



# Parkland School Division No. 70



2009-2012 Education Plan

*“Every child ... many opportunities”*



# 2009-2012

Parkland School Division No. 70

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For additional information about Parkland School Division's 2009-2012 Three Year Plan, Capital Plan or Budget, contact:

Richard Gilchrist  
Board Chair  
4603-48 Street  
Stony Plain, AB  
T7Z 2A8  
Tel. (780) 963-8469  
Fax: (780) 963-4169  
[E-mail:rgilchrist@psd70.ab.ca](mailto:rgilchrist@psd70.ab.ca)

Mary Lynne R. Campbell  
Superintendent of Schools  
4603-48 Street  
Stony Plain, AB  
T7Z 2A8  
Tel. (780) 963-8404  
Fax: (780) 963-4169  
E-mail [mcampbell@psd70.ab.ca](mailto:mcampbell@psd70.ab.ca)



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The Education Plan for Parkland School Division No. 70 for the three years commencing September 1, 2009 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.



Richard Gilchrist  
Board Chair

Mary Lynne R. Campbell  
Superintendent of Schools

## Publications

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.
- Local MLA's, Mayors receive a copy.

## 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.



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 9,454 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 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 65 leaders from across Parkland School Division, including school and system based administrators, teachers, as well as the Board of Trustees. Discussions focused on the Division's three priorities with an eye to determining progress thus far, and the means by which the Division can continue to provide quality learning opportunities through which all children can achieve enduring success. The Division's Council of School Councils was also provided an opportunity to review the Division's Education Plan and to share advice regarding the important work of our Learning Organization.

## 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 transparency. 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, three Associate Superintendents, 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 concert 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 five new construction and modernization projects for the three year plan (see pg. 22 for Parkland's 2009-2012 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, 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.

## Schools and School Councils

### Schools

Serving over 58,000 residents in an area of over 3,995 square kilometers, the jurisdiction operates 22 schools in addition to a number of alternate sites including: Connections for Learning, two high school outreach programs and an institutional program. With approximately 559 certificated teaching staff and 426 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	1-12	963-0507
Forest Green	K-6	963-7366
High Park	K-9	963-2222
Memorial Composite	10-12	963-2255
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. Members of the Board of Trustees attend monthly council meetings. Parkland School Division trustees host regular Council of School Council (COSC) meetings where school councils send representatives to collaborate with trustees and members of the Senior Executive.

### 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 students. Responsive educational program offerings include: Early Childhood Services, Early Literacy, French Immersion, Knowledge and Employability, Home-School Studies (blended, virtual, and at-home), Distance Learning, Registered Apprenticeship Program, Maranatha Alternative 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 all students in Kindergarten to Grade 9. Beginning in the middle years, the Division also offers complementary and exploratory programming opportunities for students such as 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 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 enduring 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.

## **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 2009/10 to 2011/12, 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 continue to be key to the 21<sup>st</sup> Century Learner. For the 2009 – 2012 Education Plan, Parkland School Division priorities have been modified to support all learners in Parkland School Division.

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

- Pedagogy and practice which provides developmentally responsive curriculum for all students Kindergarten through Grade 12.
- Embedded effective assessment practices for all students Kindergarten through Grade 12.
- Improved student performance in demonstrating skills of Citizenship and Social Responsibility for all students Kindergarten through Grade 12.



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

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

Results from the 2008/09 Divisional survey suggest there has been an increase in satisfaction in the area of information and assistance with career planning for students:

- 62% of Grade 8 and 11 parents are satisfied with the information and assistance provided to their child for career planning, a 7% increase from last year's 55%.
- 74% of Grade 9 & 12 students agree that their school helps them plan for future careers, also up from last year's 68%.

### **Provincial Achievement Tests**

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

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

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

Closer attention is also needed in the following areas:

- Results in the Standard of Excellence in FLA 30, Social 30, and Pure Math 30 as compared to the Provincial average in those core subject areas
- Meeting the divisional targets at the Standard of Excellence in English 30-2, Social 30 and 33, Applied Math 30, and in Science 30.
- Participation rates in Diploma Exams

### **Technology and Instruction**

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

- The expansion of enterprise wide (complete) wireless coverage in schools is underway with 16 schools targeted for completion in 2009-10. This will greatly assist schools in mobility for staff and students using laptops anywhere in the school.

The PSD70 Portal project (Scholaris Learning Gateway) has begun and will be in three phases, starting with the District site first. Phase 2 of the Portal, will incorporate more functionality for schools, enabling teachers/schools to create an educationally relevant virtual classroom(s), including blogs, wikis and discussion boards, as well as their own school web site.

Phase 3 will be focused more on expanding the use of the Scholaris Learning Gateway, seeing teachers and students integrating the portal as an integral part of their daily learning, sharing and collaborating. In conjunction with the Portal work, our external 'public facing' web site will also be revamped and in place for 2009-2010 school year.

### **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. The recruitment of teachers in specialized areas such as French Immersion, Music, CTS and High School diploma courses continues to be a challenge, as many school jurisdictions in Alberta and outside of the province are competing for teachers with these skills sets.

### **Shifting Demographics**

It is critical that Parkland School Division is prepared for future growth and development. In its desire to be poised and prepared, Parkland School Division has reviewed of the utilization of schools in Parkland School Division. While some west end school enrollment continues to decline, some schools in Spruce Grove and Stony Plain are facing high utilization rates. As a result once the utilization rate reaches 85%, schools will only accept those students in their catchment area.

### **Oil and Gas Development**

During the 2008-2009 school year, Parkland School Division negotiated with Oil and Gas Companies and attended an Energy Resources Conservation Board hearing to ensure students at Tomahawk School were protected during the drilling of Sour Gas wells. Parkland School Division involvement has meant a significant time commitment for staff as well as a significant financial commitment.

### **Transportation**

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

### **Occupational Health and Safety Specialist**

In keeping with its commitment to ensure the safety and wellness of all staff, the Division has created a new role of Occupational Health and Safety Specialist. Reporting to the Deputy Superintendent, this position will oversee the continued development and implementation of health and safety programs to meet regulatory requirements, and minimize the risk of occupational incidents, injuries and illness.



## 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

- Pedagogy and practice which provides developmentally responsive curriculum for all students Kindergarten through Grade 12.
- Embedded effective Assessment practices for all students Kindergarten through Grade 12.
- Improved student performance in demonstrating skills of Citizenship and Social Responsibility for all students Kindergarten through Grade 12.

## 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 Parkland School Division priorities for student learning.
- 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.



## Goal One: High Quality Learning Opportunities for All

### System Priorities

- Pedagogy and practice which provides developmentally responsive curriculum for all students Kindergarten through Grade 12.

<i>Parkland School Division Performance Measures</i>		2004-05	2005-06	2006-07	2007-08	Current Results 2008-09	2009-10 Target
<ul style="list-style-type: none"> <li>• Overall satisfaction of parents who agree that services and supports for children at school are easy to access and timely.</li> </ul>	Parents Grades 2, 5, 8, 11	74.0	74.0	77.5	81.0	83.0	85.0

<i>Parkland School Division Performance Measures</i>		2004-05	2005-06	2006-07	2007-08	Current Results 2008-09	2009-10 Target
<ul style="list-style-type: none"> <li>• Overall satisfaction by parents and staff that student's with special needs and others considered academically at risk have met or exceeded their learning goals.</li> </ul>	Parents Grades 2, 5, 8, 11 and Staff	N/A	75.0	84.5	85.5	83.5	85.0

<i>Parkland School Division Performance Measures</i>		2004-05	2005-06	2006-07	2007-08	Current Results 2008-09	2009-10 Target
<ul style="list-style-type: none"> <li>• Overall satisfaction of parents who express satisfaction with the quality of learning experiences provided to their children.</li> </ul>	Parents Grades 2, 5, 8, 11	80.0	78.7	77.2	82.0	88..2	88.5

**Note:** Additional performance measures baseline data and targets are available in appendix.

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

Provincial Performance Measures		Current Result	Previous 3-yr Avg.	May 2009 Accountability Pillar			Targets		
				Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
<ul style="list-style-type: none"> <li>Overall teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others, and are treated fairly at school.</li> </ul>	Parkland School Div.	86.1	83.7	High	Improved Significantly	Good	87.0	88.0	89.0
	Province	86.9	84.6	N/A	N/A	N/A	N/A	N/A	N/A

