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

Performance Measure	Results				Target																											
	2003/04	2004/05	2005/06	2006/07	2006/07																											
Percentage of teachers, parents and students satisfied with access and timeliness of services for students in schools (e.g., academic counseling, career counseling, library services, and supports for students with special needs).	Overall					REQUIRED																										
	Jurisdiction	n/a	67.9	67.6	67.6																											
	Province	n/a	67.2	67.2	68.2																											
	Teachers					OPTIONAL																										
	Jurisdiction	n/a	71.9	70.6	72.2																											
	Province	n/a	70.0	70.0	72.0																											
	Parents					OPTIONAL																										
	Jurisdiction	n/a	54.5	52.9	52.7																											
	Province	n/a	54.9	54.9	55.9																											
	Students					OPTIONAL																										
	Jurisdiction	n/a	77.2	79.3	77.8																											
	Province	n/a	76.7	76.9	76.8																											
	Comment on Results	<p>❖ Although this is an area fairly consistent with provincial averages on overall percentage, growth in this area needs to be addressed.</p>																														
		<p>Graph of Overall Jurisdiction Results (optional)</p> <table border="1"> <caption>Data for Graph of Overall Jurisdiction Results (optional)</caption> <thead> <tr> <th>Year</th> <th>Overall (%)</th> <th>Parent (%)</th> <th>Student (%)</th> <th>Teacher (%)</th> </tr> </thead> <tbody> <tr> <td>2003/2004</td> <td>n/a</td> <td>n/a</td> <td>n/a</td> <td>n/a</td> </tr> <tr> <td>2004/2005</td> <td>67.9</td> <td>54.5</td> <td>77.2</td> <td>71.9</td> </tr> <tr> <td>2005/2006</td> <td>67.6</td> <td>52.9</td> <td>79.3</td> <td>70.6</td> </tr> <tr> <td>2006/2007</td> <td>67.6</td> <td>52.7</td> <td>77.8</td> <td>70.6</td> </tr> </tbody> </table>					Year	Overall (%)	Parent (%)	Student (%)	Teacher (%)	2003/2004	n/a	n/a	n/a	n/a	2004/2005	67.9	54.5	77.2	71.9	2005/2006	67.6	52.9	79.3	70.6	2006/2007	67.6	52.7	77.8	70.6	
	Year	Overall (%)	Parent (%)	Student (%)	Teacher (%)																											
	2003/2004	n/a	n/a	n/a	n/a																											
2004/2005	67.9	54.5	77.2	71.9																												
2005/2006	67.6	52.9	79.3	70.6																												
2006/2007	67.6	52.7	77.8	70.6																												

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

Performance Measure	Results					Target																		
	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07																		
Annual dropout rate of students aged 14 to 18.	Jurisdiction	2.1	1.4	1.5	1.5	1.1	1.25																	
	Province	6.3	5.5	5.3	4.9	4.7																		
<p>Comment on results</p> <ul style="list-style-type: none"> ❖ Elk Island Catholic has been recognized by the province for its outstanding performance in maintaining a very low drop out rate. ❖ The division has surpassed targets and provincial averages in this area. The work of administrators, teachers, counsellors and support staff in our inclusive environment has resulted in an outstanding percentage of students remaining in school. 		<p>Graph of Overall Jurisdiction Results (optional)</p> <table border="1"> <caption>Authority Results Data</caption> <thead> <tr> <th>Year</th> <th>Drop Out Rate (%)</th> <th>Returning Rate (%)</th> </tr> </thead> <tbody> <tr> <td>2001/2002</td> <td>~2</td> <td>~20</td> </tr> <tr> <td>2002/2003</td> <td>~2</td> <td>~42</td> </tr> <tr> <td>2003/2004</td> <td>~2</td> <td>~32</td> </tr> <tr> <td>2004/2005</td> <td>~2</td> <td>~28</td> </tr> <tr> <td>2005/2006</td> <td>~2</td> <td>~48</td> </tr> </tbody> </table>					Year	Drop Out Rate (%)	Returning Rate (%)	2001/2002	~2	~20	2002/2003	~2	~42	2003/2004	~2	~32	2004/2005	~2	~28	2005/2006	~2	~48
Year	Drop Out Rate (%)	Returning Rate (%)																						
2001/2002	~2	~20																						
2002/2003	~2	~42																						
2003/2004	~2	~32																						
2004/2005	~2	~28																						
2005/2006	~2	~48																						
<p>Comment on progress toward 2008/09 target</p> <p>It is expected that the Division will maintain this outstanding performance for 2008/09.</p>																								

Outcome: Students complete programs.

Performance Measure	Results					Target													
	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07													
Percentages of students who completed high school within three, four and five years of entering Grade 10.	Within 3 years:																		
	Jurisdiction	77.1	82.2	81.2	76.7	77.5													
	Province	65.6	67.8	69.3	70.4	70.4													
	Within 4 years:																		
	Jurisdiction	84.6	83.8	87.8	88.8	84.4													
	Province	71.8	72.3	73.4	75.1	76.2													
	Within 5 years:																		
	Jurisdiction	87.8	87.9	85.4	91.2	92.2	89.0												
	Province	75.1	75.2	75.5	77.4	78.6													
	Comment on results					Graph of Overall Jurisdiction Results (optional)													
	<ul style="list-style-type: none"> ❖ Elk Island Catholic has been recognized by the province for its outstanding performance in maintaining a very high percentage of students completing high school. ❖ The Division has exceeded provincial graduation results on a consistent basis for a number of years. 					<table border="1"> <caption>Authority Results Data</caption> <thead> <tr> <th>Period</th> <th>Drop Out Rate (%)</th> <th>Returning Rate (%)</th> </tr> </thead> <tbody> <tr> <td>02 - 04 3 Yr Average</td> <td>~2</td> <td>~32</td> </tr> <tr> <td>03 - 05 3 Yr Average</td> <td>~2</td> <td>~35</td> </tr> <tr> <td>04 - 06 3 Yr Average</td> <td>~2</td> <td>~38</td> </tr> </tbody> </table>		Period	Drop Out Rate (%)	Returning Rate (%)	02 - 04 3 Yr Average	~2	~32	03 - 05 3 Yr Average	~2	~35	04 - 06 3 Yr Average	~2	~38
	Period	Drop Out Rate (%)	Returning Rate (%)																
02 - 04 3 Yr Average	~2	~32																	
03 - 05 3 Yr Average	~2	~35																	
04 - 06 3 Yr Average	~2	~38																	
Comment on progress toward 2008/09 target																			
<ul style="list-style-type: none"> ❖ It is expected that the Division will continue its outstanding performance in this area. 																			

