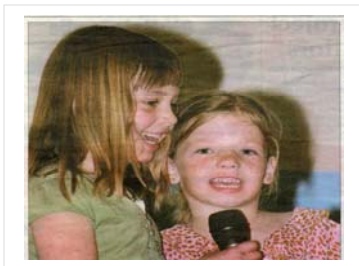


# 2007-2010 education plan

PARKLAND SCHOOL DIVISION NO. 70



# 2007-2010

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For additional information about Parkland  
School Division's 2007-2010 Three Year Plan,  
Capital Plan or Budget, contact:

Grace Gruber  
Board Chair  
4603-48 Street  
Stony Plain, AB  
T7Z 2A8  
Tel. (780) 963-8417  
Fax. (780) 963-4169  
E-mail. [ggruber@psd70.ab.ca](mailto:ggruber@psd70.ab.ca)

Mary Lynne R. Campbell  
Superintendent of Schools  
4603-48 Street  
Stony Plain, AB  
T7Z 2A8  
Tel. (780) 963-8417  
Fax. (780) 963-4169  
E-mail. [mcampbell@psd70.ab.ca](mailto:mcampbell@psd70.ab.ca)

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# 2007-2010 accountability

Parkland School Division's Three-Year Education Plan for 2007-2010 was prepared by the jurisdiction's Board of Trustees, its Leadership Council, which is comprised of system and school administrators.

The Education Plan for Parkland School Division No. 70 for the three years commencing September 1, 2007 was prepared under the direction of the Board in accordance with the responsibilities specified in the *School Act*, the *Government Accountability Act*, Alberta Education Policy 2.1.1 ("Accountability in Education: School Authority Accountability") and the provincial government's accounting policies. This Education Plan was developed in the context of the provincial government's business and fiscal plans. The Board is committed to achieving the results laid out in this plan.



*Grace Gruber*

Grace Gruber  
Board Chair

*Mary Lynne R. Campbell*

Mary Lynne R. Campbell  
Superintendent of Schools

Information regarding this Education Plan is communicated with the public in the following manner:

- Posted to Division website at <http://www.psd70.ab.ca/psd/content/division/accountability.shtml>
- Copies are sent to each school, and each school council, as well as agencies within the community
- An edition of the Division's community newsletter, "The Advocate" (circulated through school newsletters), will feature highlights of the Education Plan.
- Highlights from the plan are shared with school Division staff through the weekly staff information bulletin, "On-Line".

## **Vision**

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

## **Mission**

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

## **Principle**

*Our work is first and foremost about children, their learning and development.*

### Related Beliefs

- Learning begins with the child.
- All students have the right to access an excellent basic education program that meets their needs.
- Learning environments contribute to the development of skills and habits necessary for the world of work, post-secondary studies, life-long learning and citizenship.
- All students can experience success in learning.
- Social, physical, intellectual, cultural and emotional growth needs of students can be met in the school environment.
- Students have diverse learning and program needs.
- We believe in nurturing hope.

## **Principle**

*Our Division is a vibrant learning organization where everyone is a learner.*

### Related Beliefs

- Education is a life-long process.
- Staff development is fundamental to students' success.
- All education stakeholders are learners.

## **Principle**

*Effective decisions are made within an environment that supports meaningful collaboration.*

### Related Beliefs

- Parents are our partners.
- Leadership is the shared responsibility of everyone within the organization.
- The education of our students is an activity that requires the participation of all members of the education community.
- People closest to the activity have essential information and perspective.
- Effective communication is beneficial to all.
- Meaningful collaboration arises from relationships built on trust, honesty and respect.

## **Principle**

*Successful learning occurs in purposeful, safe and respectful environments.*

### Related Beliefs

- Everyone is entitled to a safe and caring learning environment.
- Excellence in teaching results in excellence in learning.
- Effective staff are critical to successful learning.

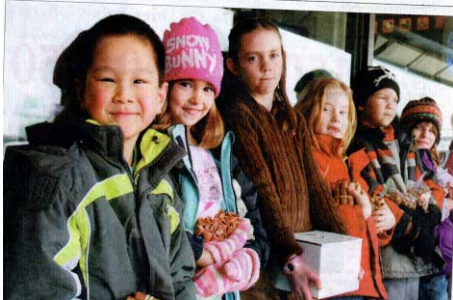
## **Principle**

*People have the freedom to choose and are responsible for their decisions.*

### Related Beliefs

- People are accountable for the decisions they make.
- Our vision, mission, principles, beliefs and outcomes should be the standard against which we measure our decisions.
- Students are responsible for participating fully in the achievement of their success.

# 2007-2010 division profile



Situated on the western edge of Edmonton, surrounding the City of Spruce Grove and the Town of Stony Plain, and stretching approximately 100 km west to the Pembina River, Parkland School Division serves the educational needs of approximately 9,558 kindergarten to grade 12 students within 25 urban and rural instructional sites.

Originally an agricultural region, over the past 25 years the economic base has become increasingly industrial through the development of major power generation and coal mining projects at TransAlta Utilities (near Lake Wabamun), oil and gas resources, and the industrial and commercial developments in the Acheson Park and the Ellis and Sherwin Industrial Parks.

## Education Plan Process

This year's planning activities saw the implementation of a new process in developing the Division's three year Education Plan. A number of focus groups were established and asked to consider Parkland's strategic plans, goals and strategies relative to our Education Plan. Parents, students and staff (both certificated and non-certificated), the Leadership Council group and Board members all had the opportunity for input into the evolving plan. The Board of Trustees and Leadership Council saw all of the feedback from the other focus groups and helped mold this into Parkland's Three Year plan.

These focus groups re-affirmed many of the initiatives Parkland is undertaking and made several suggestions about how to improve work already being done. Feedback gathered at the focus group sessions is incorporated into the Education Plan in the "Strategies" (pg. 13) and "Outcomes" (pgs. 10-12) sections. There were comments from each of these focus groups expressing appreciation for the opportunity to be involved.

## Governance

The jurisdiction's Board of Trustees takes very seriously its stewardship role in representing Parkland students and communities. The Board's approach to governance, in support of its commitment to excellence in learning and teaching, is to cultivate an environment which promotes open dialogue and participation. The Board's primary responsibilities involve Trustees in setting directions, allocating resources, monitoring and reporting student and organizational progress and achievements.

## Administration

### System Administration

Principals report directly to the Superintendent of Schools. Working collaboratively with stakeholders, the Superintendent, Deputy Superintendent, two Associate Superintendents and 60 Central Office Staff provide curriculum, financial, transportation, facility maintenance, human resources, and communication services to Parkland's school communities.

### Facilities

Parkland's Facilities Department, in conjunction with Business and Finance, has developed a Three Year Capital Plan. Based on the results of a facilities review, which examined the conditions and needs of each school in relation to student population, growth and education programming, the plans prioritize eight new construction and modernization projects for the three year plan (see pg. 15 for Parkland's 2007-10 Capital Plan Submission).

### Transportation

Parkland School Division operates one of the largest student transportation systems in the province, utilizing a fleet of 157 contracted buses to provide services to over 8461 students attending Parkland, Evergreen Catholic, private schools and other neighbouring jurisdictions (Grande Yellowhead, Black Gold and Wild Rose), where transportation agreements are in place. The Department also provides services for students attending sporting trips, field trips, and mini-excursions throughout the year.

# 2007-2010 division profile

## Schools and School Councils

### Schools

Serving over 58,000 residents in an area of over 3,995 square kilometers, the jurisdiction operates 21 schools in addition to a number of additional sites including: Connections for Learning, two high school outreach programs and an institutional program. With approximately 488 (FTE) certificated teaching staff and 331 support staff, the Division facilitates planning and the coordination of services by dividing the jurisdiction into three areas:

### **Spruce Grove Area Schools**

	Grades Served	Telephone
Brookwood	K-4	962-3942
Ecole Broxton Park	K-9	962-0212
Graminia	K-9	963-5035
Greystone Centennial	5-9	962-0457
Millgrove	K-4	962-6122
Parkland Village	K-4	962-8121
Spruce Grove Comp	10-12	962-0800
Spruce Grove Outreach	10-12	962-1414
Woodhaven	5-9	962-2626

### **Stony Plain Area Schools**

Blueberry	K-9	963-3625
Connections for Learning	K-12	963-0507
Forest Green	K-6	963-7366
High Park	K-9	963-2222
Memorial Composite	10-12	963-2255
Memorial Composite Outreach	10-12	963-0840
Ecole Meridian Heights	K-9	963-2280
Muir Lake	K-9	963-3535
Stony Plain Central	K-9	963-2203

### **West End Area Schools**

Duffield	K-9	892-2644
Entwistle	K-9	727-3811
Keephills	K-6	731-3965
Seba Beach	K-9	797-3733
Tomahawk	K-9	339-3935
Wabamun	K-9	892-2271

### School Councils

As required under Provincial legislation, each school within the jurisdiction is represented by a School Council or Parent Advisory Group consisting primarily of parents and school staff. Whenever possible, members of the Board of Trustees attend monthly council meetings.

