

# 2008-2011 education plan

PARKLAND SCHOOL DIVISION NO. 70



# 2008-2011

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# 2008-2011 accountability

Parkland School Division's Three-Year Education Plan for 2008-2011 was prepared by the jurisdiction's Board of Trustees and its Lead Team, which is comprised of system and school administrators.

The Education Plan for Parkland School Division No. 70 for the three years commencing September 1, 2008 was prepared under the direction of the Board in accordance with the responsibilities under the *School Act* and the *Government Accountability Act*. 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.



Dorcas Kilduff  
Board Chair

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
- Highlights from the plan are shared with school Division staff through the weekly staff information bulletin, "On-Line".
- School communities and the public are also informed about the Education Plan through "Partners in Education", our Divisional E-newsletter.

# 2008 foundation 2011

## 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.

## Core Values

*Our Beliefs are founded on the values of:*

- Trust
- Respect
- Integrity
- Fairness
- Inclusiveness
- Accessibility
- Transparency in Communications

## 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.

# 2008-2011 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 9,342 kindergarten to grade twelve students within twenty-five urban and rural instructional sites.

Originally an agricultural region, over the past twenty-five 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**

The planning cycle in Parkland School Division No.70 is a collaborative, year long process. Data is collected and analyzed on an on-going basis providing an opportunity for continuous improvement. This year's planning process involved sessions with the Lead Team (Principals and Assistant Principals) and Senior Administration who focused on Parkland's three priority areas; Early/Middle Years, Student Assessment and Citizenship and Social Responsibility. A number of schools (7) showcased their progress in the priority areas, assisting the group in focusing on the goals, outcomes, strategies and measures that impact our Education Plan and ultimately, the success of our students. School councils, as part of the regular scheduled council meetings, had the opportunity to be involved in updating School Education Plans and the Division Education Plan.

## **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, an Assistant Superintendent and 60 Central Office Staff provide curriculum, financial, transportation, facility maintenance, human resources, technology, 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. 16 for Parkland's 2008-2011 Capital Plan submission).

### **Transportation**

Parkland School Division operates one of the largest student transportation systems in the province, utilizing a fleet of 160 contracted buses to provide services to over 8,457 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 instructional programming between schools and for off-site activities such as sporting trips and field trips throughout the year.

# 2008-2011 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 alternate sites including: Connections for Learning, two high school outreach programs and an institutional program. With approximately 495 (FTE) certificated teaching staff and 369 (FTE) 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	962-0357
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, Sports Performance and Outreach Campus Programming. Focusing on the developmental needs of students, the Division supports an early and middle years approach to teaching and learning for students in Kindergarten to Grade 9. Beginning in the middle years, the Division also offers complementary and exploratory 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 Early Years students with minor learning needs; Sunrise Support Program for students with complex needs and a range of other programming options.

# 2008-2011 priorities

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## **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 2008/09 to 2010/11, the Division has asked schools to pay particular attention to three (3) priority areas. Over the last number of years Division staff members have put significant effort and resources 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.

# 2008 & 2011 trends & issues

## Provincial Achievement Tests

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

- meeting provincial averages and division targets at the Standard of Excellence
- Math 6 and Social 9 results for students meeting Acceptable Standard and Standard of Excellence have decreased from 2006, and remain below targets and provincial averages.
- while still above provincial averages (with the exception of Math 6 and Social 9), results in the Acceptable Standard have decreased from the previous year in the following categories: Math 3, 6, 6 FI, 9, 9 FI; LA 3, 6, 9 FI; Science 6, Social 6, 9
- Parkland students did not meet Divisional targets for Acceptable Standard in the following categories: Math 3, 6, 6 FI, 9, 9 FI; LA 3, 6, 6 FI, 9 FI; Science 6, 6 FI, 9; Social 6, 6 FI, 9 (Fig. 3, pgs. 25-26).

## Grade 12 Final Course Marks & Diploma Exam Results

During the 2008/09 school year, Parkland will focus on:

- results in the Standard of Excellence in FLA 30 and Biology 30 as compared to the Provincial average
- participation rates (Figs. 6 & 7, pgs. 28-29)

To help student results improve on these 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.

The Provincial government's "Accountability Pillar" identifies the Provincial Achievement Test (PAT) Acceptable Rate and the Diploma Exam Participation (4+ exams) as "Issues" for Parkland School Division. Parkland will continue to work with schools providing ongoing support to examine results and develop strategies for improvement (Fig. 13, pg. 32).

## Secondary Scholastic Achievement

As calculated by Alberta Education (30.0%) thirty percent (an increase of 1.2% from the previous year) of Parkland's high school students earned a Rutherford Scholarship. This percentage is below the provincial average of (38.2%) thirty-eight percent and below Parkland's desired target of 31 percent (31%).

## 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 of our significant advances within the area of technology and

instruction. Our Division's commitment to designing and providing robust and reliable technology infrastructure has spawned numerous initiatives as we collectively and thoughtfully move forward in selecting and applying new technologies which enhance teaching and learning. Keeping pace with emerging technologies and being well positioned to implement these at both the school and division levels remain challenging.

## Facilities

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

## Staffing Costs

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

## Preparing Students for the Future/World of Work

Results from the 2007/08 Divisional survey suggest there is still progress to be made in the area of information and assistance with career planning for students. Levels of satisfaction are as follows:

- Fifty-five (55%) percent of parents
- Sixty-eight (68%) percent of students (a decrease of 9% from the previous year) in grades 9 and 12 (PSD survey, Fig.2, pg.24).

Parents and students (grades 9 and 12) responded with levels of satisfaction regarding the jurisdiction's preparation of students for the world of work that we will work to improve:

- Sixty-four percent (64%) of parents
- Seventy-three percent (73%) of grade 9 and 12 students (PSD survey, Fig. 2, pg. 24).

March 18, 2008 Parkland hosted a parent focus group related to assisting students with career and workplace learning/readiness. Ideas from this session will help us move forward in a positive fashion. In addition, the Division will continue to work with schools to assist them in addressing the needs of students related to career and workplace learning/readiness (2008-11) Education Plan Goal Two – Excellent learner outcomes achieved by students. Priority – Improved high school completion and transition rates. We will continue the implementation of Parkland's Policy for School to Career Transition planning as per policy H31: School Career Transition).

# 2008-2011 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.

# 2008-2011 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	
Current Result	Previous 3-yr. Avg.	Target 2008/09	Target 2009/10	Target 2010/11
90.1	85.7	88.5	89.0	90

- Schools provide a safe and caring environment for students.

