



Parkland School Division No. 70

# Annual Education Results Report 2007-2008





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# 2007-2008 accountability statement

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## Our Accountability Statement

The Annual Education Results Report for Parkland School Division No. 70 for the 2007/08 school year was prepared under the direction of the Board in accordance with the responsibilities under the *School Act* and the *Government Accountability Act*. The Board is committed to using the results in this report, to the best of our abilities, to improve the outcomes for students in our jurisdiction. We will use the results to develop sound strategies for our three-year education plan to ensure that all our students can acquire the knowledge, skills and attitudes they need to be self-reliant, responsible, caring and contributing members of society.

Handwritten signature of Richard Gilchrist.

Richard Gilchrist,  
*Board Chair*

Handwritten signature of Mary Lynne R. Campbell.

Mary Lynne R. Campbell  
*Superintendent of Schools*

***“Every Child ... Many Opportunities”***

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# 2007 2008 communicating our results

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For additional information about Parkland School Division's  
2007/08 Annual Education Results Report,  
2007/08 Audited Financial Statement,  
2007/08 School Generated Funds or  
Three Year Capital Plan  
*Please contact:*

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A copy of Parkland's Audited Financial Statement is located at:  
<http://www.psd70.ab.ca/psd/content/division/accountability.shtml>

For comparative financial information see Alberta Education's  
provincial Audited Financial Statements roll up at:  
<http://www.education.gov.ab.ca/funding/afs>

A copy of Parkland's AISI Cycle Three, Year Two Report, is available at:  
<http://www.psd70.ab.ca/psd/content/division/accountability.shtml>

A copy of Parklands's Class Size Report is available at:  
<http://www.psd70.ab.ca/psd/assets/content/division/accountability/classsize/lassal0607.pdf>

Information regarding the Annual Education Results Report (AERR) is  
communicated with the public in the following manner:

- posted to the jurisdiction's website at  
<http://www.psd70.ab.ca/psd/content/division/accountability.shtml>
- copies are sent to each school, school council and agencies within  
the community
- Parkland's employee newsletter, *On-Line*, will feature highlights of  
the AERR

Information regarding school Annual Reports is shared with school  
communities in the following manner:

- a copy is posted to the school website
- schools share a copy with their respective school council
- schools share highlights of their report through letters/school  
newsletters with their parent community.

School's Annual Education Results Reports (AERR) are posted to the  
jurisdiction's website.

Links to Parkland School Division Schools are also available on the  
jurisdiction's website: <http://www.psd70.ab.ca>

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# Parkland School Division Profile

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## Vision Statement

Parkland School Division is a learning organization dedicated to the development of children.

## Mission Statement

Our primary purpose in Parkland School Division is to create learning environments through which children achieve enduring success.



## Board of Trustees 2007/08

Chair                   Dorcas Kilduff

Vice Chair            Irene Goebel

Trustees              Kathleen Linder  
                          Richard Gilchrist  
                          Darcy Kolodnicki  
                          Elsie Kinsey  
                          Robert Gillard

## Senior Administration 2007/08

Superintendent	Mary Lynne Campbell
Deputy Superintendent	John Bailey
Associate Superintendent Learning Services	Ben Beil
Associate Superintendent Business & Finance	Claire Jonsson
Assistant Superintendent	Kelly Wilkins



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# 2007 2008 Parkland School Division Profile

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The current Board of Trustees of Parkland School Division No. 70 oversees public education programming for approximately 9,500 K - 12 students residing on the western edge of Edmonton, Alberta, surrounding and including the City of Spruce Grove, Town of Stony Plain and Parkland County.

The following schools are part of the school district:

## **Early Years Schools**

Brookwood School (K-4)  
Millgrove School (K-4)  
Parkland Village School (K-4)  
Forest Green School (K-6)  
Keephills School (K-6)

## **Middle Years Schools**

Greystone Centennial Middle School (5-9)  
Woodhaven Middle School (5-9)

## **K-9 Schools**

Blueberry Community School (K-9)  
Ecole Broxton Park School (K-9)  
Entwistle School (K-9)  
High Park School (K-9)  
Seba Beach School (K-9)  
Tomahawk School (K-9)

Duffield School (K-9)  
Ecole Meridian Heights School (K-9)  
Graminia School (K-9)  
Muir Lake Community School (K-9)  
Stony Plain Central School (K-9)  
Wabamun School (K-9)

## **Senior High Schools**

Spruce Grove Composite High School (10-12)  
Memorial Composite High School (10-12)

## **Outreach and Alternative Programs**

Connections for Learning (1-12)  
Memorial Outreach (10-12)  
Spruce Grove Outreach (10-12)  
Stony Creek (1-9)



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# 2007-2008 accomplishments

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## Early and Middle Years

The enhancement of Early and Middle Years pedagogy and practices is one of three priorities for Parkland School Division. The implementation of early and middle years education is leading to:

- New learning
- Changes to instructional practices
- Increased staff collaboration.

According to our 2007-2008 survey, 82% of parents report that they are satisfied with their schools' focus on early or middle years programming to help meet the needs of their child.

## Assessment for Learning

Expanded use of assessment for learning practices is the second of three identified priorities for Parkland School Division. Policy H26: *Student Assessment, Evaluation and Reporting* states that the primary purpose of assessment is to gather information about student progress in order to improve teaching and learning. There is considerable evidence in the school division to demonstrate that assessment practices 'for' and 'as' learning are on the increase.

In addition, Alberta Initiative for School Improvement (AIS) projects across the Division reflect this emphasis on assessment. The more staff and students become cognizant of the tools, philosophy and practices of assessment for learning, the more student learning and achievement will improve.

## Citizenship and Social Responsibility

The development of Citizenship and Social Responsibility (CSR) skills is the third of Parkland School Division's three identified priorities. Students in K-9 learn about and demonstrate growth in a number of areas including:

- Respect and integrity
- Empathy and compassion
- Independence and interdependence
- Self-control and responsibility

The *Standards for Student Citizenship and Social Responsibility K-9* document is used as the basis for instructional design, student assessment, evaluation and reporting. The standards provide support to administrators and teachers for programming in this area of student development. They also articulate a common language for the school community. To that end, parents are invited to actively engage in the journey towards positive character development in students. A parent handbook regarding CSR is available for download in the Parent section of Parkland School Division's website.

## Learning Services

### Student Services (Special Needs)

- The expansion of specialized programming for middle years students with severe emotional and/or behavioral challenges into three schools, Broxton Park School, Greystone Centennial Middle School and Woodhaven School, has enabled Parkland School Division to better meet the needs of students. The collaboration between the three schools has improved the flexibility of the Middle Years Alternate Program to be responsive to the unique and changing needs of students in each of the three sites.
- The creation of C.L.I.C.K. (Children Learning in Inclusive Community Settings and Kindergarten) programming has greatly enhanced our options and abilities to provide service and supports to children aged two and a half to five and a half. Coordinated services along with early intervention strategies support young children by creating enabling environments within the child's community.
- Parkland School Division is committed to student success and the provision of appropriate supports for all students. Students who have Individualized Program Plans (IPP's)

demonstrate high levels of success in meeting those goals.

## Curriculum Support

Curriculum support was offered to Parkland School Division teachers through a number of professional development workshops including:

### SOCIAL STUDIES

- A series of sessions regarding *the front matter* of the new program of studies were provided to teachers of Grade 6, 9 and 11 in preparation for 2008-2009 implementation. Teacher workshops included:
  - A session on *integrating technology* in the classroom in the new social studies class.
  - A session on *inquiry* as the model for instruction.
  - Two sessions on *planning* using the new social studies curriculum.
- Working with an Implementation Team Grade 1-3 teachers were provided an opportunity to develop performance based assessments. The task was to identify student exemplars of "Meets the Standard, Meets the Minimum Standard, and Does Not Yet Meet the Standard." The work is on-going with the notion that the assessment would be scheduled for administration, division wide, in late May or early June of 2009.

### MATHEMATICS

- A *Math Performance Based Assessment* instrument for Grade 3 was developed with Grade 3 teachers. The instrument includes exemplars of student work. All Grades 3 students were administered the test in April 2008.
- A series of sessions focused on the new Math curriculum for Grades K, 1, 4, and 7 were offered in preparation of mandatory implementation in September 2008. A number of teacher leaders from Parkland School Division offered the following sessions to their colleagues, having received training themselves through the Edmonton Regional Learning Consortium.

# 2007-2008 accomplishments

- In preparation for the September mandatory implementation of the new curriculum, a session was offered to all K-9 teachers: *“Introduction to the Revised K-9 Math Program of Studies – the Front Matter”*.

Teachers who participated in Professional Development Workshops offered by Learning Services said the following:

- *“My understanding has been clarified, which will certainly help me better help the students understand – the BIG IDEAS are much clearer now!”*
- *“Many ideas on how to present Aboriginal perspectives.”*
- *“Awesome – all absolutely awesome at every level – especially for a non-social expert.”*
- *“Clarified and strengthened confidence in inquiry-based-learning for the teacher who has to lead the students. Thank you all so much. Terrific hands on” great help.”*
- *“Time to look at what I have to teach – planning time with other grade 6 teachers. Awesome!”*
- *“Opportunity to view and discuss the guts of the curriculum.”*

## Student Advisory Committee

The Board of Trustees believes that hearing from all of its partners is important, thus the Student Advisory Committee was established in 2004. The Student Advisory Committee gives students in grades 9 – 12 the opportunity to have direct dialogue with members of the Board. One student serves as a co-chair with a Trustee, and the agenda topics are established by the committee itself. This committee has, in its four years of operation, proven itself to be valuable and effective in providing a direct avenue for Board/student communication.

## Technology and Instruction

The growing use of assistive technology across the Division’s schools has added a significant new strategy and tool to support students with special learning needs. The increasing use of interactive whiteboards and digital projection devices has created new and engaging avenues for staff and students to use

technology to enhance instruction, learning and achievement of learner outcomes.

- 2008 saw the successful migration from Microsoft Office 2003 to Office 2007 for all computers throughout the Division.
- Through the grant, *Innovative Classrooms Technology Funding*, Parkland School Division has been able to further our vision for technology integration.

## Academic Growth

According to Parkland School Division’s 2007-2008 Satisfaction Survey, 98% of teachers expressed satisfaction with the overall quality of education offered in their school, 83% of students in Grade 9 and 12 expressed satisfaction with the same. Additionally, 84% of parent respondents agree *“that the school always works to improve the quality of education it offers to students”*.

90% of Grade 6-12 teachers show satisfaction that the education program provide students with the skills they will need to plan for successful transitions from school to work and lifelong learning, up from last year’s 89%.

## Provincial Achievement Tests

Student achievement on the 2008 Provincial Achievement Tests was strong.

