

Annual Education Results Report

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Three Year Education Plan

2010 - 2013



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"Creating Powerful Learning Environments"

Accountability Statement

The *Three Year Education Plan* for Wild Rose Public Schools for the three years commencing September 1, 2010, was prepared under the direction of the Board of Trustees, in accordance with the responsibilities specified in the *School Act*, the *Government Accountability Act*.

This *Education Plan* was developed within the context of the provincial government's business and fiscal plans. The Board of Trustees of Wild Rose Public Schools is committed to achieving the results laid out in this *Education Plan*.

Keith Warren, Chair
Board of Trustees

Brian Celli
Superintendent of Schools

Foundation Statements

Mandate

To improve the achievement levels of all students

Mission

To create powerful learning environments that inspire excellence in learning and support the well-being of all students

Vision

All students complete their programs with a sense of dignity, purpose, and hope.

Values

- Honesty & integrity
- Fairness & empathy
- Respect
- Responsibility & accountability
- Continuous improvement

Beliefs

- Education must be a hopeful activity.
- All students can be passionate, successful learners.
- Our primary purpose is facilitating student achievement.
- The teacher at the front of the class is a powerful model and the most influential variable in student learning.
- Learning best occurs in a positive, safe, and supportive environment that enhances student well being.
- Learning must be unbounded.
- Positive relationships are the foundation of good learning.
- Students will respond positively to quality programs and high expectations.
- Learning should be active, interactive, engaging, relevant, and appropriate to the individual.
- Technology must be used appropriately and innovatively to enhance learning.
- Students must be prepared for life in a rapidly changing civil democratic society.
- The school system must function seamlessly as part of the larger social fabric.

Operating Principles

- The system must be aligned to maintain focus and coherence.
- The system must be open and transparent with frequent communication between stakeholders.
- The system is a "learning community".
- Programming must adhere to the requirements and expectations of Alberta Education and the communities we serve.

Trends and Issues

Recruitment and Retention of Staff

- The most significant element affecting the quality of education delivered in a school system is the quality of teacher at the front of the class. While WRPS has traditionally been able to recruit very good teachers, retaining them has proven to be more of a challenge, especially as we improve our mentorship and development programs. Further, it is particularly difficult to recruit in the specialty areas of second languages and fine arts, an issue which is clearly reflected in the Accountability Pillar Results. Finally, as people occupying senior administration positions retire or move on to explore other opportunities we will need to place additional emphasis on replenishing our pool of internal candidates.

Students at Risk

- We are seeing a growing number of students with severe behavioural and emotional problems in our schools. While, historically, schools have been able to manage such students, the intensity of the problems today's students are presenting makes this no longer possible. Many of the roots of these problems originate outside the school's walls and so, while schools are still able to mitigate their impact to some degree, the treatment of these problems must also increasingly involve outside supports. This will necessitate increasing cooperation between schools and community support agencies.

Themes Emerging From the Accountability Pillar Results Review

Programs of Study

- This continues to be an area of concern. All groups surveyed indicated a desire to be able to access increased second language and drama programming. Beyond that, parents and students also identified a wish for increased programming in the areas of art, health, and music. As noted above, it is difficult to attract teachers with training in these specialty areas, however, possibilities do exist to deliver these programs via alternate means. Some schools have already begun to explore these options but more work will need to be done. Finally, if timetabling is an issue, staff will have to explore opportunities to allow students to explore some of these areas in the course of addressing the core curriculum.

Provincial Achievement Test Results

- As a general rule, students in WRPS perform reasonably well on the PATs. There are, however, three areas of concern that emerge from a review of the data. First, while WRPS students tend to outperform their provincial counterparts in terms of acceptable levels of performance, they lag behind them in achieving levels of excellence. This might be indicative of failing to plum the deeper levels of understanding which might, in turn, cause difficulties for students when it comes time to address more complex understandings in senior level courses. Second, grade 9 Math results are particularly weak and in need of increased attention. Finally, there is one school which is producing particularly weak results in all subjects. A preliminary analysis of its results indicates that this may possibly be the result of large numbers of students (often in double digit percentages) failing to show-up to write the exams. This is a situation that will need to be addressed in the upcoming year as it gives a very inaccurate picture of the actual achievement levels of the school's grade 9 population which usually goes on to achieve satisfactorily in senior high.

High School Culture

- When one reviews the results from, *Drop Out Rate*, *Diploma Exams*, *Rutherford Scholarships*, *Transition Rate*, and *Work Preparation*, one is left with the impression that there is a need to foster a culture of higher academic and achievement expectations for ALL students than currently seems to be the case at the high school level. While there are some encouraging indicators—e.g., *High School Completion*, and an improvement trend in *Diploma Exam (Acceptable) Results*—overall, there is a need for high schools to review current thinking and practices with an eye toward creating environments that encourage more students to achieve at higher levels. Indeed, if we are to live up to the expectation that we ought to encourage all students to achieve to their fullest potential, nothing less can occur.

Partially Disengaged Parent Community

- The *Parent Involvement* scale, while still in the acceptable range is somewhat lower than desirable. If one accepts that this is indicative of a parent community that is feeling somewhat disengaged from the school/system and the decisions affecting their children's educations, it might help to explain the lower parent ratings in the *Education Quality*, *Life Long Learning*, and *Preparation for Work* categories. If parents are disengaged, or feeling as if they are being shut out of the system, they are less likely to have positive views of it. This is potentially further compounded by the lack of an accurate picture of what is really going on in terms of the education being provided to their children due to a lack of accurate information. In any event, it is important that parents believe they are legitimate partners in the decision making process regarding their children's educational programs.