Goal Two: Excellence in Student Learning Outcomes

Outcome: Students demonstrate high standards.

Performance Measure		Results (in percentages)					Target
		A E* 2002/03	A E* 2003/04	A E* 2004/05	A E* 2005/06	A E* 2006/07	A E* 2006/07
Percentages of students who achieve the acceptable standard and the percentages who achieve the standard of excellence on Grades 3, 6 and 9 Provincial Achievement Tests (cohort results).							
Grade 3							
Language Arts	Jurisdiction	92.3/15.6	91.0/14.0	80.4/17.8	87.0/19.8	90.8/18.7	95.0/17.5
	Province	82.4/15.7	81.7/15.1	82.2/16.2	81.3/14.1	80.3/17.7	
Mathematics	Jurisdiction	92.1/36.4	91.4/31.1	87.6/25.4	86.8/26.7	89.6/24.5	94.0/36.0
	Province	82.3/29.8	81.8/27.4	80.3/26.1	82.0/26.9	79.9/23.5	
Grade 6							
Language Arts	Jurisdiction	93.1/21.8	88.7/14.0	85.1/19.5	86.1/17.0	90.4/22.8	94.0/18.0
	Province	81.2/17.3	79.1/15.5	77.3/15.5	79.0/15.9	80.3/19.8	
Français	Jurisdiction	n/a	n/a	n/a	n/a	n/a	
	Province	88.5/20.1	92.8/18.1	92.0/22.8	94.5/19.7	93.0/18.0	
French Language Arts	Jurisdiction	90.2/16.4	100.0/5.8	94.8/17.2	90.6/15.1	86.7/10.0	
	Province	84.5/13.2	88.5/12.8	85.1/8.8	87.5/11.2	88.1/11.0	
Mathematics	Jurisdiction	92.9/25.4	88.0/20.4	87.2/17.8	82.4/14.3	87.4/17.4	92.0/25.0
	Province	78.3/17.7	78.5/21.2	78.2/18.1	75.2/15.6	74.0/14.5	
Science	Jurisdiction	90.7/30.9	89.3/23.5	88.7/28.5	87.6/31.3	87.2/31.4	93.5/29.0
	Province	80.0/24.1	80.6/26.2	79.8/26.0	78.1/27.7	75.2/26.6	
Social Studies	Jurisdiction	91.5/21.6	86.6/18.8	87.6/23.7	85.0/22.8	89.2/27.0	92.0/23.0
	Province	79.0/20.3	78.6/19.7	78.4/21.5	78.6/22.9	77.4/22.3	
Grade 9							
Language Arts	Jurisdiction	90.8/17.4	89.3/15.8	88.7/16.1	86.2/16.8	82.9/13.4	94.0/18.0
	Province	78.0/13.5	77.6/12.4	77.9/14.0	77.4/13.6	77.5/14.8	
Français	Jurisdiction	n/a	n/a	n/a	n/a	n/a	
	Province	90.3/26.6	85.6/15.4	87.2/17.4	86.1/14.7	81.6/12.6	
French Language Arts	Jurisdiction	90.2/41.5	97.5/42.5	100.0/44.4	91.2/22.8	89.6/16.7	
	Province	89.2/18.1	83.4/11.7	85.9/13.6	83.3/10.9	81.3/12.9	

Mathematics	Jurisdiction	66.6/13.0	70.8/16.0	72.9/14.7	75.3/13.5	70.8/16.0	77.0/18.0
	Province	63.5/17.6	66.1/18.9	68.0/19.7	67.4/17.4	66.3/18.3	
Science	Jurisdiction	81.9/9.4	76.3/11.0	76.3/14.7	77.9/13.7	76.5/15.4	77.0/16.0
	Province	71.1/13.0	66.6/12.1	67.5/12.8	67.4/13.3	69.6/14.7	
Social Studies	Jurisdiction	80.5/16.1	82.2/18.9	80.0/20.4	82.9/17.1	75.1/18.8	85.0/20.0
	Province	72.6/18.7	73.1/20.0	71.3/18.3	72.5/18.9	71.4/18.7	
Overall	Jurisdiction	88.1/22.3	86.7/19.2	84.6/20.6	84.4/19.7	84.7/20.9	86.0/23.0
	Province	77.5/19.3	77.5/19.5	77.0/19.4	76.9/19.1	75.9/19.5	

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

Outcome: Students demonstrate high standards. continued

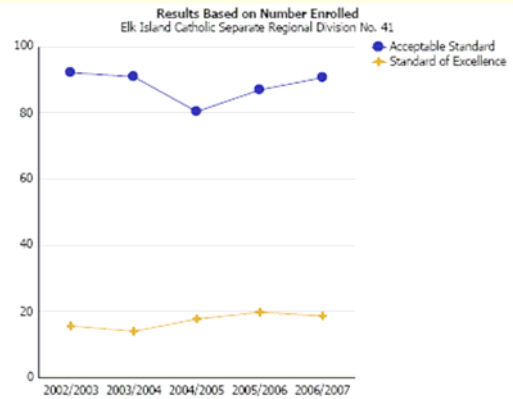
Comment on Results

- ❖ The Division has exceeded targets on the overall achievement results.
- ❖ Administration, teachers, support staff and students should be commended on the ongoing outstanding results they are achieving in the academic areas.
- ❖ Improvement of the Division Standard of Excellence is a priority.