- Parkland School Division’s participation rates exceeded those of the province in virtually all test categories.
- Parkland students outperformed their provincial counterparts at the Acceptable Standard in 8 out of 10 test categories.
- Parkland’s Grade 9 Language Arts French Immersion students have exceeded the provincial result in the Acceptable Standard category. This result is an increase of 15.8% over last year and it exceeds the 2008 divisional target of 97%.
- For the 6<sup>th</sup> consecutive year, student results in Math 3 are higher than those of the provincial average at the Acceptable Standard with 85.1% of students meeting the standard. 90.4% of students met the Acceptable Standard in Math 6 French

Immersion while 21.2% met the Standard of Excellence. Results in Science 6 at the Acceptable Standard are up from last year with 79.4% of students meeting the standard. Student results exceed that of their counterpart for the 7<sup>th</sup> consecutive year. Student results in Grade 6 Science French Immersion far exceed those of their provincial counterparts with 94.2% of them meeting the Acceptable Standard. Students in Science 9 exceed the provincial results at the Acceptable Standard for the 7<sup>th</sup> consecutive year.

## Grade 12 Final Course Marks

Parkland students outperformed other students across the province at the Acceptable Standard with the exception of French Language Arts 30, Pure Math 30, and Physics 30.

Parkland students continue to meet or exceed the results of their provincial counterparts in the Standard of Excellence and this year they do so in 8 of 11 subject areas.

- Keeping in mind that English 30-1 and Social Studies 30 are both graduation requirement courses, 92.8% of students in English 30-1 met the Acceptable Standard, up from last year’s performance at 91.5% and 86.8% of students in Social Studies 30 met the Acceptable Standard, the highest result in this test category in 3 years
- Results in Physics 30 continue to be very strong. 91.1% of students who wrote the exam achieved the Acceptable Standard vs. last year’s performance at 87.6%. 37.6% of those students met the Standard of Excellence, up from last year’s performance of 36.2%. This is the highest result in 5 years. Science 30 continues to be one of Parkland’s strong areas with 96.8% of students meeting the Acceptable Standard. This result is the highest result in this test category over five years. 26.6% of students met the Standard of Excellence, the highest result in this test category over five years.

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# 2007-2008 accomplishments

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## Positive Relationships/ Opportunities for Involvement

Results in Parkland's 2007-2008 satisfaction survey clearly demonstrate the effect of the hard work schools do to build positive relationships with parents and students including the opportunities provided to them for involvement.

- 85% of parents continue to report satisfaction with their opportunities to be involved in school/system decision-making.
- 44 school based Key Communicator meetings provided an opportunity for dialogue between school staff and the superintendent.

## Student Safety

Students, parents and teachers in Parkland School Division show satisfaction with safety and security for students in class, in school buildings and on the playground. Results include:

- 91% of students in Grade 3 and 6 feel safe in the school building.
- 93% of Grade 9 and 12 student respondents feel safe in their classroom while 86% of this same group feel safe in their school building. These results are up from last year's results by 3%.

- 79% of parent respondents agree that students are safe while on the school grounds and 87% of them agree about safety in the school.
- 93% of teachers show satisfaction with the safety of the school or work site environment.

## Transportation

During the 2007-2008 school year, extensive training was done for Bus Operators. The focus was on a live mock disaster of a school bus crash with students from Spruce Grove Composite High School Drama department participating.

## Leadership

Parkland School Division recognizes that people are its greatest resource and that leadership development is essential to our continued success. In the 2007-08 school year there were four specific initiatives that were undertaken to provide support and growth for the leaders in our Division.

1. *Exploring Leadership* provided 10 teachers with the opportunity to learn more about effective leadership. Through a facilitated book study, conversation and

guest speakers, they delved into the opportunities associated with leadership.

2. The *Leadership Development* cohort provided opportunity for another 10 administrators to expand their skill and understanding of leadership by hosting a variety of sessions and speakers.
3. *Mentorship* of new Principals ensured that all new Principals had a mentor. Parkland School Division is incorporating a differentiated model of support that scaffolds the administrator in areas of greatest benefit to the individual.
4. Sixteen staff participated in the *Covey Leadership Course: Great Leaders, Great Teams, Great Results*.

In addition to the Leadership Initiatives, Parkland School Division offers the *7 Habits of Highly Effective People* for any employee.



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# 2007 2008 opportunities for growth

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## **Preparing Students for the Future/Career Planning/World of Work**

The Division continues to work with schools to assist them in addressing the needs of students related to career and workplace learning and readiness.

Results from the 2007/08 Divisional survey suggest there is more work to do in the area of information and assistance with career planning for students:

- 55% of Grade 8 and 11 parents are satisfied with the information and assistance provided to their child for career planning, a slight drop from last year's 59%.
- 68% of Grade 9 & 12 students agree that their school helps them plan for future careers, also down from last year's 77%.

## **Provincial Achievement Tests**

While Parkland is pleased with its results, there are some areas that require closer attention. These include:

- Meeting provincial averages at the Standard of Excellence
- Meeting the divisional targets at the Acceptable Standard and the Standard of Excellence
- Student performance in Math 9 which falls below that of their provincial counterparts

## **Grade 12 Final Course Marks & Diploma Exam Results**

Closer attention is also needed in the following areas:

- Results in the Standard of Excellence in FLA 30, Social 30, and Pure Math 30 as compared to

the Provincial average in those core subject areas

- Meeting the divisional targets at the Standard of Excellence in English 30-2, Social 30 and 33, Applied Math 30, and in Science 30.
- Participation rates in Diploma Exams

## **Provincial Achievement and Diploma Areas of Growth**

To support Provincial Achievement and Diploma areas of growth, Parkland School Division, through a collaborative approach will:

- Focus on elements of assessment for learning in all areas to promote student growth.
- Provide in-service and program development opportunities in key curriculum areas.
- Work with High School teachers to identify strategies for improving participation in diploma exams.
- Examine approaches to improve the Standard of Excellence results.

## **Technology and Instruction**

Smart boards, projection devices, assistive technologies, computers at the point of instruction, reliable access to web-based software and teaching methods which integrate technology into teaching and learning define some significant advances within the area of technology and instruction.

- The expansion of enterprise wide (complete) wireless coverage in schools is underway with 16 schools targeted for completion in 2008-09. This will greatly assist schools in mobility for staff and students using laptops anywhere in the school.

The PSD70 Portal project (Scholaris Learning Gateway) has begun and will be in three phases, starting with the District site first. Phase 2 of the Portal, will incorporate more functionality for schools, enabling teachers/schools to create an educationally relevant virtual classroom(s), including blogs, wikis and discussion boards, as well as their own school web site. Phase 3 will be focused more on expanding the use of the Scholaris Learning Gateway, seeing teachers and students integrating the portal as an integral part of their daily learning, sharing and collaborating. In conjunction with the Portal work, our external 'public facing' web site will also be revamped.

## **Shifting Demographics**

It is critical that Parkland School Division is prepared for future growth and development. In its desire to be poised and prepared, Parkland School Division will need to undertake an extensive review of the utilization of schools in the Stony Plain catchment area. The development of the new High School provides a timely opportunity to consider programming, boundaries, school capacity and space issues throughout the community. A comprehensive demographic study of Stony Plain provides valuable data for the work to be done in this area.

## **Transportation**

Parkland School Division will be reviewing bus routes with the opening of a new bus transfer site in Stony Plain. Transportation will look at mirroring current routing practices which have on average decreased ride time and credited more effective and efficient bus routes.

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# 2007 **goal one** 2008

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## *High Quality Learning Opportunities for All*

### Priority

- Enhanced familiarity with Early and Middle Years pedagogy and practice by school community members in all K-9(including K-4 and 5-9) schools

### Outcomes

1. The education system meets the needs of K-12 students, society and the economy.
2. Schools provide a safe and caring environment for students.
3. Children at risk have their needs addressed through effective programs and supports.
4. Staff practice is informed by involvement in one or more PLC's that focuses on Early and Middle Years pedagogy.



### Performance Measures

Percentage of teacher, parent and students satisfied with the overall quality of education in Parkland School Division. (Provincial Measure)

- A. Percentage of teachers and students satisfied with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, health and physical education. (Provincial Measure)
- B. Percentage of teachers, parents and students satisfied with access and timeliness of services to students in schools (e.g. academic counseling, career counseling, library services, and supports for students with special needs). (Provincial Measure)
- C. Percentage of parents, students and teacher 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. (Provincial Measure)
- D. Percentage of teachers, parents and students who agree that services and supports for children at-risk are easy to access and timely. (Provincial Measures)
- E. Percentage of parents of early and middle years' learners who express satisfaction with the quality of learning experiences provided to their children. (Division Measures)
- F. Percentage of students with special needs and others considered academically at-risk for whom there is agreement by parents and teachers that the students have met or exceeded their learning goals. (Division Measures)

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### **Parkland School Division Satisfaction Survey Questions:**

1. Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, health and physical education.
2. Percentage of teachers, parents and students satisfied with the overall quality of basic education.
3. Percentage of students, parents and teachers satisfied with access and timeliness of services to students in schools (e.g. academic counseling, career counseling, library services and supports for students with special needs)
4. Percentage of teachers, parents and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respects for others and are treated fairly in school.
5. Percentage of teachers, parents, students and board members who agree that services and supports for children at risk are easy to access and timely.
6. Percentage of students with special needs and others considered academically at risk for which there is agreement by students, parents and teachers that the students have met or exceeded their learning goals.
7. Percentage of parents of early and middle years' learners who express satisfaction with the quality of learning experiences provided to their children

### *High Quality Learning Opportunities for All*

#### **Meeting the Needs of Learners**

Parkland is pleased with its success at meeting the needs of learners. Parents and students are also pleased with the efforts Parkland makes to provide a high quality education for all students.

- 93% of grade 3 and 6 students, 83% of grade 9 and 12 students, and 88% of parents report satisfaction with the overall quality of education offered at their school.

In the provincial survey:

- 79% of parent respondents are satisfied with the opportunity students have to receive a broad program of studies, including fine arts, career, technology, health and physical education.
- 89% of Grade 3 and 6 students, 81% of Grade 9 and 12 students and 79% of parents agree that the use of technology by teachers and students improves learning and teaching in Parkland School Division.
- 80% of teachers agree that their ability to improve learning opportunities for students is enhanced through their use of computer technologies.

#### **Participation in Quality Learning**

Surveys show that our partners are pleased with the opportunities they have to be involved in the education system in Parkland School Division.

- 84% of parents and 97% of teachers are satisfied about the school's effort to involve parents in their children's learning experiences.

According to the provincial survey,

- 80% of teachers and parents are satisfied with parental involvement in decisions about their child's education.

According to Parkland's Divisional survey:

- 83% of parents are satisfied with the access to special needs services, while 79% are satisfied with the timeliness of those services.
- 78% of teachers, parents and students agree that programs for children at risk are easy to access and timely.
- 68% of teachers, parents and students show satisfaction with school program access details. (e.g. academic counseling, career counseling, library services, and supports for students with special needs.)

Parkland's percentage of students completing high school within three years of entering Grade 10 rebounds in 2007 to 69.6% up over last year's 68.8%. Likewise, the Division's 5-year completion rate is up in 2007 to 79.3% over last year's 74.6%, a 4.7% increase. This result places PSD's five year completion rate at its highest since 2003 and just 0.2% below the provincial rate of 79.5%.