	Achievement	Improvement	Overall	
Safe and Caring	High	Improved Significantly	Good	
Current Result	Previous 3-yr. Avg.	Target 2008/09	Target 2009/10	Target 2010/11
85.7	81.1	86.0	86.5	87.0

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

	Achievement	Improvement	Overall	
Program of Studies	High	Maintained	Good	
Current Result	Previous 3-yr. Avg.	Target 2008/09	Target 2009/10	Target 2010/11
79.3	78.6	80.0	80.5	81.0

- 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. 19)
- Percentage of teacher, parent, and students satisfied with the overall quality of basic education. (Provincial Measure – pg. 19)
- 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. 20)
- 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. 20)
- Percentage of parents who agree that services and supports for children at-risk are easy to access and timely. (Division Measure – pg. 23)
- 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. 23)
- 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. 23)

### Target - Continuous Improvement Standards (Division Measures unless identified otherwise)

- 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.*

# 2008-2011 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	Declined Significantly	Issue	
Current Result	Previous 3-yr. Avg.	Target 2008/09	Target 2009/10	Target 2010/11
78.6	82.1	92.0	93.0	94.0

	Achievement	Improvement	Overall	
PAT: Excellence	Intermediate	Maintained	Acceptable	
Current Result	Previous 3-yr. Avg.	Target 2008/09	Target 2009/10	Target 2010/11
16.8	18.0	17.0	17.5	18.0

	Achievement	Improvement	Overall	
Diploma: Acceptable	High	Maintained	Good	
Current Result	Previous 3-yr. Avg.	Target 2008/09	Target 2009/10	Target 2010/11
88.4	88.6	90.0	90.5	91.0

	Achievement	Improvement	Overall	
Diploma: Excellence	High	Maintained	Good	
Current Result	Previous 3-yr. Avg.	Target 2008/09	Target 2009/10	Target 2010/11
23.0	21.0	23.05	24.0	24.5

	Achievement	Improvement	Overall	
Diploma Exam Participation Rate (4+ Exams)	Low	Declined	Issue	
Current Result	Previous 3-yr. Avg.	Target 2008/09	Target 2009/10	Target 2010/11
42.5	46.2	48.5	49.0	50.0

	Achievement	Improvement	Overall	
Rutherford Scholarship Eligibility Rate	Intermediate	Improved	Good	
Current Result	Previous 3-yr. Avg.	Target 2008/09	Target 2009/10	Target 2010/11
30.0	26.5	31.0	31.5	32

- Learners complete programs.

	Achievement	Improvement	Overall	
High School Completion Rate (3 yr)	Intermediate	Maintained	Acceptable	
Current Result	Previous 3-yr. Avg.	Target 2008/09	Target 2009/10	Target 2010/11
69.6	67.6	72.0	72.5	73.0

	Achievement	Improvement	Overall	
Drop Out Rate	Intermediate	Maintained	Acceptable	
Current Result	Previous 3-yr. Avg.	Target 2008/09	Target 2009/10	Target 2010/11
4.7	4.6	4.3	4.0	3.7

## Excellent Learner Outcomes Achieved by Students

3. Learners are well prepared for lifelong learning.

		Achievement	Improvement	Overall
Transition Rate (6yr)		Intermediate	Maintained	Acceptable
Current Result	Previous 3-yr. Avg.	Target 2008/09	Target 2009/10	Target 2010/11
49.4	50.1	51.0	51.5	52.0

4. Learners are well prepared for employment.

		Achievement	Improvement	Overall
Work Preparation		Intermediate	Improved	Good
Current Result	Previous 3-yr. Avg.	Target 2008/09	Target 2009/10	Target 2010/11
76.1	71.3	77.0	77.5	78.0

5. Learners are well prepared for citizenship.

		Achievement	Improvement	Overall
Citizenship		High	Improved Significantly	Good
Current Result	Previous 3-yr. Avg.	Target 2008/09	Target 2009/10	Target 2010/11
78.4	70.5	80.0	81.0	82.0

### 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. 25-26)
- Percentages of students who achieve the acceptable standard and the standard of excellence on Grade 12 Diploma Exams. (Provincial Measure – pgs. 28-29)
- Percentage of Grade 12 students participating in Diploma courses. (Provincial Measure – pg. 31)
- Percentage of Grade 12 students eligible for Rutherford scholarships. (Provincial Measure – pg. 31)
- 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 – pg. 27)

- Percentage of students who completed high school within three, four and five years of entering Grade 10. (Provincial Measure – pg. 30)
- Annual drop out rate of students age 14 to 18 years old. (Provincial Measure – pg. 30)
- 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. 27)
- High school to post-secondary transition rate within four and six years of entering Grade 10. (Provincial Measure – pg. 30)
- 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. 24)
- 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. 24)
- Percentage of teachers, parents, and students satisfied that students model the characteristics of active citizenship. (Divisional Measure – pg. 24)

### Target - Continuous Improvement Standards

(Division Measures unless identified otherwise)

- 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 85% 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.
- 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.
- 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.
- At least 90% of students in all grade levels and subjects are judged by teachers to be at or above grade standard.
- At least 90% of grade 3 and 6 students perform at or above grade level on PATs.
- At least 80% of grade 9 students perform at or above grade level on PATs.
- At least 65% of grade 12 students participate in a 30 level Mathematics course.

# 2008 goal two 2011

9. 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.
10. At least 31% of high school students eligible for Rutherford Scholarship attain same.
11. By the end of the 2010/2011 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 81%.
12. At least 32% of Parkland students will transition to post-secondary settings within four years of entering grade 10.
13. At least 95% of Parkland students hold the belief that their schools represent safe and caring learning environments.
14. At least 92% of parents, students and teachers express satisfaction that students model the characteristics of active citizenship and social responsibility.
15. 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.*



# 2008 goal three 2011

## 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	
Current Result	Previous 3-yr. Avg.	Target 2008/09	Target 2009/10	Target 2010/11	
79.4	76.0	80.0	81.0	82.0	

2. The jurisdiction demonstrates leadership and continuous improvement.

		Achievement	Improvement	Overall	
School Improvement		High	Improved Significantly	Good	
Current Result	Previous 3-yr. Avg.	Target 2008/09	Target 2009/10	Target 2010/11	
77.6	69.5	78.0	79.0	80.0	

### Performance Measures

1. Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education. (Provincial Measure- pg. 22/Division Measure – pg. 24)
2. Percentage of parents and staff satisfied with their involvement in school system decision making processes. (Division Measure – pg. 24)
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. 22/Division Measure – pg. 24)
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. 22)

### Target - Continuous Improvement

#### Standards

(Division Measures unless identified otherwise)

1. At least 92% 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.*

## **Safe and Orderly Environment**

- Implement Parkland's Crisis Response Procedures. (Goals 1 and 3)
- 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 continued progress with 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 and Student Time on Task**

- Provide in-servicing to support Educational Assistants in working with special needs and at-risk students. (Goals 1 and 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. (Goals 1 and 2)

## **Frequent Monitoring of Student Progress**

- Develop and implement "common performance assessment" instruments at key grade levels and across core subject areas K-9. (Goals 1 and 2)
- Provide continued professional development to staff in the area of differentiated instruction and Individualized Program Plan development. (Goals 1 and 2)
- 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)
- Develop clear and consistent communications tools and practices for use across the Division (Goal 3)
- Inform parents of effective practices in Early/Middle Years education. (Goal 3)
- Board of Trustees purchased a three year Division membership in Alberta Home and School Council Association to help support the work of School Councils. (Goal 3)

# 2008-2011 facility planning

## 2008-2011 Three Year Capital Plan

Parkland's capital submission for the school years 2008-2011 is based on the facilities assessment completed by O'Neill O'Neill Procinsky Architects. The Board of Trustees gave direction to Administration regarding the Capital Plan at a meeting held on February 26, 2008. Based on the results of school tours, meetings with Trustees, Senior Administration, managers, principals, head caretakers 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.