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

Provincial Performance Measures		Current Result	Previous 3-yr Avg.	May 2009 Accountability Pillar			Targets		
				Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
<ul style="list-style-type: none"> <li>Overall teacher, parent and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, and health and physical education.</li> </ul>	Parkland School Div.	79.1	78.4	High	Maintained	Good	80.0	81.0	82.0
	Province	80.3	78.7	N/A	N/A	N/A	N/A	N/A	N/A
<ul style="list-style-type: none"> <li>Overall teacher, parent and student satisfaction with the overall quality of basic education.</li> </ul>	Parkland School Div.	88.2	88.1	High	Maintained	Good	89.0	90.0	91.0
	Province	89.3	87.8	N/A	N/A	N/A	N/A	N/A	N/A

# 2009 goal one 2012

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

Provincial Performance Measures		Current Result	Previous 3-yr Avg.	May 2009 Accountability Pillar			Targets (see note)		
				Achievement	Improvement	Overall	2008/2009	2009/2010	2010/2011
<ul style="list-style-type: none"> <li>Annual dropout rate of students aged 14 to 18.</li> </ul>	Parkland School Div.	4.9	4.8	Intermediate	Maintained	Acceptable	4.7	4.5	4.3
	Province	4.8	4.9	N/A	N/A	N/A	N/A	N/A	N/A

**Outcome: Students complete programs.**

Provincial Performance Measures		Current Result	Previous 3-yr Avg.	May 2009 Accountability Pillar			Targets (see note)		
				Achievement	Improvement	Overall	2008/2009	2009/2010	2010/2011
<ul style="list-style-type: none"> <li>High school completion rate of students within three years of entering Grade 10.</li> </ul>	Parkland School Div.	69.5	69.5	Intermediate	Maintained	Acceptable	70.0	71.0	72.0
	Province	70.7	70.6	N/A	N/A	N/A	N/A	N/A	N/A

**Note:** For five year data, refer to the appendices

**Strategies for Goal One: High Quality Learning Opportunities for All:**

- Build capacity amongst all staff for serving the needs of all students in the following areas:
  - a) Use of assistive technology, i.e. Read and Write Gold
  - b) Targeted Professional Development for Special Education Key contacts and Educational Assistants
  - c) In the development of Individual Program Plans
- Student Services Facilitators provide focused assistance to all schools in the development of school-based support teams.
- Continue to develop and implement assessment instruments of, for and as learning.
- Build collaboration between schools through sharing of Professional Development opportunities focused on Division Priorities.
- Explore ways to embed Professional Learning opportunities into the Instructional Day.
- Identify and share promising practices which support the work done in delivering a developmentally responsive curriculum.
- Expansion of Citizenship and Social Responsibility initiative to the High School level.
- Renewed focus on High School completion rates through the High School Completion Framework

## Goal Two: Excellent Learner Outcomes Achieved by Students

### System Priorities

- Embedded effective Assessment practices for all students Kindergarten through Grade 12.
- Improved student performance in demonstrating skills of Citizenship and Social Responsibility for all students Kindergarten through Grade 12.

<i>Parkland School Division Performance Measures</i>		<i>2004-05</i>	<i>2005-06</i>	<i>2006-07</i>	<i>2007-08</i>	<i>Current Results 2008-09</i>	<i>2009-10 Target</i>
<ul style="list-style-type: none"> <li>• Overall percentage of students whose year end teacher assessment show they have successfully completed English Language Arts, Mathematics, Science and Social Studies.</li> </ul>	Parkland School Div.	N/A	N/A	88.6	89.4	TBA	90.0

<i>Parkland School Division Performance Measures</i>		<i>2004-05</i>	<i>2005-06</i>	<i>2006-07</i>	<i>2007-08</i>	<i>Current Results 2008-09</i>	<i>2009-10 Target</i>
<ul style="list-style-type: none"> <li>• Overall satisfaction of parents and staff that students are taught the attitudes and behaviour that make them successful at work when they finish school.</li> </ul>	Parents Grades 2, 5, 8, 11 and Staff	71.0	70.3	77.0	77.5	73.5	76.0

<i>Parkland School Division Performance Measures</i>		<i>2004-05</i>	<i>2005-06</i>	<i>2006-07</i>	<i>2007-08</i>	<i>Current Results 2008-09</i>	<i>2009-10 Target</i>
<ul style="list-style-type: none"> <li>• Overall satisfaction of parents and staff that students demonstrated the knowledge, skills and attitudes necessary for their next steps in life long learning.</li> </ul>	Parents Grades 2, 5, 8, 11 and Staff	N/A	77.0	87.0	88.0	85.0	87.0

<i>Parkland School Division Performance Measures</i>		<i>2004-05</i>	<i>2005-06</i>	<i>2006-07</i>	<i>2007-08</i>	<i>Current Results 2008-09</i>	<i>2009-10 Target</i>
<ul style="list-style-type: none"> <li>• Overall satisfaction of parents and students that students model the characteristics of active citizenship.</li> </ul>	Parents Grades 2, 5, 8, 11 Students Grades 3,6,9 and 12	69.0	71.4	84.0	86.0	86.6	88.0

# 2009 goal two 2012

Parkland School Division No. 70

**Outcome: Students demonstrate high standards in learner outcomes.**

Provincial Performance Measures		Current Result	Previous 3-yr Avg.	May 2009 Accountability Pillar			Targets		
				Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
<ul style="list-style-type: none"> <li>Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on provincial achievement tests.*</li> </ul>	Parkland School Div.	79.0	80.9	Intermediate	Declined	Issue	81.0	82.0	83.0
	Province	75.8	76.7	N/A	N/A	N/A	N/A	N/A	N/A
<ul style="list-style-type: none"> <li>Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on provincial achievement tests.</li> </ul>	Parkland School Div.	17.0	17.2	Intermediate	Maintained	Acceptable	18.0	19.0	20.0
	Province	19.6	19.3	N/A	N/A	N/A	N/A	N/A	N/A
<ul style="list-style-type: none"> <li>Overall percentage of students who achieved the acceptable standard on diploma examinations.*</li> </ul>	Parkland School Div.	87.9	88.4	High	Maintained	Good	88.0	89.0	90.0
	Province	85.0	85.2	N/A	N/A	N/A	N/A	N/A	N/A
<ul style="list-style-type: none"> <li>Overall percentage of students who achieved the standard of excellence on diploma examinations.</li> </ul>	Parkland School Div.	22.3	21.1	High	Maintained	Good	23.0	24.0	25.0
	Province	22.3	23.3	N/A	N/A	N/A	N/A	N/A	N/A
<ul style="list-style-type: none"> <li>Percentage of students writing four or more diploma exams within three years of entering Grade 10.</li> </ul>	Parkland School Div.	42.9	46.4	Low	Declined	Issue	44.0	45.0	46.0
	Province	53.0	53.6	N/A	N/A	N/A	N/A	N/A	N/A
<ul style="list-style-type: none"> <li>Percentage of Grade 12 students eligible for a Rutherford Scholarship.</li> </ul>	Parkland School Div.	47.8	47.3	Low	N/A	N/A	48.0	48.5	49.0
	Province	57.3	55.8	N/A	N/A	N/A	N/A	N/A	N/A

# 2009 goal two 2012

Parkland School Division No. 70

**Outcome: Students are well prepared for lifelong learning.**

Provincial Performance Measures		Current Result	Previous 3-yr Avg.	May 2009 Accountability Pillar			Targets		
				Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
<ul style="list-style-type: none"> <li>High school to post-secondary transition rate of students within six years of entering Grade 10.</li> </ul>	Parkland School Div.	54.4	51.4	Intermediate	Improved	Good	55.0	55.5	56.0
	Province	60.7	59.1	N/A	N/A	N/A	N/A	N/A	N/A