#### **Safe and Caring Environment**

Parkland's satisfaction level related to this measure is down slightly this year over last year's 85.7%, to 84.2% of teachers, parents and students agreeing that students are: *"safe in school, are learning the importance of caring for others, are learning respect for others, and are treated fairly in schools."*

Parkland's Divisional survey reported the following satisfaction levels with, *"the atmosphere of the school is characterized by high levels of dignity, respect and caring"*:

- 84% of parents
- 96% of Grade 3 and 6 students
- 86% of Grade 9 and 12 students
- 92% of teachers

Results of stakeholders who agree that students are being prepared to be good citizens are up from last year:

- 90% of parents, 94% of Grade 3 and 6 students and 74% of Grade 9 and 12 students
- 75% of parents, students and teachers showed a satisfaction level with students modeling the characteristics of active citizenship, down from last year's 78.4%

#### **Professional Growth**

Parkland's own feedback indicates that 89% of teachers are satisfied that the quality of the professional development activities in which they have been involved has contributed to their ongoing professional development. This is up over last year's 87% satisfaction level.

#### **Engaging, Relevant and Worthwhile Learning Experiences**

84% of parents (down from last year's 87%) and still 97% of teachers believe that the school tries to continually improve the quality of education it offers to students.

## *Excellent Learner Outcomes Achieved By Students*

### **Priorities**

- Expanded use of Assessment for Learning practices across K-12.
- Improved student performance in demonstrating skills of citizenship and social responsibility.

### **Outcomes**

1. Learners demonstrate high standards.
2. Learners complete programs.
3. Learners are well prepared for lifelong learning.
4. Learners are well prepared for employment.
5. Learners are well prepared for citizenship.



### **Performance Measures**

- A. Percentages of students (cohort) who achieve the Acceptable Standard and the Standard of Excellence on Provincial Achievement Tests at Grade 3, 6 and 9. (Provincial Measure)
- B. Percentages of students who achieve the Acceptable Standard and the Standard of Excellence on Grade 12 Diploma Exams. (Provincial Measure)
- C. Percentage of Grade 12 students participating in Diploma courses. (Provincial Measure)
- D. Percentage of Grade 12 students eligible for Rutherford scholarships. (Provincial Measure)
- E. Percentage of First Nations, Métis, and Inuit students whose year-end assessment by teachers shows them to be at or above grade standards in English Language Arts, Math, Science and Social Studies. (Division Measure)
- F. Percentage of schools that have a local school policy describing the variety of assessment for learning strategies used to improve the likelihood of student success. (Division Measure)
- G. Percentage of students who completed high school within three, four and five years of entering Grade 10. (Provincial Measure)
- H. Annual dropout rate of students' age 14 to 18 years old. (Provincial Measure)
- I. Percentage of students whose year-end assessment by teachers shows they have successfully completed the four core subject areas: English Language Arts, Mathematics, Science and Social Studies. (Division Measures)
- J. High School to post secondary transition rate within four and six years of entering Grade 10. (Provincial Measure)
- K. Percentage of teachers and parents satisfied that students demonstrate the knowledge, skills and attitudes necessary for their next steps in lifelong learning. (Division Measures)
- L. Percentage of teachers and parents who agree that students are taught the attitudes and behaviors that will make them successful at work when they finish school. (Division Measures)
- M. Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship. (Division Measures)

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### **Parkland School Division Satisfaction Survey questions**

1. Percentage of teachers, parents and students who agree with the overall quality of basic education.
2. Percentage of teachers, parents who agree that students are prepared for the world of work.
3. Percentage of teachers, parents who agree that students are prepared for post-secondary studies.
4. Percentage of teachers, parents satisfied that the students in Grades 6-12 demonstrate the knowledge, skills and attitudes necessary for their next steps in lifelong learning.
5. Percentage of teacher, parents who agree that students are taught the attitudes and behaviors that make them successful at work when they finish school.
6. Percentage of teachers, parents and students satisfied that students model the characteristics of active citizenship.
7. Percentage of parents indicating satisfaction with the overall provision of educational services in the Division.

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# 2007 goal two 2008

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## *Excellent Learner Outcomes Achieved By Students*

### **Lifelong Learning**

A number of measures are used in the Division's survey to assess the perceptions held concerning how prepared students are for the "next steps" in life after high school.

Results for 2007-2008 are as follows:

- Parents – 64% satisfied that the education programs are providing students with the skills they will need to plan for successful transitions from school to work and lifelong learning
- Teacher satisfaction – 91%
- Parents – 69% are satisfied that schools are helping their child gain the skills necessary for entry into Post Secondary Studies
- Parents – 55% are satisfied with the information and assistance provided to their child for career planning.

### **Citizenship**

According to the Provincial survey, 75.1% of teachers, parents and students agree that students model the characteristics of active citizenship.

According to Parkland's local survey, students are being prepared to be good citizens.

- 90% of parents agree, up from last year's 89%
- 94% of grade 3 and 6 students agree, up from last year's 93%
- 74% of grade 9 and 12 students agree, up from last year's results by 4%
- 93% of staff agrees.

### **Effective Assessment**

According to Parkland School Division's survey,

- 85% of parents, 95% of grade 3 and 6 students and 82% percent of grade 9 and 12 students are satisfied with the help and support teachers provide to students.

Parkland believes that its continued focus on the implementation of Policy H26 (Student Evaluation, Assessment and Reporting), along with good practices in classroom assessment for learning, will have a positive impact on student results.

### **Historical Trends on Provincial Tests**

Parkland's historical trends for grade 3, 6 and 9 Provincial Achievement Tests illustrate that Parkland students outperformed students in the province at the Acceptable Standard for the 7<sup>th</sup> consecutive year in LA3, LA6, FLA6, LA9, FLA9 and in SCI 6. Grade 12 Final Course Marks illustrate that students in English Language Arts have outperformed those in the province at the Acceptable Standard for the last five years. For the second consecutive year, Parkland School Division students have exceeded the provincial rate at the Standard of Excellence in English 30-1.

### **First Nations, Métis and Inuit**

Parkland School Division is committed to improving the educational opportunities for First Nations, Métis and Inuit learners. 2007-2008 results on year end teacher assessment for students at or above grade level are as follows:

- Grades 1 – 3: 77.0 %
- Grades 4 – 6: 82.4 %
- Grades 7 – 10: 73.4 %

### **Demonstrating High Standards**

Parkland School Division's participation rates in the 2007-2008 Provincial Achievement Tests exceeded those of the province in every test category with the exception of Math 3 French Immersion.

Likewise, in Grade 12 Final Course Marks, strong results were achieved by Parkland students. Student performance at the Acceptable Standard met or exceeded that of the province in 7 of 11 categories. Results at the Standard of Excellence in Grade 12 Final Course Marks continue to be strong with students meeting or exceeding that of the province in 8 of 11 categories. Students in Grade 12 met or exceeded the 2008 divisional targets set for the Acceptable Standard in 10 of 11 categories. Students only fell short of the target in Applied Math 30 by 3.6 percentage points.

Students met or exceeded the 2008 divisional targets set for the Standard of Excellence in 6 of 11 categories.

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# 2007-2008

## goal three

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### *Responsive and Responsible Services and Operations*

#### **Outcomes**

1. The jurisdiction achieves improved results through effective working relationships with partners and stakeholders.
2. The jurisdiction demonstrates leadership and continuous improvement.

#### **Performance Measures**

- A. Percentage of teacher and parent satisfaction with parent involvement in decisions about their child's education. (Provincial/Division Measure)
- B. Percentage of parents and staff satisfied with their involvement in school system decision making processes. (Division Measure)
- C. Percentage of teachers/staff and parents indicating their school and schools in their jurisdiction have improved or stayed the same in the last three years. (Provincial/Division Measure)
- D. Percentage of teachers who agree that professional development opportunities made available through the school jurisdiction are focused on priorities and effectively address their ongoing professional development needs. (Provincial/Division Measure)



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#### **Parkland School Division Satisfaction Survey questions**

1. Percentage of teachers and parents who express satisfaction with the opportunity for involvement in decision making.
2. Percentage of teachers and parents who express satisfaction with the school's effort to involve parents in child's learning experiences.
3. Percentage of teachers and parents who express satisfaction with the involvement of special needs specialists.
4. Percentage of parents who express satisfaction with the quality of special education services overall.
5. Percentage of parents who express satisfaction that the teachers are available to discuss child's education.
6. Percentage of teachers and parents who express satisfaction with the way the school always works to improve the quality of education offered.
7. Percentage of teachers, students and parents who express satisfaction with the way school informs about progress and achievement.
8. Percentage of teachers and parents who express satisfaction with the communications from the school/Division.
9. Percentage of teachers and parents who express satisfaction that educational dollars are well spent in school.
10. Percentage of teachers who express satisfaction with access to professional development activities.
11. Percentage of teachers and parents who express satisfaction with the quality of professional development activities.

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# 2007-2008

## goal three

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### *Responsive and Responsible Services and Operations*

#### **Positive Relationships**

Schools are part of the community and in Parkland School Division No. 70 the evidence is clear that the efforts of the schools to communicate with their school communities are having a positive effect on the satisfaction levels in those communities. The Division continues to show improvement in this area and this year's results support the belief that without partnerships the task of educating children would prove very difficult indeed.

- 85% of parents, 92% of grade 3 and 6 students, 88% of grade 9 and 12 students, and 98% of staff report satisfaction with the way the school informs the home about the progress and achievements of students.
- Parents report an 88% satisfaction level with the communication they receive from the school.
- At the school level, 84% of parents are satisfied with the level of parent involvement in decisions about their child's education.

During the 2007/08 school year Parkland continued to solicit input through its School Councils, Education Committee, Council of School Councils and Student Advisory Committee. Each of these groups met throughout the year to discuss educational issues, policies,

and programs. School and Division AERR's were reviewed/discussed with School Councils and COSC. Parkland continues to work with its community partners to address student needs.

The Sunrise Support program is also an excellent example of a number of community agencies working together to effect positive change for students with social, educational, family and or behavioral/emotional concerns, issues or challenges.

Parkland's partnership with the Student Health Initiative continues, under the "PEASHIP" (Parkland Evergreen Area Student Health Initiative Project) as an example of working together across sectors (Education, Health, Mental Health, Children Services and neighboring school boards) to assist students and their families.

#### **Leadership**

In the provincial survey, 75.4% of teachers, parents and students indicated that their school has improved or stayed the same in the last three years, a slight decrease over last year's 77.6%. (Provincial survey)

Parkland's own Divisional survey showed an 84% satisfaction rate from parents when they were asked about the school continually trying to improve the quality of education it offers to students.