First Nations, Métis, and Inuit

- Results in this category continue to be very strong relative to provincial results and are approaching those of the larger population. That said, there is still significant work ahead and it is important to remain focused on achieving the goal of FNMI students achieving at least as well as the general population. In terms of building toward positive futures for these students, one key area of attention will be that of *Transition Rate*. While WRPS academic results are very strong, the transition rate is only marginally higher than that of the province indicating that FNMI youth are not building on the strong start they are receiving. It will be important for greater attention to be given to encouraging these youth to pursue additional training to open up greater possibilities in their lives.

Summary of Accomplishments

Shared Vision of Exemplary Teaching

- Believing that it is important to provide people with a vision of what the goal might look like if improvement is to occur, the division undertook the development of the *Shared Vision of Exemplary Teaching*. This initiative was broad-based including input from administrators, teachers and trustees and underwent a number of revisions prior to being declared ready for release. It is significant that this tool was not developed by administration. Rather, it was developed, in large measure, by practicing teachers, for practicing teachers. It is not intended that it will be used for evaluative purposes, rather, that it will be a tool for teachers to use as they deem most appropriate to inform their professional development plans.

Focus on Teaching Practice

- The most effective means of improving educational achievement is to improve teaching practice in the classroom. With this in mind, the division implemented a number of initiatives. These included SMART Learning, an instructional approach grounded in current brain research, the Galileo initiative, focused on the development the competencies required for effective instruction in twenty-first century learning environments, and Peer Coaching, to develop the necessary skills for teachers to help their colleagues reflect upon and improve their practice. Participation in each of these initiatives was voluntary and the degree to which teachers engaged each of them speaks to the level of professionalism in the division.

FNMI Initiative

- Over the course of the 2009-2010 school year, Wild Rose undertook to redefine its working relationship with its aboriginal partners. This work grew from the obvious conclusion that, in spite of continuous effort, the results we were achieving were not where we believed they should be. To address this issue, the focus was changed from working to help First Nations youth better “fit” the system, to utilizing the resources of the system to better meet the needs of First Nations youth as identified by the First Nations community. While this is a relatively new initiative, it is showing some very positive signs.

October 2010 Accountability Pillar Overall Summary (Required for Public/Separate/Francophone/Charter School Authorities and Level 2 Private Schools)

Goal	Measure Category	Measure Category Evaluation	Measure	Wild Rose School Div No. 66			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	Safe and Caring Schools	Good	Safe and Caring	83.2	83.8	81.7	87.6	86.9	85.4	Intermediate	Improved	Good
	Student Learning Opportunities	Acceptable	Program of Studies	71.9	74.5	72.1	80.5	80.3	79.4	Low	Maintained	Issue
			Education Quality	86.2	87.4	86.3	89.2	89.3	88.4	Intermediate	Maintained	Acceptable
			Drop Out Rate	6.0	5.0	5.7	4.3	4.8	4.8	Intermediate	Maintained	Acceptable
			High School Completion Rate (3 yr)	73.3	70.2	71.0	71.5	70.8	70.9	Intermediate	Maintained	Acceptable
Goal 2: Excellence in student learning outcomes	Student Learning Achievement (Grades K-9)	Good	PAT: Acceptable	78.6	79.3	78.7	79.1	78.3	77.2	Intermediate	Maintained	Acceptable
			PAT: Excellence	15.8	13.9	13.9	19.4	18.3	18.2	Intermediate	Improved	Good
	Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	82.2	80.4	80.5	83.4	84.3	84.3	Low	Maintained	Issue
			Diploma: Excellence	11.8	9.1	11.7	19.0	18.5	19.2	Low	Maintained	Issue
			Diploma Exam Participation Rate (4+ Exams)	42.1	45.3	42.3	53.5	53.3	53.6	Low	Maintained	Issue
			Rutherford Scholarship Eligibility Rate (Revised)	51.0	52.5	52.2	56.9	57.3	56.7	Intermediate	n/a	n/a
	Preparation for Lifelong Learning, World of Work, Citizenship	Acceptable	Transition Rate (6 yr)	47.8	55.0	52.2	59.8	59.2	58.7	Intermediate	Declined	Issue
			Work Preparation	72.9	76.2	74.8	79.9	79.6	78.9	Intermediate	Maintained	Acceptable
Citizenship			75.1	75.1	71.8	81.4	80.3	78.3	Intermediate	Improved Significantly	Good	
Goal 4: Highly responsive and responsible education system	Parental Involvement	Acceptable	Parental Involvement	76.8	79.4	78.2	80.0	80.1	78.6	Intermediate	Maintained	Acceptable
	Continuous Improvement	Good	School Improvement	76.5	79.0	73.7	79.9	79.4	77.6	High	Improved	Good

Notes:

1. PAT results are a weighted average of the percent meeting standards (Acceptable, Excellence) on Provincial Achievement Tests. The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9).
2. Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30.
3. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
4. The subsequent pages include evaluations for each performance measure. If jurisdictions desire not to present this information for each performance measure in the subsequent pages, please include a reference to this overall summary page for each performance measure.
5. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