Comment on progress toward 2008/09 target

- ❖ The Assessment For Learning initiative is supporting teachers in alignment of assessment strategies and learner outcomes. It is anticipated that there will be continuous improvement in student academic results.

Graph of Overall Jurisdiction Results (optional)



Outcome: Students demonstrate high standards. (continued)

Performance Measure		Results (in percentages)										Target
		A E*		A E*		A E*		A E*		A E*		A E*
		2002/03		2003/04		2004/05		2005/06		2006/07		2006/07
English 30-1	Jurisdiction	n/a	n/a	96.1/18.1	87.5/9.9	89.2/15.8	93.1/19.8					
	Province	n/a	n/a	92.0/18.8	89.1/17.8	88.0/19.3	87.7/19.0					
English 30-2	Jurisdiction	n/a	n/a	89.0/5.5	88.3/10.6	86.4/7.8	92.2/14.8					
	Province	n/a	n/a	85.2/7.1	89.4/10.1	86.1/8.1	88.7/9.7					
English 30	Jurisdiction	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
English 33	Jurisdiction	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Français 30	Jurisdiction	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
	Province	94.4/22.2	99.0/15.2	95.0/16.2	94.8/28.1	97.2/24.6						
French Language Arts 30	Jurisdiction	100.0/11.01	95.5/9.1	95.0/15.0	94.1/32.4	96.7/26.7						
	Province	95.2/15.4	95.4/16.7	95.1/19.1	95.0/21.8	95.6/23.1						
Social Studies 30	Jurisdiction	92.5/25.1	87.8/18.8	82.3/15.5	81.0/18.6	87.2/22.7						
	Province	86.6/22.0	85.9/23.8	85.2/24.3	85.5/23.9	86.1/24.6						
Social Studies 33	Jurisdiction	87.2/14.4	89.2/14.6	79.8/13.4	80.5/15.9	89.5/18.9						
	Province	81.5/13.1	82.9/15.0	85.0/17.6	83.5/19.0	84.8/19.6						
Pure Math 30	Jurisdiction	85.4/28.3	84.9/27.4	85.8/23.6	81.4/25.6	85.7/26.9						
	Province	84.4/27.1	83.7/32.0	80.6/25.7	82.8/26.5	81.1/24.6						
Applied Math 30	Jurisdiction	82.1/16.8	83.8/12.4	84.3/9.6	70.7/10.3	67.0/7.1						
	Province	85.0/14.0	85.5/14.3	87.6/21.8	77.5/11.8	77.6/12.1						
Math 30	Jurisdiction	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Biology 30	Jurisdiction	75.2/19.9	78.0/19.3	76.0/19.1	71.3/17.6	83.4/24.4						
	Province	80.8/21.9	81.9/26.6	81.9/26.6	81.4/26.4	83.5/27.4						
Chemistry 30	Jurisdiction	71.2/15.1	78.9/17.7	76.3/13.9	75.3/20.5	77.4/14.4						
	Province	84.5/24.6	85.7/27.9	88.2/33.4	88.4/37.1	89.3/37.9						

Physics 30	Jurisdiction	85.3/17.6	91.1/17.9	70.4/12.0	87.7/14.6	82.2/18.7	
	Province	81.5/25.1	86.6/29.8	84.2/27.8	84.4/30.0	86.1/29.3	
Science 30	Jurisdiction	n/a n/a	n/a n/a	n/a n/a	n/a n/a	n/a n/a	
	Province	88.2/19.7	84.3/16.5	88.1/22.1	82.8/17.3	87.1/18.0	
Overall	Jurisdiction	84.8/21.0	86.5/17.9	81.7/15.1	79.2/17.8	85.2/19.9	
	Province	85.3/20.8	85.8/22.2	84.7/23.0	84.7/23.0	85.4/23.3	

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

Outcome: Students demonstrate high standards (continued)

Comment on Results	Graph of Overall Jurisdiction Results (optional)																		
<ul style="list-style-type: none"> Contextual Information re: Diploma Exams: Our Division is constantly monitoring the scores on the Diploma Exams in both the Acceptable and Excellence categories. Please note that we have always maintained a very high participation rate over the last number of years. We do not believe in streaming our students and thus anyone who passes the pre-requisite is allowed to take the next level course with no minimum mark restriction. This will in many circumstances result in a lower overall average mark for the Division but on the other hand the drop rate will be low as well. Our Board believes that the latter two categories of measurement are all part of the equation when analyzing high school students' profiles. We will continue to work with our high schools and examine strategies that can focus on improving the Acceptable and Excellence marks. Our analysis indicates that we need to concentrate our efforts in the Sciences and Applied Math 30 as this seems to be the area that shows a trend of slightly below provincial performance. 	<table border="1"> <caption>Elk Island Catholic Separate Regional Division No. 41 - Jurisdiction Results</caption> <thead> <tr> <th>Year</th> <th>Acceptable Standards (%)</th> <th>Standard of Excellence (%)</th> </tr> </thead> <tbody> <tr> <td>2002/2003</td> <td>85</td> <td>20</td> </tr> <tr> <td>2003/2004</td> <td>86</td> <td>18</td> </tr> <tr> <td>2004/2005</td> <td>82</td> <td>15</td> </tr> <tr> <td>2005/2006</td> <td>80</td> <td>18</td> </tr> <tr> <td>2006/2007</td> <td>85</td> <td>20</td> </tr> </tbody> </table>	Year	Acceptable Standards (%)	Standard of Excellence (%)	2002/2003	85	20	2003/2004	86	18	2004/2005	82	15	2005/2006	80	18	2006/2007	85	20
Year	Acceptable Standards (%)	Standard of Excellence (%)																	
2002/2003	85	20																	
2003/2004	86	18																	
2004/2005	82	15																	
2005/2006	80	18																	
2006/2007	85	20																	
<p>Comment on progress toward 2008/09 target (if applicable)</p>																			