#### **Mutual Trust and Caring**

Parkland works hard to build positive relationships with its partners. Much energy goes into fostering positive and caring relationships as schools and the school division work to develop high levels of mutual trust and caring. According to our survey, parents, and particularly students, believe the schools in Parkland are respectful and caring places:

- 87% of grade 3 and 6 students
- 86% of grade 9 and 12 students and
- 84% of parents

#### **Continuous Improvement**

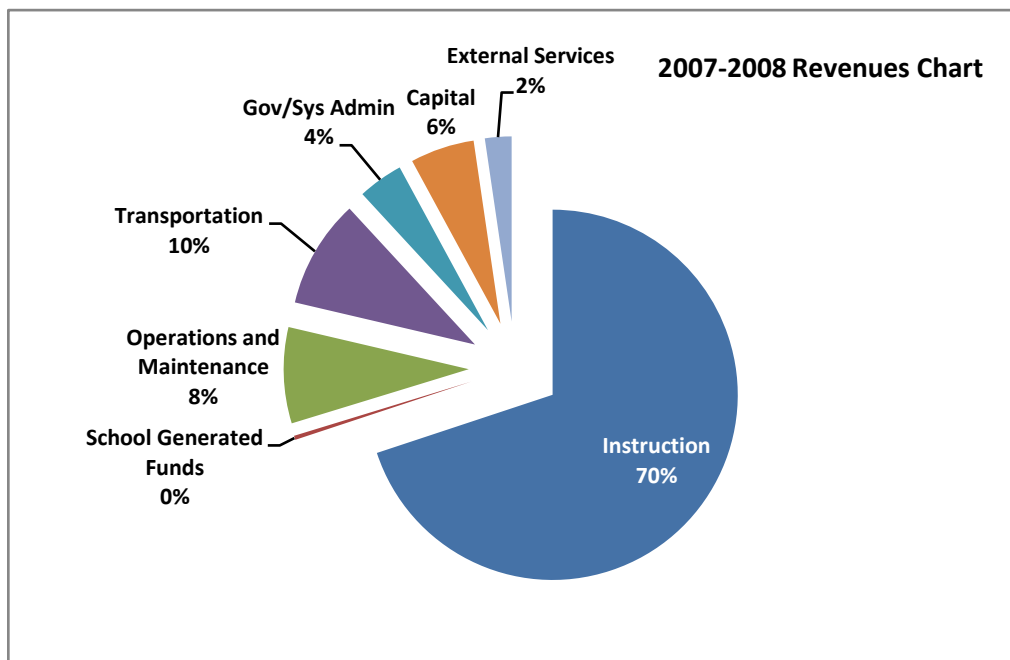
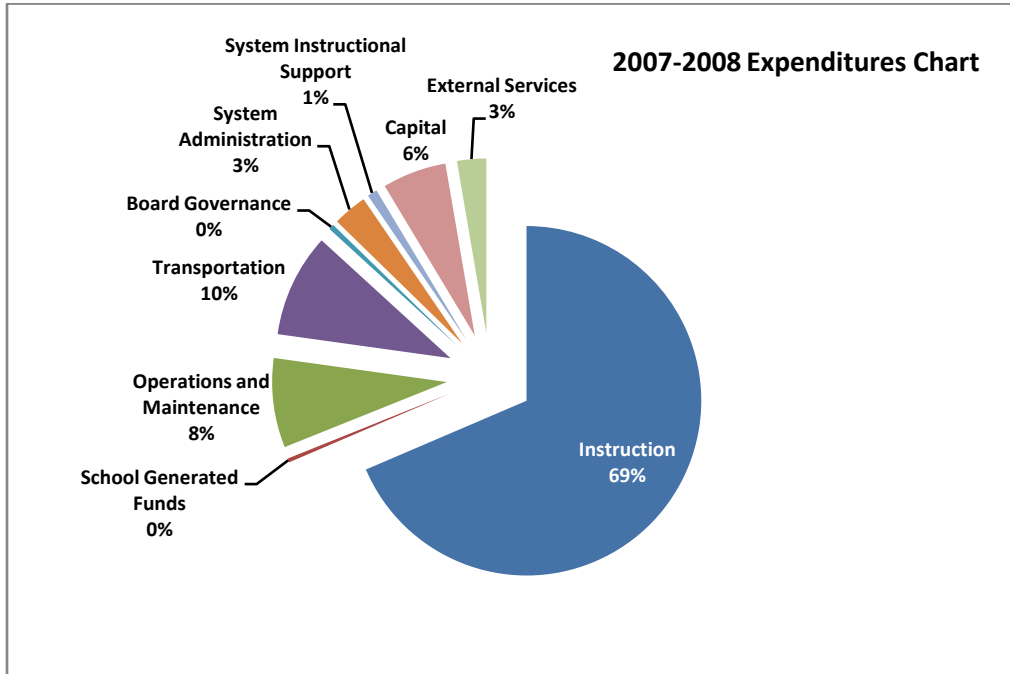
Parkland School Division continues to see improvement in Goal Three. Success can be attributed to but not limited to:

- Positive Relationships (internally and externally)
- Leadership through Lead Team
- Focus on three key priorities
- High Level of Service
- Continued focus on work preparation through programs such as:
  - Take our Kids to Work
  - Career Planning Portfolios

Continuous improvement has become part of Parkland School Division's culture.



# 2007-2008 financial summary



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# 2007-2008 financial summary

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- Revenues over the previous year show an increase of \$9, 413,579.
- The cost of educating 9,342 students was \$88,274,806.
- Over 70 percent (\$61,865,721) of total funds (which includes Instruction, School Generated Funds, and System Instruction) was spent directly on students in the classroom.
- On a per student basis, Parkland spent \$5,083 on each student enrolled in an Early Childhood Services Program, and \$6,750 for students in Grades 1-12.
- The single largest classroom expenditure was for staff salaries and benefits. The average teaching cost was \$82,861 which accounted for 72.1 percent of all instructional expenses.
- 13.68 percent (\$8,417,353) of the instructional budget was allocated to serving students with special needs.
- The cost for Board and System Administration was below the province's cap of 4 percent for a total of 3.69 percent (\$3,254,364).
- Expenditures to transport students to and from school amounted to 9.62 percent (\$8,490,940).
- The cost of maintaining and operating 22 sites amounted to 8.30 percent (\$7,330,000).
- Parkland's annual operating surplus is \$1,542,999. Its total accumulated operating surplus is \$11,890,912 of which 67.74 percent is restricted.
- Capital funding equated to 5.95 percent (\$5,251,420).
- Parkland's capital reserves amount to \$2,242,480.

A copy of Parkland's Audited Financial Statement is located at:  
<http://www.psd70.ab.ca/psd/assets/content/division/accountabilityy.shtml>

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# 2007 capital plan 2008

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Parkland's capital submission for the school years 2008-2011 was based on a facilities assessment completed by O'Neill Procinsky Architects in April 2007. Based on the results of school tours, meetings with principals, head caretakers and system administration, and a review of documents outlining trends relating to economic development, live births, and retention rates, the assessment recommended that Parkland's Capital Plan focus on replacing portables with permanent construction. These findings, coupled with work identified through Alberta Infrastructure's Facility Audit and other emergent issues, led Parkland to submit to Alberta Infrastructure the following Three Year Capital Plan:

## 2008-09

### **Priority 1**

#### **Meridian Heights School**

(\$3,430,958)

- Replacement of ten deteriorated portables with new modular classrooms
- An addition including a gathering area, breakout rooms, circulation space, and related site work.
- Address the 2000 Provincial Audit items to bring the school up to current Alberta Infrastructure guidelines.
- *Benefit to students: To eliminate health concerns that have been associated with deteriorated portables and address space requirements for programs.*

### **Priority 2**

#### **Duffield School**

(\$4,169,181)

- Replacement of six existing deteriorated portables with six new modulars
- A permanent addition of 672m<sup>2</sup> consisting of one classroom, one ancillary space, gym storage and office, and gym expansion,
- Modernization of 247m<sup>2</sup> of the existing school,
- Address the 2005 Provincial Audit items to bring the school up to current Alberta Infrastructure guidelines.
- *Benefit to students: To eliminate health concerns that have been associated with deteriorated portables and address space requirements for programs.*

### **Priority 3**

#### **Woodhaven Middle School**

(\$3,096,745)

- Demolition of eight portables and replace with eight modular units
- Preservation of 388m<sup>2</sup> of the school's ancillary and administration areas
- Work as recommended in the 2005 Provincial audit
- Site repair work
- *Benefit to students: To eliminate health concerns and to provide students with a facility that meets current Alberta Infrastructure standards and programming needs.*

### **Priority 4**

#### **Memorial Composite High School**

(\$45,864)

- Conduct a decommission study as the school will no longer be required. The Old Memorial Composite High School poses a financial, insurance, and environmental liability to both Parkland School Division #70 and Alberta Education.

## 2009/10

### **Priority 1**

#### **Millgrove School**

(\$3,125,425)

- Demolition of eight portables and replace with new modular units
- Site work will include upgrading of the bus student drop off area
- Work as recommended in the 2005 Provincial audit.
- *Benefit to students: To eliminate health concerns and to provide students with a facility that meets current Alberta Infrastructure standards and programming needs*

## 2010/2011

### **Priority 1**

#### **Entwistle School**

(\$4,927,018)

- Full interior modernization to suit programs
- Address the 1999 Provincial audit and site work
- *Benefit to students: To provide students with a facility that meets current Alberta Infrastructure standards and programming needs.*

### **Priority 2**

#### **Tomahawk School** (\$5,449,753)

- Extensive modernization
- Address the 2004 Provincial audit items
- Gym expansion of 150 m<sup>2</sup>,
- Site work to include the upgrading of the bus student drop off and staff parking areas
- *Benefit to students: To provide students with a facility that meets current Alberta Infrastructure standards and programming needs.*

### **Priority 3**

#### **Blueberry School**

(\$4,337,687)

- Demolition of fourteen portables and replace with eleven modular units
- Work as recommended in the 2000 Provincial audit
- Site repair work will include the upgrading of the bus student drop off area.
- *Benefit to students: To eliminate health concerns and to provide students with a facility that meets current Alberta Infrastructure standards and programming needs.*

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# 2007 capital plan 2008

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## **Infrastructure Maintenance Renewal Program (IMR) Priorities**

Over \$3,773,288 was dedicated to IMR priorities, which included:

1. Heating and safety items
2. Roofing replacements
3. Upgrade parking lot
4. Flooring replacements
5. Lighting upgrades
6. Fire alarm replacements
7. Asbestos removal
8. Intercom replacements
9. Security system upgrades



## October 2008 Accountability Pillar Overall Summary

As part of its requirements for Educational Plans, Alberta Education requires that school jurisdictions submit information directly from the Accountability Pillar each year. This information is only one source of the data that Parkland School Division No. 70 is using in assessing its successes and areas for growth.