October 2010 Accountability Pillar Overall Summary – FNMI (Required for Public/Separate/Francophone School Authorities)

Goal	Measure Category	Measure Category Evaluation	Measure	Wild Rose School Div No. 66			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	Student Learning Opportunities	n/a	Drop Out Rate	10.4	9.8	14.3	11.2	11.0	10.9	Very Low	Maintained	Concern
			High School Completion Rate (3 yr)	68.1	46.3	51.9	34.1	35.6	35.2	Intermediate	Improved	Good
Goal 2: Excellence in student learning outcomes	Student Learning Achievement (Grades K-9)	Acceptable	PAT: Acceptable	71.9	68.2	69.0	59.1	56.3	54.5	Low	Maintained	Issue
			PAT: Excellence	12.5	6.6	7.3	6.4	5.3	5.4	Intermediate	Improved	Good
	Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	72.5	81.3	79.6	76.3	77.1	77.2	Very Low	Maintained	Concern
			Diploma: Excellence	5.9	7.8	10.1	8.7	8.2	9.3	Very Low	Maintained	Concern
			Diploma Exam Participation Rate (4+ Exams)	45.4	33.2	25.8	16.7	17.2	17.0	Intermediate	Improved	Good
			Rutherford Scholarship Eligibility Rate (Revised)	53.1	50.0	34.5	27.5	29.0	27.4	Intermediate	n/a	n/a
			Preparation for Lifelong Learning, World of Work, Citizenship	n/a	n/a	n/a	34.9	17.2	17.2	33.9	31.8	28.1

Notes:

1. PAT results are a weighted average of the percent meeting standards (Acceptable, Excellence) on Provincial Achievement Tests. The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9).
2. Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30.
3. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
4. The section for Goal 3 includes evaluations for the performance measures included in the table above. If jurisdictions desire not to present evaluations for each performance measure in that section, please include a reference to this overall summary page under Goal 3.
5. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Goal One: High Quality Learning Opportunities

Outcome: Schools environments are safe and caring.

Performance Measure	Results (in percentages)					Target ¹	Evaluation			Targets ²		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
Percentage of teacher, parent 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.	80.4	78.5	82.8	83.8	83.2	85	Intermediate	Improved	Good	85	87	89

Comment on Results

These improved results are likely the result of the interaction of a number of initiatives including:

- A more structured Family Wellness Worker program
- The impact of the *Aim for Success* program in Drayton Valley
- The impact of the School Resource Officer program in the Rocky Mtn House area
- School-based anti-bullying and Roots of Empathy programming

Strategies

- Expansion of the School Resource Officer Program
- Continue support for: Roots of Empathy and DARE
- Provide increased counseling support for students in the middle years
- Expand programming aimed at addressing relational issues (e.g., Challenge Day, Get Real Day, etc.)
- Assume responsibility for the *Family Wellness Workers* so that their work can be better focused and supported
- Pursue the development of “*One-Stop Centres*” for families and youth in need of support services
- Develop and implement a *Health Promoting Schools* initiative that includes an emphasis on wellness
- Encourage expansion of the *Renaissance Program*

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
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.	71.8	68.4	73.4	74.5	71.9	76	Low	Maintained	Issue	74	76	78
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	86.5	84.4	87.1	87.4	86.2	88	Intermediate	Maintained	Acceptable	88	89	90

Comment on Results

An analysis of these results indicates that they are greatly impacted by a desire for greater access to both second language opportunities and fine arts programming in the division's smaller rural schools. While it is difficult to attract the specialty teachers required to run full programs in these areas, it is possible to integrate them to some degree into the delivery of regular classes. As the technology backbone stabilizes, it will become possible to explore the delivery of such courses via the internet.

Strategies

- Review second language and fine arts programming across the division
- Explore alternate delivery options for programs
- Redevelop career support programs to address the gap created with the demise of Central Alberta Career Prep
- Through alternate instructional approaches, explore the possibility of integrating fine arts into the delivery of the core program
- Explore the potential of expanded partnerships with Red Deer College
- Improve the flow of information about the system to stakeholders
- Strengthen "student voice" in the system

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2005	2006	2007	2008	2009	2010	Achievement	Improvement	Overall	2011	2012	2013
Drop Out Rate - annual dropout rate of students aged 14 to 18	5.5	5.8	6.4	5.0	6.0	4.8	Intermediate	Maintained	Acceptable	5	4.5	4

Comment on Results

This result has stayed fairly constant over the years but needs to come down under 4%. It is anticipated that focusing more attention on early identification of issues and subsequent interventions as well as on transitions to high school and grade-to-grade and changing teaching practices will begin to have a positive impact on this result.

Strategies

- Develop a tracking tool that will allow for the more timely, accurate and deliberate identification of students potentially at risk of not completing their programs.
- Schools will develop "pyramids of intervention" or other formal intervention strategies for students identified as being potentially at risk
- Continue to develop new approaches to teaching and learning that will encourage increased student engagement
- Support the increased use of the *Program Planning Teams* as an effective tool to address the needs of students at risk
- Develop partnerships with community support agencies to ensure that students receive appropriate supports
- High Schools will explore alternate delivery models to accommodate those students whose needs might preclude participation in a regular program
- Provide school-based counseling supports for students at all levels
- Continue to develop strong relationships with the local FNMI community

Outcome: *High school completion rates are showing continual improvement.*

Performance Measure	Results (in Percentages)					Target	Evaluation			Targets		
	2005	2006	2007	2008	2009	2010	Achievement	Improvement	Overall	2011	2012	2013
High School Completion Rate – percentages of students who completed high school within three years of entering Grade 10.	71.9	71.5	71.3	70.2	73.3	71.5	Intermediate	Maintained	Acceptable	75	77	78

Comment on Results

Increased attention to students at risk at the high school level positively affected this number. For those students who do encounter some difficulty in their programs, though, more attention will have to be provided to them to ensure they receive the supports necessary to be successful.