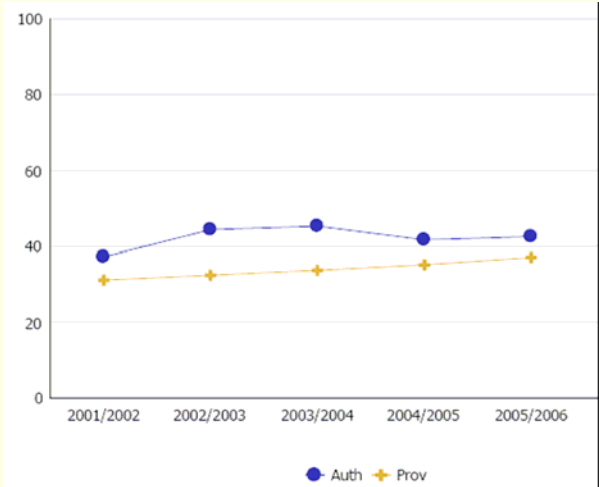
Outcome: Students demonstrate high standards. (continued)

Performance Measure	Results					Target	
	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07	
Diploma examination participation rate: Percentages of students who have written four or more diploma exams by the end of their third year of high school.	Jurisdiction	62.0	69.1	67.1	66.1	66.0	
	Province	50.1	51.4	52.4	53.5	53.7	
<p>Comment on Results</p> <ul style="list-style-type: none"> ❖ The Division continues to maintain a very high level of achievement for participation rates. ❖ The Division has been recognized by the province for achievement for this measure. 		<p>Graph of Overall Jurisdiction Results (optional)</p>					
<p>Comment on progress toward 2008/09 target</p> <ul style="list-style-type: none"> ❖ The Division has exceeded the provincial averages consistently for this measure and it is expected that this will continue. 							

Outcome: Students demonstrate high standards. (continued)

Performance Measure		Results					Target
		2001/02	2002/03	2003/04	2004/05	2005/06	2006/07
Percentages of Grade 12 students meeting the Rutherford Scholarship eligibility criteria.	Jurisdiction	37.3	44.4	45.4	41.8	42.6	
	Province	31.2	32.5	33.8	35.3	37.2	
Comment on Results		<p>❖ The Division has exceeded the provincial averages consistently for this measure.</p>					
Comment on progress toward 2008/09 target		<p>❖ This area has been identified as an area for growth. High schools have this measure as an area of growth in their school improvement plans.</p>					

Graph of Overall Jurisdiction Results (optional)



Outcome: Students are well prepared for lifelong learning.

Performance Measure	Results					Target	
	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07	
High school to post-secondary transition rate within four and six years of entering Grade 10.	Within 4 years:						
	Jurisdiction	41.1	40.8	42.5	45.0	49.4	
	Province	32.0	32.8	34.0	37.0	39.5	
	Within 6 years:						
	Jurisdiction	63.8	68.2	74.4	64.1	71.3	
	Province	51.2	51.5	54.4	57.5	59.5	
<p>Comment on Results</p> <ul style="list-style-type: none"> ❖ The Division has exceeded the provincial averages consistently for this measure. 		<p>Graph of Overall Jurisdiction Results (optional)</p> <p>The '6 Year Rate (%)' graph shows the 'Auth' rate starting at approximately 65% in 2001/2002, peaking at 74.4% in 2003/2004, dipping to 64.1% in 2004/2005, and ending at 71.3% in 2005/2006. The 'Prov' rate starts at 51.2% in 2001/2002 and steadily increases to 59.5% in 2005/2006. The '4 Year Rate (%)' graph shows the 'Auth' rate starting at 41.1% in 2001/2002 and rising to 49.4% in 2005/2006. The 'Prov' rate starts at 32.0% in 2001/2002 and rises to 39.5% in 2005/2006.</p>					
<p>Comment on progress toward 2008/09 target (if applicable)</p>							

Outcome: Students are well prepared for employment.