### 2009-2010

#### 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: 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: 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: Eliminate health concerns and provide students with a facility that meets current Alberta Infrastructure standards and programming needs.

#### Muir Lake (\$200,000) – Priority 4

- removal and relocation of a storage portable off of the core school
- addition of one new modular unit

Benefit to students: Provide much needed learning space. The school currently has a utilization rate in excess of 100%.

#### Memorial Composite High School (\$30,576) – Priority 5

- 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 No. 70 and Alberta Education, if nothing is done to the building.

### 2010-2011

#### 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.

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

Over \$1,518,666.00 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

NOTE: The Provincial Government is currently providing funding of Capital Projects on a quarterly basis, which is based on projected Provincial budget surpluses.

Full details of Parkland's 2008-2011 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

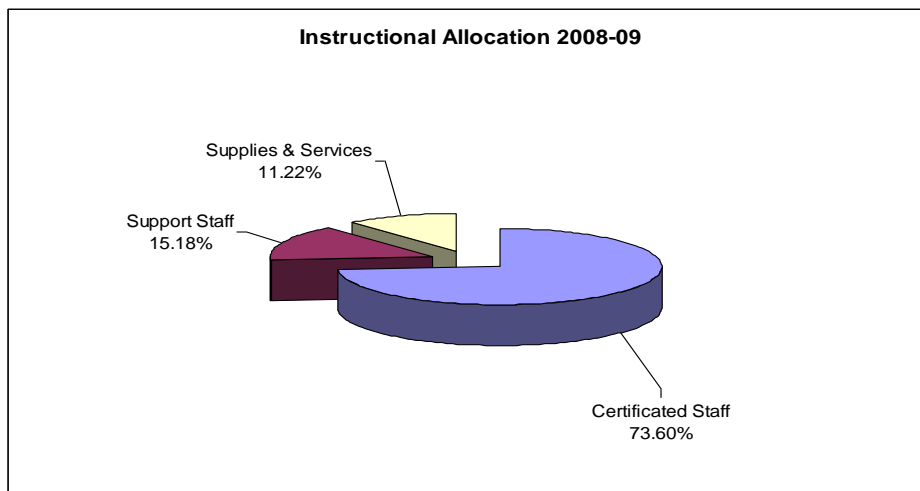
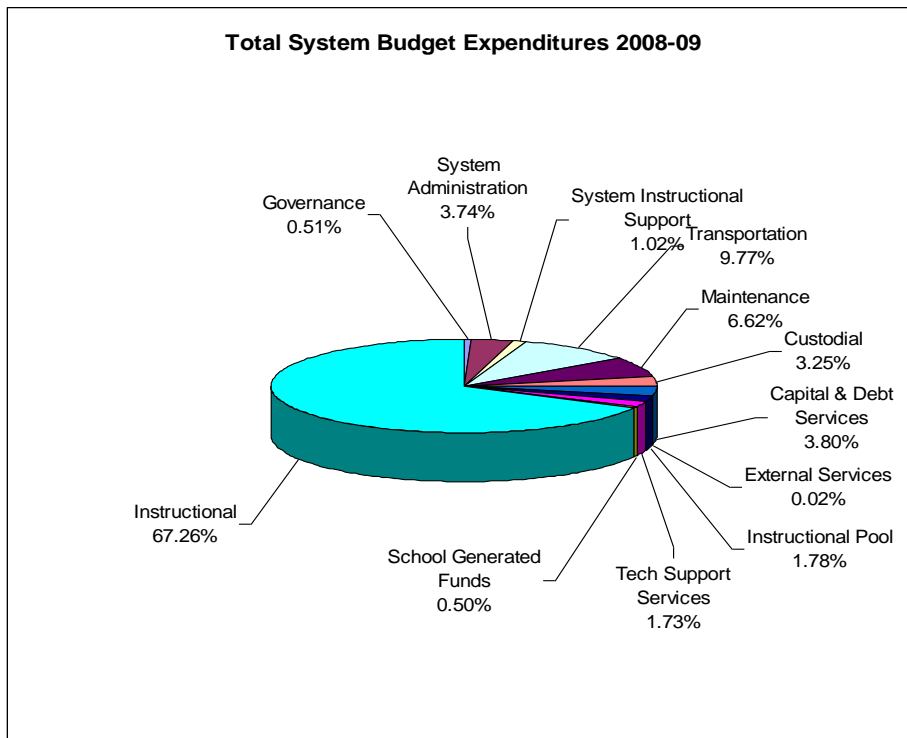
1. Those who are closest to the activity will have the major influence in decision-making surrounding that activity.
2. Informed decisions will be made with attention to balancing choice, responsibility, and accountability, while maintaining alignment with the organization's mission, vision and principles.
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.

*Full details of Parkland's 2008-09 Budget can be found on the jurisdiction's website at <http://www.psd70.ab.ca/psd/content/division/accountability.shtml>*

## 2008-09 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. 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 2008/09 is \$86,652,531
- ✓ Expenditure estimates are \$87,342,686 for a budgeted deficit of \$690,155.
- ✓ The largest classroom expenditure will be for salaries and benefits. The average teaching cost is \$86,141 that represents over 73% of total system expenditures. An additional 15% is spent on support staff salaries and benefits.
- ✓ Parkland’s cost for Board Governance and Administration is slightly above the provincial cap of 4% for a total of 4.25%.