### Alberta EDUCATION

#### Accountability Pillar Overall Summary Annual Education Results Reports - Oct 2008 Authority: 2305 Parkland School Division No. 70

Goal	Measure Category	Measure Category Evaluation	Measure	Parkland School Div No. 70			Province			Measure Evaluation		
				Current Result	Prev Year Result	Prev 3 Yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Goal 1: High Quality Learning Opportunities for All	Safe and Caring Schools	Good	Safe and Caring	84.2	85.7	82.8	85.1	84.2	83.9	Intermediate	Improved	Good
			Program of Studies	78.7	79.3	78.4	79.4	78.5	77.8	High	Maintained	Good
	Student Learning Opportunities	Good	Education Quality	88.1	90.1	87.2	88.2	87.6	87.1	High	Maintained	Good
			Drop Out Rate	4.7	4.5	4.6	5.0	4.7	5.0	Intermediate	Maintained	Acceptable
Goal 2: Excellence in Learner Outcomes	Student Learning Achievement (Grades K-9)	Issue	High School Completion Rate (3 Yr)	69.6	68.8	67.7	71.0	70.4	70.0	Intermediate	Maintained	Acceptable
			PAT - Acceptable	79.0	78.6	80.9	75.8	75.9	76.7	Intermediate	Declined	Issue
			PAT - Excellence	17.0	16.8	17.2	19.6	19.4	19.3	Intermediate	Maintained	Acceptable
			Diploma - Acceptable	87.9	88.4	88.4	88.0	88.4	88.2	High	Maintained	Good
	Student Learning Achievement (Grades 10-12)	Good	Diploma - Excellence	22.3	23.0	21.1	22.3	23.3	23.1	High	Maintained	Good
			Diploma Exam Participation Rate (4+ Exams)	42.5	47.5	46.2	53.6	60.7	53.2	Low	Declined	Issue
	Preparation for Lifelong Learning, World of Work, Citizenship	Good	Subsequent Scholarship Eligibility Rate	30.0	28.8	26.5	38.2	37.2	35.4	Intermediate	Improved	Good
			Transition Rate (6 Yr)	49.4	53.9	50.1	60.3	66.5	57.1	Intermediate	Maintained	Acceptable
			Work Preparation	78.1	76.1	72.4	80.1	77.1	76.4	High	Improved Significantly	Good
			Citizenship	75.1	78.4	73.5	77.9	78.6	76.2	Intermediate	Improved	Good
Goal 3: Highly Responsive and Responsible Jurisdiction (Ministry)	Good	Parental Involvement	80.0	79.4	77.6	78.2	77.5	77.2	High	Improved	Good	
		School Improvement	75.4	77.6	71.9	77.0	76.3	75.7	Intermediate	Improved Significantly	Good	

Goal	Measure Category	Measure	Parkland School Div No. 70			Province		
			Current Result	Prev Year Result	Prev 3 Yr Average	Current Result	Prev Year Result	Prev 3 Yr Average
ACOL Measure	ACOL Measure	Satisfaction with Program Access	68.1	68.3	66.5	69.2	68.2	68.0
ACOL Measure	ACOL Measure	In-service Jurisdiction Needs	76.3	81.2	74.1	80.4	78.8	77.8

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 only), 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 applications 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 AERR and 3-Year Education Plan reports.  
 5) Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

# 2007 2008 appendix B

As part of its Accountability Pillar, in 2003/04, Alberta Education introduced a new provincial survey. Listed below are the provincial survey responses, resulting from the implementation of the survey.

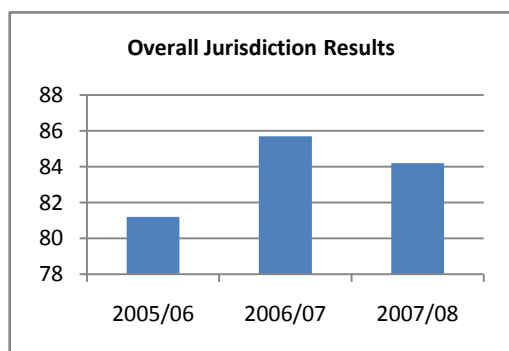
## Goal One: High Quality Learning Opportunities for All

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

### Provincial Survey Results

#### Performance Measure

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

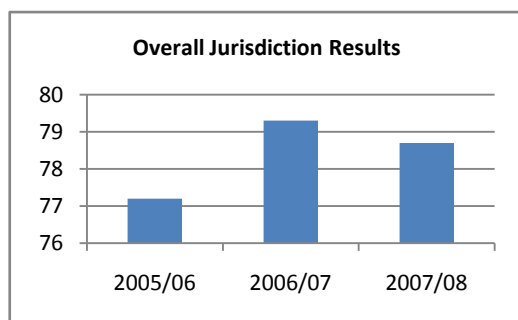


	Results				Target 2007/08
	2004/05	2005/06	2006/07	2007/08	
<b>Teachers</b>					
Jurisdiction	92.4%	89.5%	95.6%	93.7	Optional
Province	92.3%	92.8%	92.6%	93.1	
<b>Parents</b>					
Jurisdiction	76.0%	78.9%	78.8%	80.6	Optional
Province	79.9%	82.1%	81.7%	83.2	
<b>Students</b>					
Jurisdiction	76.5%	75.0%	82.6%	78.2	Optional
Province	77.2%	78.4%	78.5%	79.1	
<b>Overall</b>					
Jurisdiction	81.6%	81.2%	85.7%	84.2	90.0
Province	83.1%	84.4%	84.2%	85.1	

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

#### Performance Measure

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, and health and physical education.



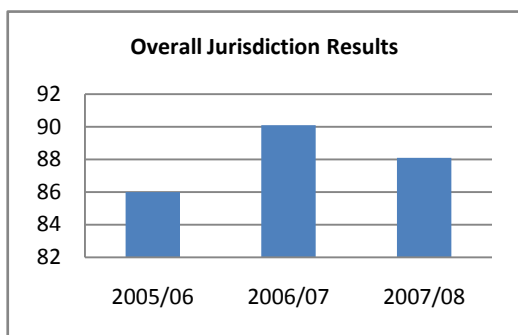
	Results				Target 2007/08
	2004/05	2005/06	2006/07	2007/08	
<b>Teachers</b>					
Jurisdiction	85.4%	83.4%	88.7%	85.1%	Optional
Province	83.6%	85.2%	65.7%	86.4%	
<b>Parents</b>					
Jurisdiction	77.5%	76.7%	77.1%	78.2%	Optional
Province	75.0%	76.6%	76.9%	77.6%	
<b>Students</b>					
Jurisdiction	73.2%	71.4%	72.6%	73.0%	Optional
Province	71.5%	72.6%	72.9%	74.1%	
<b>Overall</b>					
Jurisdiction	78.7%	77.2%	79.3%	78.7%	83.5%
Province	76.7%	78.1%	78.5%	79.4%	

# 2007 2008 appendix B

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

**Performance Measure**

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

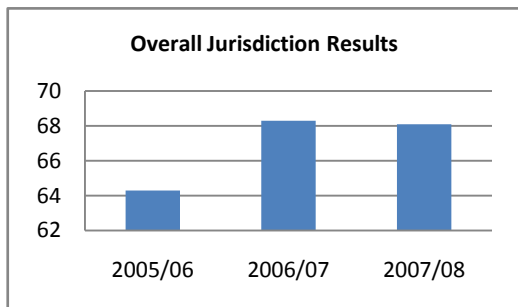


	Results				Target 2007/08
	2004/05	2005/06	2006/07	2007/08	
<b>Teachers</b>					
Jurisdiction	95.1%	94.0%	98.7%	96.0%	Optional
Province	93.9%	94.8%	94.7%	94.9%	
<b>Parents</b>					
Jurisdiction	77.3%	80.1%	80.5%	82.5%	Optional
Province	78.9%	81.6%	81.8%	83.0%	
<b>Students</b>					
Jurisdiction	83.9%	83.9%	91.0%	85.6%	Optional
Province	85.6%	86.6%	86.4%	86.6%	
<b>Overall</b>					
Jurisdiction	85.4%	86.0%	90.1%	88.1%	88.5%
Province	86.1%	87.7%	87.6%	88.2%	

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

**Performance Measure**

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).



	Results				Target 2007/08
	2004/05	2005/06	2006/07	2007/08	
<b>Teachers</b>					
Jurisdiction	72.5%	66.7%	75.1%	73.6%	Optional
Province	70.0%	71.5%	72.0%	73.4%	
<b>Parents</b>					
Jurisdiction	53.3%	50.3%	53.3%	55.4%	Optional
Province	54.9%	56.9%	55.9%	56.5%	
<b>Students</b>					
Jurisdiction	75.0%	75.9%	76.6%	75.4%	Optional
Province	76.7%	77.1%	76.8%	77.7%	
<b>Overall</b>					
Jurisdiction	66.9%	64.3%	68.3%	68.1%	75.0%
Province	67.2%	68.5%	68.2%	69.2%	

# 2007-2008 appendix B

Alberta Education calculates the dropout rate for school jurisdictions across the province. Calculations are based on the annual dropout rate of students age 14 to 18.

## *Drop Out Rate*

<b>DROP OUT RATE:</b>										
	2003-04		2004-05		2005-06		2006-07		2007-08	
	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results
<b>DROP OUT RATE</b>	6.1%	5.5%	4.1%	5.3%	5.2%	4.9%	4.5%	4.7%	4.7%	5.0%
<b>RETURN RATE</b>	22.1%	20.8%	24.2%	22.9%	18.5%	21.4%	16.7%	21.2%	14.2%	21.3%

Rates are based on the status of students after three, four and five years of entering Grade 10 and are calculated by the province.

## *High School Completion Rates*

<b>THREE YEAR HIGH SCHOOL COMPLETION RATE:</b>											
	2003-04		2004-05		2005-06		2006-07		2007-08		Target 2008
	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	
<b>COMPLETION RATE</b>	69.5%	67.8%	64.0%	69.3%	70.2%	70.4%	68.8%	70.4%	69.6%	71.0%	72%

<b>FOUR YEAR HIGH SCHOOL COMPLETION RATE:</b>											
	2003-04		2004-05		2005-06		2006-07		2007-08		Target 2008
	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	
<b>COMPLETION RATE</b>	70.4%	72.3%	75.2%	73.4%	72.0%	75.1%	76.4%	76.2%	74.3%	76.3%	78%

<b>FIVE YEAR HIGH SCHOOL COMPLETION RATE:</b>											
	2003-04		2004-05		2005-06		2006-07		2007-08		Target 2008
	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	
<b>COMPLETION RATE</b>	75.7%	75.2%	73.4%	75.5%	79.2%	77.4%	74.6%	78.6%	79.3%	79.5%	81%

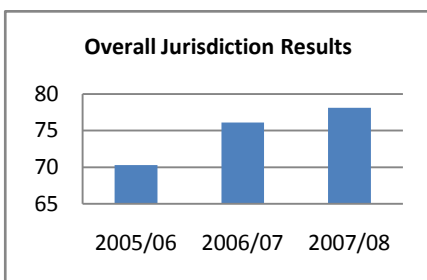
# 2007-2008 appendix C

## Goal Two: Excellence in Learner Outcomes

*Outcome: Students are well prepared for employment.*

### Performance Measure

Percentages of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.