**Outcome: Students are well prepared for employment.**

Provincial Performance Measures		Current Result	Previous 3-yr Avg.	May 2009 Accountability Pillar			Targets		
				Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
<ul style="list-style-type: none"> <li>Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.</li> </ul>	Parkland School Div.	74.8	74.8	Intermediate	Maintained	Acceptable	75.0	76.0	77.0
	Province	79.6	78.1	N/A	N/A	N/A	N/A	N/A	N/A

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

Provincial Performance Measures		Current Result	Previous 3-yr Avg.	May 2009 Accountability Pillar			Targets		
				Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
<ul style="list-style-type: none"> <li>Overall Staff, parent and student agreement that students model the characteristics of active citizenship.</li> </ul>	Parkland School Div.	77.2	74.7	Intermediate	Improved Significantly	Good	78.0	79.0	80.0
	Province	80.3	77.1	N/A	N/A	N/A	N/A	N/A	N/A

Note: For five year data, refer to the appendices

## Strategies for Goal Two: Excellent Learner Outcomes Achieved by Students

- Continue to support Citizenship and Social Responsibility including High Schools.
- Build leadership capacity of staff to implement ICT outcomes.
- Support schools and teachers to identify and implement transition strategies throughout the school system. (i.e. Grade to Grade transition, school to school transition, program to program transition, high school to career/work/post secondary)
- Identify and share best practices in assessment of, for and as learning.
- Expand comprehensive reporting project.
- Improve student achievement and engagement through the AISI project of Critical Thinking to improve Accountability Results in Provincial Achievement Tests.
- Implement the Innovative Technology Grant to build leadership capacity.
- Explore ways to formally align reporting procedures to assessment practices.



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

**Outcome:** *FNMI students are well prepared for citizenship, the workplace and post-secondary education and training.*

**Provincial Performance Measures:** (Results are required to be reported in 2010.)

- Annual dropout rate of self-identified FNMI students aged 14-18.
- High school completion rate of FNMI students (three year rate).
- Overall percentage of self-identified FNMI students who achieved the acceptable standard and overall percentage who achieved the standard of excellence on provincial achievement tests.
- Overall percentage of self-identified FNMI students who achieved the acceptable standard and overall percentage who achieved the standard of excellence on diploma examinations.
- Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.
- Percentage of self-identified Grade FNMI 12 students eligible for Rutherford Scholarships.
- High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.

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

- Develop a Divisional plan to close the achievement gap for FNMI learners.
- Enhance the working relationship with Paul Band First Nation.
- Promote and support the infusion of Aboriginal perspective into curriculum areas.
- Offer a developmentally responsive curriculum supporting the diversity of all learners in the classroom.



## Goal Four: Highly Responsive and Responsible Jurisdiction

### System Priorities

- Improve student performance in demonstrating skills of Citizenship and Social Responsibility for all students Kindergarten through Grade 12.

<i>Parkland School Division Performance Measures</i>		<i>2004-05</i>	<i>2005-06</i>	<i>2006-07</i>	<i>2007-08</i>	<b>Current Results 2008-09</b>	<b>2009-10 Target</b>
<ul style="list-style-type: none"> <li>• Overall satisfaction of parents and Staff with parental involvement in decisions about their child's education.</li> </ul>	Parents Grades 2, 5, 8, 11 and Staff	75.0	78.0	90.0	90.0	91.0	92.0

<i>Parkland School Division Performance Measures</i>		<i>2004-05</i>	<i>2005-06</i>	<i>2006-07</i>	<i>2007-08</i>	<b>Current Results 2008-09</b>	<b>2009-10 Target</b>
<ul style="list-style-type: none"> <li>• Overall satisfaction of parents and Staff with parental involvement in school system decision making process.</li> </ul>	Parents Grades 2, 5, 8, 11 and Staff	68.0	57.0	83.5	86.0	86.0	87.0

<i>Parkland School Division Performance Measures</i>		<i>2004-05</i>	<i>2005-06</i>	<i>2006-07</i>	<i>2007-08</i>	<b>Current Results 2008-09</b>	<b>2009-10 Target</b>
<ul style="list-style-type: none"> <li>• Overall satisfaction of parents and Staff that their school and schools in Parkland School Division have improved or stayed the same.</li> </ul>	Parents Grades 2, 5, 8, 11 and Staff	70.0	72.5	91.0	90.0	92.5	93.0

**Outcome: The education system at all levels demonstrates effective working relationships.**

Provincial Performance Measures		Current Result	Previous 3-yr Avg.	May 2009 Accountability Pillar			Targets		
				Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
<ul style="list-style-type: none"> <li>Overall teacher and parent satisfaction with parental involvement in decisions about their child's education.</li> </ul>	Parkland School Div.	78.3	79.2	Intermediate	Maintained	Acceptable	79.0	80.0	81.0
	Province	80.1	77.9	N/A	N/A	N/A	N/A	N/A	N/A

**Outcome: The education system at all levels demonstrates leadership and continuous improvement.**

Performance Measures		Current Result	Previous 3-yr Avg.	May 2009 Accountability Pillar			Targets		
				Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
<ul style="list-style-type: none"> <li>Overall percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same in the last three years.</li> </ul>	Parkland School Div.	78.4	72.9	High	Improved Significantly	Good	79.0	80.0	81.0
	Province	79.4	76.7	N/A	N/A	N/A	N/A	N/A	N/A

**Note:** For five year data, refer to the appendices

### Strategies for Goal four: Highly Responsive and Responsible Jurisdiction

- Continue implementation of Parkland's Emergency Response Plan.
- Identify promising instructional practices to build collaboration between schools.
- Improve communication with the development of communication vehicles, designed to inform parents and staff about school happenings/achievements, results, and programs. (i.e. public web based, newsletters, report cards, Inside PSD)
- Inform parents of effective practices Parkland School Division staff are implementing to support Division priorities.
- Continue to support School Councils through memberships for Alberta Home and School Council Association.
- Develop and implement an Occupational Health and Safety Plan (O.H.S.).

## Parkland School Division's Cycle IV AISI Project:

### Challenging Students to Think Critically

#### Project Overview

Parkland School Division (PSD) will seek out results to the research question: *What significant impacts does the embedding of critical thinking skills in teaching and learning have on student achievement and engagement?*

Our goal is to improve student achievement and engagement in grades K-12 through the promotion of critical thinking. The Critical Thinking project will focus on professional development and implementation of *The Critical Thinking Consortium's* (TC<sup>2</sup>'s) Critical Thinking Model. All schools within the division will participate in the project, and provide a lead teacher who will be a member of the AISI Cohort. To build capacity within PSD, members of the AISI Cohort will participate in ongoing focused professional development (PD) sessions and networking, and will in turn be responsible for developing a "critical thinking" environment in each of their schools. Schools will individually select focus area(s) for application of the Critical Thinking Model.

There are two aspects to the PD component of the project; divisional and school level aspects. The divisional level PD and implementation model has been determined for the AISI cohort. In addition, schools will develop a site based PD plan that will meet their own unique needs with respect to the AISI project. If the results indicate a significant impact on student achievement and engagement, it is an expectation that teachers will adapt the critical thinking model as a component of their teaching practice after the formal completion of the AISI project.

#### Supporting Divisional Goals and Priorities

This AISI project is one strategy the division is employing to address PSD's goals and priorities. By promoting critical thinking through the explicit teaching of intellectual tools (background knowledge, criteria for judgment, critical thinking vocabulary, thinking strategies, and habits of mind) in a safe and caring environment, students will begin to apply critical thinking skills at an appropriate developmental level to ensure high quality learning opportunities for all. Research has shown that by involving students in the assessment process, i.e. making learning targets clear, co-creating criteria with students and teaching students to use criteria to make judgments, that not only does motivation and learning increase for all students, but also the achievement gaps are narrowed. Therefore, the application of critical thinking skills in the assessment process helps to achieve excellent learner outcomes by students. Critical thinking is identified as a necessary 21<sup>st</sup> Century Skill students need to be taught to be well prepared for lifelong learning, employment and citizenship. Through planned focus groups and workshops with various partners and stakeholders, PSD will focus on building relationships and monitoring project progress, striving to provide a responsive and responsible service and operation.