## Responsive Programming

Parkland School Division offers enhanced programming in ways that reflect the diverse communities it serves. In addition to offering a full range of core curricula courses, the jurisdiction expands the basic educational requirements with a wide variety of programs that respond to the individual needs of its students. Responsive educational program offerings include: Early Childhood Services, Early Literacy, French Immersion, Home-School Studies (blended, virtual, and at-home), Distance Learning, Registered Apprenticeship Program, Christian Program, Hockey Option and Outreach Campus Programming. Focusing on the developmental needs of students, the Division supports an early and middle years approach to learning for students in Kindergarten to Grade 9. Beginning in the middle years, the Division also offers complementary programming opportunities for students such as Second Languages (French, German, Japanese), Career and Technology Studies, Career Development, Environmental Studies and Outdoor Education, Visual and Literary Arts, Performing Arts, Choir, Band and Advanced Placement (Grades 10-12).

## Specialized Programming

Approximately 1350 students within the jurisdiction have identified special needs. Schools in the jurisdiction provide programming from full inclusion, to partial integration, to specialized classes that serve students with behavioral, communication, intellectual, learning and physical disabilities. Maintaining an attitude that all students can learn and experience success, Parkland staff designs Individual Program Plans each year for these students. Parkland also offers intervention programs, which focus on preparing children to become successful learners. Some of these programs include Early Intervention for pre-school children between the ages of 2 ½ and 5 who have significant disabilities; short-term assistance for elementary students with minor learning needs; Sunrise Support Centre for students with complex needs and a range of other programming options.

# 2007-2010 priorities

## **Priorities for Quality Student Learning in Parkland School Division**

Parkland School Division's continuing effort to enhance and improve student learning outcomes is its most important commitment.

For the three year period 2007/08 to 2009/10, the Division has asked schools to pay particular attention to three (3) priority areas. Over the last number of years the Division has put significant work into these areas, and we believe that these priority areas are key to student success.

Schools are expected to review their own progress in relation to these priorities (as applicable), as measured against a declared division standard, and to determine school-based improvements accordingly.

### **The priority areas are:**

- Enhanced understanding of Early and Middle Years pedagogy and practice by school community members in all K – 9 schools.
- Expanded use of Assessment for Learning practices across K – 12.
- Improved student performance in demonstrating skills of Citizenship and Social Responsibility.



# 2007 trends & issues 2010

## Student Performance

Results from the 2005/06 Divisional survey suggest there is still work to do in the area of information and assistance with career planning for students. Levels of satisfaction are as follows:

- sixty-nine (69%) percent of parents
  - sixty-three (63%) percent of students in grades 9 and 12
- The Provincial government's "Accountability Pillar" identifies the 4-year Transition rate as an area of growth for Parkland School Division. However, Parkland's six year Transition rate is significantly higher at fifty-one (51%) percent.

Parents and students (grades 9 and 12) responded with slightly lower levels of satisfaction with the jurisdiction's preparation of students for the world of work than hoped for:

- seventy-six percent (76%) of parents
- sixty-six percent (66%) of grade 9 and 12 students .

The Division will continue to work with schools to assist them in addressing the needs of students related to career and workplace learning/readiness (2007-10) Education Plan Goal Two – Excellent learner outcomes achieved by students. Priority – Improved high school completion and transition rates. Continue the implementation of Parkland's Policy for School to Career Transition planning as per policy H31 (School Career Transition).

### Provincial Achievement Tests

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

- Results in the standard of excellence with students meeting or exceeding provincial performance at the standard of excellence in only two of ten test categories (English Language Arts 6 and Math 3).
- Math 6 results are down from last year's level, are below Provincial result levels and below 2006 target levels
- Science 6 and 9, and Social Studies 6 and 9 are below the Provincial result level.

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

During the 2006/07 school year, Parkland will focus on:

- results at the standard of excellence level
- the distribution of participation rates between academic and non-academic courses

To help student results improve on these provincial tests Parkland will (a) provide on-going support and feedback to schools in the area of school level diploma exam results analysis and action planning, (b) focus on assessment for learning in all areas to promote student growth, and (c) continue to provide in-service and program development opportunities in key curriculum areas.

## Secondary Scholastic Achievement

As calculated by Alberta Education 24.2 percent of Parkland's high school students earned a Rutherford Scholarship this past year. This percentage is below the provincial average of 33.8 percent and below Parkland's desired target of 26 percent (June 2005).

## Technology

Skills - An area of improvement for Parkland as a learning organization is in the use of computer technology to enhance student learning. While there are slight increases in satisfaction levels, students in Parkland do not strongly believe that computers are helping to improve their academic performance, as evidenced in the following Divisional survey results:

- seventy-six (76%) percent of grade 3 and 6 students
- sixty-eight percent (68%) of grade 9 and 12 students
- seventy-nine percent (79%) of parents
- seventy-eight percent (78%) of staff (Fig.2, pg. 21)

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

Results from the 2005-06 Division Satisfaction survey suggest there is still work to do in the area of information and assistance with career planning for students. Levels of satisfaction are as follows:

- sixty-nine (69%) percent of parents
  - sixty-three (63%) percent of students in grades 9 and 12
- Parents and students (grades 9 and 12) responded with slightly lower levels of satisfaction with the jurisdiction's preparation of students for the world of work with the following satisfaction levels:
- seventy-six (76%) percent of parents
  - sixty-six (66%) percent of grade 9 and 12

## Facilities

The Board continues to have health and safety concerns. Many of its facilities have numerous maintenance deficiencies. In addition 26 percent (26%) of students are provided learning spaces in portables; portables whose life expectancy of 25 years is close to expiry or beyond.

## Staffing Costs

Staffing costs continue to constitute approximately 90 percent of most schools operating budgets. This leaves very little room to support additional classroom supports and resources.

# 2007-2010 plan overview

## Context

- *School Act*
- Divisional and Provincial Mission, Beliefs, Goals, Outcomes, and Strategies
- Provincial and Divisional Policies and Programs of Study
- Budget
- Collective Agreements

## Division Principles

- Our work is first and foremost about children, their learning and development.
- Our Division is a vibrant learning organization where everyone is a learner.
- Effective decisions are made within an environment that supports meaningful collaboration.
- Successful learning occurs in purposeful, safe and respectful environments.
- People have the freedom to choose and are responsible for their decisions.

## Priorities for Student Learning

- Enhanced understanding of Early and Middle Years pedagogy and practice by school community members in all K – 9 schools.
- Expanded use of Assessment for Learning practices across K – 12.
- Improved student performance in demonstrating skills of Citizenship and Social Responsibility.

## Goals

1. High quality learning opportunities for ALL.
2. Excellent learner outcomes achieved by students.
3. Responsive and responsible services and operations.

## Outcomes

- The education system meets the needs of K-12 students, society, and the economy.
- Schools provide a safe and caring environment for students.
- Children at-risk have their needs addressed through effective programs and supports.
- Staff practice is informed by involvement in one or more Professional Learning Communities (PLCs) that focus on Early and Middle Years pedagogy.
- Learners demonstrate high standards.
- Learners complete programs.
- Learners are well prepared for lifelong learning.
- Learners are well prepared for employment.
- Learners are well prepared for citizenship.
- The jurisdiction achieves improved results through effective working relationships with partners and stakeholders.
- The jurisdiction demonstrates leadership and continuous improvement.

# 2007-2010 goal one

## High Quality Learning Opportunities for All

### System Priorities

- Enhanced familiarity with Early and Middle Years pedagogy and practice by school community members in all K-9 schools

### Outcomes

- The education system meets the needs of K-12 students, society, and the economy.

	Achievement	Improvement	Overall
Education Quality	Very High	Improved Significantly	Excellent

- Schools provide a safe and caring environment for students.

	Achievement	Improvement	Overall
Safe and Caring	High	Improved Significantly	Good

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

	Achievement	Improvement	Overall
Program of Studies	High	Maintained	Good

- Staff practice is informed by involvement in one or more PLCs that focus on Early and Middle Years pedagogy.

### Performance Measures

- 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. (Provincial Measure – pg.17)
- Percentage of teacher, parent, and students satisfied with the overall quality of basic education. (Provincial Measure – pg. 17)
- 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 – pg. 18)
- Percentage of teachers, parents and student agreement that: students are safe at school, are learning the importance of caring for others, are

learning respect for others and are treated fairly in school. (Provincial Measure – pg. 18)

- Percentage of parents who agree that services and supports for children at-risk are easy to access and timely. (Division Measure – pg. 21)
- 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 Measure – pg. 21)
- Percentage of schools that publish and publicly present a report based upon their PLC work in Early and Middle Years pedagogy. (Division Measure – under development)
- Percentage of schools that use a professional learning community and action research to explore and implement effective early and middle years’ practices. (Division Measure – under development)
- Percentage of parents of early and middle years’ learners whom express satisfaction with the quality of learning experiences provided to their children. (Division Measure – pg. 21)

## Target - Continuous Improvement

### Standards

- 100% of schools use a professional learning community and action research approach to explore and implement effective early and middle year’s practices.
- At least 90% of parents of early and middle year’s children express satisfaction with the quality of learning experiences provided to their children.
- At least 90% of students with special needs and others considered academically at risk will be judged by parents, teachers and selves to have met or exceeded their learning goals.

*Additional targets for performance measures, where baseline data is available, are identified in Appendix A.*

# 2007-2010 goal two

## Excellent Learner Outcomes Achieved by Students

### System Priorities

- Expanded use of Assessment For Learning practices across K – 12.
- Improved student performance in demonstrating skills of Citizenship and Social Responsibility.

### Outcomes

- Learners demonstrate high standards.