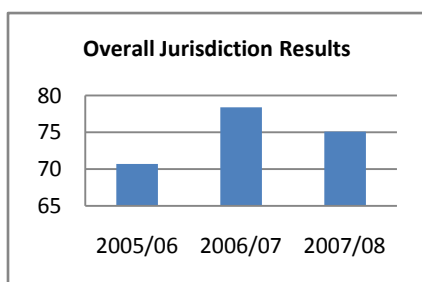


	Results				Target
	2004/05	2005/06	2006/07	2007/08	2007/08
<b>Teachers</b>					
Jurisdiction	90.0%	84.0%	93.9%	85.8%	Optional
Province	89.1%	89.4%	89.2%	89.3%	
<b>Parents</b>					
Jurisdiction	52.0%	56.5%	58.2%	70.4%	Optional
Province	60.8%	64.6%	65.1%	70.9%	
<b>Overall</b>					
Jurisdiction	71.0%	70.3%	76.1%	78.1%	77.0%
Province	74.9%	77.0%	77.1%	80.1%	

*Outcome: Students model the characteristics of active citizenship.*

### Performance Measure

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



	Results				Target
	2004/05	2005/06	2006/07	2007/08	2007/08
<b>Teachers</b>					
Jurisdiction	87.2%	85.9%	96.0%	90.5%	Optional
Province	89.5%	90.3%	89.9%	90.6%	
<b>Parents</b>					
Jurisdiction	63.8%	66.0%	68.3%	69.5%	Optional
Province	70.3%	72.4%	72.6%	74.7%	
<b>Students</b>					
Jurisdiction	63.3%	60.3%	70.8%	65.3%	Optional
Province	66.1%	67.5%	67.1%	68.5%	
<b>Overall</b>					
Jurisdiction	71.4%	70.7%	78.4%	75.1%	80.0%
Province	75.3%	76.8%	76.6%	77.9%	

# 2007 **appendix C** 2008

The Achievement Test results listed below were calculated taking into account students who were absent when the tests were administered; who were exempted from writing by the Superintendent since writing would be harmful to the student or the student could not respond to the test instrument; students whose results were withheld; or students who only wrote one part of a Language Arts Test.

## *Provincial Achievement Tests (Cohort Results)*

<b>PROVINCIAL COHORT RESULTS LANGUAGE ARTS:</b>											
	2003-2004		2004-2005		2005-2006		2006-2007		2007-2008		Target (2008)
	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	Division
<b>L.A. GRADE 3:</b>											
Acceptable Stand.	86.2	81.7	89.1	82.2	90.0	81.3	86.3	80.3	85.0	80.1	92
Stand. of Excellence	14.3	15.1	16.2	16.2	13.5	14.1	16.9	17.7	15.4	16.1	20
Participation	94.8	91.3	95.6	90.2	96.6	90.6	95.4	90.1	94.5	89.8	
<b>L.A. GRADE 3 FI:</b>											
Acceptable Stand.										N/A	N/A
Stand. of Excellence											
Participation											
<b>L.A. GRADE 6:</b>											
Acceptable Stand.	83.7	79.1	83.9	77.3	84.1	79.0	82.7	80.3	85.0	81.1	92
Stand. of Excellence	16.8	15.5	13.9	15.5	16.4	15.9	16.6	19.8	17.2	21.0	25
Participation	93.4	90.9	94.8	89.9	96.4	90.1	94.5	89.8	95.9	89.5	
<b>L.A. GRADE 6 FI:</b>											
Acceptable Stand.	89.8	88.5	83.3	85.1	93.2	87.5	93.3	87.4	94.3	87.7	92
Stand. of Excellence	20.4	12.8	8.3	8.8	27.3	11.2	20.0	11.0	9.4	14.2	25
Participation	95.9	95.8	100	96.1	100.0	96.1	97.8	96.7	98.1	95.6	
<b>L.A. GRADE 9:</b>											
Acceptable Stand.	86.3	77.6	85.8	77.9	79.0	77.4	85.2	77.5	80.4	76.5	92
Stand. of Excellence	13.6	12.4	13.3	14.0	9.9	13.6	13.7	14.8	12.7	14.8	25
Participation	93.6	87.3	95.3	87.4	90.8	87.7	94.2	87.9	92.6	87.7	
<b>L.A. GRADE 9 FI:</b>											
Acceptable Stand.	89.7	83.4	97.4	85.9	89.3	83.3	84.2	81.3	100.0	84.5	97
Stand. of Excellence	24.1	11.7	25.6	13.6	17.9	10.9	10.5	12.9	34.5	12.4	27
Participation	96.6	95.0	100	97.1	100.0	95.9	97.4	93.7	100	96.8	

<b>PROVINCIAL COHORT RESULTS SOCIAL STUDIES:</b>											
	2003-2004		2004-2005		2005-2006		2006-2007		2007-2008		Target (2008)
	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	Division
<b>SOCIAL GRADE 6:</b>											
Acceptable Stand.	84.5	78.3	83.2	78.1	83.9	78.2	79.1	77.0	81.1	77.4	90
Stand. of Excellence	19.1	20.2	18.9	21.8	19.8	23.2	18.8	22.7	19.7	24.2	21
Participation	95.2	90.6	94.9	89.6	96.3	90.1	94.7	89.1	95.5	88.6	
<b>SOCIAL GRADE 6 FI:</b>											
Acceptable Stand.	89.4	83.8	91.4	82.8	84.1	84.8	88.6	84.1	86.5	85.5	98
Stand. of Excellence	14.9	11.9	20.0	15.6	29.5	17.3	29.5	15.9	9.6	18.4	25
Participation	100	98.0	100.0	98.0	100.0	98.2	100.0	97.6	100.0	97.8	
<b>SOCIAL GRADE 9:</b>											
Acceptable Stand.	76.6	72.4	77.0	70.6	72.5	71.9	69.9	70.6	69.4	71.0	85
Stand. of Excellence	16.4	20.1	16.7	18.5	13.9	19.0	14.8	19.0	12.1	19.2	25
Participation	92.5	88.0	95.0	87.3	93.4	88.0	93.2	87.8	92.2	88.3	
<b>SOCIAL GRADE 9 FI:</b>											
Acceptable Stand.	100	86.6	97.4	84.0	89.7	83.1	91.9	83.2	69.0	82.6	92
Stand. of Excellence	33.3	17.7	35.9	14.7	24.1	15.5	10.8	14.5	13.8	14.2	31
Participation	100	98.3	100.0	98.1	93.1	97.3	100.0	98.2	100.0	98.2	

# 2007-2008 appendix C

## Provincial Achievement Tests (Cohort Results)

PROVINCIAL COHORT RESULTS MATHEMATICS:											
	2003-2004		2004-2005		2005-2006		2006-2007		2007-2008		Target (2008)
	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	Division
<b>MATH GRADE 3:</b>											
Acceptable Stand.	81.7	81.4	84.4	80.0	90.3	81.4	84.3	79.4	85.1	78.3	90
Stand. of Excellence	22.6	27.2	20.5	26.2	27.9	27.1	21.0	23.3	23.9	24.0	27
Participation	96.1	91.3	95.9	90.4	97.0	90.2	94.7	89.9	94.9	89.9	
<b>MATH GRADE 3 FI:</b>											
Acceptable Stand.	83.3	87.4	96.0	84.2	86.0	88.9	95.1	85.0	80.6	83.7	93
Stand. of Excellence	18.8	30.3	32.0	24.8	21.1	24.4	29.3	25.5	12.9	23.2	34
Participation	97.9	96.8	100.0	95.6	98.2	97.6	97.6	97.2	96.8	97.1	
<b>MATH GRADE 6:</b>											
Acceptable Stand.	81.2	77.8	80.5	77.6	77.9	74.5	71.9	73.3	77.9	73.9	90
Stand. of Excellence	20.6	20.9	14.4	18.0	12.4	15.3	9.6	14.4	14.5	15.7	20
Participation	94.6	90.7	95.5	90.5	95.5	90.2	94.4	89.5	95.9	89.4	
<b>MATH GRADE 6 FI:</b>											
Acceptable Stand.	91.8	90.2	83.3	89.9	90.9	87.7	86.4	85.7	90.4	86.6	92
Stand. of Excellence	28.6	26.0	22.2	20.6	27.3	20.3	18.2	15.4	21.2	18.7	34
Participation	98.0	97.6	100.0	98.3	100.0	98.4	100.0	97.9	100.0	98.1	
<b>MATH GRADE 9:</b>											
Acceptable Stand.	69.3	65.1	71.5	67.0	69.8	66.4	66.4	65.2	63.1	64.5	80
Stand. of Excellence	19.6	18.3	17.8	19.1	11.9	17.0	14.3	17.8	14.4	17.8	25
Participation	90.5	87.1	92.5	87.0	90.7	86.8	92.4	87.4	90.7	87.4	
<b>MATH GRADE 9 FI:</b>											
Acceptable Stand.	82.8	87.7	92.3	88.7	93.1	86.8	86.5	84.5	82.8	85.3	91
Stand. of Excellence	27.6	29.5	46.2	30.3	31.0	26.0	16.2	26.2	27.6	28.9	34
Participation	100	98.9	100.0	98.3	93.1	96.7	100.0	98.3	100.0	98.1	

PROVINCIAL COHORT RESULTS SCIENCE:											
	2003-2004		2004-2005		2005-2006		2006-2007		2007-2008		Target (2008)
	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	Division
<b>SCIENCE GRADE 6:</b>											
Acceptable Stand.	87.4	80.1	87.3	79.6	86.2	77.7	78.7	74.7	79.4	74.3	90
Stand. of Excellence	27.9	26.5	25.8	26.4	27.4	28.1	25.5	26.8	23.9	24.4	26
Participation	95.6	90.8	95.5	90.3	96.6	89.5	94.1	88.6	95.8	88.4	
<b>SCIENCE GRADE 6 FI:</b>											
Acceptable Stand.	93.8	88.0	77.1	82.9	88.6	85.2	88.6	82.3	94.2	82.9	95
Stand. of Excellence	31.3	22.4	17.1	19.1	31.8	20.0	31.8	23.0	17.3	19.6	27
Participation	97.9	98.2	100.0	95.9	100.0	97.8	100.0	97.1	100.0	97.4	
<b>SCIENCE GRADE 9:</b>											
Acceptable Stand.	72.9	65.8	73.0	66.9	67.1	66.7	71.3	68.8	70.4	68.4	80
Stand. of Excellence	16.0	12.1	14.3	12.9	9.2	13.5	11.1	14.6	9.8	12.9	18
Participation	93.7	88.1	94.4	87.7	93.3	87.6	94.1	88.2	98.9	88.4	
<b>SCIENCE GRADE 9 FI:</b>											
Acceptable Stand.	88.9	82.0	81.5	79.0	62.1	80.5	86.5	82.7	86.2	84.1	90
Stand. of Excellence	11.1	12.4	14.8	10.3	6.9	10.4	5.4	15.9	17.2	14.8	25
Participation	100.0	98.1	100.0	98.3	93.1	97.2	100.0	98.5	100.0	98.4	

# 2007 **appendix C** 2008

These numbers are included as this is the number most commonly reported by the province when it publicizes results. It reports the student results only on the Diploma Examination, and does not include any teacher input. The participation rate represents the percentage of students who wrote the exam compared to the total number of students in the grade.