Full details of Parkland's 2010-2013 Capital Plan can be found on the jurisdiction's website at:

<https://www.psd70.ab.ca/psd/content/division/accountability.shtml>

## 2010-2013 Three Year Capital Plan

Parkland's capital submission for the school years 2010 to 2013 is founded 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 and Alberta Infrastructure the following Three Year Capital Plan totaling \$40,615,305:

### 2010-2011

#### Memorial Composite High School (\$3,126,150) – Priority 1

- demolition of the old Memorial Composite High School
- the school will no longer be required as its replacement on the (Westerra Site) will be in operational in the winter of 2010. The old 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.

#### Blueberry (\$30,480) – Priority 2

- demolition of two existing deteriorated washroom portables
- infill doors to small gym and weather proof exterior of school.
- repair the site once the portables are removed.

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

#### Meridian Heights (\$7,446,008) - Priority 3

- 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: Elimination of health concerns that have been associated with deteriorated portables, deferred maintenance, and address space requirements.

#### Duffield (\$4,746,785) - Priority 4

- 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: Elimination of health concerns that has been associated with deteriorated portables, deferred maintenance, and provision of a facility that meets current Alberta Infrastructure standards.

#### Woodhaven (\$3,435,394) - Priority 5

- 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: Elimination of health concerns and to provide students with a facility that meets current Alberta Infrastructure standards and programming needs.

### 2011-2012

#### Millgrove (\$3,766,800) - 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: Provision of a facility that meets current Alberta Infrastructure standards.

### 2012-2013

#### Entwistle - (\$6,916,231) - Priority 1

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

#### Tomahawk (\$6,311,024) - 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: Provision of a facility that meets current Alberta Infrastructure standards and programming needs.

#### Blueberry (\$4,836,428) – 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: Elimination of health concerns and provision of a facility that meets current Alberta Infrastructure standards

## Infrastructure Maintenance Renewal Program (IMR) Priorities

Over \$1,499,625.00 will be dedicated to IMR priorities, which include:

1. Heating and safety items
2. Roofing replacements
3. Building exteriors
4. Heating system replacements

## 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

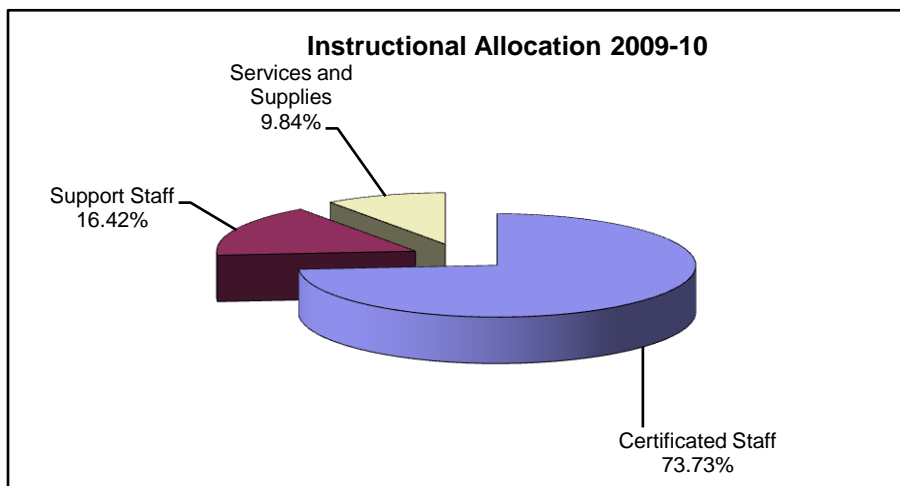
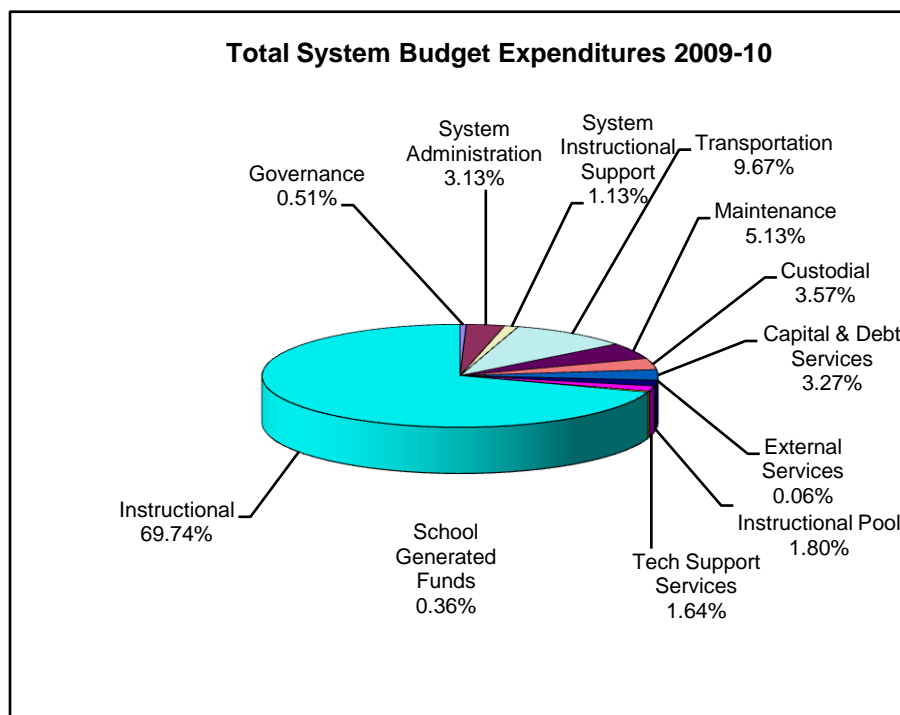
1. Those who are closest to the activity will have the major influence in decision-making surrounding that activity.
2. Informed decisions will be made with attention to balancing choice, responsibility, and accountability, while maintaining alignment with the organization's mission, vision and principles.
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 2009-10 Budget can be found on the jurisdiction's website at <https://www.psd70.ab.ca/psd/internal/index.shtml>*

### 2009-10 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.



# 2009-2012 Appendices

Accountability Pillar Overall Summary  
3-Year Plan - May 2009  
Authority: 2305 Parkland School Division No. 70



Goal	Measure Category	Measure Category Evaluation	Measure	Parkland School Div No. 70			Alberta			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	86.1	84.2	83.7	86.9	85.1	84.6	High	Improved Significantly	Good	
	Student Learning Opportunities	Good	Program of Studies	78.1	78.7	78.4	80.3	79.4	78.7	High	Maintained	Good	
			Education Quality	88.2	88.1	88.1	88.3	88.2	87.8	High	Maintained	Good	
	Student Learning Achievement (Grades K-9)	Issue	Drop Out Rate	4.9	4.7	4.8	4.8	5.0	4.9	Intermediate	Maintained	Acceptable	
			High School Completion Rate (3.Yr)	69.5	69.6	69.5	70.7	71.0	70.6	Intermediate	Maintained	Acceptable	
Goal 2: Excellence in Learner Outcomes	Student Learning Achievement (Grades 10-12)	n/a	PAT - Acceptable	79.0	78.6	80.9	75.8	75.9	76.7	Intermediate	Declined	Issue	
			PAT - Excellence	17.0	16.8	17.2	19.6	19.4	19.3	Intermediate	Maintained	Acceptable	
	Diploma Exam Participation Rate (4+ Exams)	n/a	Diploma - Acceptable	87.9	86.4	86.4	85.0	85.4	85.2	High	Maintained	Good	
			Diploma - Excellence	22.3	23.0	21.1	22.3	23.3	23.1	High	Maintained	Good	
	Rumberford Scholarship Eligibility Rate (Revised)	n/a	Diploma Exam Participation Rate (4+ Exams)	42.9	42.5	46.4	53.0	53.6	53.6	Low	Declined	Issue	
			Rumberford Scholarship Eligibility Rate (Revised)	47.8	46.9	47.3	57.3	56.8	55.8	Low	n/a	n/a	
	Preparation for Lifelong Learning, Work or Work, Citizenship	Good	Transition Rate (5.Yr)	54.4	49.4	51.4	60.7	60.3	59.1	Intermediate	Improved	Good	
			Work Preparation	74.8	76.1	74.8	79.6	80.1	78.1	Intermediate	Maintained	Acceptable	
	Goal 4: Highly Responsible and Accountable Jurisdiction (Ministry)	Parental Involvement	Acceptable	Citizenship	77.2	75.1	74.7	80.3	77.9	77.1	Intermediate	Improved Significantly	Good
				Parental Involvement	78.3	80.0	79.2	80.1	78.2	77.9	Intermediate	Maintained	Acceptable
Continuous Improvement	Good	Good	School Improvement	78.4	75.4	72.9	79.4	77.0	76.7	High	Improved Significantly	Good	