Strategies

- Support teachers in their improvement efforts through use of the *Shared Vision of Exemplary Teaching* document
- Improve the instructional Leadership skills of school-based administrators
- Through AISI, continue to develop the skills of the school-based Coaches and encourage increased utilization of their skills
- Continue central support of initiatives aimed at allowing teachers to develop new skills and understandings (SMART Learning, Galileo, Outcomes-Based Reporting, Assessment for learning)
- Explore alternate and more flexible program delivery options
- Focus on improving transitions, especially between schools, to ensure that students receive the necessary supports at these critical times
- Develop more effective tools for monitoring student progress in an ongoing manner

Goal Two: Excellence in Student Learning Outcomes

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

Performance Measure	Results (in percentages)					Target 2010	Evaluation			Targets		
	2006	2007	2008	2009	2010		Achievement	Improvement	Overall	2011	2012	2013
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on provincial achievement tests.	77.4	77.0	79.7	79.3	78.6	77	Intermediate	Maintained	Acceptable	78	79	80
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on provincial achievement tests.	13.3	13.8	14.1	13.9	15.8	16	Intermediate	Improved	Good	17	18	19
Overall percentage of students who achieved the acceptable standard on diploma examinations.	77.5	81.2	79.7	80.4	82.2	83	Low	Maintained	Issue	84	85	86
Overall percentage of students who achieved the standard of excellence on diploma examinations.	10.5	13.6	12.4	9.1	11.8	15.5	Low	Maintained	Issue	15	16	17

Performance Measure	Results (in percentages)					Target 2010	Evaluation			Targets		
	2005	2006	2007	2008	2009		Achievement	Improvement	Overall	2011	2012	2013
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	41.4	44.5	37.0	45.3	42.1	46	Low	Maintained	Issue	46	49	52
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	47.3	52.7	51.5	52.5	51.0	53	Intermediate	n/a	n/a	53	54	55

Comment on Results

Results on PATs continue to be solid. While gr. 9 results are improving, there is still some work that is required to reflect provincial results. Diploma exam results continue to improve. In all cases, these results reflect a deliberate policy of building a solid, sustainable foundation of improvement rather the pursuit of other approaches that may yield short-term results that are not sustainable long-term.

Strategies

- Create a focus group to explore issues in the teaching of the gr. 9 Math curriculum
- Work with a school to develop strategies to increase participation rates in gr. 9 PATs
- Continue to develop teacher leadership and instructional capacity
- Work with high schools to explore means of creating cultures of high expectations
- Encourage schools to review practices, policies and procedures to look for ways to foster positive relationships
- Pilot a new calendar that will facilitate teachers engaging in in-depth study of education issues
- Increase Central Office presence in schools (walkthroughs and staff meetings) as a means to deepen conversation and pinpoint areas growth
- High schools and middle schools will develop plans aimed at encouraging students both to complete their programs and to increase student engagement levels
- Develop a monitoring program that will allow student progress to be monitored easily and in a timely manner

Notes:

1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9). The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
2. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30. The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Diploma Examination Participation rates are based upon a cohort of grade 10 students who are tracked over time.
4. Please note that the rules for Rutherford Scholarships changed in 2008, which increased the number of students eligible for Rutherford Scholarships. The history for the measure has been re-computed to allow for trends to be identified.
5. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

PAT Results Course By Course Summary By Enrolled With Measure Evaluation (optional)

Course	Measure	Wild Rose School Div No. 66							Alberta			
		Achievement	Improvement	Overall	2010		Prev 3 Yr Avg		2010		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Language Arts 3	Acceptable Standard	Intermediate	Maintained	Acceptable	361	84.2	382	85.7	42,061	81.6	42,181	80.6
	Standard of Excellence	Intermediate	Improved	Good	361	16.9	382	12.0	42,061	19.5	42,181	17.3
English Language Arts 6	Acceptable Standard	Intermediate	Maintained	Acceptable	383	83.0	382	85.5	43,599	83.3	44,064	81.1
	Standard of Excellence	Intermediate	Declined	Issue	383	13.1	382	17.3	43,599	18.9	44,064	19.9
French Language Arts 6	Acceptable Standard	Low	Maintained	Issue	18	72.2	21	80.6	2,487	88.3	2,252	89.1
	Standard of Excellence	Low	Maintained	Issue	18	5.6	21	12.1	2,487	15.9	2,252	13.7
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	436	91.3	436	93.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	436	18.3	436	17.9
Science 6	Acceptable Standard	Intermediate	Maintained	Acceptable	383	79.4	381	77.4	43,509	76.8	43,945	75.5
	Standard of Excellence	Intermediate	Maintained	Acceptable	383	22.5	381	23.2	43,509	26.4	43,945	25.2
English Language Arts 9	Acceptable Standard	Intermediate	Maintained	Acceptable	367	76.0	406	74.8	43,651	79.3	44,250	77.6
	Standard of Excellence	Low	Maintained	Issue	367	9.3	406	7.7	43,651	15.0	44,250	14.8
French Language Arts 9	Acceptable Standard	Very Low	Maintained	Concern	10	60.0	17	49.0	2,403	86.1	2,328	82.5
	Standard of Excellence	High	Maintained	Good	10	20.0	17	13.4	2,403	12.4	2,328	11.9
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	324	84.3	314	84.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	324	12.7	314	12.4
Science 9	Acceptable Standard	Intermediate	Maintained	Acceptable	366	71.0	406	71.5	43,372	73.6	44,075	70.4
	Standard of Excellence	Very High	Improved Significantly	Excellent	366	17.5	406	10.1	43,372	17.7	44,075	14.5