	Achievement	Improvement	Overall
PAT: Acceptable	Intermediate	Maintained	Acceptable

	Achievement	Improvement	Overall
PAT: Excellence	Intermediate	Maintained	Acceptable

	Achievement	Improvement	Overall
Diploma: Acceptable	Intermediate	Declined	Issue

	Achievement	Improvement	Overall
Diploma: Excellence	Intermediate	Declined	Issue

	Achievement	Improvement	Overall
Diploma Exam Participation Rate (4+ Exams)	Intermediate	Maintained	Acceptable

	Achievement	Improvement	Overall
Rutherford Scholarship Eligibility Rate	Intermediate	Improved	Good

- Learners complete programs.

	Achievement	Improvement	Overall
High School Completion Rate (3 yr)	Intermediate	Maintained	Acceptable

	Achievement	Improvement	Overall
Drop Out Rate	Intermediate	Improved	Good

- Learners are well prepared for lifelong learning.

	Achievement	Improvement	Overall
Transition Rate (4 yr)	Intermediate	Improved Significantly	Good

### Target - Continuous Improvement

- Learners are well prepared for employment.

	Achievement	Improvement	Overall
Work Preparation	Intermediate	Improved	Good

- Learners are well prepared for citizenship.

	Achievement	Improvement	Overall
Citizenship	High	Improved Significantly	Good

### Performance Measures

- Percentages of students (cohort) who achieve the acceptable standard and the standard of excellence on Provincial Achievement Tests at Grade 3, 6 & 9. (Provincial Measure – pgs. 23-24)
- Percentages of students who achieve the acceptable standard and the standard of excellence on Grade 12 Diploma Exams. (Provincial Measure – pgs. 26-27)
- Percentage of Grade 12 students participating in Diploma courses. (Provincial Measure – pg. 29)
- Percentage of Grade 12 students eligible for Rutherford scholarships. (Provincial Measure – pg. 29)
- 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. (Divisional Measure – pg. 25)
- 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. (Divisional Measure to be developed)
- Percentage of students who completed high school within three, four and five years of entering Grade 10. (Provincial Measure – pg. 28)
- Annual drop out rate of students age 14 to 18 years old. (Provincial Measure – pg. 28)
- Percentage of students whose year end assessment by teachers shows they have successfully completed English Language Arts, Mathematics, Science and Social Studies. (Divisional Measure – pg. 25)
- High school to post-secondary transition rate within four and six years of entering Grade 10. (Provincial Measure – pg. 28)
- Percentage of teachers and parents satisfied that students demonstrate the knowledge, skills and attitudes necessary for their next steps in lifelong learning. (Divisional Measure – pg. 22)
- Percentage of teachers and parents who agree students are taught the attitudes and behaviours that make them successful at work when they finish school. (Divisional Measure – pg. 22)

# 2007-2010

14. Percentage of teachers, parents, and students satisfied that students model the characteristics of active citizenship.  
(Divisional Measure – pg. 22)

## Standards

1. At least 80% of all First Nations, Métis, and Inuit students in Parkland School Division demonstrate performance at or above grade standard, as measured by school based assessment in core subject areas.
2. At least 85% of students participating in Diploma level courses shall achieve the Acceptable Standard on Diploma examinations and at least 6 % shall achieve the Standard of Excellence on Diploma examinations
3. 100% of schools have a local school policy that describes the variety of assessment for learning strategies used to improve the likelihood of student success.
4. 4. At least 85% of students in all grade levels and subjects are judged by teachers to be at or above grade standard.
5. At least 90% of grade 3 and 6 students perform at or above grade level on PATs.
6. At least 80% of grade 9 students perform at or above grade level on PATs.
7. At least 65% of grade 12 students participate in a 30 level Mathematics course.
8. At least 20% of grade 3 and 25% of grade 6 and 9 students in Math, English Language Arts, Social Studies and Science achieve at the standard of excellence.
9. At least 32% of high school students eligible for Rutherford Scholarship attain same.

10. By the end of the 2009/10 school year, Parkland School Division's high school completion (students who receive a high school diploma, GED, Certificate of High School completion or who enter an apprenticeship program or post secondary institution directly from high school without a formal credential within 5 years of entering grade 10) rate will have risen to 82%.
11. At least 30% of Parkland students will transition to post-secondary settings within four years of entering grade 10.
12. At least 95% of Parkland students hold the belief that their schools represent safe and caring learning environments
13. At least 92% of parents, students and teachers express satisfaction that students model the characteristics of active citizenship and social responsibility
14. At least 95% of students in K-4 and 5-9 demonstrate the standards identified in the PSD Standards for Citizenship and Social Responsibility

*Additional targets for performance measures, where baseline data is available, are identified in Appendix A.*

# 2007-2010 goal three

## Responsive and Responsible Services and Operations

### Outcomes

1. The jurisdiction achieves improved results through effective working relationships with partners and stakeholders.

	Achievement	Improvement	Overall
Parental Involvement	High	Improved	Good

2. The jurisdiction demonstrates leadership and continuous improvement.

	Achievement	Improvement	Overall
School Improvement	High	Improved Significantly	Good

### Performance Measures

1. Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education. (Provincial Measure- pg. 29/Division Measure – pg. 22)
2. Percentage of parents and staff satisfied with their involvement in school system decision making processes. (Division Measure – pg. 22)
3. Percentage of teachers/staff and parents indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years. (Provincial Measure –pg. 29/Division Measure – pg. 22)
4. 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 needs. (Provincial Measure- pg. 20)

### Target - Continuous Improvement

#### Standards

1. At least 90% of Parkland parents indicate satisfaction with the overall provision of educational services in the Division.
2. At least 90 % of teachers and parents satisfied with parental involvement in decisions about their child's education.
3. At least 90% of school councils/parent advisory committees satisfied with their involvement in school system decision making processes.
4. At least 90% of teachers and parents indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.
5. At least 90% of teachers who agree that professional development opportunities made available through the school jurisdiction are focused on priorities and effectively address their ongoing professional needs.



*Additional targets for performance measures, where baseline data is available, are identified in Appendix A.*

# 2007-2010 strategies

## **Safe and Orderly Environment**

- Implement Parkland's Crisis Response Procedures. (Goal 1)
- Implement, refine and celebrate achievement of standards that illustrate positive citizenship in students. (Goal 2)

## **Climate of High Expectations for Success**

- Identify best practices and build collaboration between schools. (Goal 3)
- Continue to work with schools and special education leaders to build capacity amongst all staff for serving the needs of all students. (Goal 1)

## **Instructional Leadership**

- Support administrators and teachers in the implementation of Policy H26. (Goal 1)
- Provide focused support to assist staff with implementation of new curricula. (Goal 1)
- Use AISI Projects to focus on assessment practices across the Division. (Goal 1)
- Establish a number of Divisional Professional Learning Communities focused on Division priority areas with the intent of identifying instructional practices to enhance student performance. (Goal 2)

## **Clear and Focused Mission**

- Continue to engage in system review of the delivery and effectiveness of programs available to students. (Goal 1)
- Continue to include parents, students and teachers in groups responsible with making recommendations about system decision-making. (Goal 3)
- Continue to use an interest based bargaining approach with each of the Division's staff employee groups. (Goal 3)

## **Opportunity to Learn & Student Time on Task**

- Provide in-servicing to support Educational Assistants in working with special needs and at-risk students. (Goal 3)
- Provide focused assistance to all schools in the development of "school-based support teams" as per policy H17: Programming for Students with Exceptional Needs. (Goal 1)
- Continue the implementation of Parkland's Policy for School to Career Transition planning as per policy H31: School Career Transition. (Goal 2)
- Recognize barriers to high school completion, Rutherford Scholarship rates, and transition rates in Parkland and establish appropriate interventions. (Goal 2)

## **Frequent Monitoring of Student Progress**

- Develop and implement "common performance assessment" instruments at key grade levels and across core subject areas, K-9. (Goal 2)
- Provide continued professional development to staff in the area of differentiated instruction and Individualized Program Plan development. (Goal 3)
- Help schools identify at-risk students and plan appropriate interventions. (Goal 1)

## **Home-School Relations**

- Work jointly with community/Provincial support agencies (i.e. Student Health Initiative Partnership) to increase services to schools and families. (Goal 3)
- Assist schools with the development of communication vehicles, designed to inform parents about school achievements, results, and programs. (Goal 3)
- Inform parents of effective practices in early/middle years education. (Goal 3)
- Develop clear and consistent communications tools and practices for use across the Division. (Goal 3)

# 2007-2010 facility planning

## 2008-2011 Three Year Capital Plan

Parkland's capital submission for the school years 2008 to 2011 is based on the facilities assessment completed by O'Neill O'Neill Procinsky Architects. 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 continue to focus on replacing portables. These findings led Parkland to submit to Alberta Education the following Three Year Capital Plan:

### 2008-2009

#### Meridian Heights (\$3,430,958) - Priority 1

- demolition of ten existing deteriorated portables replaced with ten new modular units and 137m<sup>2</sup> of permanent construction.
- site repairs

Benefit to students: To eliminate health concerns that have been associated with deteriorated portables, deferred maintenance, and address space requirements.

#### Duffield (\$4,169,181) - Priority 2

- demolition of six existing deteriorated portables replace with six new modular units and 673m<sup>2</sup> of permanent construction
- Gym expansion
- Preservation of 247m<sup>2</sup> of the existing school

Benefit to students: To eliminate health concerns that have been associated with deteriorated portables, deferred maintenance, and to provide students with a facility that meets current Alberta Infrastructure standards.