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) Results for the ACOL measures are available in the detailed report; see "ACOL Measures" in the Table of Contents.
- 5) Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

Report Generated: Apr 24, 2009  
looked with Suppression for May 2009

Report Version 1.0  
Data Current as of Apr 03, 2009

# 2009-2012 Appendices

## 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.

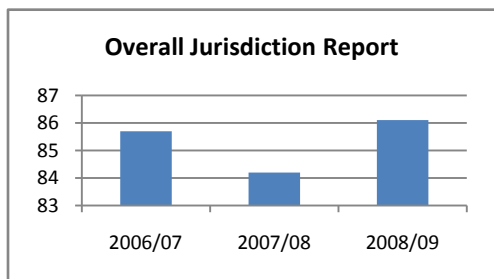
### Goal One: High Quality Learning Opportunities for All

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

**Figure 1: Provincial Survey Results.**

**Performance Measure**

Percentage of teachers, parents and students who agree that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school

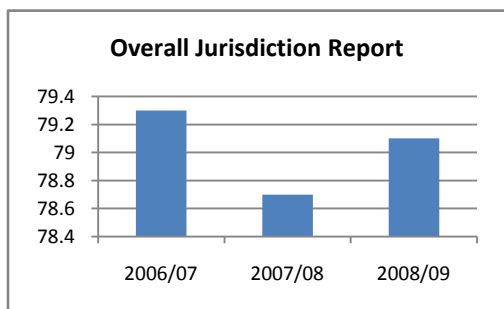


	Results					Target
	2004/05	2005/06	2006/07	2007/08	2008/09	2011/12
<b>Teachers</b>						
Jurisdiction	92.4%	89.5%	95.6%	93.7	93.4	
Province	92.3%	92.8%	92.6%	93.1	93.8	
<b>Parents</b>						
Jurisdiction	76.0%	78.9%	78.8%	80.6	84.0	
Province	79.9%	82.1%	81.7%	83.2	85.3	
<b>Students</b>						
Jurisdiction	76.5%	75.0%	82.6%	78.2	81.0	
Province	77.2%	78.4%	78.5%	79.1	81.7	
<b>Overall</b>						
Jurisdiction	81.6%	81.2%	85.7%	84.2	86.1	89.0
Province	83.1%	84.4%	84.2%	85.1	86.9	

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

**Performance Measure**

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



	Results					Target
	2004/05	2011/12	2006/07	2007/08	2008/09	2011/12
<b>Teachers</b>						
Jurisdiction	85.4%	83.4%	88.7%	85.1%	84.0	
Province	83.6%	85.2%	65.7%	86.4%	86.8	
<b>Parents</b>						
Jurisdiction	77.5%	76.7%	77.1%	78.2%	77.8	
Province	75.0%	76.6%	76.9%	77.6%	78.7	
<b>Students</b>						
Jurisdiction	73.2%	71.4%	72.6%	73.0%	75.6	
Province	71.5%	72.6%	72.9%	74.1%	75.3	
<b>Overall</b>						
Jurisdiction	78.7%	77.2%	79.3%	78.7%	79.1	82.0
Province	76.7%	78.1%	78.5%	79.4%	80.3	

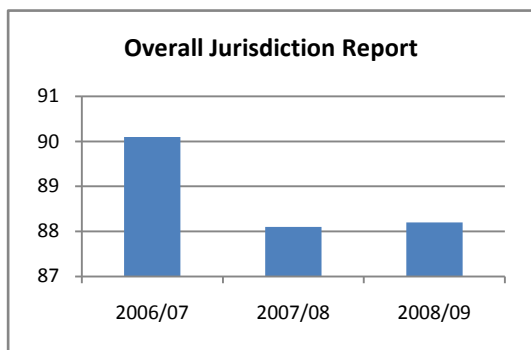
# 2009-2012 Appendices

Parkland School Division No. 70

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

**Performance Measure**

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



	Results					Target
	2004/05	2005/06	2006/07	2007/08	2008/09	2011/12
<b>Teachers</b>						
Jurisdiction	95.1%	94.0%	98.7%	96.0%	95.4	
Province	93.9%	94.8%	94.7%	94.9%	95.3	
<b>Parents</b>						
Jurisdiction	77.3%	80.1%	80.5%	82.5%	81.6	
Province	78.9%	81.6%	81.8%	83.0%	84.4	
<b>Students</b>						
Jurisdiction	83.9%	83.9%	91.0%	85.6%	87.6	
Province	85.6%	86.6%	86.4%	86.6%	88.3	
<b>Overall</b>						
Jurisdiction	85.4%	86.0%	90.1%	88.1%	88.2	91.0
Province	86.1%	87.7%	87.6%	88.2%	89.3	



## Drop Out Rate

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

<b>DROP OUT RATE:</b>											
	2004-05		2005-06		2006-07		2007-08		2008-09		Target 2011/12
	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>	4.1%	5.3%	5.2%	4.9%	4.5%	4.7%	4.7%	5.0%	4.9	4.8	4.3
<b>RETURN RATE</b>	24.2%	22.9%	18.5%	21.4%	16.7%	21.2%	14.2%	21.3%	13.5	19.8	N/A

## 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>											
	2004-05		2005-06		2006-07		2007-08		2008-09		Target 2011/12
	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	
<b>COMPLETION RATE</b>	64.0%	69.3%	70.2%	70.4%	68.8%	70.4%	69.6%	71.0%	69.5	70.7	72.0%

<b>FOUR YEAR HIGH SCHOOL COMPLETION RATE:</b>											
	2004-05		2005-06		2006-07		2007-08		2008-09		Target 2011/12
	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	
<b>COMPLETION RATE</b>	75.2%	73.4%	72.0%	75.1%	76.4%	76.2%	74.3%	76.3%	76.5	76.5	79.0%

<b>FIVE YEAR HIGH SCHOOL COMPLETION RATE:</b>											
	2004-05		2005-06		2006-07		2007-08		2008-09		Target 2011/12
	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	
<b>COMPLETION RATE</b>	73.4%	75.5%	79.2%	77.4%	74.6%	78.6%	79.3%	79.5%	75.6	79.2	79.0%

# 2009-2012 Appendices

Parkland School Division No. 70

## Goal Two: Excellence in Learner Outcomes

### 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.

PROVINCIAL COHORT RESULTS LANGUAGE ARTS:											
	2004-2005		2005-2006		2006-2007		2007-2008		2008-2009		Target 2011/12
	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.	89.1	82.2	90.0	81.3	86.3	80.3	85.0	80.1	TBA	TBA	90.0
Stand. of Excellence	16.2	16.2	13.5	14.1	16.9	17.7	15.4	16.1	TBA	TBA	19.0
Participation	95.6	90.2	96.6	90.6	95.4	90.1	94.5	89.8			
<b>L.A. GRADE 3 FI:</b>								N/A	TBA	TBA	TBA
Acceptable Stand.											
Stand. of Excellence											
Participation											
<b>L.A. GRADE 6:</b>											
Acceptable Stand.	83.9	77.3	84.1	79.0	82.7	80.3	85.0	81.1	TBA	TBA	89.0
Stand. of Excellence	13.9	15.5	16.4	15.9	16.6	19.8	17.2	21.0	TBA	TBA	21.0
Participation	94.8	89.9	96.4	90.1	94.5	89.8	95.9	89.5			
<b>L.A. GRADE 6 FI:</b>											
Acceptable Stand.	83.3	85.1	93.2	87.5	93.3	87.4	94.3	87.7	TBA	TBA	95.0
Stand. of Excellence	8.3	8.8	27.3	11.2	20.0	11.0	9.4	14.2	TBA	TBA	15.0
Participation	100	96.1	100.0	96.1	97.8	96.7	98.1	95.6			
<b>L.A. GRADE 9:</b>											
Acceptable Stand.	85.8	77.9	79.0	77.4	85.2	77.5	80.4	76.5	TBA	TBA	85.0
Stand. of Excellence	13.3	14.0	9.9	13.6	13.7	14.8	12.7	14.8	TBA	TBA	15.0
Participation	95.3	87.4	90.8	87.7	94.2	87.9	92.6	87.7			
<b>L.A. GRADE 9 FI:</b>											
Acceptable Stand.	97.4	85.9	89.3	83.3	84.2	81.3	100.0	84.5	TBA	TBA	90.0
Stand. of Excellence	25.6	13.6	17.9	10.9	10.5	12.9	34.5	12.4	TBA	TBA	25.0
Participation	100	97.1	100.0	95.9	97.4	93.7	100	96.8			