<b>DIPLOMA EXAM RESULTS</b>		2003-2004		2004-2005		2005-2006		2006-2007		2007-2008		2008
		Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	Targets
<b>ENGLISH L.A. 30-1:</b>												
Acceptable Standard:		94.8	92.0	92.9	89.1	91.5	88.0	91.5	87.7	92.8	87.1	94.0
Standard of Excellence:		21.3	18.8	19.2	17.8	16.4	19.3	23.4	19.0	18.1	15.5	21.0
Participation Rate:		43.8	56.1	49.3	59.4	49.6	59.8	48.8	59.7	48.4	58.9	52.0
<b>ENGLISH L.A. 30-2:</b>												
Acceptable Standard:		89.8	85.2	93.7	89.4	86.1	86.1	94.3	88.6	92.8	88.9	93.5
Standard of Excellence:		9.7	7.1	13.3	10.1	6.4	8.1	9.5	9.7	8.6	8.8	16.0
Participation Rate:		25.2	25.0	34.1	26.2	35.4	26.0	33.9	26.1	37.5	26.8	34.0
<b>FRENCH L.A. 30</b>												
Acceptable Standard:		81.3	95.4	100	95.1	82.6	95.1	86.4	95.6	90.9	94.9	92.0
Standard of Excellence:		0.0	16.7	0.0	19.1	8.7	21.8	22.7	23.1	9.1	24.5	7.0
Participation Rate:		2.4	2.5	2.7	2.7	2.9	3.0	3.0	2.9	2.5	2.9	5.0
<b>SOCIAL 30:</b>												
Acceptable Standard:		86.4	85.9	89.6	85.2	85.0	85.5	86.0	86.2	86.8	84.7	91.0
Standard of Excellence:		26.4	23.8	21.5	24.3	18.2	23.9	26.5	24.6	22.3	21.5	27.0
Participation Rate:		38.9	52.6	40.5	53.6	43.0	54.0	39.9	53.9	41.6	51.7	47.0
<b>SOCIAL 33:</b>												
Acceptable Standard:		87.0	82.9	91.0	85.0	85.7	83.5	92.3	84.9	87.0	85.3	91.0
Standard of Excellence:		18.1	15.0	18.7	17.6	21.8	18.9	22.3	19.6	22.4	18.9	21.0
Participation Rate:		39.9	33.7	43.0	32.4	44.6	32.0	43.3	32.2	42.7	32.2	46.0
<b>MATH APPLIED 30:</b>												
Acceptable Standard:		93.6	85.5	92.7	87.6	82.6	77.5	76.7	77.6	76.0	76.3	94.0
Standard of Excellence:		19.3	14.3	22.7	21.8	13.7	11.8	13.3	12.1	13.7	10.7	24.0
Participation Rate:		17.8	22.2	21.5	22.0	20.8	21.6	25.4	21.6	18.8	21.3	24.0
<b>MATH PURE 30:</b>												
Acceptable Standard:		84.3	83.7	84.2	80.6	84.6	82.8	81.3	81.1	78.4	81.3	87.0
Standard of Excellence:		26.9	32.0	20.2	25.7	19.3	26.6	24.4	24.7	19.7	25.8	24.0
Participation Rate:		34.6	43.9	37.5	45.6	36.3	46.3	32.9	46.2	35.8	45.8	40.0
<b>BIOLOGY 30:</b>												
Acceptable Standard:		86.5	81.9	86.2	81.9	86.1	81.4	86.2	83.5	85.3	82.3	89.0
Standard of Excellence:		28.0	26.6	24.7	26.6	22.9	26.4	24.5	27.4	27.5	26.3	27.0
Participation Rate:		29.2	42.6	30.6	43.3	30.9	43.6	30.9	43.8	33.1	43.3	33.0
<b>CHEMISTRY 30:</b>												
Acceptable Standard:		91.5	85.7	87.0	88.2	91.5	88.4	93.7	89.4	92.6	89.2	92.0
Standard of Excellence:		33.0	27.9	28.4	33.4	36.8	37.2	33.2	37.9	44.2	39.2	32.0
Participation Rate:		27.0	37.7	29.9	38.5	27.8	39.1	26.0	38.3	27.3	38.4	33.0
<b>PHYSICS 30:</b>												
Acceptable Standard:		93.6	86.6	86.9	84.2	89.4	84.4	87.6	86.1	91.1	85.7	90.0
Standard of Excellence:		36.8	29.8	19.2	27.8	24.8	30.0	36.2	29.3	37.6	32.0	27.0
Participation Rate:		17.5	24.0	17.2	24.0	15.7	24.3	13.5	24.0	13.4	22.8	22.0
<b>SCIENCE 30:</b>												
Acceptable Standard:		83.4	84.3	91.9	88.1	86.1	82.8	91.7	87.2	96.8	88.6	92.0
Standard of Excellence:		17.2	16.5	30.8	22.1	16.3	17.3	25.8	18.0	26.6	21.6	27.0
Participation Rate:		19.1	7.6	23.2	7.8	22.2	7.8	15.8	7.7	16.4	8.2	26.0

# 2007 appendix C 2008

The chart below shows Parkland's student achievement levels at both the "Acceptable Standard" and the "Standard of Excellence" based on students' final course mark (an average of the diploma mark and the teacher awarded mark). The participation rate represents the percentage of students who wrote the exam compared to the total number of students in their third year of senior high programming.

FINAL COURSE MARKS	2003-2004		2004-2005		2005-2006		2006-2007		2007-2008		2008 Targets
	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	
<b>ENGLISH L.A. 30-1:</b> Acceptable Standard: Standard of Excellence: Participation Rate:	98.8 21.3 43.8	98.0 21.3 56.1	98.6 19.7 49.3	97.6 21.0 59.4	98.6 17.8 49.6	97.3 22.3 59.8	98.9 24.5 48.8	97.1 21.7 59.7	98.9 21.4 48.4	97.2 19.4 58.9	N/A
<b>ENGLISH L.A. 30-2:</b> Acceptable Standard: Standard of Excellence: Participation Rate:	98.0 5.6 25.2	94.0 3.9 25.0	98.1 11.1 34.1	95.8 5.7 26.2	95.9 4.1 35.4	94.6 5.1 26.0	98.5 6.1 33.9	95.8 5.8 26.1	97.6 5.5 37.5	95.3 5.5 26.8	N/A
<b>FRENCH L.A. 30</b> Acceptable Standard: Standard of Excellence: Participation Rate:	93.8 0.0 2.4	99.2 27.3 2.5	100.0 0.0 2.7	99.4 29.6 2.7	100.0 13.0 2.9	99.1 30.0 3.0	100.0 22.7 3.0	99.4 32.5 2.9	95.5 18.2 2.5	98.9 34.2 2.9	N/A
<b>SOCIAL 30:</b> Acceptable Standard: Standard of Excellence: Participation Rate:	94.5 23.8 38.9	96.8 24.9 52.5	98.3 17.7 40.5	96.8 25.7 53.7	97.1 16.9 42.9	96.6 25.7 54.0	97.4 27.9 39.9	97.1 26.4 53.9	97.0 24.7 41.6	96.8 24.9 51.7	N/A
<b>SOCIAL 33:</b> Acceptable Standard: Standard of Excellence: Participation Rate:	93.7 9.8 39.9	92.8 9.4 33.7	95.5 11.7 43.0	94.3 11.2 32.4	94.3 13.2 44.7	93.4 11.5 31.9	96.3 16.4 43.3	93.9 12.9 32.2	96.2 18.0 42.7	94.0 13.0 32.2	N/A
<b>MATH APPLIED 30:</b> Acceptable Standard: Standard of Excellence: Participation Rate:	98.6 10.0 17.8	92.9 10.5 22.2	96.7 13.3 21.5	94.2 14.6 22.0	89.4 9.9 20.8	89.6 10.0 21.6	92.2 13.3 25.4	89.9 10.8 21.6	90.4 13.7 18.8	88.3 10.3 21.3	N/A
<b>MATH PURE 30:</b> Acceptable Standard: Standard of Excellence: Participation Rate:	90.0 26.9 34.6	92.7 32.1 43.9	90.8 25.0 37.5	91.9 28.6 45.6	94.0 22.5 36.3	92.6 29.9 46.3	92.4 29.0 32.9	91.9 28.8 46.2	91.1 26.0 35.8	92.0 29.7 45.8	N/A
<b>BIOLOGY 30:</b> Acceptable Standard: Standard of Excellence: Participation Rate:	94.7 33.3 29.2	93.0 28.7 42.6	95.4 27.2 30.6	92.8 29.8 43.3	95.7 29.4 30.9	93.1 29.9 43.6	96.0 26.1 30.9	93.7 30.5 43.8	94.6 29.5 33.1	93.2 29.3 43.3	N/A
<b>CHEMISTRY 30:</b> Acceptable Standard: Standard of Excellence: Participation Rate:	95.7 28.2 27.0	94.1 29.3 37.7	92.6 25.1 29.9	95.1 33.0 38.5	96.0 33.2 27.8	95.1 36.3 39.1	95.1 32.2 26.0	95.5 37.2 38.3	94.7 40.5 27.3	95.5 37.5 38.4	N/A
<b>PHYSICS 30:</b> Acceptable Standard: Standard of Excellence: Participation Rate:	94.4 38.4 17.5	94.3 32.8 24.0	98.5 27.7 17.2	94.0 32.9 24.0	95.6 27.4 15.7	94.2 34.1 24.3	93.3 39.0 13.5	94.5 34.4 24.0	94.1 43.6 13.4	94.6 36.4 22.8	N/A
<b>SCIENCE 30:</b> Acceptable Standard: Standard of Excellence: Participation Rate:	93.8 15.2 19.1	93.3 13.9 7.6	95.9 23.8 23.2	93.8 17.5 7.8	93.4 16.9 22.2	93.5 15.9 7.8	97.5 18.3 15.8	93.9 16.9 7.7	98.4 21.0 16.4	94.4 19.0 8.2	N/A

# 2007 **appendix C** 2008

Rewarding the exceptional achievements of students who have maintained an average of 80 percent or more in five core subject areas, Rutherford Scholarships were established by the province in 1981. Students achieving 80 percent or more in Grade 10 are awarded \$400. For students achieving 80 percent or better in Grades 11 and 12, \$800 and \$1,300 are awarded respectively. The maximum possible award for students qualifying in all three years is \$2,500.