Performance Measure	Results				Target												
	2003/04	2004/05	2005/06	2006/07	2006/07												
Percentages of teachers and parents who agree that students are taught attitudes and behaviors that will make them successful at work when they finish school.	Overall					REQUIRED											
	Jurisdiction	75.6	75.7	77.2	78												
	Province	72.2	74.9	77.0	77.1												
	Teachers					OPTIONAL											
	Jurisdiction	95.2	88.0	90.9	90.4												
	Province	87.3	89.1	89.4	89.2												
	Parents					OPTIONAL											
	Jurisdiction	56.1	63.4	63.5	65.6												
	Province	57.1	60.8	64.6	65.1												
	Comment on Results		Graph of Overall Jurisdiction Results (optional)														
	<ul style="list-style-type: none"> ❖ There has been a steady increase in parent and teacher satisfaction rates. 		<table border="1"> <caption>Graph Data: Overall Jurisdiction Results</caption> <thead> <tr> <th>Year</th> <th>Result (%)</th> </tr> </thead> <tbody> <tr> <td>2003/2004</td> <td>75.6</td> </tr> <tr> <td>2004/2005</td> <td>75.7</td> </tr> <tr> <td>2005/2006</td> <td>77.2</td> </tr> <tr> <td>2006/2007</td> <td>78</td> </tr> </tbody> </table>				Year	Result (%)	2003/2004	75.6	2004/2005	75.7	2005/2006	77.2	2006/2007	78	
	Year	Result (%)															
2003/2004	75.6																
2004/2005	75.7																
2005/2006	77.2																
2006/2007	78																

Outcome: Students model the characteristics of active citizenship.

Performance Measure	Results				Target											
	2003/04	2004/05	2005/06	2006/07	2006/07											
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	Overall					REQUIRED										
	Jurisdiction	77.9	78.8	80.7	80.3											
	Province	72.2	75.3	76.8	76.6											
	Teachers					OPTIONAL										
	Jurisdiction	92.6	92.5	93.7	93.3											
	Province	86.1	89.5	90.3	89.9											
	Parents					OPTIONAL										
	Jurisdiction	73.7	75.8	76.7	75.2											
	Province	67.5	70.3	72.4	72.6											
	Students					OPTIONAL										
	Jurisdiction	67.5	68.0	71.6	72.3											
	Province	63.0	66.1	67.5	67.1											
	Comment on Results					Graph of Overall Jurisdiction Results (optional)										
	<ul style="list-style-type: none"> ❖ Jurisdiction results surpass provincial results for teachers, parents and students. ❖ It is anticipated that there will be continued improvement for this measure. 					<table border="1"> <caption>Graph of Overall Jurisdiction Results (optional)</caption> <thead> <tr> <th>Year</th> <th>Percent (%)</th> </tr> </thead> <tbody> <tr> <td>2003/2004</td> <td>77.9</td> </tr> <tr> <td>2004/2005</td> <td>78.8</td> </tr> <tr> <td>2005/2006</td> <td>80.7</td> </tr> <tr> <td>2006/2007</td> <td>80.3</td> </tr> </tbody> </table>		Year	Percent (%)	2003/2004	77.9	2004/2005	78.8	2005/2006	80.7	2006/2007
Year	Percent (%)															
2003/2004	77.9															
2004/2005	78.8															
2005/2006	80.7															
2006/2007	80.3															

Goal Three: Highly Responsive and Responsible Jurisdiction

Outcome: The jurisdiction demonstrates effective working relationships with partners and stakeholders.

Performance Measure	Results				Target											
	2003/04	2004/05	2005/06	2006/07	2006/07											
Percentages of teachers and parents satisfied with parental involvement in decisions about their child's education.	Overall					REQUIRED										
	Jurisdiction	76.1	74.9	77.6	77.5											
	Province	74.1	76.1	77.9	77.5											
	Teachers					OPTIONAL										
	Jurisdiction	90.3	85.2	87.8	87.7											
	Province	85.4	87.0	87.6	87.1											
	Parents															
	Jurisdiction	61.8	64.5	67.4	67.4											
	Province	62.8	65.2	68.1	67.9											
	Comment on Results	Graph of Overall Jurisdiction Results (optional)														
	<ul style="list-style-type: none"> ❖ The Division continues to maintain high level of teacher involvement. 	<table border="1" style="display: none;"> <caption>Overall Jurisdiction Results Data</caption> <thead> <tr> <th>Year</th> <th>Jurisdiction (%)</th> </tr> </thead> <tbody> <tr> <td>2003/2004</td> <td>76.1</td> </tr> <tr> <td>2004/2005</td> <td>74.9</td> </tr> <tr> <td>2005/2006</td> <td>77.6</td> </tr> <tr> <td>2006/2007</td> <td>77.5</td> </tr> </tbody> </table>					Year	Jurisdiction (%)	2003/2004	76.1	2004/2005	74.9	2005/2006	77.6	2006/2007	77.5
	Year	Jurisdiction (%)														
2003/2004	76.1															
2004/2005	74.9															
2005/2006	77.6															
2006/2007	77.5															

Outcome: The jurisdiction demonstrates leadership and continuous improvement.

Performance Measure	Results				Target											
	2003/04	2004/05	2005/06	2006/07	2006/07											
Percentages of teachers and parents indicating that their school and schools in their jurisdiction have improved or stayed the same in the last three years.	Overall					REQUIRED										
	Jurisdiction	70.4	71.5	74.6	77.8											
	Province	68.8	73.9	76.8	76.3											
	Teachers					OPTIONAL										
	Jurisdiction	71.6	66.5	71.1	75.2											
	Province	67.2	73.1	75.5	74.5											
	Parents															
	Jurisdiction	67.1	71.6	74.6	75.5											
	Province	65.3	70.9	75.4	75.1											
	Comment on Results		Graph of Overall Jurisdiction Results (optional)													
<ul style="list-style-type: none"> ❖ The Division is showing continued growth for this measure. 		<p>Elk Island Catholic Separate Regional Division No. 41</p> <table border="1"> <caption>Data for Graph of Overall Jurisdiction Results</caption> <thead> <tr> <th>School Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2003/04</td> <td>70.4</td> </tr> <tr> <td>2004/05</td> <td>71.5</td> </tr> <tr> <td>2005/06</td> <td>74.6</td> </tr> <tr> <td>2006/07</td> <td>77.8</td> </tr> </tbody> </table>				School Year	Percentage	2003/04	70.4	2004/05	71.5	2005/06	74.6	2006/07	77.8	
School Year	Percentage															
2003/04	70.4															
2004/05	71.5															
2005/06	74.6															
2006/07	77.8															