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Too few jurisdictions offer Français (Grades 6, 9) for an Achievement Evaluation to be calculated. However, the results from Français (Grades 6, 9) are included in the aggregation of all PAT courses.

Evaluations for Mathematics (Grades 3, 6, 9) and Social Studies (Grades 6, 9) are not calculated due to the changes in the tests.

Diploma Examination Results Course By Course Summary With Measure Evaluation (optional)

		Wild Rose School Div No. 66						Alberta				
Course	Measure	Achievement	Improvement	Overall	2010		Prev 3 Yr Avg		2010		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	Low	Maintained	Issue	218	85.3	204	87.6	29,151	85.1	28,157	87.0
	Standard of Excellence	Very Low	Declined	Concern	218	5.5	204	10.6	29,151	10.1	28,157	15.6
English Lang Arts 30-2	Acceptable Standard	High	Maintained	Good	188	91.0	179	91.8	14,314	88.8	13,150	88.6
	Standard of Excellence	Intermediate	Maintained	Acceptable	188	8.0	179	6.5	14,314	9.8	13,150	9.0
French Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	9	100.0	1,324	93.7	1,224	95.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	9	11.1	1,324	16.3	1,224	22.1
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	154	94.2	135	96.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	154	15.6	135	27.7
Pure Mathematics 30	Acceptable Standard	Intermediate	Improved	Good	149	78.5	142	70.9	22,917	82.9	22,411	81.5
	Standard of Excellence	Low	Declined	Issue	149	12.1	142	17.1	22,917	29.7	22,411	25.6
Applied Mathematics 30	Acceptable Standard	Low	Improved	Acceptable	109	76.1	107	67.3	10,639	77.3	10,191	77.8
	Standard of Excellence	Intermediate	Improved	Good	109	11.0	107	5.8	10,639	12.6	10,191	12.1
Biology 30	Acceptable Standard	Intermediate	Maintained	Acceptable	160	79.4	151	76.3	22,345	81.4	20,946	82.9
	Standard of Excellence	Intermediate	Improved	Good	160	22.5	151	17.6	22,345	28.1	20,946	26.8
Chemistry 30	Acceptable Standard	n/a	Improved Significantly	n/a	152	80.9	118	67.8	18,933	79.0	17,370	76.3
	Standard of Excellence	n/a	Improved	n/a	152	27.0	118	21.2	18,933	29.9	17,370	27.7
Physics 30	Acceptable Standard	n/a	Improved	n/a	80	72.5	68	63.2	10,360	73.9	10,072	79.3
	Standard of Excellence	n/a	Maintained	n/a	80	11.3	68	8.8	10,360	20.3	10,072	23.1
Science 30	Acceptable Standard	Very Low	Declined	Concern	30	60.0	32	74.3	4,941	80.1	4,004	87.3
	Standard of Excellence	High	Improved	Good	30	26.7	32	15.5	4,941	22.8	4,004	20.2

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Too few jurisdictions offer Français 30-1 for an Achievement Evaluation to be calculated. However, the results from Français 30-1 are included in the aggregation of all Diploma courses.

Achievement Evaluations for Physics 30 and Chemistry 30 are not calculated due to the changes in the examinations in 2009. Evaluations for Social Studies (30, 33, 30-1, 30-2) are not calculated due to the changes in the examinations in 2010.

Outcome: Students are well prepared for lifelong learning.

Performance Measures	2005	2006	2007	2008	2009	Target	Evaluation			Targets		
						2010	Achievement	Improvement	Overall	2011	2012	2013
High school to post-secondary transition rate within six years of entering Grade 10.	48.6	49.2	52.2	55.0	47.8	56	Intermediate	Declined	Issue	56	57	58

Comment on Results

This is an area of some concern and may reflect the absence of a comprehensive district-wide program for career planning and a lack of engaging instructional approaches that link "school learning" to students' lives outside of the school building.