PROVINCIAL COHORT RESULTS SCIENCE:											
	2004-2005		2005-2006		2006-2007		2007-2008		2008-2009		Target 2011/12
	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	Division
<b>SCIENCE GRADE 6:</b>											
Acceptable Stand.	87.3	79.6	86.2	77.7	78.7	74.7	79.4	74.3	TBA	TBA	85.0
Stand. of Excellence	25.8	26.4	27.4	28.1	25.5	26.8	23.9	24.4	TBA	TBA	30.0
Participation	95.5	90.3	96.6	89.5	94.1	88.6	95.8	88.4			
<b>SCIENCE GRADE 6 FI:</b>											
Acceptable Stand.	77.1	82.9	88.6	85.2	88.6	82.3	94.2	82.9	TBA	TBA	95.0
Stand. of Excellence	17.1	19.1	31.8	20.0	31.8	23.0	17.3	19.6	TBA	TBA	30.0
Participation	100.0	95.9	100.0	97.8	100.0	97.1	100.0	97.4			
<b>SCIENCE GRADE 9:</b>											
Acceptable Stand.	73.0	66.9	67.1	66.7	71.3	68.8	70.4	68.4	TBA	TBA	80.0
Stand. of Excellence	14.3	12.9	9.2	13.5	11.1	14.6	9.8	12.9	TBA	TBA	20.0
Participation	94.4	87.7	93.3	87.6	94.1	88.2	98.9	88.4			
<b>SCIENCE GRADE 9 FI:</b>											
Acceptable Stand.	81.5	79.0	62.1	80.5	86.5	82.7	86.2	84.1	TBA	TBA	87.0
Stand. of Excellence	14.8	10.3	6.9	10.4	5.4	15.9	17.2	14.8	TBA	TBA	25.0
Participation	100.0	98.3	93.1	97.2	100.0	98.5	100.0	98.4			

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<b>PROVINCIAL COHORT RESULTS MATHEMATICS:</b>											
	2004-2005		2005-2006		2006-2007		2007-2008		2008-2009		Target 2011/12
	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.	84.4	80.0	90.3	81.4	84.3	79.4	85.1	78.3	TBA	TBA	90.0
Stand. of Excellence	20.5	26.2	27.9	27.1	21.0	23.3	23.9	24.0			30.0
Participation	95.9	90.4	97.0	90.2	94.7	89.9	94.9	89.9			
<b>MATH GRADE 3 FI:</b>											
Acceptable Stand.	96.0	84.2	86.0	88.9	95.1	85.0	80.6	83.7	TBA	TBA	90.0
Stand. of Excellence	32.0	24.8	21.1	24.4	29.3	25.5	12.9	23.2			30.0
Participation	100.0	95.6	98.2	97.6	97.6	97.2	96.8	97.1			
<b>MATH GRADE 6:</b>											
Acceptable Stand.	80.5	77.6	77.9	74.5	71.9	73.3	77.9	73.9	TBA	TBA	85.0
Stand. of Excellence	14.4	18.0	12.4	15.3	9.6	14.4	14.5	15.7			20.0
Participation	95.5	90.5	95.5	90.2	94.4	89.5	95.9	89.4			
<b>MATH GRADE 6 FI:</b>											
Acceptable Stand.	83.3	89.9	90.9	87.7	86.4	85.7	90.4	86.6	TBA	TBA	94.0
Stand. of Excellence	22.2	20.6	27.3	20.3	18.2	15.4	21.2	18.7			25.0
Participation	100.0	98.3	100.0	98.4	100.0	97.9	100.0	98.1			
<b>MATH GRADE 9:</b>											
Acceptable Stand.	71.5	67.0	69.8	66.4	66.4	65.2	63.1	64.5	TBA	TBA	78.0
Stand. of Excellence	17.8	19.1	11.9	17.0	14.3	17.8	14.4	17.8			25.0
Participation	92.5	87.0	90.7	86.8	92.4	87.4	90.7	87.4			
<b>MATH GRADE 9 FI:</b>											
Acceptable Stand.	92.3	88.7	93.1	86.8	86.5	84.5	82.8	85.3	TBA	TBA	90.0
Stand. of Excellence	46.2	30.3	31.0	26.0	16.2	26.2	27.6	28.9			30.0
Participation	100.0	98.3	93.1	96.7	100.0	98.3	100.0	98.1			

<b>PROVINCIAL COHORT RESULTS SOCIAL STUDIES:</b>											
	2004-2005		2005-2006		2006-2007		2007-2008		2008-2009		Target 2011/12
	Div. Result	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.	83.2	78.1	83.9	78.2	79.1	77.0	81.1	77.4	TBA	TBA	85.0
Stand. of Excellence	18.9	21.8	19.8	23.2	18.8	22.7	19.7	24.2			25.0
Participation	94.9	89.6	96.3	90.1	94.7	89.1	95.5	88.6			
<b>SOCIAL GRADE 6 FI:</b>											
Acceptable Stand.	91.4	82.8	84.1	84.8	88.6	84.1	86.5	85.5	TBA	TBA	90.0
Stand. of Excellence	20.0	15.6	29.5	17.3	29.5	15.9	9.6	18.4			20.0
Participation	100.0	98.0	100.0	98.2	100.0	97.6	100.0	97.8			
<b>SOCIAL GRADE 9:</b>											
Acceptable Stand.	77.0	70.6	72.5	71.9	69.9	70.6	69.4	71.0	TBA	TBA	78.0
Stand. of Excellence	16.7	18.5	13.9	19.0	14.8	19.0	12.1	19.2			20.0
Participation	95.0	87.3	93.4	88.0	93.2	87.8	92.2	88.3			
<b>SOCIAL GRADE 9 FI:</b>											
Acceptable Stand.	97.4	84.0	89.7	83.1	91.9	83.2	69.0	82.6	TBA	TBA	85.0
Stand. of Excellence	35.9	14.7	24.1	15.5	10.8	14.5	13.8	14.2			20.0
Participation	100.0	98.1	93.1	97.3	100.0	98.2	100.0	98.2			

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Parkland School Division No. 70