Outcome: The jurisdiction demonstrates leadership and continuous improvement. continued)

Performance Measure	Results				Target								
	2003/04	2004/05	2005/06	2006/07	2006/07								
Percentages of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.	Teachers					REQUIRED							
	Jurisdiction	N/a	72.4	77.7	79.5								
	Province	N/a	76.5	78.2	78.8								
Comment on Results	<p>❖ There has been steady improvement for this measure.</p>												
		<p>Graph of Overall Jurisdiction Results (optional)</p> <p style="text-align: center;">Elk Island Catholic Separate Regional Division No. 41</p> <table border="1"> <caption>Graph Data</caption> <thead> <tr> <th>Year</th> <th>Result (%)</th> </tr> </thead> <tbody> <tr> <td>2004/2005</td> <td>72.4</td> </tr> <tr> <td>2005/2006</td> <td>77.7</td> </tr> <tr> <td>2006/2007</td> <td>79.5</td> </tr> </tbody> </table>				Year	Result (%)	2004/2005	72.4	2005/2006	77.7	2006/2007	79.5
Year	Result (%)												
2004/2005	72.4												
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VI FUTURE CHALLENGES

FUNDING

Elk Island Catholic Schools continues to face significant challenges based on insufficient funding. The Division has a long and proud history of exemplary student achievement and success that has forged an environment of high expectations for our school communities. Our ability to continue to provide high quality programs, resources and services to our students is a growing concern.

In the fall of 2005, the Minister's Advisory Committee on the Funding Framework was established. The purpose of the Committee was to review the Renewed Funding Framework to ensure that it meets the needs of school jurisdictions and students across the province. To date, the findings and recommendations made by this Committee have not been available.

The Board and Division administration continue to lobby for funding adequacy and a funding mechanism that recognizes the needs of regional school jurisdictions.

URGENT NEED FOR NEW FACILITIES

Our Division is in urgent need of new facilities to address growth and programming needs in our school communities.

- There is rapid housing growth in Sherwood Park and surrounding areas and it is inevitable that additional Catholic facility space is required in the immediate future. Housing starts are up and enrolment is projected to increase by 4 to 5% over the next 3-5 years.
- The Division has only one small Catholic high school to service all of our students residing within Strathcona County. Students are bused to Archbishop Jordan from Cooking Lake, Tofield and Ardrossan, as well as from within the urban area of Sherwood Park. Archbishop Jordan High School located in Sherwood Park is overcrowded with 860 students. Furthermore, there are inadequate instructional spaces in the gymnasium and in our Career and Technology Studies (CTS) facilities to properly accommodate the student population. These factors have resulted in a situation in which students are being turned away because there is no space in the school
- Our Lady of Perpetual Help School, which presently hosts the Division's French Immersion Program is well beyond capacity. Similarly, students are being turned away because there is no space in the school.
- Many classroom spaces in our Strathcona County schools are in thirty year old portables that are in need of replacement.

- There are no existing facilities available within the Camrose and Vegreville schools to offer an appropriate range of CTS programming. Modernization of existing space is required to provide this programming in these schools.

THE CHALLENGE OF STAFFING AND SUCCESSION PLANNING

Our Division is in the midst of a significant transition of staff as a result of retirements and challenges of the current labour market.

- Four of the five members of the Senior Administration team are in new roles,
- Over 20% of our Division's teaching staff will be eligible to retire at the end of the 2007-2008 school year,
- One third of our school administrators will be eligible to retire at the end of the 2007-2008 school year and one half can retire within three years,
- Staff recruitment and retention of certified and non-certified staff is a major challenge at a time when Alberta is experiencing a significant economic "boom" and there are many employment options for prospective employees.

INCREASING ADMINISTRATIVE DEMANDS

The increasing demands placed upon our school and Division administrators are a significant concern. Provincial accountability measures, reduced administrative time, the very high expectations of our key stakeholders and the emergence of recent initiatives, such as GLA, CAA, GRE, and Occupational, Health and Safety requirements, our leaders are definitely feeling "stretched" and, at times, overwhelmed. These important initiatives have resulted in an inordinate amount of time being used for new project implementation, data collection and report writing, with little or no additional resources to support the requirements.

As much as our Division emphasizes the role of the principal as the "instructional leader" in the school, more and more, our administrators are caught up in the "paper war" of accountability. Perhaps more dollars at the administrative level would allow more of the core functions to be handled at Catholic Education Centre or, at the very least, provide additional administrative time to enable our school-based leaders to assist them to carry out their assigned responsibilities.

One of the unfortunate consequences of watching administrators trying to provide quality management with less-than-adequate resources is the negative perception of young staff members of the administrative role. Many young teachers across the province are keenly aware of the stress level experienced by administrators and have elected not to pursue a career in school administration. This is a critical issue at a time when a leadership transition plan is urgently needed to cope with the impending retirement of many of our school and Division leaders.

It is becoming increasingly difficult to attract dedicated qualified people into leadership roles. The responsibility is perceived as too great and the time commitment too onerous. The increased emphasis on accountability and report writing has caused many potential leaders to pause and think twice before making the necessary commitment.

TECHNOLOGY

The Division is currently facing a number of technological challenges. Fiscal constraints, due in part to the implications of the Renewed Funding Framework, are making it difficult to establish the technology infrastructure necessary to support the latest classroom based learning devices, such as smart boards and student assigned laptop computers. At this point, it is only possible to provide teachers with refurbished computer workstations to deliver programming for students.