#### Woodhaven (\$3,096,745) - Priority 3

- demolition of eight existing deteriorated portables
- addition of eight new modular units
- preservation 388m<sup>2</sup> of the existing facility
- site repairs

Benefit to students: To eliminate health concerns and to provide students with a facility that meets current Alberta Infrastructure standards and programming needs.

#### Memorial Composite High School (\$30,576) – Priority 4

- Conduct a decommission study of Memorial Composite High School
- The school will no longer be required as its replacement school (Westerra Site) will be in operation for the fall of 2009. The Memorial Composite High School poses a financial, insurance, and environmental liability to both Parkland School Division #70 and Alberta Education, if nothing is done to this building.

### 2009-2010

#### Millgrove (\$3,125,425) - Priority 1

- replacement of eight deteriorated portables with eight new modular units
- interior upgrades
- site work will include upgrading of the student drop off area

Benefit to students: To provide students with a facility that meets current Alberta Infrastructure standards.

### 2010-2011

#### Entwistle - (\$4,927,018) - Priority 1

- interior upgrades/Preservation of 2,092m<sup>2</sup>
- Benefit to students: To provide students with a facility that meets current Alberta Infrastructure standards and programming needs.

#### Tomahawk (\$5,499,753) - Priority 2

- Interior upgrade/Preservation 1,568m<sup>2</sup> and a gym expansion of 150m<sup>2</sup>
- Site work will include upgrading of the student drop off area and staff parking

Benefit to students: To provide students with a facility that meets current Alberta Infrastructure standards and programming needs.

#### Blueberry (\$4,337,687) – Priority 3

- demolition of fourteen existing deteriorated portables
- addition of eleven new modular units
- site work to include upgrading of the student drop off area

Benefit to students: To eliminate health concerns and to provide students with a facility that meets current Alberta Infrastructure standards

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

Over \$1,557,500 will be dedicated to IMR priorities, which include:

1. Heating and safety items
2. Roofing replacements
3. Building exteriors
4. Heating system upgrades
5. Energy retrofitting upgrades
6. Security system upgrades

*Full details of Parkland's 2007-2010 Capital Plan can be found on the jurisdiction's website at <http://www.psd70.ab.ca/psd/content/division/accountability.shtml>*

## **Financial Principles Used in Planning**

**Parkland allocates its revenues in accordance with the following beliefs and guiding principles:**

### **Distributed Decision-Making Beliefs**

- The distribution of decision-making responsibility will create, and draw upon, leadership capacity within our organization.
- The Division's staff has the capability to make decisions about activities within the realms of its responsibility.
- Individuals who have critical knowledge and expertise about a certain activity are best suited to make the necessary decisions on how to achieve the goal and objectives for that activity.
- Decision-making responsibility must be supported by equitable resource allocation.
- Equity is established through a process of collaboration and consensus building.
- Information sharing about external or internal conditions affecting an organization is important.

### **Decision-Making Guiding Principles**

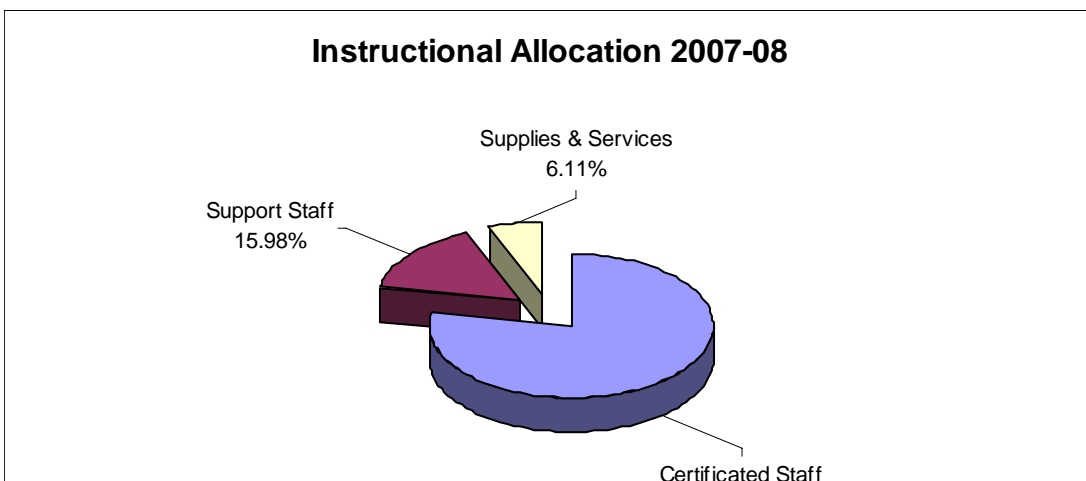
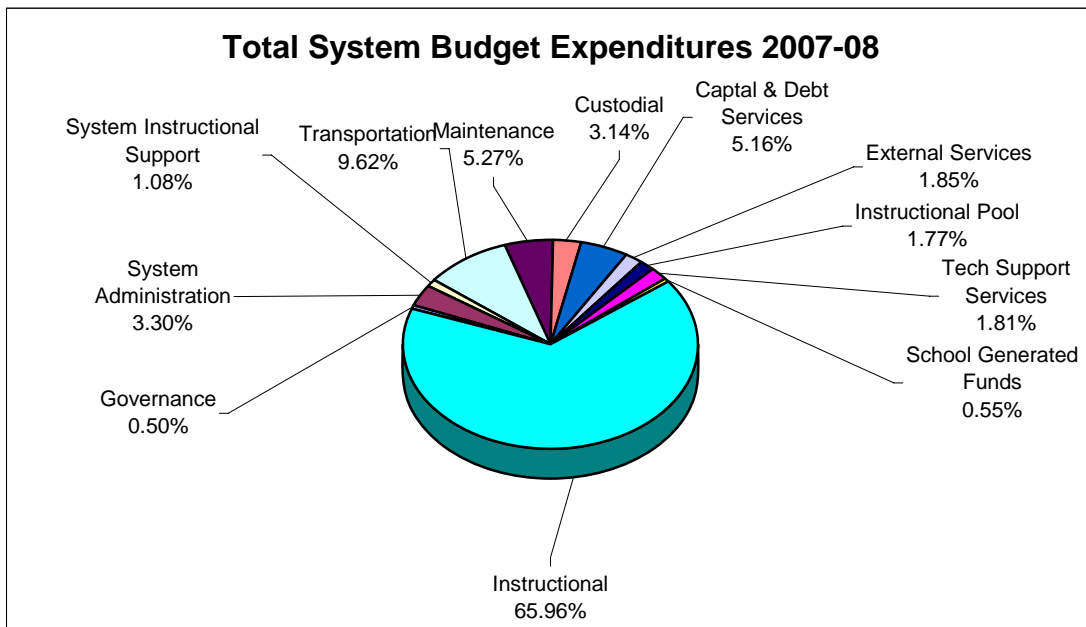
1. Those who are closest to the activity will have the major influence in decision-making surrounding that activity.
2. Informed decisions will be made with attention to balancing choice, responsibility, and accountability, while maintaining alignment with the organization's mission, vision and principles.
3. Individuals will accept responsibility for their decisions.
4. Decision makers will endeavor to take into account the full scope of impact of their decisions, and will collaborate with those who may be affected by such decisions.
5. Information will be shared as freely as possible throughout the organization.

# 2007-2010 budget

## 2007-08 Budget Highlights

Parkland allocates its revenues in accordance with the “Distributed Decision-Making” beliefs and Decision Making Guiding Principles as outlined on the previous page (16). As such the vast majority is sent directly to schools and under this structure schools then allocate resources according to the priority areas they have identified. Due to this basic belief structure Parkland will not be directing schools/funds to address specific Accountability Pillar results.

- ✓ Revenues available to Parkland for 2007/08 is \$82,971,907
- ✓ Expenditure estimates are \$84,391,768 for a budgeted deficit of \$1,419,861.
- ✓ The largest classroom expenditure will be for salaries and benefits. The average teaching cost is \$82,361 that represents over 73% of total system instructional expenditures. An additional 14% is spent on support staff salaries and benefits.
- ✓ Parkland’s cost for Board Governance and Administration continue to be well below the provincial cap of 4% for a total of 3.80%.