## 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.

DIPLOMA EXAM RESULTS		2004-2005		2005-2006		2006-2007		2007-2008		2008-2009		2011/2012
		Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	Targets
<b>ENGLISH L.A. 30-1:</b>												
Acceptable Standard:		92.9	89.1	91.5	88.0	91.5	87.7	92.8	87.1	TBA	TBA	93.0
Standard of Excellence:		19.2	17.8	16.4	19.3	23.4	19.0	18.1	15.5			25.0
Participation Rate:		49.3	59.4	49.6	59.8	48.8	59.7	48.4	58.9			
<b>ENGLISH L.A. 30-2:</b>												
Acceptable Standard:		93.7	89.4	86.1	86.1	94.3	88.6	92.8	88.9	TBA	TBA	93.0
Standard of Excellence:		13.3	10.1	6.4	8.1	9.5	9.7	8.6	8.8			15.0
Participation Rate:		34.1	26.2	35.4	26.0	33.9	26.1	37.5	26.8			
<b>FRENCH L.A. 30</b>												
Acceptable Standard:		100	95.1	82.6	95.1	86.4	95.6	90.9	94.9	TBA	TBA	91.0
Standard of Excellence:		0.0	19.1	8.7	21.8	22.7	23.1	9.1	24.5			28.0
Participation Rate:		2.7	2.7	2.9	3.0	3.0	2.9	2.5	2.9			
<b>SOCIAL 30:</b>												
Acceptable Standard:		89.6	85.2	85.0	85.5	86.0	86.2	86.8	84.7	TBA	TBA	90.0
Standard of Excellence:		21.5	24.3	18.2	23.9	26.5	24.6	22.3	21.5			25.0
Participation Rate:		40.5	53.6	43.0	54.0	39.9	53.9	41.6	51.7			
<b>SOCIAL 33:</b>												
Acceptable Standard:		91.0	85.0	85.7	83.5	92.3	84.9	87.0	85.3	TBA	TBA	90.0
Standard of Excellence:		18.7	17.6	21.8	18.9	22.3	19.6	22.4	18.9			25.0
Participation Rate:		43.0	32.4	44.6	32.0	43.3	32.2	42.7	32.2			
<b>MATH APPLIED 30:</b>												
Acceptable Standard:		92.7	87.6	82.6	77.5	76.7	77.6	76.0	76.3	TBA	TBA	84.0
Standard of Excellence:		22.7	21.8	13.7	11.8	13.3	12.1	13.7	10.7			20.0
Participation Rate:		21.5	22.0	20.8	21.6	25.4	21.6	18.8	21.3			
<b>MATH PURE 30:</b>												
Acceptable Standard:		84.2	80.6	84.6	82.8	81.3	81.1	78.4	81.3	TBA	TBA	84.0
Standard of Excellence:		20.2	25.7	19.3	26.6	24.4	24.7	19.7	25.8			26.0
Participation Rate:		37.5	45.6	36.3	46.3	32.9	46.2	35.8	45.8			
<b>BIOLOGY 30:</b>												
Acceptable Standard:		86.2	81.9	86.1	81.4	86.2	83.5	85.3	82.3	TBA	TBA	90.0
Standard of Excellence:		24.7	26.6	22.9	26.4	24.5	27.4	27.5	26.3			30.0
Participation Rate:		30.6	43.3	30.9	43.6	30.9	43.8	33.1	43.3			
<b>CHEMISTRY 30:</b>												
Acceptable Standard:		87.0	88.2	91.5	88.4	93.7	89.4	92.6	89.2	TBA	TBA	93.0
Standard of Excellence:		28.4	33.4	36.8	37.2	33.2	37.9	44.2	39.2			40.0
Participation Rate:		29.9	38.5	27.8	39.1	26.0	38.3	27.3	38.4			
<b>PHYSICS 30:</b>												
Acceptable Standard:		86.9	84.2	89.4	84.4	87.6	86.1	91.1	85.7	TBA	TBA	91.0
Standard of Excellence:		19.2	27.8	24.8	30.0	36.2	29.3	37.6	32.0			38.0
Participation Rate:		17.2	24.0	15.7	24.3	13.5	24.0	13.4	22.8			
<b>SCIENCE 30:</b>												
Acceptable Standard:		91.9	88.1	86.1	82.8	91.7	87.2	96.8	88.6	TBA	TBA	92.0
Standard of Excellence:		30.8	22.1	16.3	17.3	25.8	18.0	26.6	21.6			28.0
Participation Rate:		23.2	7.8	22.2	7.8	15.8	7.7	16.4	8.2			

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Parkland School Division No. 70

## 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.

FINAL COURSE MARKS	2004-2005		2005-2006		2006-2007		2007-2008		2008-2009		2012 Targets
	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	
<b>ENGLISH L.A. 30-1:</b> Acceptable Standard: Standard of Excellence: Participation Rate:	98.6 19.7 49.3	97.6 21.0 59.4	98.6 17.8 49.6	97.3 22.3 59.8	98.9 24.5 48.8	97.1 21.7 59.7	98.9 21.4 48.4	97.2 19.4 58.9	TBA	TBA	97.0 30.0
<b>ENGLISH L.A. 30-2:</b> Acceptable Standard: Standard of Excellence: Participation Rate:	98.1 11.1 34.1	95.8 5.7 26.2	95.9 4.1 35.4	94.6 5.1 26.0	98.5 6.1 33.9	95.8 5.8 26.1	97.6 5.5 37.5	95.3 5.5 26.8	TBA	TBA	97.0 15.0
<b>FRENCH L.A. 30</b> Acceptable Standard: Standard of Excellence: Participation Rate:	100.0 0.0 2.7	99.4 29.6 2.7	100.0 13.0 2.9	99.1 30.0 3.0	100.0 22.7 3.0	99.4 32.5 2.9	95.5 18.2 2.5	98.9 34.2 2.9	TBA	TBA	97.0 30.0
<b>SOCIAL 30:</b> Acceptable Standard: Standard of Excellence: Participation Rate:	98.3 17.7 40.5	96.8 25.7 53.7	97.1 16.9 42.9	96.6 25.7 54.0	97.4 27.9 39.9	97.1 26.4 53.9	97.0 24.7 41.6	96.8 24.9 51.7	TBA	TBA	97.0 28.0
<b>SOCIAL 33:</b> Acceptable Standard: Standard of Excellence: Participation Rate:	95.5 11.7 43.0	94.3 11.2 32.4	94.3 13.2 44.7	93.4 11.5 31.9	96.3 16.4 43.3	93.9 12.9 32.2	96.2 18.0 42.7	94.0 13.0 32.2	TBA	TBA	96.5 20.0
<b>MATH APPLIED 30:</b> Acceptable Standard: Standard of Excellence: Participation Rate:	96.7 13.3 21.5	94.2 14.6 22.0	89.4 9.9 20.8	89.6 10.0 21.6	92.2 13.3 25.4	89.9 10.8 21.6	90.4 13.7 18.8	88.3 10.3 21.3	TBA	TBA	92.0 20.0
<b>MATH PURE 30:</b> Acceptable Standard: Standard of Excellence: Participation Rate:	90.8 25.0 37.5	91.9 28.6 45.6	94.0 22.5 36.3	92.6 29.9 46.3	92.4 29.0 32.9	91.9 28.8 46.2	91.1 26.0 35.8	92.0 29.7 45.8	TBA	TBA	92.0 32.0
<b>BIOLOGY 30:</b> Acceptable Standard: Standard of Excellence: Participation Rate:	95.4 27.2 30.6	92.8 29.8 43.3	95.7 29.4 30.9	93.1 29.9 43.6	96.0 26.1 30.9	93.7 30.5 43.8	94.6 29.5 33.1	93.2 29.3 43.3	TBA	TBA	95.0 35.0
<b>CHEMISTRY 30:</b> Acceptable Standard: Standard of Excellence: Participation Rate:	92.6 25.1 29.9	95.1 33.0 38.5	96.0 33.2 27.8	95.1 36.3 39.1	95.1 32.2 26.0	95.5 37.2 38.3	94.7 40.5 27.3	95.5 37.5 38.4	TBA	TBA	95.0 37.0
<b>PHYSICS 30:</b> Acceptable Standard: Standard of Excellence: Participation Rate:	98.5 27.7 17.2	94.0 32.9 24.0	95.6 27.4 15.7	94.2 34.1 24.3	93.3 39.0 13.5	94.5 34.4 24.0	94.1 43.6 13.4	94.6 36.4 22.8	TBA	TBA	95.0 40.0
<b>SCIENCE 30:</b> Acceptable Standard: Standard of Excellence: Participation Rate:	95.9 23.8 23.2	93.8 17.5 7.8	93.4 16.9 22.2	93.5 15.9 7.8	97.5 18.3 15.8	93.9 16.9 7.7	98.4 21.0 16.4	94.4 19.0 8.2	TBA	TBA	97.0 25.0

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## Diploma Examination Participation Rate

<b>DIPLOMA EXAMINATION PARTICIPATION RATE:</b>											
	2004-2005		2005-2006		2006-2007		2007-2008		2008-2009		Target
	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	2011/12
Percentages of students who have written four or more diploma exams by the end of their third year of high school.	42.2%	52.4%	49.1%	53.5%	47.5%	53.7%	42.5%	53.6%	TBA	TBA	46.0%

## 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>											
	2004-2005		2005-2006		2006-2007		2007-2008		2008-2009		Target
	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	2011/12
Percentage of students earning Rutherford Scholarships	24.2%	33.8%	26.4%	35.3%	28.8%	37.2%	30.0%	38.2%	TBA	TBA	33.0%

## 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>											
	2004-2005		2005-2006		2006-2007		2007-2008		2008-2009		Target
	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	2011/12
<b>TRANSITION RATE</b>											
Four Years	25.4%	33.9%	23.4%	37.0%	29.3%	39.5%	27.9%	40.7%	25.3	TBA	28.0%
Six Year	45.5%	54.4%	50.9%	57.5%	53.9%	59.5%	49.4%	60.3%	54.4		56.0%

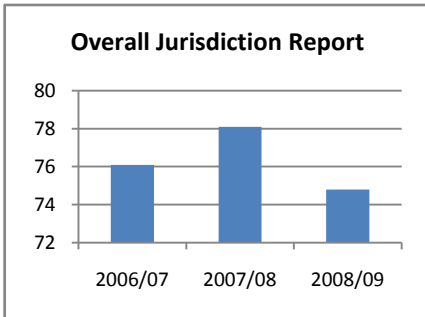
\* Alberta Education reinstated results for all years in June 2006.