# 2008 2011 appendices

## 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

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

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

Performance Measure	Results				Target	
	2003/04	2004/05	2005/06	2006/07	2007/08	
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.	<b>Teachers</b>					
	Jurisdiction	92.8%	92.4%	89.5%	95.6%	
	Province	90.6%	92.3%	92.8%	92.6%	
	<b>Parents</b>					
	Jurisdiction	76.4%	76.0%	78.9%	78.8%	
	Province	78.0%	79.9%	82.1%	81.7%	
<b>Students</b>						
Jurisdiction	72.7%	76.5%	75.0%	82.6%		
Province	73.5%	77.2%	78.4%	78.5%		
<b>Overall</b>						
Jurisdiction	80.6%	81.6%	81.2%	85.7%	90.0%	
Province	80.7%	83.1%	84.4%	84.2%		

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

Performance Measure	Results				Target	
	2003/04	2004/05	2005/06	2006/07	2007/08	
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.	<b>Teachers</b>					
	Jurisdiction	88.6%	85.4%	83.4%	88.7%	
	Province	83.5%	83.6%	85.2%	65.7%	
	<b>Parents</b>					
	Jurisdiction	76.9%	77.5%	76.7%	77.1%	
	Province	75.4%	75.0%	76.6%	76.9%	
<b>Students</b>						
Jurisdiction	74.4%	73.2%	71.4%	72.6%		
Province	68.5%	71.5%	72.6%	72.9%		
<b>Overall</b>						
Jurisdiction	80.0%	78.7%	77.2%	79.3%	83.5%	
Province	75.8%	76.7%	78.1%	78.5%		

# 2008 2011 appendices

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

Performance Measure	Results				Target	
	2003/04	2004/05	2005/06	2006/07	2007/08	
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	<b>Teachers</b>					
	Jurisdiction	95.0%	95.1%	94.0%	98.7%	
	Province	92.6%	93.9%	94.8%	94.7%	
	<b>Parents</b>					
	Jurisdiction	77.8%	77.3%	80.1%	80.5%	
	Province	76.6%	78.9%	81.6%	81.8%	
	<b>Students</b>					
	Jurisdiction	84.5%	83.9%	83.9%	91.0%	
	Province	83.2%	85.6%	86.6%	86.4%	
	<b>Overall</b>					
	Jurisdiction	85.8%	85.4%	86.0%	90.1%	88.5%
	Province	84.1%	86.1%	87.7%	87.6%	

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

Performance Measure	Results				Target	
	2003/04	2004/05	2005/06	2006/07	2007/08	
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).	<b>Teachers</b>					
	Jurisdiction	N/A	72.5%	66.7%	75.1%	
	Province	N/A	70.0%	71.5%	72.0%	
	<b>Parents</b>					
	Jurisdiction	N/A	53.3%	50.3%	53.3%	
	Province	N/A	54.9%	56.9%	55.9%	
	<b>Students</b>					
	Jurisdiction	N/A	75.0%	75.9%	76.6%	
	Province	N/A	76.7%	77.1%	76.8%	
	<b>Overall</b>					
	Jurisdiction	N/A	66.9%	64.3%	68.3%	75.0%
	Province	N/A	67.2%	68.5%	68.2%	

# 2008 2011 appendices

## Goal Two: Excellence in Learner Outcomes

*Outcome: Students are well prepared for employment.*

Performance Measure	Results				Target	
	2003/04	2004/05	2005/06	2006/07	2007/08	
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.	<b>Teachers</b>					
	Jurisdiction	91.4%	90.0%	84.0%	93.9%	
	Province	87.3%	89.1%	89.4%	89.2%	
	<b>Parents</b>					
	Jurisdiction	53.7%	52.0%	56.5%	58.2%	
	Province	57.1%	60.8%	64.6%	65.1%	
<b>Overall</b>						
Jurisdiction	72.6%	71.0%	70.3%	76.1%	77.0%	
	72.2%	74.9%	77.0%	77.1%		

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

Performance Measure	Results				Target	
	2003/04	2004/05	2005/06	2006/07	2007/08	
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	<b>Teachers</b>					
	Jurisdiction	87.1%	87.2%	85.9%	96.0%	
	Province	86.1%	89.5%	90.3%	89.9%	
	<b>Parents</b>					
	Jurisdiction	60.4%	63.8%	66.0%	68.3%	
	Province	67.5%	70.3%	72.4%	72.6%	
<b>Students</b>						
Jurisdiction	60.2%	63.3%	60.3%	70.8%		
Province	63.0%	66.1%	67.5%	67.1%		
<b>Overall</b>						
Jurisdiction	69.3%	71.4%	70.7%	78.4%	80.0%	
Province	72.2%	75.3%	76.8%	76.6%		

# 2008 2011 appendices

## Goal Three: Highly Responsive and Responsible Jurisdiction

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

Performance Measure		Results				Target
		2003/04	2004/05	2005/06	2006/07	2007/08
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%	93.5%	
	Province	85.4%	87.0%	87.6%	87.1%	
	<b>Parents</b>					
	Jurisdiction	61.0%	64.6%	66.6%	65.3%	
	Province	62.8%	65.2%	68.1%	67.9%	
<b>Overall</b>						
Jurisdiction	74.5%	75.3%	78.0%	77.5%	80.0%	
Province	74.1%	76.1%	77.8%	79.4%		

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

Performance Measure		Results				Target
		2003/04	2004/05	2005/06	2006/07	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	70.7%	75.1%	59.2%	76.0%	
	Province	67.2%	73.1%	75.5%	74.5%	
	<b>Parents</b>					
	Jurisdiction	65.9%	66.8%	67.1%	74.0%	
	Province	65.3%	70.9%	75.4%	75.1%	
<b>Overall</b>						
Jurisdiction	70.2%	72.5%	65.8%	77.6%	80.0%	
Province	68.8%	73.9%	76.9%	76.8%		

Performance Measure		Results				Target
		2003/04	2004/05	2005/06	2006/07	2007/08
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.	<b>Teachers</b>					
	Jurisdiction	N/A	71.6%	69.4%	81.2%	80.0%
	Province	N/A	76.5%	78.2%	78.8%	

# 2008 2011 appendices

**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 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)**

<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=588	23%	n=175	18%	n=1,233	89%	n=1,083	67%	n=687	70%

<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%		91%		83%		98%	
School Characterized by dignity, respect, and <b>caring</b>		84%		96%		86%		91%	
Dignity & Respect				87%		74%			
Friends at school				97%		96%			
Safe environment:		87%		90%		86%		93%	
Building				94%		93%			
Classroom				79%		80%			
Grounds				82%		81%			76%
Bus									
Students are treated fairly		88%		93%		81%		97%	
Satisfaction with the variety of program choices available		84%				82%		93%	
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%			
Process to respond to needs of at-risk students								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%							92%
Early/Middle years focus is meeting students' needs		82%							78%

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

# 2008 2011 appendices

<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%		90%
Students are prepared for post-secondary studies		69%				81%		
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%		93%
Students know how they should behave				98%		97%		
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>		75%						
School Council has meaningful role								92%
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%		88%		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.

# 2008 2011 appendices

**Figure 3: Provincial Achievement Tests (Cohort Results)**

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.