## Appendix A

**Figure 1: Provincial and Local Survey Results.**

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

Performance Measure		Results			Target
		2003/04	2004/05	2005/06	2006/07
1.1.1. Percentages 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.	<b>Teachers</b>				
	Jurisdiction	88.6%	85.4%	83.4%	
	Province	83.5%	83.6%	85.2%	
	<b>Parents</b>				
	Jurisdiction	76.9%	77.5%	76.8%	
	Province	75.4%	75.0%	76.6%	
	<b>Students</b>				
	Jurisdiction	74.4%	73.2%	71.4%	
	Province	68.5%	71.5%	72.6%	
	<b>Overall</b>				
	Jurisdiction	80.0%	78.7%	77.2%	83.0%
Province	75.8%	76.7%	78.1%		

Performance Measure		Results			Target
		2003/04	2004/05	2005/06	2006/07
1.1.2. Percentages of teachers, parents and students satisfied with the overall quality of basic education.	<b>Teachers</b>				
	Jurisdiction	95.0%	95.1%	94.0%	
	Province	92.6%	93.9%	94.9%	
	<b>Parents</b>				
	Jurisdiction	77.8%	77.3%	80.1%	
	Province	76.6%	78.9%	81.6%	
	<b>Students</b>				
	Jurisdiction	84.5%	83.8%	83.9%	
	Province	83.2%	85.6%	86.6%	
	<b>Overall</b>				
	Jurisdiction	85.8%	85.4%	80.1%	88.0%
Province	84.1%	86.1%	87.7%		

Performance Measure		Results			Target
		2003/04	2004/05	2005/06	2006/07
1.1.3. Percentages of teachers, parents and students satisfied with access and timeliness of services for students in schools (e.g., academic counseling, library services, and supports for students with special needs.	<b>Teachers</b>				
	Jurisdiction	N/A	72.5%	66.7%	
	Province	N/A	70.0%	71.5%	
	<b>Parents</b>				
	Jurisdiction	N/A	53.3%	50.3%	
	Province	N/A	54.9%	56.9%	
	<b>Students</b>				
	Jurisdiction	N/A	75.0%	75.9%	
	Province	N/A	76.7%	77.1%	
	<b>Overall</b>				
	Jurisdiction	N/A	66.9%	64.3%	76.0%
Province	N/A	67.2%	68.5%		

Performance Measure		Results			Target
		2003/04	2004/05	2005/06	2006/07
1.2.1. Percentages of teachers, parents, and students who agree that students are safe at school, learning the importance of caring for others, learning respect for others, and are treated fairly at school.	<b>Teachers</b>				
	Jurisdiction	92.8%	92.4%	89.5%	
	Province	90.6%	92.3%	92.9%	
	<b>Parents</b>				
	Jurisdiction	76.4%	76.0%	78.9%	
	Province	78.0%	79.9%	82.1%	
	<b>Students</b>				
	Jurisdiction	72.7%	76.5%	75.0%	
	Province	73.5%	77.2%	78.5%	
	<b>Overall</b>				
	Jurisdiction	80.6%	81.6%	78.9%	90.0%
Province	80.7%	83.1%	84.5%		

## Goal Two: Excellence in Learner Outcomes

Performance Measure		Results			Target
		2003/04	2004/05	2005/06	2006/07
2.4.1. Percentages of teachers and parents who agree that students are taught the attitudes and behaviours that will make them successful at work when they finish school.	<b>Teachers</b>				
	Jurisdiction	91.4%	90.0%	84.0%	
	Province	87.3%	89.1%	89.5%	
	<b>Parents</b>				
	Jurisdiction	53.7%	52.0%	56.5%	
	Province	57.1%	60.8%	64.6%	
	<b>Overall</b>				
	Jurisdiction	72.6%	71.0%	70.3%	75.0%
	Province	72.2%	74.9%	77.1%	

Performance Measure		Results			Target
		2003/04	2004/05	2005/06	2006/07
2.5.1. Percentages of teachers, parents and students who agree that students model the characteristics of active citizenship.	<b>Teachers</b>				
	Jurisdiction	87.1%	87.2%	85.9%	
	Province	86.1%	89.5%	90.3%	
	<b>Parents</b>				
	Jurisdiction	60.4%	63.8%	66.0%	
	Province	67.5%	70.3%	72.4%	
	<b>Students</b>				
	Jurisdiction	60.2%	63.3%	60.3%	
	Province	62.9%	66.1%	67.6%	
	<b>Overall</b>				
	Jurisdiction	69.3%	71.4%	70.7%	85.0%
Province	72.2%	75.3%	76.8%		

### Goal Three: Highly Responsive and Responsible Jurisdiction

Performance Measure		Results			Target
		2003/04	2004/05	2005/06	2006/07
3.1.1. Percentages of teachers and parents satisfied with parental involvement in decisions about their child's education.	<b>Teachers</b>				
	Jurisdiction	88.1%	86.0%	89.4%	
	Province	85.4%	87.0%	87.6%	
	<b>Parents</b>				
	Jurisdiction	61.0%	64.6%	66.6%	
	Province	62.8%	65.2%	68.1%	
	<b>Overall</b>				
	Jurisdiction	74.1%	76.1%	77.8%	85.0%
Province	74.5%	75.3%	78.0%		

Performance Measure		Results			Target
		2003/04	2004/05	2005/06	2006/07
3.2.1. Percentages of teachers and parents who indicate that their school and schools in their jurisdiction have improved or stayed the same in the last three years.	<b>Teachers</b>				
	Jurisdiction	70.7%	75.1%	59.2%	
	Province	67.2%	73.1%	75.7%	
	<b>Parents</b>				
	Jurisdiction	65.9%	66.8%	67.1%	
	Province	65.3%	70.9%	75.4%	
	<b>Overall</b>				
	Jurisdiction	70.2%	72.5%	65.8%	82.0%
Province	68.8%	73.9%	76.9%		

Performance Measure		Results			Target
		2003/04	2004/05	2005/06	2006/07
3.2.2. Percentage of teachers who agree that professional development opportunities made available through the school jurisdiction are focused on jurisdiction priorities, effectively address their ongoing professional development needs, and contribute significantly to their professional growth.	<b>Teachers</b>				
	Jurisdiction	N/A	71.6%	69.4%	75.0%
	Province	N/A	76.5%	78.3%	

**Figure 2: SECTION B: RESULTS IN ACHIEVING DIVISION AND SCHOOL GOALS**

Parkland's Satisfaction Survey was administered to a grade-specific sample of parents and students, and to all staff. The tables below show our school's 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 2003/2004 Satisfaction Survey.

<b>SATISFACTION SURVEY RESPONSE RATES</b>										
	Parents with students in Grades 2, 5, 8, 11		Special Education Parents		Grade 3 and 6 Students		Grade 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	# of surveys returned	Parkland Division
Survey Response Rates	n=714	24%	n=168	19%	n=1,225	90%	n=1,168	63%	n=693	72%

<b>SATISFACTION LEVELS RELATED TO GOAL 1: High Quality Learning Opportunities for All.</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	
Overall quality of education / I like my school (gr. 3/6)		90%		89%		84%			97%
School Characterized by dignity, respect, and caring		82%		96%		87%			87%
Dignity & Respect				88%		75%			
Friends at school				98%		97%			
Safe environment:		85%		89%		85%			90%
Building				95%		91%			
Classroom				78%		79%			
Grounds				85%		85%		76%	
Bus				89%		92%		80%	98%
Treated fairly				84%				81%	94%
Satisfaction with the variety of program choices available						91%		80%	
Teachers use computer technologies to help learn		83%				89%		80%	86%
Technology improves student learning					95%		82%		
The School/Teachers provide help and support				87%					80%
Parents satisfaction with access to special needs services <sup>1</sup>				75%					
Parents satisfaction with timeliness of special needs services <sup>1</sup>				80%					
Students with special needs are meeting their IPP goals <sup>1</sup>				82%					87%
Early/Middle years focus is meeting students' needs				83%					68%

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

<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		67%				76%		87%
Students are prepared for post-secondary studies		68%				85%		
Students have information re: next steps in learning programs		87%				87%		
Satisfaction with career planning assistance		59%				77%		
Students are being prepared to be good citizens		89%		93%		70%		
Satisfaction with progress and achievement of your child		87%						

<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%						82%
School's effort to involve parents in child's learning experiences		84%						97%
Satisfaction with involvement of special needs specialists <sup>1</sup>		75%						
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		87%						96%
Way school informs about progress & achievement		84%		93%		87%		97%
Satisfaction with communications from the school/Division		85%						81%
Satisfaction that educational dollars are well spent in school		77%						
Access to Professional Development activities								89%
Quality of professional development activities								87%

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

<b>PROVINCIAL COHORT RESULTS</b>											
<b>LANGUAGE ARTS:</b>											
	2002		2003		2004		2005		2006		Target (2010)
	Div. Results	Div. 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.	85.5	81.2	87.5	82.4	86.2	81.7	89.1	82.2	90.0	81.3	92
Stand. of Excellence	12.8	14.9	14.5	15.7	14.3	15.1	16.2	16.2	13.5	14.1	8
Participation	93.6	90.6	96.1	91.5	94.8	91.3	95.6	90.2	96.6	90.6	97
<b>L.A. GRADE 6:</b>											
Acceptable Stand.	85.7	80.8	86.9	81.2	83.7	79.1	83.9	77.3	84.1	79.0	88
Stand. of Excellence	13.2	15.1	16.0	17.3	16.8	15.5	13.9	15.5	16.4	15.9	18
Participation	94.6	91.2	96.7	91.0	93.4	90.9	94.8	89.9	96.4	90.1	96.6
<b>L.A. GRADE 6 FI:</b>											
Acceptable Stand.	100.0	83.7	97.4	84.5	89.8	88.5	83.3	85.1	93.2	87.5	97
Stand. of Excellence	28.6	13.3	18.4	13.2	20.4	12.8	8.3	8.8	27.3	11.2	21
Participation	100	93.1	100	94.9	95.9	95.8	100	96.1	100	96.1	100
<b>L.A. GRADE 9:</b>											
Acceptable Stand.	85.0	78.5	82.2	78.0	86.3	77.6	85.8	77.9	79.0	77.4	85
Stand. of Excellence	17.0	14.6	13.6	13.5	13.6	12.4	13.3	14.0	9.9	13.6	16
Participation	90.6	87.5	92.9	87.4	93.6	87.3	95.3	87.4	90.8	87.7	95
<b>L.A. GRADE 9 FI:</b>											
Acceptable Stand.	94.9	83.0	94.3	89.2	89.7	83.4	97.4	85.9	89.3	83.3	95
Stand. of Excellence	5.1	10.1	22.9	18.1	24.1	11.7	25.6	13.6	17.9	10.9	21
Participation	100	95.4	100	96.8	96.6	95.0	100	97.1	100	95.9	100