As technology ages and the need for school technology resources and support increases, further strain is put on the Division's limited technology funds. In addition, the need for adequate network security requires additional funding support and resources.

INADEQUACY OF OUR EXISTING CATHOLIC EDUCATION CENTRE BUILDING

Despite creative planning and constantly reconfiguring our existing Catholic Education Centre building to meet growing space needs, our current building cannot provide the office space, meeting space and parking space needed to serve a regional Division with a student population nearing 6000 and to address increased needs for professional development. Despite early indications that a provincial committee may address school jurisdictions' needs for replacement of non-instructional buildings, no recommendations have been put forward to this date in time.

TRANSPORTATION ISSUES

Our Division continues to face a never-ending struggle - the lack of adequate funds to support an efficient, high-end service. Boundary issues complicate the service and contract busing has proven to not always be the answer. This is especially true in the newly formed Catholic Divisions in rural areas.

In recent years, our Division is also feeling the strain of trying to find qualified drivers for our Division-owned fleet in Sherwood Park. Our casual list of available drivers is dangerously low.

VII CAPITAL PLAN

The 2006-2007 year was an extremely busy one for the School Division's Facilities Department, its staff complement, and school-based custodial staff. Every school was a benefactor of some monies from the Infrastructure Maintenance Restorative Program (IMR). A summary of the different funding sources utilized to support the capital projects undertaken during 2006-2007 is as follows:

1.	Computer labs were installed in Madonna, St. Mary's and Holy Redeemer Schools.	\$ 89,285
2.	Our Lady of Angels and Pope John Schools funded playgrounds through Parent Council.	\$ 18,836
3.	Our Lady of Angels and Archbishop Jordan High Schools funded gym equipment for fitness centres.	\$ 30,166
4.	Our Lady of Perpetual Help School purchased scoreboards for the gym.	\$ 6,550
5.	Madonna School Council donated money for a sign.	\$ 6,115
6.	Father Kenneth Kearns, St. Mary's and Holy Spirit Schools received government funding for portables and new construction.	\$ 252,011
7.	St. Theresa School funded the purchase of extra lockers.	\$ 5,458
8.	Jean Vanier School Parent Council purchased lighting for the drama program.	\$ 6,830
9.	A new library software program was installed in all schools.	\$ 72,782
10.	Three new scrubbers were funded from Facilities.	\$ 19,729
11.	Three new buses were funded by Transportation .	\$ 227,865
12.	St. Mary's Parent Council funded a bus garage.	\$ 81,542
13.	A new foods lab and a classroom were funded by IMR for Our Lady of Angels and Jean Vanier Schools.	\$ 35,708
14.	Six Modus Portables were moved and temporarily connected for Our Lady of Mount Pleasant, St. Patrick, and Holy Spirit Schools.	<u>\$1,274,779</u>
TOTAL		<u>\$2,127,656</u>

VIII FINANCIAL INFORMATION

ELK ISLAND CATHOLIC SEPARATE REGIONAL DIVISION NO. 41 AUDITED FINANCIAL STATEMENT FOR THE YEAR ENDED AUGUST 31, 2007

The financial position for Elk Island Catholic Separate Regional Division No. 41 shows a surplus of \$2,287,481 on the financial operations for the year ended August 31, 2007.

The surplus of funds originated from the blocks as set out by Alberta Learning:

<u>Revenue Block</u>		<u>Amount</u>
Instruction	surplus	\$1,515,480
Administration	surplus	239,675
Operation & Maintenance	surplus	295,196
Transportation	surplus	237,130
External Services	balanced	0
Surplus for the Year	(surplus)	<u>\$2,287,481</u>

To explain the surplus for the year 2006/2007 in the amount of \$2,287,481 it is important to note that revenue from the year accounts for both operating and capital revenue, whereas, expenditures for the year only account for operating costs.

The expenses for capital (those expenses which are amortized/depreciated over 5 to 20 years) are reflected in the Statement of Changes to Net Assets. Reserve transfers are also factored into the financial position. For example items purchased and capitalized like school bus replacements, parking lot improvements, etc. are not accounted for in the operating expenses but accounted for on the Statement of Changes in Net Assets along with any reserves allocations.

UNRESTRICTED RESERVES

• Surplus added to unrestricted reserves	<u>\$523,020</u>
TOTAL UNRESTRICTED RESERVE	<u>\$523,020</u>

RESTRICTED RESERVES

Instruction

• Schools drew down reserves in 2006/07	(\$237,437)
• IT Department	10,155
• International Student Additions	23,800
• Library Reserve Addition	3,937

•	Brighter Beginnings (new)	78,435
•	Staff replacement	302,000
•	Operating Reserve Addition	<u>811,570</u>
		\$992,460

Administration

Amounts added to restricted reserves in 2007/08:

•	Election Reserve	\$ 15,000
•	Operating Reserve	<u>224,675</u>
	2006/07 Surplus in Administration	\$239,675

Operations & Maintenance

Amounts added to reserves in 2007/08:

•	Vehicle Reserve	\$105,000
•	Equipment Reserve	20,000
•	Operating Reserve	<u>170,196</u>
	2006/07 Surplus in Operations & Maintenance	\$295,196