Strategies

- Work with Red Deer College to establish dual credit programs
- Encourage schools to hold post-secondary information fairs
- Work to increase post-secondary counseling support in schools
- Explore opportunities to link high school students with university researchers as part of their classroom work
- Support Teacher cohort work with Galileo

Outcome: Students are well prepared for lifelong learning (continued)

Performance Measure	Results (in percentages)					Target	Targets		
	2006	2007	2008	2009	2010	2010	2011	2012	2013
Percentage of teacher and parent satisfaction that high school graduates demonstrate the knowledge, skills and attitudes necessary for lifelong learning. <i>(This measure is required for charter and private school authorities with only K-9 schools)</i>	64.9	61.8	64.1	63.1	59.8	64	65	67	69

Comment on Results

Strategies

Outcome: Students are well prepared for employment.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
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.	72.5	71.5	76.8	76.2	72.9	78	Intermediate	Maintained	Acceptable	77	78	80

Comment on Results

Strategies

- Continue to provide opportunities for teachers to develop teaching practices that encourage the development of critical and creative thinking, problem solving, communication skills, technological abilities, and independent work habits
- Develop a career program to replace that offered by Central Alberta Career Prep

Outcome: Students model the characteristics of active citizenship.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	69.7	68.5	72.0	75.1	75.1	79	Intermediate	Improved Significantly	Good	77	79	81

Comment on Results

Strategies

- Support high school efforts to develop community volunteer programs for students
- Provide opportunities for greater student engagement in the system (e.g., Speak Out!, Imagine a School)
- Work with local communities to identify opportunities for schools to work on community projects
- Continue support for the Public Speaking Competition

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

Outcome: Key learning outcomes for FNMI students improve.

(Results and evaluations for FNMI measures are only required for public, separate and francophone school authorities)

Performance Measure	Results (in percentages)					Target 2010	Evaluation			Targets		
	2005	2006	2007	2008	2009		Achievement	Improvement	Overall	2011	2012	2013
Drop Out Rate - annual dropout rate of students aged 14 to 18.	0.0	16.4	16.6	9.8	10.4		Very Low	Maintained	Concern	9	7	6
High School Completion Rate – percentages of students who completed high school within three years of entering Grade 10.	51.3	56.7	52.6	46.3	68.1		Intermediate	Improved	Good	69	71	73
High school to post-secondary transition rate within six years of entering Grade 10.	n/a	*	*	17.2	34.9		Very Low	Maintained	Concern	37	39	41
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	12.8	38.5	5.5	33.2	45.4		Intermediate	Improved	Good	47	48	50
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	33.3	30.0	23.5	50.0	53.1		Intermediate	n/a	n/a	53	55	56

Performance Measure	Results (in percentages)					Target 2010	Evaluation			Targets		
	2006	2007	2008	2009	2010		Achievement	Improvement	Overall	2011	2012	2013
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on provincial achievement tests.	66.4	69.7	69.1	68.2	71.9		Low	Maintained	Issue	72	74	76
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on provincial achievement tests.	11.2	8.1	7.3	6.6	12.5		Intermediate	Improved	Good	12	14	16
Overall percentage of students who achieved the acceptable standard on diploma examinations.	77.3	75.0	82.6	81.3	72.5		Very Low	Maintained	Concern	86	87	88
Overall percentage of students who achieved the standard of excellence on diploma examinations.	0.0	5.0	17.4	7.8	5.9		Very Low	Maintained	Concern	13	14	15

Comment on Results

Compared with provincial results, Wild Rose operates a very successful program for FNMI students. However, it is obvious that there is room for improvement when those results are compared to the general school population. Working in partnership with the local FNMI community, it is the aim of the division that there will be no difference in these results.

Strategies

- Continue developmental work on an informal education arrangement with local FNMI community
- Develop a FNMI youth leadership group to provide input on educational programming
- In partnership with local FNMI groups create a “healing circle” alternative for serious student discipline issues
- Invite the local FNMI community to nominate a member to participate in Board meetings
- Continue to work with the local FNMI community to promote Aboriginal Days and other First Nations celebrations
- District FNMI worker will continue to develop relationships with families and the First Nations community
- Provide training for the youth leadership students to deliver lessons on First Nation’s culture, history, etc.
- Explore options for First Nations training programs with Red Deer College
- Work with local Band Schools to develop a career program to replace Central Alberta Career Prep programming

Goal Four: Highly Responsive and Responsible Jurisdiction

Outcome: *The jurisdiction demonstrates effective working relationships.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	77.8	75.2	80.0	79.4	76.8	81	Intermediate	Maintained	Acceptable	80	82	85

Comment on Results

While there is an overall improvement trend in this area, these results do not yet reflect the importance the division attaches to engaging parents as legitimate partners in the education of their children. The division will make a concerted effort to begin addressing this issue in the upcoming year through work with the school councils.

Strategies

- Host Joint School Council Meetings with the intention of exploring how to more productively engage parents as legitimate partners in the improvement process
- Support "PD" activities for School Councils
- Continue to seek formal community input through Town Hall Meetings
- Seek informal community feedback by means of digital media
- Increase Senior Management attendance at School Council meetings
- Undertake a communications review with the intent of developing a more aggressive communications agenda
- Implement programs to facilitate increased home-school communication via the internet

Outcome: The jurisdiction demonstrates leadership, innovation and continuous improvement.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
Percentages of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	74.0	67.0	75.2	79.0	76.5	81	High	Improved	Good	80	81	82

Comment on Results

Solid, sustainable improvement is a focus of the division.