<b>PROVINCIAL COHORT RESULTS</b>											
<b>MATHEMATICS:</b>											
	2002		2003		2004		2005		2006		Target (2010)
	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.	80.6	80.8	84.5	81.8	81.7	81.4	84.4	80.0	90.3	81.4	89
Stand. of Excellence	21.3	26.7	26.4	29.6	22.6	27.2	20.5	26.2	27.9	27.1	26
Participation	94.4	91.2	95.4	91.7	96.1	91.3	95.9	90.4	97.0	90.2	97.5
<b>MATH GRADE 3 FI:</b>											
Acceptable Stand.	83.3	86.8	98.0	88.6	83.3	87.4	96.0	84.2	86.0	88.9	91
Stand. of Excellence	33.3	27.4	42.9	32.7	18.8	30.3	32.0	24.8	21.1	24.4	30
Participation	97.6	96.2	100	97.6	97.9	96.8	100	95.6	98.2	97.6	100
<b>MATH GRADE 6:</b>											
Acceptable Stand.	80.0	77.7	82.1	77.7	81.2	77.8	80.5	77.6	77.9	74.5	85
Stand. of Excellence	15.9	17.7	15.8	17.5	20.6	20.9	14.4	18.0	12.4	15.3	16
Participation	94.4	91.6	96.5	91.1	94.6	90.7	95.5	90.5	95.5	90.2	96.5
<b>MATH GRADE 6 FI:</b>											
Acceptable Stand.	97.6	89.7	97.4	89.8	91.8	90.2	83.3	89.9	90.9	87.7	95
Stand. of Excellence	31.0	24.9	39.5	21.4	28.6	26.0	22.2	20.6	27.3	20.3	30
Participation	100	95.9	100	97.7	98.0	97.6	100	98.3	100	98.4	100
<b>MATH GRADE 9:</b>											
Acceptable Stand.	66.3	63.5	64.5	62.3	69.3	65.1	71.5	67.0	69.8	66.4	75
Stand. of Excellence	15.4	16.2	12.1	16.8	19.6	18.3	17.8	19.1	11.9	17.0	16
Participation	87.2	87.0	89.6	86.8	90.5	87.1	92.5	87.0	90.7	86.8	93
<b>MATH GRADE 9 FI:</b>											
Acceptable Stand.	94.9	86.8	85.7	87.1	82.8	87.7	92.3	88.7	93.1	86.8	95
Stand. of Excellence	28.2	27.4	37.1	32.0	27.6	29.5	46.2	30.3	31.0	26.0	32
Participation	100	98.6	100	98.6	100	98.9	100	98.3	93.1	96.7	100

<b>PROVINCIAL COHORT RESULTS</b>											
<b>SCIENCE:</b>											
	2002		2003		2004		2005		2006		Target (2010)
	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.	80.0	79.2	84.7	79.6	87.4	80.1	87.3	79.6	86.2	77.7	88
Stand. of Excellence	20.8	22.5	22.6	24.2	27.9	26.5	25.8	26.4	27.4	28.1	28
Participation	94.8	91.4	96.5	90.7	95.6	90.8	95.5	90.3	96.6	89.5	97
<b>SCIENCE GRADE 6 FI:</b>											
Acceptable Stand.	100.	84.9	92.1	86.5	93.8	88.0	77.1	82.9	88.6	85.2	92
Stand. of Excellence	50.0	23.8	23.7	22.1	31.3	22.4	17.1	19.1	31.8	20.0	32
Participation	100	95.5	100	96.7	97.9	98.2	100	95.9	100	97.8	100
<b>SCIENCE GRADE 9:<sup>b</sup></b>											
Acceptable Stand.	77.8	71.1	73.9/76.3	70.0/68.3	72.9	65.8	73.0	66.9	67.1	66.7	76
Stand. of Excellence	12.9	11.2	14.6/17.4	12.9/11.4	16.0	12.1	14.3	12.9	9.2	13.5	15
Participation	91.2	88.3	91.0/94.6	85.0/90.4	93.7	88.1	94.4	87.7	93.3	87.6	95
<b>SCIENCE GRADE 9 FI:</b>											
Acceptable Stand.	89.7	83.1	77.8	86.6	88.9	82.0	81.5	79.0	62.1	80.5	85
Stand. of Excellence	15.4	15.8	14.8	14.5	11.1	12.4	14.8	10.3	6.9	10.4	16
Participation	100	97.9	100	98.7	100	98.1	100	98.3	93.1	97.2	100

<sup>b</sup> During this school year students could take course and tests based on the 1990 or the 2002 Program of Studies. The first number represents those whose course was based on 1990, and the second number represents those whose course was based on 2002.

<b>PROVINCIAL COHORT RESULTS</b>											
<b>SOCIAL STUDIES:</b>											
	2002		2003		2004		2005		2006		Target (2010)
	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.	80.0	77.9	84.1	78.5	84.5	78.3	83.2	78.1	83.9	78.2	86
Stand. of Excellence	17.9	19.5	16.9	20.6	19.1	20.2	18.9	21.8	19.8	23.2	21
Participation	94.8	90.9	97.0	91.0	95.2	90.6	94.9	89.6	96.3	90.1	97
<b>SOCIAL GRADE 6 FI:</b>											
Acceptable Stand.	100	85.6	100	88.1	89.4	83.8	91.4	82.8	84.1	84.8	96
Stand. of Excellence	31.0	18.4	15.8	16.1	14.9	11.9	20.0	15.6	29.5	17.3	30
Participation	100	95.5	100	97.4	100	98.0	100	98.0	100	98.2	100
<b>SOCIAL GRADE 9:</b>											
Acceptable Stand.	75.4	73.0	73.4	72.0	76.6	72.4	77.0	70.6	72.5	71.9	80
Stand. of Excellence	13.5	17.8	15.4	18.7	16.4	20.1	16.7	18.5	13.9	19.0	17
Participation	91.2	88.2	92.4	87.3	92.5	88.0	95.0	87.3	93.4	88.0	96
<b>SOCIAL GRADE 9 FI:</b>											
Acceptable Stand.	100	89.0	82.9	85.9	100	86.6	97.4	84.0	89.7	83.1	91
Stand. of Excellence	33.3	22.8	28.6	18.4	33.3	17.7	35.9	14.7	24.1	15.5	32
Participation	100	98.7	100	95.5	100	98.3	100	98.1	93.1	97.3	100

**Figure 4: Academic Growth Grades 1 – 10\***

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.

<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	84.0	87.1	87.8	86.9	85.4	92.5	86.6	87.2	82.2	91.0
Mathematics	88.4	93.2	92.5	88.5	84.7	89.4	89.4	86.2	81.5	77.6
Social Studies	93.2	93.8	94.2	96.6	92.4	98.7	85.4	86.7	82.8	80.0
Science	92.3	94.8	93.3	90.7	92.8	92.1	87.8	88.3	83.5	83.3

**Figure 5: First Nation, Métis and Inuit Students Academic Growth\***

Tracking the success of First Nation, Métis and Inuit Students is a priority for Alberta Education and Parkland School Division. The chart below shows the percentage of students finding success on the four core subject areas.

<b>FNMI Academic Growth Students - Teacher Assessed</b>									
Percentage of First Nation, Métis, and Inuit students in each Grade 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
Language Arts/English	81.4	64.8	70.4	85.5	75.2	69.2	76.1	61.4	87.7
Mathematics	65.7	72.4	75.3	88.5	72.1	75.1	73.7	52.6	79.4
Social Studies	87.2	81.1	85.3	96.3	73.5	89.6	73.7	66.4	86.5
Science	86.0	81.1	73.7	96.3	80.9	86.0	76.1	61.4	86.5