## *Rutherford Scholarships*

<b>RUTHERFORD SCHOLARSHIPS:</b>											
	2003-2004		2004-2005		2005-2006		2006-2007		2007-2008		Target
	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	2008
Percentage of students earning Rutherford Scholarships	26.3%	32.5%	24.2%	33.8%	26.4%	35.3%	28.8%	37.2%	30.0%	38.2%	31.0%

## *Diploma Examination Participation Rate*

<b>DIPLOMA EXAMINATION PARTICIPATION RATE:</b>											
	2003-2004		2004-2005		2005-2006		2006-2007		2007-2008		Target
	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	2008
Percentages of students who have written four or more diploma exams by the end of their third year of high school.	48.6%	51.4%	42.2%	52.4%	49.1%	53.5%	47.5%	53.7%	42.5%	53.6%	48%

## *High School to Post-Secondary Transition Rate within Four and Six years*

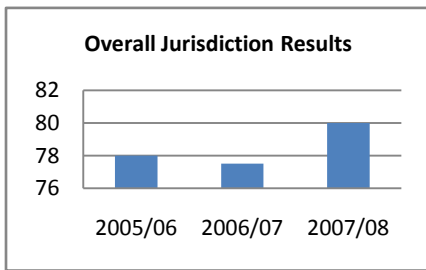
<b>TRANSITION RATE:</b>											
	2003-2004		2004-2005		2005-2006		2006-2007		2007-2008		Target
	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	2008
<b>TRANSITION RATE</b>											
Four Years	22.8%	32.7%	25.4%	33.9%	23.4%	37.0%	29.3%	39.5%	27.9%	40.7%	32%
Six Year	46.2%	51.5%	45.5%	54.4%	50.9%	57.5%	53.9%	59.5%	49.4%	60.3%	56%

# 2007-2008 appendix D

## Goal Three: Highly Responsive and Responsible Jurisdiction

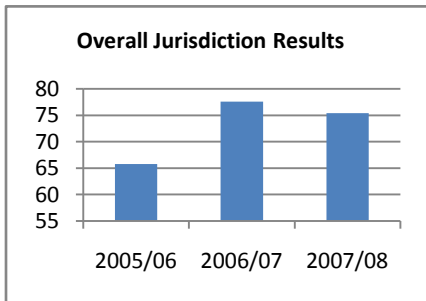
*Outcome: The jurisdiction demonstrates effective working relationships with partners and stakeholders.*

Performance Measure	Results				Target	
	2004/05	2005/06	2006/07	2007/08	2007/08	
Percentages of teachers and parents satisfied with parental involvement in decisions about their child's education.	<b>Teachers</b>					
	Jurisdiction	86.0%	89.4%	93.5%	89.5%	Optional
	Province	87.0%	87.6%	87.1%	87.5%	
<b>Parents</b>						
Jurisdiction	64.6%	66.6%	65.3%	70.5%	Optional	
Province	65.2%	68.1%	67.9%	69.0%		
<b>Overall</b>						
Jurisdiction	75.3%	78.0%	77.5%	80.0%	80.0%	
Province	76.1%	77.8%	79.4%	78.2%		



*Outcome: The jurisdiction demonstrates leadership and continuous improvement.*

Performance Measure	Results				Target	
	2004/05	2005/06	2006/07	2007/08	2007/08	
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.	<b>Teachers</b>					
	Jurisdiction	75.1%	59.2%	76.0%	77.0%	Optional
	Province	73.1%	75.5%	74.5%	75.6%	
<b>Parents</b>						
Jurisdiction	66.8%	67.1%	74.0%	72.5%	Optional	
Province	70.9%	75.4%	75.1%	75.9%		
<b>Overall</b>						
Jurisdiction	72.5%	65.8%	77.6%	75.4%	80.0%	
Province	73.9%	76.9%	76.8%	77.0%		

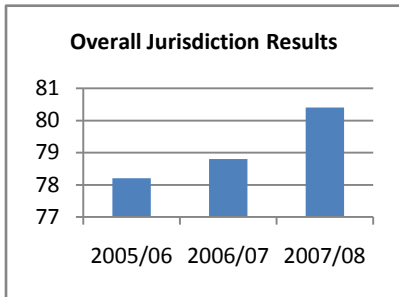


# 2007 2008 appendix D

## Performance Measure

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.

	Results				Target
	2004/05	2005/06	2006/07	2007/08	2007/08
Teachers					
Jurisdiction	71.6%	69.4%	81.2%	76.3%	80.0%
Province	76.5%	78.2%	78.8%	80.4%	



# 2007 **appendix E** 2008

Classroom based assessment is an important factor in assessing student achievement. The charts below illustrate students' academic growth in the core areas of Language Arts, Mathematics, Science and Social from Grades 1 - 10, as derived from teacher based assessments.

## *Academic Growth*

<b>GRADES 1-10 Academic Growth Students - Teacher Assessed</b>										
Percentage of students in Grades 1 - 10 whose performance on academic core courses indicates they have met or exceeded their grade standard on year-end report cards (Teacher Based Assessment).	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Gr. 9	Gr. 10
Language Arts/English	89.9	93.2	92.4	93.7	91.9	90.8	92.6	87.6	89.7	91.9
Mathematics	94.2	95.7	94.7	95.4	92.1	88.7	89.2	86.8	83.5	85.5
Social Studies	90.7	92.6	91.5	96.6	99.2	93.5	89.6	87.0	87.4	90.8
Science	90.4	92.2	92.0	94.6	94.1	93.3	90.6	86.4	88.4	91.7



# 2007 **appendix F** 2008

All students identified with special needs are supported through the development of Individual Program Plans (IPP), implemented primarily by classroom teachers and educational assistants. The charts below outline the number of students served annually through a funded IPP, as well as the degree of success experienced by students in meeting goals outlined in their IPP.

## *Students with Special Needs*

<b>NO. OF SPECIAL NEEDS STUDENTS:</b>					
	2003/04	2004/05	2005/06	2006/07	2007/08
No. of Students with Special Needs Students Code 30, 50 and 80 (mild and moderate)	651	490	568	587	590
Code 40 (severe)	204	202	211	198	297
<b>Total</b>	<b>855</b>	<b>692</b>	<b>779</b>	<b>785</b>	<b>887</b>

## *Students with Special Needs*

<b>PERFORMANCE ON INDIVIDUAL PROGRAM PLANS:</b>					
Total Percentage of Students, who have been coded under Alberta Education's special needs categories, that:	2003/04**	2004/05	2005/06	2006/07	2007/08
Met all of their Individual Program Plan goals	37%	53.7%	50.5%	37.8%	40.5%
Met the majority of their Individual Program Plan goals	44%	30.4%	36.5%	54.2%	43.2%
Met less than half of their Individual Program Plan goals	20%	15.9 %	13.0%	8.0%	16.3%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

\*\*The wording of this performance measure was changed in 2003/04 from "met some" to "met less than half".



# 2007 **appendix G** 2008

Parkland's Satisfaction Survey was administered to a grade-specific sample of parents and students, and to all staff. The tables below show our schools' satisfaction results in relation to the jurisdiction's goals. The percentages listed represent the percent of respondents who indicated "strongly agree" or "agree" on the student survey, or the number of respondents who indicated "very satisfied" or "satisfied" on all other surveys. In schools where there were fewer than 6 respondents in a group, i.e. under 6 staff members responding to the survey, results have not been included to ensure anonymity. Results that have been suppressed are indicated by (-). Grey areas of the table indicate that a result is not available because the question was not asked to that group. The response rates are the percentage of parents, students and staff who completed the 2007/08 Satisfaction Survey.

## Local Satisfaction Survey Results (2007 – 2008)

SATISFACTION SURVEY RESPONSE RATES								
	Parents with students in Grades 2, 5, 8, 11		Special Education Parents		Grade 3, 6, 9 and 12 Students		Staff	
	# of surveys returned	Parkland Division	# of surveys returned	Parkland Division	# of surveys returned	Parkland Division	# of surveys returned	Parkland Division
Survey Response Rates	n=588	23%	n=175	18%	n=2,316	77%	n=687	70%

SATISFACTION LEVELS RELATED TO GOAL 1: High quality learning opportunities for all.								
	Parents with students in Grades 2, 5, 8, 11		Grade 3 and 6 Students		Grade 9 and 12 Students		Staff	
	School Result	Parkland Result	School Result	Parkland Result	School Result	Parkland Result	School Result	Parkland Result
Overall quality of education / I like my school (gr. 3/6)		88%		91%		83%		98%
School Characterized by dignity, respect, and caring		84%		96%		86%		92%
Dignity & Respect				87%		74%		
Friends at school				97%		96%		
Safe environment:		87%		90%		86%		90%
Building				94%		93%		
Classroom				80%				
Grounds			79%		81%		76%	
Bus		82%						
Treated fairly		88%		93%		81%		98%
Satisfaction with the variety of program choices available		84%				82%		92%
Teachers use computer technologies to help learn		79%		90%		83%		84%
Technology improves student learning				89%		81%		
The School/Teachers provide help and support		85%		95%		82%		87%
Parents satisfaction with access to special needs services <sup>1</sup>		83%						
Parents satisfaction with timeliness of special needs services <sup>1</sup>		79%						
Students with special needs are meeting their IPP goals <sup>1</sup>		78%						93%
Early/Middle years focus is meeting students' needs		82%						78%

**Note 1:** Answered by parents with children that receive special needs assistance in school.

# 2007-2008 appendix G

## Local Satisfaction Survey Results (2007 – 2008)

<b>SATISFACTION LEVELS RELATED TO GOAL 2: Excellent Learner Outcomes Achieved by Students.</b>								
	Parents with students in Grades 2, 5, 8, 11		Grade 3 and 6 Students		Grade 9 and 12 Students		Staff	
	School Result	Parkland Result	School Result	Parkland Result	School Result	Parkland Result	School Result	Parkland Result
Students are prepared for world of work		64%				73%		91%
Students are prepared for post-secondary studies		69%				86%		
Students have information re: next steps in learning programs		85%				86%		
Satisfaction with career planning assistance		55%				68%		
Students are being prepared to be good citizens		90%		94%		74%		
Satisfaction with progress and achievement of your child		88%						

<b>SATISFACTION LEVELS RELATED TO GOAL 3: Responsive and Responsible Services and Operations.</b>								
	Parents with students in Grades 2, 5, 8, 11		Grade 3 and 6 Students		Grade 9 and 12 Students		Staff	
	School Result	Parkland Result	School Result	Parkland Result	School Result	Parkland Result	School Result	Parkland Result
Satisfaction with opportunity for involvement in decision making		85%						87%
School's effort to involve parents in child's learning experiences		84%						97%
Satisfaction with involvement of special needs specialists <sup>1</sup>		73%						
Satisfaction with quality of special education services overall <sup>1</sup>		73%						
Teachers are available discuss child's education		91%						
School always works to improve the quality of education offered		84%						97%
Way school informs about progress & achievement		85%		93%		86%		98%
Satisfaction with communications from the school/Division		88%						84%
Satisfaction that educational dollars are well spent in school		74%						
Access to Professional Development activities								90%
Quality of professional development activities								89%

**Note 1:** Answered by parents with children that receive special needs assistance in school.

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# 2007-2008