Transportation

Amount added to school bus replacement reserve
2006/07 Surplus in Transportation

\$237,130

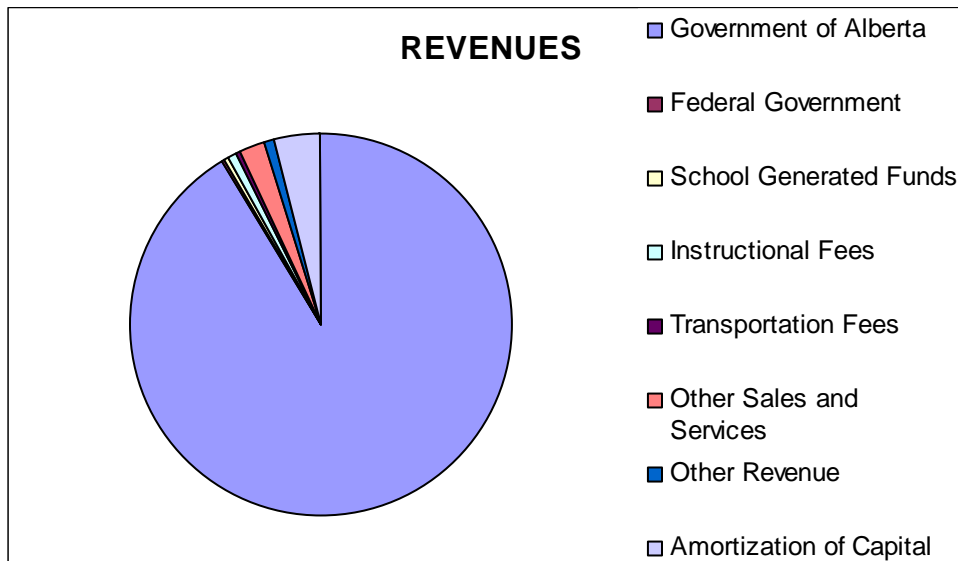
TOTAL RESTRICTED RESERVE **\$1,764,461**

TOTAL UNRESTRICTED & RESTRICTED **\$2,287,481**

More information regarding the Audited Financial Statement can be obtained by calling the School Division office at 467-8896, by faxing a request to 467-5469, or by writing to 160 Festival Way, Sherwood Park, Alberta, T8A 5Z2.

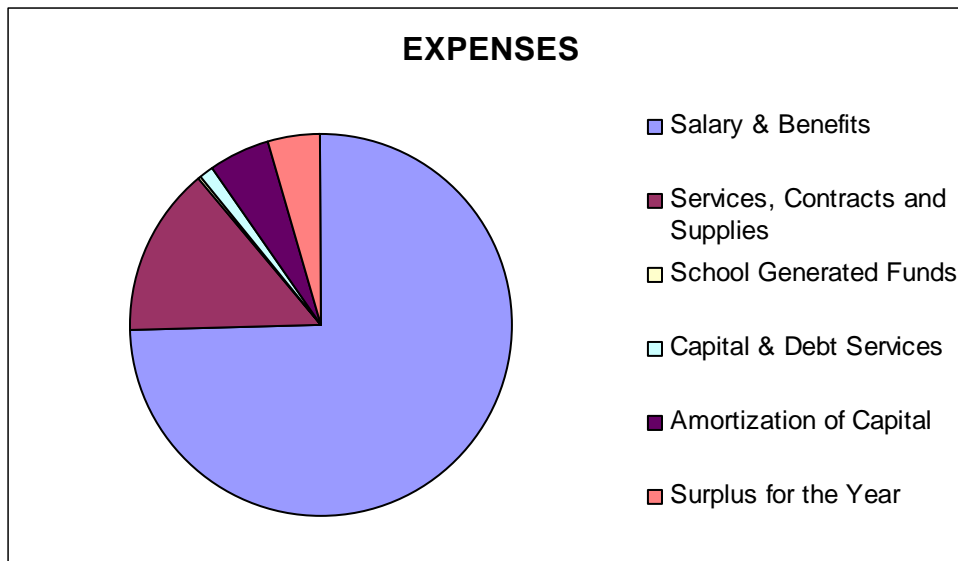
**ELK ISLAND CATHOLIC SEPARATE REGIONAL DIVISION NO. 41
AUDITED FINANCIAL STATEMENT
FOR THE YEAR ENDED AUGUST 31, 2007**

<u>REVENUES</u>	<u>Amount</u>	<u>%</u>
Government of Alberta	\$46,726,691	91.49%
Federal Government	\$97,597	0.1%
School Generated Funds	\$169,840	0.4%
Instructional Fees	\$366,734	0.74%
Transportation Fees	\$132,421	0.26%
Other Sales and Services	\$1,128,772	2.21%
Other Revenue	\$419,325	0.82%
Amortization of Capital	\$2,032,312	3.98%
<u>Total Revenues</u>	\$51,073,692	100.00%



**ELK ISLAND CATHOLIC SEPARATE REGIONAL DIVISION NO. 41
AUDITED FINANCIAL STATEMENT
FOR THE YEAR ENDED AUGUST 31, 2007**

<u>EXPENSES</u>	<u>Amount</u>	<u>%</u>
Salary & Benefits	\$38,024,741	74.45%
Services, Contracts and Supplies	\$7,408,811	14.51%
School Generated Funds	\$169,840	0.33%
Capital & Debt Services	\$561,040	1.10%
Amortization of Capital	\$2,621,779	5.13%
Surplus for the Year	\$2,287,481	4.48%
<u>Total Expenses</u>	\$51,073,692	100.00%



For more information please contact

Tony Sykora, Chairman
Elk Island Catholic Schools
467-8896

Dr. Chris Diachuk, Superintendent of Schools
Elk Island Catholic Schools
467-8896

If you have comments or suggestions regarding the 2006-2007 Annual Education Results Report, please mail or fax them to the Superintendent of Schools at:

Elk Island Catholic Separate Regional Division No. 41
160 Festival Way
Sherwood Park, Alberta
T8A 5Z2

Telephone (780) 467-8896

Fax (780) 467-5469