**Figure 6: Grade 12 Diploma Exam Marks**

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>GRADE 12 DIPLOMA EXAMS:</b>											
	2002		2003		2004		2005		2006		TARGET (2010)
	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:	N/A	N/A	N/A	N/A	94.8	92.0	92.9	89.1	91.5	88.0	94.0
Standard of Excellence:					21.3	18.8	19.2	17.8	16.4	19.3	21.0
Participation Rate:					43.8	56.1	49.3	59.4	49.5	59.8	52
<b>ENGLISH L.A. 30-2:</b>											
Acceptable Standard:	N/A	N/A	N/A	N/A	89.8	85.2	93.7	89.4	86.1	86.1	94.0
Standard of Excellence:					9.7	7.1	13.3	10.1	6.4	8.1	16.0
Participation Rate:					25.2	25.0	34.1	26.2	35.5	26.0	31
<b>FRENCH L.A. 30</b>											
Acceptable Standard:	N/A	N/A	86.7	95.2	81.3	95.4	100	95.1	82.6	95.0	92.5
Standard of Excellence:			0.0	15.4	0.0	16.7	0.0	19.1	8.7	21.8	10
Participation Rate:			2.2	2.5	2.4	2.5	2.7	2.7	2.9	3.0	5
<b>SOCIAL 30:</b>											
Acceptable Standard:	86.0	86.1	87.8	86.6	86.4	85.9	89.6	85.2	85.0	85.5	91.0
Standard of Excellence:	18.8	20.9	22.2	22.0	26.4	23.8	21.5	24.3	18.2	23.9	27.0
Participation Rate:	39.6	50.5	42.7	52.6	38.9	52.5	40.5	53.7	42.9	54.0	48.0
<b>SOCIAL 33:</b>											
Acceptable Standard:	81.5	80.5	86.4	81.5	87.0	82.9	91.0	85.0	85.6	83.5	91.0
Standard of Excellence:	12.4	11.4	14.0	13.1	18.1	15.0	18.7	17.6	21.8	19.0	21.0
Participation Rate:	43.2	33.3	41.5	33.2	39.9	33.7	43.0	32.4	44.7	31.9	46.0
<b>APPLIED MATH 30:</b>											
Acceptable Standard:	96.6	85.1	92.1	85.0	93.6	85.5	92.7	87.6	82.6	77.5	94.0
Standard of Excellence:	28.1	14.0	19.3	14.0	19.3	14.3	22.7	21.8	13.7	11.8	24.0
Participation Rate:	10.2	10.0	21.0	21.5	17.8	22.2	21.6	22.0	20.9	21.6	24.0
<b>PURE MATH 30:</b>											
Acceptable Standard:	88.3	81.8	92.7	84.4	84.3	83.7	84.2	80.6	84.6	82.8	87.0
Standard of Excellence:	29.8	28.3	34.1	27.1	26.9	32.0	20.2	25.7	19.3	26.5	24.0
Participation Rate:	34.1	41.9	35.5	43.7	34.6	43.9	37.5	45.6	36.2	46.3	40.0
<b>BIOLOGY 30:</b>											
Acceptable Standard:	88.9	83.5	86.6	80.8	86.5	81.9	86.2	81.9	86.1	81.4	89.0
Standard of Excellence:	24.3	25.5	23.8	21.9	28.0	26.6	24.7	26.6	22.9	26.4	27.0
Participation Rate:	29.8	40.7	34.1	42.6	29.2	42.6	30.5	43.3	30.8	43.6	33.0
<b>CHEMISTRY 30:</b>											
Acceptable Standard:	86.6	82.1	92.6	84.5	91.5	85.7	87.0	88.2	91.5	88.4	92.0
Standard of Excellence:	22.8	24.0	33.8	24.6	33.0	27.9	28.8	33.4	36.8	37.1	32.0
Participation Rate:	28.8	36.3	30.7	37.9	27.0	37.7	29.9	38.5	27.7	39.1	33.0
<b>PHYSICS 30:</b>											
Acceptable Standard:	85.6	84.4	85.1	81.5	93.6	86.6	86.9	84.2	89.4	84.4	90.0
Standard of Excellence:	36.8	32.6	32.2	25.1	36.8	29.8	19.2	27.8	24.8	30.0	27.0
Participation Rate:	15.7	22.5	15.6	24.0	17.5	24.0	17.2	24.0	15.8	24.3	22.0
<b>SCIENCE 30:</b>											
Acceptable Standard:	83.9	81.6	87.1	88.2	83.4	84.3	91.9	88.1	86.1	82.8	92.0
Standard of Excellence:	18.9	12.2	16.1	19.7	17.2	16.5	30.8	22.1	16.3	17.3	27.0
Participation Rate:	18.9	6.9	21.0	7.1	19.1	7.6	23.2	7.8	22.0	7.8	26.0

**Figure 7: Final Course Marks**

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.

<b>GRADE 12 FINAL COURSE MARKS:</b>											
	2002		2003		2004		2005		2006		TARGET (2010)
	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	
<b>ENGLISH 30-1:</b>											
Acceptable Standard:	N/A	N/A	N/A	N/A	98.8	98.0	98.6	97.6	98.6	97.3	100
Standard of Excellence:					21.3	21.3	19.7	21.0	17.8	22.2	20
Participation Rate:					43.8	56.1	49.3	59.4	49.5	59.8	52
<b>ENGLISH 30-2:</b>											
Acceptable Standard:	N/A	N/A	N/A	N/A	98.0	94.0	98.1	95.8	95.9	94.4	98
Standard of Excellence:					5.6	3.9	11.1	5.7	4.1	5.1	7.5
Participation Rate:					25.2	25.0	34.1	26.2	35.5	26.0	33
<b>FRENCH L.A. 30</b>											
Acceptable Standard:	N/A	N/A	93.3	98.3	93.8	99.2	100.0	99.4	100.0	99.1	100
Standard of Excellence:			13.3	24.7	0.0	27.3	0.0	29.6	13.0	30.0	16
Participation Rate:			2.2	2.5	2.4	2.5	2.7	2.7	2.9	3.0	5.0
<b>SOCIAL 30:</b>											
Acceptable Standard:	96.2	96.3	96.1	96.7	94.5	96.8	98.3	96.8	97.1	96.6	97
Standard of Excellence:	16.4	22.2	22.2	23.4	23.8	24.9	17.7	25.7	16.9	25.7	22
Participation Rate:	39.6	50.5	42.7	52.6	38.9	52.5	40.5	53.7	42.9	54.0	50
<b>SOCIAL 33:</b>											
Acceptable Standard:	91.5	91.0	93.5	92.2	93.7	92.8	95.5	94.3	94.3	93.4	95
Standard of Excellence:	11.5	7.3	8.4	8.5	9.8	9.4	11.7	11.2	13.2	11.5	16
Participation Rate:	43.2	33.3	41.5	33.2	39.9	33.7	43.0	32.4	44.7	31.9	46
<b>APPLIED MATH 30:</b>											
Acceptable Standard:	92.1	93.6	93.6	92.6	98.6	92.9	96.7	94.2	89.4	89.4	95
Standard of Excellence:	10.1	8.6	9.3	9.5	10.0	10.5	13.3	14.6	9.9	10.0	16
Participation Rate:	10.2	10.0	21.0	21.5	17.8	22.2	21.5	22.0	20.9	21.6	24
<b>PURE MATH 30:</b>											
Acceptable Standard:	94.3	91.6	95.8	92.8	90.0	92.7	90.8	91.9	94.0	92.5	95
Standard of Excellence:	28.3	27.1	33.4	27.5	26.9	32.1	25.0	28.6	22.5	29.8	28
Participation Rate:	34.1	41.9	35.5	43.7	34.6	43.9	37.5	45.6	36.2	46.3	40
<b>BIOLOGY 30:</b>											
Acceptable Standard:	96.7	93.1	95.0	92.0	94.7	93.0	95.4	92.8	95.7	93.0	97
Standard of Excellence:	25.5	26.9	28.0	25.2	33.3	28.7	27.2	29.8	29.4	29.9	30
Participation Rate:	29.8	40.7	34.1	42.6	29.2	42.6	30.6	43.3	30.8	43.6	33
<b>CHEMISTRY 30:</b>											
Acceptable Standard:	95.3	92.2	96.5	92.9	95.7	94.1	92.6	95.1	96.0	95.1	97
Standard of Excellence:	24.6	25.2	32.0	26.1	28.2	29.3	25.6	33.0	33.2	36.2	34
Participation Rate:	28.8	36.3	30.7	37.9	27.0	37.7	29.9	38.5	27.7	39.1	33
<b>PHYSICS 30:</b>											
Acceptable Standard:	94.4	93.8	97.5	93.0	94.4	94.3	98.5	94.0	95.6	94.0	97
Standard of Excellence:	34.4	33.2	38.0	28.5	38.4	32.8	27.7	32.9	27.4	34.1	35
Participation Rate:	15.7	22.5	15.6	24.0	17.5	24.0	17.2	24.0	15.8	24.3	25
<b>SCIENCE 30:</b>											
Acceptable Standard:	91.6	92.1	94.2	93.9	93.8	93.3	95.9	93.8	93.4	93.5	96
Standard of Excellence:	16.1	10.8	14.8	15.6	15.2	13.9	23.8	17.5	16.9	15.9	21
Participation Rate:	18.9	6.9	21.0	7.1	19.1	7.6	23.2	7.8	22.0	7.8	26

**Figure 8: High School Completion Rates**

Beginning 2000/01, the province has required that jurisdictions report high school completion rates. Rates are based on the status of students after three and five years of entering Grade 10 and are calculated by the province. The information offered is the latest available from the Province.

<b>THREE YEAR HIGH SCHOOL COMPLETION RATE:</b>											
	2002		2003		2004		2005		2006		2007 Target
	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	
<b>COMPLETION RATE</b>	65.2%	65.5%	68.7%	67.3%	63.8%	68.9%	70.1%	70.4%	68.8%	70.4%	72%

\* Alberta Education reinstated results for all years in June 2005.

<b>FOUR YEAR HIGH SCHOOL COMPLETION RATE:</b>											
	2002		2003		2004		2005		2006		2007 Target
	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	
<b>COMPLETION RATE</b>	71.8%	71.9%	70.5%	72.1%	75.0%	73.2%	72.0%	75.1%	N/A	N/A	76%

\* Alberta Education reinstated results for all years in September 2005.