<b>PROVINCIAL COHORT RESULTS LANGUAGE ARTS:</b>											
	2003		2004		2005		2006		2007		Target (2011) Division
	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	
<b>L.A. GRADE 3:</b>											
Acceptable Stand.	87.5	82.4	86.2	81.7	89.1	82.2	90.0	81.3	86.3	80.3	92
Stand. of Excellence	14.5	15.7	14.3	15.1	16.2	16.2	13.5	14.1	16.9	17.7	17.5
Participation	96.1	91.5	94.8	91.3	95.6	90.2	96.6	90.6	95.4	90.1	97
<b>L.A. GRADE 6:</b>											
Acceptable Stand.	86.9	81.2	83.7	79.1	83.9	77.3	84.1	79.0	82.7	80.3	88
Stand. of Excellence	16.0	17.3	16.8	15.5	13.9	15.5	16.4	15.9	16.6	19.8	18
Participation	96.7	91.0	93.4	90.9	94.8	89.9	96.4	90.1	94.5	89.8	97
<b>L.A. GRADE 6 FI:</b>											
Acceptable Stand.	97.4	84.5	89.8	88.5	83.3	85.1	93.2	87.5	93.3	87.4	97
Stand. of Excellence	18.4	13.2	20.4	12.8	8.3	8.8	27.3	11.2	20.0	11.0	22
Participation	100	94.9	95.9	95.8	100	96.1	100	96.1	97.8	96.7	100
<b>L.A. GRADE 9:</b>											
Acceptable Stand.	82.2	78.0	86.3	77.6	85.8	77.9	79.0	77.4	85.2	77.5	87
Stand. of Excellence	13.6	13.5	13.6	12.4	13.3	14.0	9.9	13.6	13.7	14.8	16
Participation	92.9	87.4	93.6	87.3	95.3	87.4	90.8	87.7	94.2	87.9	95
<b>L.A. GRADE 9 FI:</b>											
Acceptable Stand.	94.3	89.2	89.7	83.4	97.4	85.9	89.3	83.3	84.2	81.3	93
Stand. of Excellence	22.9	18.1	24.1	11.7	25.6	13.6	17.9	10.9	10.5	12.9	21
Participation	100	96.8	96.6	95.0	100	97.1	100	95.9	97.4	93.7	100

<b>PROVINCIAL COHORT RESULTS MATHEMATICS:</b>											
	2004		2004		2005		2006		2007		Target (2011) Division
	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	
<b>MATH GRADE 3:</b>											
Acceptable Stand.	84.5	81.8	81.7	81.4	84.4	80.0	90.3	81.4	84.3	79.4	90
Stand. of Excellence	26.4	29.6	22.6	27.2	20.5	26.2	27.9	27.1	21.0	23.3	27
Participation	95.4	91.7	96.1	91.3	95.9	90.4	97.0	90.2	94.7	89.9	97.5
<b>MATH GRADE 3 FI:</b>											
Acceptable Stand.	98.0	88.6	83.3	87.4	96.0	84.2	86.0	88.9	95.1	85.0	95.5
Stand. of Excellence	42.9	32.7	18.8	30.3	32.0	24.8	21.1	24.4	29.3	25.5	30
Participation	100	97.6	97.9	96.8	100	95.6	98.2	97.6	97.6	97.2	100
<b>MATH GRADE 6:</b>											
Acceptable Stand.	82.1	77.7	81.2	77.8	80.5	77.6	77.9	74.5	71.9	73.3	85
Stand. of Excellence	15.8	17.5	20.6	20.9	14.4	18.0	12.4	15.3	9.6	14.4	16
Participation	96.5	91.1	94.6	90.7	95.5	90.5	95.5	90.2	94.4	89.5	96.5
<b>MATH GRADE 6 FI:</b>											
Acceptable Stand.	97.4	89.8	91.8	90.2	83.3	89.9	90.9	87.7	86.4	85.7	95
Stand. of Excellence	39.5	21.4	28.6	26.0	22.2	20.6	27.3	20.3	18.2	15.4	30
Participation	100	97.7	98.0	97.6	100	98.3	100	98.4	100	97.9	100
<b>MATH GRADE 9:</b>											
Acceptable Stand.	64.5	62.3	69.3	65.1	71.5	67.0	69.8	66.4	66.4	65.2	75
Stand. of Excellence	12.1	16.8	19.6	18.3	17.8	19.1	11.9	17.0	14.3	17.8	15
Participation	89.6	86.8	90.5	87.1	92.5	87.0	90.7	86.8	92.4	87.4	94
<b>MATH GRADE 9 FI:</b>											
Acceptable Stand.	85.7	87.1	82.8	87.7	92.3	88.7	93.1	86.8	86.5	84.5	95
Stand. of Excellence	37.1	32.0	27.6	29.5	46.2	30.3	31.0	26.0	16.2	26.2	32
Participation	100	98.6	100	98.9	100	98.3	93.1	96.7	100	98.3	100

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**Figure 3: Provincial Achievement Tests (Cohort Results)...Cont'd**

PROVINCIAL COHORT RESULTS SCIENCE:											
	2003		2004		2005		2006		2007		Target (2011) Division
	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	
<b>SCIENCE GRADE 6:</b>											
Acceptable Stand.	84.7	79.6	87.4	80.1	87.3	79.6	86.2	77.7	78.7	74.7	88
Stand. of Excellence	22.6	24.2	27.9	26.5	25.8	26.4	27.4	28.1	25.5	26.8	28
Participation	96.5	90.7	95.6	90.8	95.5	90.3	96.6	89.5	94.1	88.6	97
<b>SCIENCE GRADE 6 FI:</b>											
Acceptable Stand.	92.1	86.5	93.8	88.0	77.1	82.9	88.6	85.2	88.6	82.3	92
Stand. of Excellence	23.7	22.1	31.3	22.4	17.1	19.1	31.8	20.0	31.8	23.0	32.5
Participation	100	96.7	97.9	98.2	100	95.9	100	97.8	100	97.1	100
<b>SCIENCE GRADE 9:</b>											
Acceptable Stand.	73.9/76.3	70.0/68.3	72.9	65.8	73.0	66.9	67.1	66.7	71.3	68.8	76
Stand. of Excellence	14.6/17.4	12.9/11.4	16.0	12.1	14.3	12.9	9.2	13.5	11.1	14.6	15
Participation	91.0/94.6	85.0/90.4	93.7	88.1	94.4	87.7	93.3	87.6	94.1	88.2	95
<b>SCIENCE GRADE 9 FI:</b>											
Acceptable Stand.	77.8	86.6	88.9	82.0	81.5	79.0	62.1	80.5	86.5	82.7	87
Stand. of Excellence	14.8	14.5	11.1	12.4	14.8	10.3	6.9	10.4	5.4	15.9	16
Participation	100	98.7	100	98.1	100	98.3	93.1	97.2	100	98.5	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.