# 2009-2012 Appendices

**Outcome: Students are well prepared for employment.**

**Performance Measure**

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

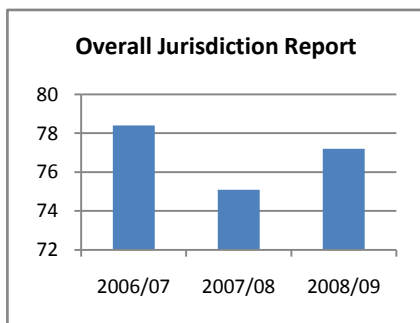


	Results					Target 2011/12
	2004/05	2005/06	2006/07	2007/08	2008/09	
<b>Teachers</b>						
Jurisdiction	90.0%	84.0%	93.9%	85.8%	85.7	
Province	89.1%	89.4%	89.2%	89.3%	88.9	
<b>Parents</b>						
Jurisdiction	52.0%	56.5%	58.2%	70.4%	63.9	
Province	60.8%	64.6%	65.1%	70.9%	70.2	
<b>Overall</b>						
Jurisdiction	71.0%	70.3%	76.1%	78.1%	74.8	77.0
Province	74.9%	77.0%	77.1%	80.1%	79.6	

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

**Performance Measure**

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



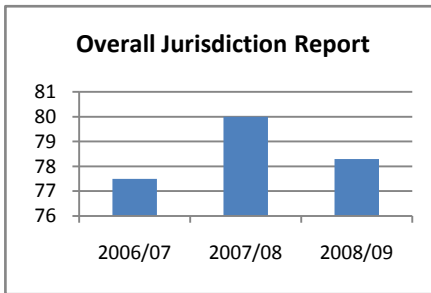
	Results					Target 2011/12
	2004/05	2005/06	2006/07	2007/08	2008/09	
<b>Teachers</b>						
Jurisdiction	87.2%	85.9%	96.0%	90.5%	90.3	
Province	89.5%	90.3%	89.9%	90.6%	91.8	
<b>Parents</b>						
Jurisdiction	63.8%	66.0%	68.3%	69.5%	72.2	
Province	70.3%	72.4%	72.6%	74.7%	77.4	
<b>Students</b>						
Jurisdiction	63.3%	60.3%	70.8%	65.3%	69.1	
Province	66.1%	67.5%	67.1%	68.5%	71.8	
<b>Overall</b>						
Jurisdiction	71.4%	70.7%	78.4%	75.1%	77.2	80.0
Province	75.3%	76.8%	76.6%	77.9%	80.3	

## Goal Four: Highly Responsive and Responsible Jurisdiction

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

### Performance Measure

Percentages of teachers and parents satisfied with parental involvement in decisions about their child's education.

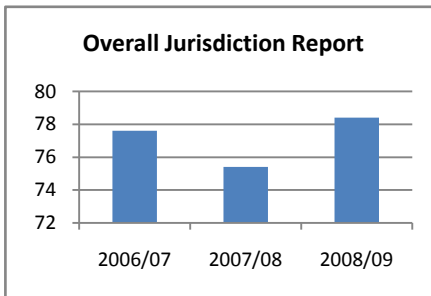


	Results					Target
	2004/05	2005/06	2006/07	2007/08	2008/09	2011/12
<b>Teachers</b>						
Jurisdiction	86.0%	89.4%	93.5%	89.5%	88.1	
Province	87.0%	87.6%	87.1%	87.5%		
<b>Parents</b>						
Jurisdiction	64.6%	66.6%	65.3%	70.5%	68.9	
Province	65.2%	68.1%	67.9%	69.0%		
<b>Overall</b>						
Jurisdiction	75.3%	78.0%	77.5%	80.0%	78.3	81.0
Province	76.1%	77.8%	79.4%	78.2%		

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

### Performance Measure

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.



	Results					Target
	2004/05	2005/06	2006/07	2007/08	2008/09	2011/12
<b>Teachers</b>						
Jurisdiction	75.1%	59.2%	76.0%	77.0%	78.1	
Province	73.1%	75.5%	74.5%	75.6%	78.2	
<b>Parents</b>						
Jurisdiction	66.8%	67.1%	74.0%	72.5%	75.6	
Province	70.9%	75.4%	75.1%	75.9%	78.1	
<b>Overall</b>						
Jurisdiction	72.5%	65.8%	77.6%	75.4%	78.4	81.0
Province	73.9%	76.9%	76.8%	77.0%	79.4	

# 2009-2012 Appendices

## 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 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 2008 - 2009 Satisfaction Survey.

### Local Satisfaction Survey Results (2008-2009)

SATISFACTION SURVEY RESPONSE RATES										
	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=604	21%	n=159	18%	n=1,234	89%	n=1,088	63%	n=771	75%

### SATISFACTION LEVELS RELATED TO GOAL 1: High quality learning opportunities for all.

	Parents with students in Grades 2, 5, 8, 11		Grade 3 and 6 Students		Grade 9 and 12 Students		Staff	
	School Result	Parkland Result	School Result	Parkland Result	School Result	Parkland Result	School Result	Parkland Result
Overall quality of education / I like my school (gr. 3/6)		88%		90%		87%		98%
School Characterized by dignity, respect, and <b>caring</b>		85%		95%		88%		91%
Dignity & Respect				88%		79%		
Friends at school				97%		97%		
Safe environment:								
Building		87%		93%		89%		92%
Classroom				95%		93%		
Grounds		79%		83%				
Bus		85%		82%		75%		
Students are treated fairly		88%		91%		84%		97%
Satisfaction with the variety of program choices available		84%				82%		92%
Teachers use computer technologies to help learn		85%		94%		86%		91%
Technology improves student learning				92%		81%		
The School/Teachers provide help and support		87%		95%		84%		
Process to respond to needs of at-risk students								84%
Parents satisfaction with access to special needs services <sup>1</sup>		80%						
Parents satisfaction with timeliness of special needs services <sup>1</sup>		76%						
Students with special needs are meeting their IPP goals <sup>1</sup>		76%						90%
Early/Middle years focus is meeting students' needs		84%						78%

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		71%				76%		86%
Students are prepared for post-secondary studies		69%				84%		
Students have information re: next steps in learning programs		85%				85%		
Satisfaction with career planning assistance		62%				74%		
Students are being prepared to be good citizens		91%		93%		76%		91%
Students know how they should behave				98%		97%		
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		86%						86%
School's effort to involve parents in child's learning experiences		85%						97%
Satisfaction with involvement of special needs specialists <sup>1</sup>		77%						
Satisfaction with quality of special education services overall <sup>1</sup>		75%						
School Council has meaningful role								90%
Teachers are available discuss child's education		92%						
School always works to improve the quality of education offered		88%						97%
Way school informs about progress & achievement		85%		92%		86%		99%
Satisfaction with communications from the school/Division		87%						83%
Satisfaction that educational dollars are well spent in school		78%						
Access to Professional Development activities								91%
Quality of professional development activities								91%

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