Strategies

- Continue to centrally support opportunities for teachers to work on developing contemporary pedagogy
- Pilot new calendar to allow for increased teacher collaboration and PD time
- Continue to provide central support for teachers working to develop skills with technology
- Provide increased PD for administrators to assist them in developing skills in instructional leadership
- Encourage increased collaboration amongst schools
- Continue to host the Educational Symposium
- Superintendent to spend more time in schools supporting the work schools are doing to realize the vision of all students being successful
- Host a Share Fair at which schools will be able to highlight particularly successful work
- Develop a PD plan for Substitute teachers to ensure their knowledge and skills are kept current
- Continue support for the Principal Leadership Program
- Provide ongoing encouragement to teachers to utilize the *Shared Vision of Exemplary Teaching* in the development of their Growth Plans

SITE BASED BUDGET PRINCIPLES *[Board Minute 15/03]*

School Budget Principles

1. All staff and school councils must have the opportunity for involvement in the budget planning process.
2. All revenue is revenue of the board. The amount of per pupil allocation for a school is derived as a function of the actual revenue of the board.
3. The board's budget allocation to schools establishes and maintains principles of equity based on the number of students being served and their needs.
4. The responsibility for expending instructional block funds is delegated to schools through the school budget allocation.
5. School education plans, which identify division and school goals and priorities, must be addressed in the budget.
6. The budget must reflect the anticipated costs of meeting the identified educational requirements of all students.
7. The budget must serve as a planning, operational and control mechanism for results and resources, as well as the basis for board approval of school programs and resource deployment.
8. The budget must be developed in accordance with generally accepted accounting principles

Support Block Budget Principles

1. Support block budgets reflect the needs of schools, and schools must have the opportunity to express those needs in the budget planning process.
2. The amounts allocated to support block are derived as a function of the actual revenue of the board.
3. The board's budget allocation to support blocks reflects actual revenues of the board for support functions, as well as division wide instructional programs and initiatives.
4. The responsibility for expending support block funds is delegated to the appropriate support location, through the allocation of revenues to that location.
5. Annual divisional support goals and programs must also be addressed in the budget.
6. The budget must reflect the anticipated costs of meeting the goals of support functions.
7. The budget must serve as a planning, operational and control mechanism for results and resources, as well as the basis for board approval of the resource deployment of support locations.
8. The budget must be developed in accordance with generally accepted accounting principles.

2010-11 Budgeted Statement of Revenue & Expenditures

	Preliminary Budget 2010-11	Final Approved Budget 2009-10	Actual 2008-09	Actual 2007-08
REVENUE				
Government of Alberta	54,153,380	53,389,660	51,187,658	49,581,747
Fed. Gov't and/or First Nations	19,000	39,000	72,417	116,254
Other Alberta School Authorities	0	0	0	94,040
Instruction Resource Fees	279,280	291,690	458,806	374,947
Transportation Fees	0	0	0	0
Other Sales & Services	231,000	185,230	566,416	728,806
Investment Income	150,000	150,000	140,685	302,339
Gifts & Donations	1,000	20,000	168,698	45,354
Rental of Facilities	2,000	2,000	10,185	7,246
Net - School Generated Funds	1,200,000	1,200,000	1,559,416	1,195,742
Disposal of capital assets	0	0	1,101	15,332
Amortization of Cap. Allocations	1,850,000	1,891,660	1,853,039	1,861,119
TOTAL REVENUE	57,885,660	57,169,240	56,018,421	54,322,926
EXPENDITURES				
Certificated salaries	26,542,430	26,016,210	25,364,847	24,378,324
Certificated benefits	2,928,270	2,871,050	2,741,673	2,691,617
Non-Certificated salaries	10,099,210	10,239,080	10,069,589	9,652,596
Non-Certificated benefits	2,087,570	2,149,420	2,063,799	1,937,931
Services, Contracts and Supplies	11,443,180	13,212,090	9,850,143	9,651,037
Net - School Generated Funds	1,200,000	1,200,000	1,559,416	1,195,742
Amortization of Capital Assets				
Supported	2,135,000	2,176,710	2,159,335	2,229,980
Un-Supported	1,450,000	1,396,580	1,342,709	1,321,311
Other Interest Charges	0	0	141	28,193
TOTAL EXPENDITURES	57,885,660	59,261,140	55,151,652	53,086,731
SURPLUS (DEFICIT)	0	-2,091,900	866,769	1,236,195

2010-11 Budgeted Allocation of Revenue & Expenditures (By Program)

	Preliminary Budget	Final Approved Budget	Actual	Actual
	2010-11	2009-10	2008-09	2007-08
REVENUE				
ECS - Grade 12 Instruction	41,818,460	41,149,900	40,974,737	39,522,086
Operations & Maintenance of Facilities	9,152,890	9,092,860	7,533,683	7,524,638
Pupil Transportation	4,591,030	4,600,000	4,784,458	4,850,042
Board & System Administration	1,973,280	1,994,980	2,353,229	2,299,037
External Services	350,000	331,500	372,314	127,125
TOTAL REVENUES	57,885,660	57,169,240	56,018,421	54,322,928
EXPENSES				
ECS - Grade 12 Instruction	41,818,460	43,441,290	40,653,119	38,804,101
Operations \$ Maintenance of Facilities	9,152,890	9,092,860	7,478,160	7,513,122
Pupil Transportation	4,591,030	4,400,510	4,335,788	4,255,094
Board & System Administration	1,973,280	1,994,980	2,353,377	2,412,425
External Services	350,000	331,500	331,208	101,991
TOTAL EXPENDITURES	57,885,660	59,261,140	55,151,652	53,086,733