PROVINCIAL COHORT RESULTS SOCIAL STUDIES:											
	2003		2004		2005		2006		2007		Target (2011) Division
	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	
<b>SOCIAL GRADE 6:</b>											
Acceptable Stand.	84.1	78.5	84.5	78.3	83.2	78.1	83.9	78.2	79.1	77.0	86
Stand. of Excellence	16.9	20.6	19.1	20.2	18.9	21.8	19.8	23.2	18.8	22.7	21
Participation	97.0	91.0	95.2	90.6	94.9	89.6	96.3	90.1	94.7	89.1	97
<b>SOCIAL GRADE 6 FI:</b>											
Acceptable Stand.	100	88.1	89.4	83.8	91.4	82.8	84.1	84.8	88.6	84.1	96
Stand. of Excellence	15.8	16.1	14.9	11.9	20.0	15.6	29.5	17.3	29.5	15.9	30
Participation	100	97.4	100	98.0	100	98.0	100	98.2	100	97.6	100
<b>SOCIAL GRADE 9:</b>											
Acceptable Stand.	73.4	72.0	76.6	72.4	77.0	70.6	72.5	71.9	69.9	70.6	80
Stand. of Excellence	15.4	18.7	16.4	20.1	16.7	18.5	13.9	19.0	14.8	19.0	17
Participation	92.4	87.3	92.5	88.0	95.0	87.3	93.4	88.0	93.2	87.8	96
<b>SOCIAL GRADE 9 FI:</b>											
Acceptable Stand.	82.9	85.9	100	86.6	97.4	84.0	89.7	83.1	91.9	83.2	92.5
Stand. of Excellence	28.6	18.4	33.3	17.7	35.9	14.7	24.1	15.5	10.8	14.5	32
Participation	100	95.5	100	98.3	100	98.1	93.1	97.3	100	98.2	100

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**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 for the 2006/07 year.

<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	83.2	92.1	89.1	83.8	89.8	91.9	85.5	88.6	80.0	93.4
Mathematics	95.3	96.3	92.5	87.0	96.3	91.5	86.1	86.9	75.5	87.3
Social Studies	94.8	96.8	93.6	77.7	98.0	95.5	86.7	86.5	78.6	91.0
Science	95.0	92.3	93.6	85.4	97.7	96.1	88.6	87.8	78.0	91.3

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**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>											
	2003		2004		2005		2006		2007		2011 Target
	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	Division
<b>ENGLISH L.A. 30-1:</b> Acceptable Standard: Standard of Excellence: Participation Rate:	N/A	N/A	64.8 21.3 43.8	92.0 18.8 56.1	92.9 19.2 49.3	89.1 17.8 59.4	91.5 16.4 49.6	88.0 19.3 59.8	93.3 24.2 48.8	87.4 19.4 59.8	94.0 21.0 52
<b>ENGLISH L.A. 30-2:</b> Acceptable Standard: Standard of Excellence: Participation Rate:	N/A	N/A	89.8 9.7 25.2	85.2 7.1 25.0	93.7 13.3 34.1	89.4 10.1 26.2	86.1 6.4 35.4	86.1 8.1 26.0	92.9 8.7 33.6	87.3 8.9 26.1	94.0 16.0 31
<b>FRENCH L.A. 30</b> Acceptable Standard: Standard of Excellence: Participation Rate:	86.7 0.0 2.2	95.2 15.4 2.5	81.3 0.0 2.4	95.4 16.7 2.5	100 0.0 2.7	95.1 19.1 2.7	82.6 8.7 2.9	95.1 21.8 3.0	85.7 23.8 3.0	95.6 20.3 2.9	92.5 10 5
<b>SOCIAL 30:</b> Acceptable Standard: Standard of Excellence: Participation Rate:	87.8 22.2 42.7	86.6 22.0 52.6	86.4 26.4 38.9	85.9 23.8 52.6	89.6 21.5 40.5	85.2 24.3 53.6	85.0 18.2 43.0	85.5 23.9 54.0	92.3 32.3 39.9	85.7 25.8 54.0	91.0 27.0 48.0
<b>SOCIAL 33:</b> Acceptable Standard: Standard of Excellence: Participation Rate:	86.4 14.0 41.5	81.5 13.1 33.2	87.0 18.1 39.9	82.9 15.0 33.7	91.0 18.7 43.0	85.0 17.6 32.4	85.7 21.8 44.6	83.5 18.9 32.0	92.0 21.7 43.2	83.5 20.3 32.2	91.0 21.0 46.0
<b>MATH APPLIED 30:</b> Acceptable Standard: Standard of Excellence: Participation Rate:	92.1 19.3 21.0	85.0 14.0 21.5	93.6 19.3 17.8	85.5 14.3 22.2	92.7 22.7 21.5	87.6 21.8 22.0	82.6 13.7 20.8	77.5 11.8 21.6	81.6 17.1 25.4	77.4 12.5 21.6	94.0 24.0 24.0
<b>MATH PURE 30:</b> Acceptable Standard: Standard of Excellence: Participation Rate:	92.7 34.1 35.5	84.4 27.1 43.7	84.3 26.9 34.6	83.7 32.0 43.9	84.2 20.2 37.5	80.6 25.7 45.6	84.6 19.3 36.3	82.8 26.6 46.3	85.8 27.6 32.9	79.7 22.4 46.3	87.0 24.0 40.0
<b>BIOLOGY 30:</b> Acceptable Standard: Standard of Excellence: Participation Rate:	86.6 23.8 34.1	80.8 21.9 42.6	86.5 28.0 29.2	81.9 26.6 42.6	86.2 24.7 30.6	81.9 26.6 43.3	86.1 22.9 30.9	81.4 26.4 43.6	85.9 24.2 30.9	83.1 29.2 43.9	89.0 27.0 33.0
<b>CHEMISTRY 30:</b> Acceptable Standard: Standard of Excellence: Participation Rate:	92.6 33.8 30.7	84.5 24.6 37.9	91.5 33.0 27.0	85.7 27.9 37.7	87.0 28.4 29.9	88.2 33.4 38.5	91.5 36.8 27.8	88.4 37.2 39.1	96.3 38.5 26.0	88.9 38.7 38.4	92.0 32.0 33.0
<b>PHYSICS 30:</b> Acceptable Standard: Standard of Excellence: Participation Rate:	85.1 32.2 15.6	81.5 25.1 24.0	93.6 36.8 17.5	86.6 29.8 24.0	86.9 19.2 17.2	84.2 27.8 24.0	89.4 24.8 15.7	84.4 30.0 24.3	91.7 43.8 13.5	86.3 30.4 24.0	90.0 27.0 22.0
<b>SCIENCE 30:</b> Acceptable Standard: Standard of Excellence: Participation Rate:	87.1 16.1 21.0	88.2 19.7 7.1	83.4 17.2 19.1	84.3 16.5 7.6	91.9 30.8 23.2	88.1 22.1 7.8	86.1 16.3 22.2	82.8 17.3 7.8	92.8 26.1 15.8	85.5 16.8 7.7	92.0 27.0 26.0