<b>FIVE YEAR HIGH SCHOOL COMPLETION RATE:</b>											
	2002		2003		2004		2005		2006		2007 Target
	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	
<b>COMPLETION RATE</b>	74.2%	75.1%	75.4%	75.1%	73.3%	75.4%	79.2%	77.4%	N/A	N/A	80%

\* Alberta Education reinstated results for all years in June 2005.

**Figure 9: High School to Post-Secondary Transition Rate within Four and Six years**

Beginning 2004, the province has required that jurisdictions report their transition rate for students moving on to post-secondary training within four and six years. The information offered is the latest available from the Province.

<b>TRANSITION RATE:</b>											
	2002		2003		2004		2005		2006		2007 Target
	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	
<b>TRANSITION RATE</b>											
Four Years	24.3%	32.0%	23.0%	32.7%	25.5%	33.9%	23.4%	37.0%	29.3%	39.5%	30%
Six Year	46.4%	51.2%	46.0%	51.5%	45.5%	54.4%	50.9%	57.5%	53.9%	59.5%	53%

\* Alberta Education reinstated results for all years in June 2006.

**Figure 10: Drop Out Rate**

Alberta Education calculates the dropout rate for school jurisdictions across the province. Calculations are based on the annual drop out rate of students age 14 to 18. The information offered is the latest available from the Province.

<b>DROP OUT RATE:</b>											
	2002		2003		2004		2005		2006		
	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>	5.2%	6.3%	6.1%	5.5%	4.1%	5.3%	5.2%	4.9%	4.5%	4.7%	
<b>RETURN RATE</b>	14.6%	20.9%	22.1%	20.8%	24.2%	22.9%	18.5%	21.4%	N/A	N/A	

Note: Alberta Education reinstated results for 2002 onward in September 2005.

**Figure 11: Rutherford Scholarships**

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. The information offered is the latest available from the Province.

<b>RUTHERFORD SCHOLARSHIPS:</b>											
	2001/02		2002/03		2003/04		2004/05		2005/06		2007
	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	Target
Percentage of Students Earning Rutherford Scholarships	23.4%	31.2%	26.3%	32.5%	24.2%	33.8%	26.4%	35.3%	28.8%	37.2%	30%

**Figure 12: May 2007 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.

**Accountability Pillar Overall Summary**

**2305 Parkland School Division No. 70**

May 1, 2007

Goal	Measure Category	Measure Category Evaluation	Measure	Jurisdiction Results			Provincial Results			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	85.7	81.2	81.1	84.2	84.4	82.7	High	Improved Significantly	Good	
			Program of Studies	79.3	77.2	78.6	78.5	78.1	76.9	High	Maintained	Good	
	Student Learning Opportunities	Good	Education Quality	90.1	86.0	85.7	87.6	87.7	86.0	Very High	Improved Significantly	Excellent	
			Drop Out Rate	4.5	5.2	5.1	4.7	4.9	5.3	Intermediate	Improved	Good	
Goal 2: Excellence in Learner Outcomes	Student Learning Achievement: (Grades K-3)	Acceptable	PAT: Acceptable	81.3	82.8	82.1	76.9	77.0	77.3	Intermediate	Maintained	Acceptable	
			PAT: Excellence	17.0	17.8	18.1	19.1	19.4	19.4	Intermediate	Maintained	Acceptable	
	Student Learning Achievement: (Grades 10-12)	Acceptable	Diploma: Acceptable	86.9	89.8	89.6	84.7	85.7	85.6	Intermediate	Declined	Issue	
			Diploma: Excellence	19.2	21.1	22.3	23.0	23.0	22.0	Intermediate	Declined	Issue	
			Diploma Exam Participation Rate (+ Exams)	47.5	49.0	46.6	53.7	53.5	52.4	Intermediate	Maintained	Acceptable	
			Rutherford Scholarship Eligibility Rate	28.8	26.4	25.6	37.2	35.3	33.9	Intermediate	Improved	Good	
	Preparation for Lifelong Learning, World of Work, Citizenship	Good	Transition Rate (4 yr)	29.3	23.4	23.9	39.5	37.0	34.6	Intermediate	Improved Significantly	Good	
			Work Preparation	76.1	70.3	71.3	77.1	77.0	74.7	Intermediate	Improved	Good	
	Goal 3: Highly Responsive and Responsible Jurisdiction (Ministry)	Parental Involvement	Good	Citizenship	78.4	70.7	70.5	76.6	76.8	74.8	High	Improved Significantly	Good
		Continuous Improvement	Good	Parental Involvement	79.4	78.0	75.9	77.5	77.9	76.0	High	Improved	Good
			School Improvement	77.6	65.8	69.5	76.3	76.8	73.2	High	Improved Significantly	Good	
Goal	Measure Category	Measure	Jurisdiction Results			Provincial Results							
ACOL measure	ACOL measure	Satisfaction with Program Access	68.3	64.3	n/a	68.2	68.5	n/a					
		In-service Jurisdiction Needs	81.2	69.4	n/a	78.8	78.2	n/a					

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) Jurisdiction/Provincial Previous 3 year averages: Measures without enough data to calculate this average have been marked as 'n/a'.
- 4) Evaluations of improvement can only be calculated if there are 4 or more years of data. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- 5) 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.
- 6) Data values have been suppressed where the number of respondents is less than 6.

**Figure 13: Students with Special Needs**

All students identified with special needs are supported through the development of Individual Program Plans (IPP), implemented primarily by classroom teachers and teaching 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.

<b>NO. OF SPECIAL NEEDS STUDENTS:</b>					
	2001/02	2002/03	2003/04	2004/05	2005/06
No. of Students with Special Needs Students					
Code 30, 50 and 80 (mild and moderate)	630	704	651	490	568
Code 40 (severe)	168	169	204	202	211
<b>Total</b>	<b>798</b>	<b>873</b>	<b>855</b>	<b>692</b>	<b>779</b>

<b>PERFORMANCE ON INDIVIDUAL PROGRAM PLANS:</b>					
Total Percentage of Students, who have been coded under Alberta Learning's special needs categories, that:	2001/02*	2002/03	2003/04**	2004/05	2005/06
Met all of their Individual Program Plan goals	N/A	30.4%	37%	53.7%	50.5%
Met the majority of their Individual Program Plan goals	N/A	44.5%	44%	30.4%	36.5%
Met less than half of their Individual Program Plan goals	N/A	25.1%**	20%	15.9%	13.0%
<b>Total</b>	<b>N/A</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

\*The percentage of students meeting their IPP goals was not tracked in 2001/02 to accommodate special needs program reviews undertaken by the jurisdiction's Instructional Support Department.

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

**Figure 14: Jurisdiction Spending on Students with Special Needs**

<b>JURISDICTION SPENDING ON STUDENTS WITH SPECIAL NEEDS:</b>						
	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07
Early Childhood PUF	\$1,195,940	\$1,193,130	\$995,521	\$988,812	\$1,229,554	1,068,500
Severely Disabled	\$1,757,521	\$2,108,252	\$2,528,457	\$2,938,311	\$3,397,834	1,368,906
Mild & Moderate	\$2,585,484	\$2,773,472	\$2,635,094	\$3,184,096	\$1,983,813	4,648,896
<b>TOTAL</b> (Percentage of Instructional Budget)	<b>\$5,538,945</b> (11.59%)	<b>\$6,074,854</b> (12.46%)	<b>\$6,159,072</b> (12.09%)	<b>\$7,111,219</b> (13.19%)	<b>\$6,611,201</b> (12.17%)	<b>7,086,302</b> (11.34%)

Note: Budgeted figures represent allocations to schools.

**Figure 15: Jurisdiction Spending**

The following chart outlines Parkland's expenditures in accordance to Alberta Education's distribution model.

<b>PROGRAM EXPENDITURES:</b>						
	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07
Instruction	\$47,778,044	\$48,767,762	\$50,931,552	\$53,900,951	\$54,308,762	
School Generated Funds	\$565,564	\$619,163	\$402,231	\$413,900	\$389,311	
Operations and Maintenance	\$5,658,249	\$5,021,790	\$5,673,803	\$5,831,073	\$6,113,675	
Transportation	\$5,943,247	\$6,314,638	\$6,438,558	\$6,678,010	\$7,201,237	
Board Governance	\$297,147	\$303,310	\$334,671	\$324,822	\$318,684	
System Administration	\$1,952,672	\$1,964,066	\$2,081,150	\$2,406,989	\$2,319,862	
System Instructional Support	\$558,782	\$465,023	\$504,356	\$481,169	\$710,702	
Capital	\$4,383,769	\$4,582,579	\$3,943,177	\$3,364,344	\$3,484,234	
External Services	\$869,562	\$927,666	\$1,026,879	\$1,113,549	\$1,755,529	
<b>TOTAL</b>	<b>\$68,007,036</b>	<b>\$68,965,997</b>	<b>\$71,336,377</b>	<b>\$74,514,807</b>	<b>\$76,601,996</b>	

Note: Program Expenditures are based on Parkland's Audited Financial Statement for each year reported.

**Figure 16: Average Teaching Costs**

Average teaching costs play an important role in the budgeting process. These rates are used by Parkland’s administrators to build projected budgets and subsequently, to determine the staffing compliment of each school.

<b>AVERAGE TEACHING COSTS:</b>							
	2000/01	2001/02	2002/03	2003/04	2004/05	2005/06	2006-07
Certificated	\$63,129	\$68,602	\$75,160	\$75,498	\$77,311	\$78,539	\$80,450

Note: Average teaching costs include salary and benefit expenditures.