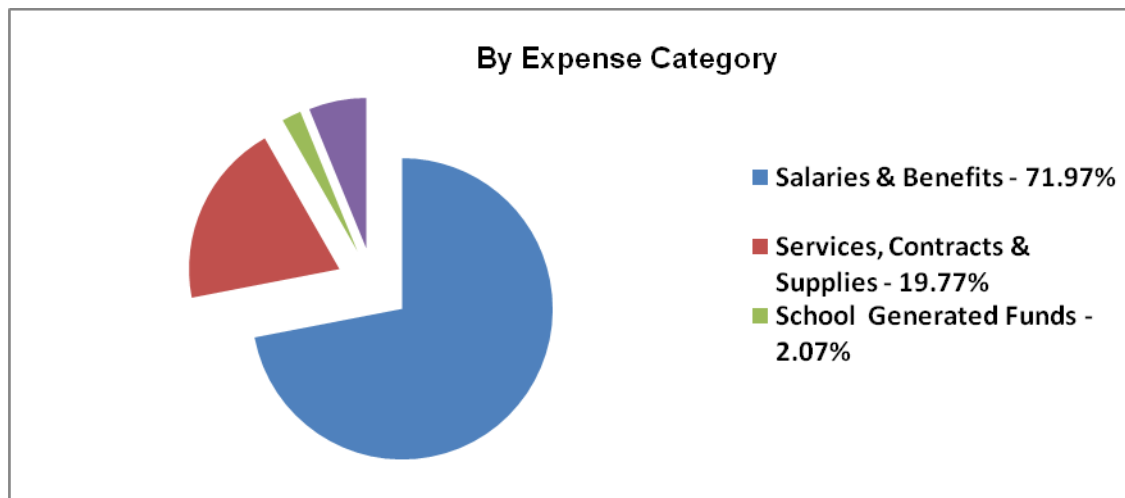
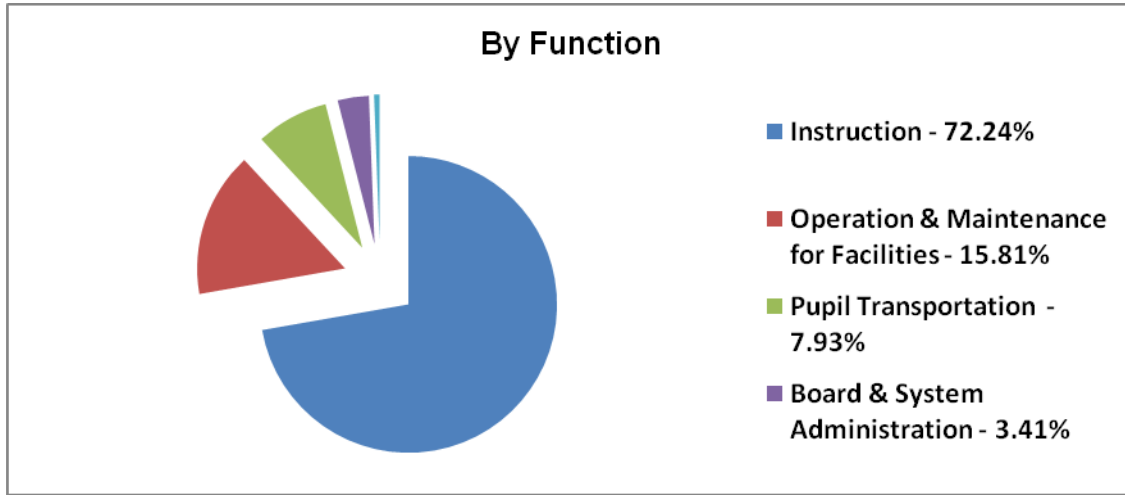
Web link to Audited Financial Statements

http://www.wrsd.ca/Our%20division/policy_plans_reports_files/2010-auditedfinancialstatements-wrps.pdf

Web link to Provincial roll up of jurisdiction AFS information

<http://education.alberta.ca/admin/funding/audited.aspx>

How Our Funding Is Spent



Summary of Facility and Capital Plans

During the 2009/10 year the Board completed the construction of the H.W. Pickup Replacement School in Drayton Valley as well as exterior upgrades to the Condor and Leslieville Schools.

At the regular Board meeting held on April 21, 2010 the Board approved the following projects for inclusion in its 2010 – 2013 Capital Plan.

- Demolition of the existing H.W. Pickup Junior High School
- Modernization of the David Thompson High School

Web link to Jurisdiction AISI Project Annual Report:

[http://www.wrsd.ca/Our%20division/policy_plans_reports_files/2010 AISI Project Annual Report.pdf](http://www.wrsd.ca/Our%20division/policy_plans_reports_files/2010_AISI_Project_Annual_Report.pdf)

Web link to Jurisdiction Average Class Size Report:

Core Subjects

http://www.wrsd.ca/Our%20division/policy_plans_reports_files/2010-2011-classsizejurisdictionreport-coresubjects.pdf

All Subjects

http://www.wrsd.ca/Our%20division/policy_plans_reports_files/2010-2011-classsizejurisdictionreport-allsubjects.pdf

Deadlines and Communication

Posted on Wild Rose Public Schools website by November 30, 2010.

Three year plan link will be sent out to school councils.

Hard copy available at Education Center and each school site.

Parents and school councils were involved in Town Hall Meetings which provided input into the Three Year Plan.