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**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>											
	2003		2004		2005		2006		2007		2011 Target
	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	Division
<b>ENGLISH L.A. 30-1:</b>											
Acceptable Standard:			98.8	98.0	98.6	97.6	98.6	97.3	98.8	96.5	100
Standard of Excellence:	N/A	N/A	21.3	21.3	19.7	21.0	17.8	22.2	23.0	21.8	20
Participation Rate:			43.8	56.1	49.3	59.4	49.6	59.8	48.8	59.8	52
<b>ENGLISH L.A. 30-2:</b>											
Acceptable Standard:			98.0	94.0	98.1	95.8	95.9	94.6	97.6	94.6	98
Standard of Excellence:	N/A	N/A	5.6	3.9	11.1	5.7	4.1	5.1	7.1	5.4	7.5
Participation Rate:			25.2	25.0	34.1	26.2	35.4	26.0	33.6	26.1	33
<b>FRENCH L.A. 30</b>											
Acceptable Standard:	93.3	98.3	93.8	99.2	100.0	99.4	100.0	99.1	100.0	99.3	100
Standard of Excellence:	13.3	24.7	0.0	27.3	0.0	29.6	13.0	30.0	23.8	27.4	16
Participation Rate:	2.2	2.5	2.4	2.5	2.7	2.7	2.9	3.0	3.0	2.9	5.0
<b>SOCIAL 30:</b>											
Acceptable Standard:	96.1	96.7	94.5	96.8	98.3	96.8	97.1	96.6	96.9	96.3	97
Standard of Excellence:	22.2	23.4	23.8	24.9	17.7	25.7	16.9	25.7	33.8	27.5	22
Participation Rate:	42.7	52.6	38.9	52.5	40.5	53.7	42.9	54.0	39.9	54.0	50
<b>SOCIAL 33:</b>											
Acceptable Standard:	93.5	92.2	93.7	92.8	95.5	94.3	94.3	93.4	94.9	92.1	95
Standard of Excellence:	8.4	8.5	9.8	9.4	11.7	11.2	13.2	11.5	17.7	12.9	16
Participation Rate:	41.5	33.2	39.9	33.7	43.0	32.4	44.7	31.9	43.2	32.2	46
<b>MATH APPLIED 30:</b>											
Acceptable Standard:	93.6	92.6	98.6	92.9	96.7	94.2	89.4	89.6	96.1	89.2	95
Standard of Excellence:	9.3	9.5	10.0	10.5	13.3	14.6	9.9	10.0	18.4	10.9	16
Participation Rate:	21.0	21.5	17.8	22.2	21.5	22.0	20.8	21.6	25.4	21.6	24
<b>MATH PURE 30:</b>											
Acceptable Standard:	95.8	92.8	90.0	92.7	90.8	91.9	94.0	92.6	95.5	89.9	95
Standard of Excellence:	33.4	27.5	26.9	32.1	25.0	28.6	22.5	29.9	31.3	25.9	28
Participation Rate:	35.5	43.7	34.6	43.9	37.5	45.6	36.3	46.3	32.9	46.3	40
<b>BIOLOGY 30:</b>											
Acceptable Standard:	95.0	92.0	94.7	93.0	95.4	92.8	95.7	93.1	97.0	93.2	97
Standard of Excellence:	28.0	25.2	33.3	28.7	27.2	29.8	29.4	29.9	25.3	31.5	30
Participation Rate:	34.1	42.6	29.2	42.6	30.6	43.3	30.9	43.6	30.9	43.9	33
<b>CHEMISTRY 30:</b>											
Acceptable Standard:	96.5	92.9	95.7	94.1	92.6	95.1	96.0	95.1	97.2	95.1	97
Standard of Excellence:	32.0	26.1	28.2	29.3	25.1	33.0	33.2	36.3	37.6	38.0	34
Participation Rate:	30.7	37.9	27.0	37.7	29.9	38.5	27.8	39.1	26.0	38.4	33
<b>PHYSICS 30:</b>											
Acceptable Standard:	97.5	93.0	94.4	94.3	98.5	94.0	95.6	94.2	95.8	94.4	97
Standard of Excellence:	38.0	28.5	38.4	32.8	27.7	32.9	27.4	34.1	50.0	35.3	35
Participation Rate:	15.6	24.0	17.5	24.0	17.2	24.0	15.7	24.3	13.5	24.0	25
<b>SCIENCE 30:</b>											
Acceptable Standard:	94.2	93.9	93.8	93.3	95.9	93.8	93.4	93.5	97.1	92.3	96
Standard of Excellence:	14.8	15.6	15.2	13.9	23.8	17.5	16.9	15.9	26.1	16.2	21
Participation Rate:	21.0	7.1	19.1	7.6	23.2	7.8	22.2	7.8	15.8	7.7	26

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**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>											
	2003		2004		2005		2006		2007		2008 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>	68.7%	67.3%	63.8%	68.9%	70.1%	70.4%	68.8%	70.4%	69.6%	71.0%	72%

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

<b>FOUR YEAR HIGH SCHOOL COMPLETION RATE:</b>											
	2003		2004		2005		2006		2007		2008 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>	70.5%	72.1%	75.0%	73.2%	72.0%	75.1%	76.3%	76.2%	74.3%	76.3%	78%

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

<b>FIVE YEAR HIGH SCHOOL COMPLETION RATE:</b>											
	2003		2004		2005		2006		2007		2008 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>	75.4%	75.1%	73.3%	75.4%	79.2%	77.4%	74.6%	78.6%	79.2%	79.5%	81%

\* 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>											
	2003		2004		2005		2006		2007		2008 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	23.0%	32.7%	25.5%	33.9%	23.4%	37.0%	29.3%	39.5%	27.9%	40.7%	32%
Six Year	46.0%	51.5%	45.5%	54.4%	50.9%	57.5%	53.9%	59.5%	49.4%	60.3%	56%

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

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**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>											
	2003		2004		2005		2006		2007		2008
	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	Target
DROP OUT RATE	6.1%	5.5%	4.1%	5.3%	5.2%	4.9%	4.5%	4.7%	4.7%	5.0%	4.4%
RETURN RATE	22.1%	20.8%	24.2%	22.9%	18.5%	21.4%	16.7%	21.2%	14.2%	21.3%	20.0%

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>												
	2002/03		2003/04		2004/05		2005/06		2006/07		2008	
	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	26.3%	32.5%	24.2%	33.8%	26.4%	35.3%	28.8%	37.2%	30.0%	38.2%	31%	

**Figure 12: Diploma Examination Participation Rate**

<b>DIPLOMA EXAMINATION PARTICIPATION RATE:</b>											
	2002/03		2003/04		2004/05		2005/06		2006/07		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.	48.7%	51.4%	42.2%	52.4%	49.0%	53.5%	47.5%	53.7%	42.5%	53.6%	48.5%

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**Figure 13: May 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.

**Accountability Pillar Overall Summary**

2305 Parkland School Division No. 70

May 1, 2008

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
	Student Learning Opportunities	Good	Program of Studies	79.3	77.2	78.6	78.5	78.1	76.9	High	Maintained	Good
			Education Quality	90.1	86.0	85.7	87.6	87.7	86.0	Very High	Improved Significantly	Excellent
			Drop Out Rate	4.7	4.5	4.6	5.0	4.7	5.0	Intermediate	Maintained	Acceptable
			High School Completion Rate (3 yr)	69.6	68.8	67.6	71.0	70.4	70.0	Intermediate	Maintained	Acceptable
Goal 2: Excellence in Learner Outcomes	Student Learning Achievement (Grades K-9)	Issue	PAT: Acceptable	78.6	81.3	82.1	75.9	76.9	77.1	Intermediate	Declined Significantly	Issue
			PAT: Excellence	16.8	17.0	18.0	19.5	19.1	19.3	Intermediate	Maintained	Acceptable
	Student Learning Achievement (Grades 10-12)	Good	Diploma: Acceptable	88.4	86.9	88.6	85.4	84.7	85.4	High	Maintained	Good
			Diploma: Excellence	23.0	19.2	21.0	23.3	23.0	22.7	High	Maintained	Good
			Diploma Exam Participation Rate (4+ Exams)	42.5	47.5	46.2	53.6	53.7	53.2	Low	Declined	Issue
			Rutherford Scholarship Eligibility Rate	30.0	28.8	26.5	38.2	37.2	35.4	Intermediate	Improved	Good
	Preparation for Lifelong Learning, World of Work, Citizenship	Good	Transition Rate (6 yr)	49.4	53.9	50.1	60.3	59.5	57.1	Intermediate	Maintained	Acceptable
			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	Parental Involvement	79.4	78.0	76.0	77.5	77.9	76.0	High	Improved Significantly	Good
	Continuous Improvement	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		
			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	68.3	64.3	65.6	68.2	68.5	67.8
		In-service Jurisdiction Needs	81.2	69.4	70.5	78.8	78.2	77.3

Notes:

- 1) Student Learning Achievement: PAT Values reported are weighted averages of PAT Acceptable and PAT Excellence results. Courses included: ELA (Grades 3, 6, 9), Math (Grades 3, 6, 9), Social Studies (Grades 6, 9), Science (Grades 6 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 evaluations are available.
- 4) The ACOL measures are not evaluated as they are not part of the Accountability Pillar and are included only to enable inclusion in the AERR and 3-Year Education Plan reports.
- 5) Data values have been suppressed where the number of respondents is less than 6.

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**Figure 14: 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>					
	2002/03	2003/04	2004/05	2005/06	2006/07
No. of Students with Special Needs Students					
Code 30, 50 and 80 (mild and moderate)	704	651	490	568	587
Code 40 (severe)	169	204	202	211	198
<b>Total</b>	<b>873</b>	<b>855</b>	<b>692</b>	<b>779</b>	<b>785</b>

<b>PERFORMANCE ON INDIVIDUAL PROGRAM PLANS:</b>					
Total Percentage of Students, who have been coded under Alberta Learning's special needs categories, that:	2002/03	2003/04**	2004/05	2005/06	2006/07
Met all of their Individual Program Plan goals	30.4%	37%	53.7%	50.5%	37.8%
Met the majority of their Individual Program Plan goals	44.5%	44%	30.4%	36.5%	54.2%
Met less than half of their Individual Program Plan goals	25.1%**	20%	15.9%	13.0%	8.0%
<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".

**Figure 15: Jurisdiction Spending on Students with Special Needs**

**Note:** Program Expenditures are based on Parkland's Audited Financial Statement for each year reported except the latest year which is based on budget.

<b>JURISDICTION SPENDING ON STUDENTS WITH SPECIAL NEEDS:</b>					
	2003/04	2004/05	2005/06	2006/07	2007/08
Early Childhood PUF	\$995,521	\$988,812	\$1,229,554	\$1,531,065	\$1,257,508
Severely Disabled	\$2,528,457	\$2,938,311	\$3,397,834	\$4,014,328	\$4,224,724
Mild & Moderate	\$2,635,094	\$3,184,096	\$1,983,813	\$2,190,468	\$2,235,043
<b>TOTAL</b> (Percentage of Instructional Budget)	<b>\$6,159,072</b> (12.09%)	<b>\$7,111,219</b> (13.19%)	<b>\$6,611,201</b> (12.17%)	<b>\$7,735,861</b> (14.63%)	<b>\$7,717,275</b> (12.78%)

Note: Budgeted figures represent allocations to schools.

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**Figure 16: Jurisdiction Spending**

**Note:** Program Expenditures are based on Parkland’s Audited Financial Statement for each year reported except the latest year which is based on budget.

<b>PROGRAM EXPENDITURES:</b>					
	2003/04 Audited	2004/05 Audited	2005/06 Audited	2006/07 Audited	2007/08 Budget
Instruction	\$50,931,552	\$53,900,951	\$54,308,762	\$52,866,493	\$60,404,081
School Generated Funds	\$402,231	\$413,900	\$389,311	\$177,433	\$462,102
Operations and Maintenance	\$5,673,803	\$5,831,073	\$6,113,675	\$6,471,690	\$7,033,555
Transportation	\$6,438,558	\$6,678,010	\$7,201,237	\$7,675,102	\$8,119,924
Board Governance	\$334,671	\$324,822	\$318,684	\$340,772	\$424,353
System Administration	\$2,081,150	\$2,406,989	\$2,319,862	\$2,802,776	\$2,878,141
System Instructional Support	\$504,356	\$481,169	\$710,702	\$699,381	\$883,116
Capital	\$3,943,177	\$3,364,344	\$3,484,234	\$4,568,822	\$4,314,097
External Services	\$1,026,879	\$1,113,549	\$1,755,529	\$1,900,041	\$1,577,371
<b>TOTAL</b>	<b>\$71,336,377</b>	<b>\$74,514,807</b>	<b>\$76,601,996</b>	<b>\$77,502,510</b>	<b>\$86,096,740</b>

**Note:** Program Expenditures are based on Parkland’s Audited Financial Statement for each year reported except the latest year which is based on budget.

<b>PROGRAM EXPENDITURE PERCENTAGES:</b>					
	2003/04 Actual	2004/05 Actual	2005/06 Actual	2006/07 Actual	2007/08 Budget
Instruction	71.40%	72.33%	70.90%	68.21%	70.16%
School Generated Funds	.56%	.56%	0.50%	.23%	.54%
School Operations and Maintenance	7.95%	7.83%	7.98%	8.35%	8.17%
Transportation	9.03%	8.95%	9.40%	9.90%	9.43%
Board Governance	.47%	.44%	0.42%	.44%	.49%
System Administration	2.92%	3.23%	3.03%	3.62%	3.34%
System Instructional Support	.71%	.65%	0.93%	.90%	1.03%
Capital & Debt Services	5.52%	4.52%	4.55%	5.90%	5.01%
External Services	1.44%	1.49%	2.29%	2.45%	1.83%
<b>TOTAL</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>

**Figure 17: Average Teaching Costs**

**Note:** Average teaching costs include salary and benefit expenditures. Program Expenditures are based on Parkland’s Audited Financial Statement for each year reported except the latest year which is based on budget.

<b>AVERAGE TEACHING COSTS:</b>					
	2003/04	2004/05	2005/06	2006/07	2007/08
Certificated	\$75,498	\$77,311	\$78,539	\$79,490	\$82,361

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.