

BLACK GOLD REGIONAL DIVISION NO. 18



2009-2010 - 2011-2012 THREE YEAR EDUCATION PLAN

Our Schools - Your Children - The Future

MESSAGE FROM THE BOARD CHAIRMAN

Black Gold Regional Division is proud to present the Three Year Education Plan 2009-2012.

We look forward to working as partners with parents, staff and students to provide quality educational programs. This report allows us to look to the future and guides us through the planning cycle.

Barb Martinson
Chairman, Board of Education

ACCOUNTABILITY STATEMENT

The Education Plan for Black Gold Regional Division No. 18's 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.

PUBLICATION

The Three Year Education Plan is posted on our website at:
<http://www.blackgold.ab.ca/Publications/DivisionReports>.

As well, copies of the report are available to schools, school advisory councils, and stakeholder agencies within the community. Highlights of the plan are shared with BGRD staff through our internal communication and professional development activities.

VISION

The public school system exists to fill an educational need, supporting free access to ideas, promoting free expression, providing public information and fostering enlightenment.

It also serves a socializing purpose, and is largely responsible for the unified society in which we live.

MISSION

As members of the Board of Education of the Black Gold Regional Division, we commit ourselves to working with staff members and other relevant stakeholder groups to provide the highest possible standard of educational opportunities for our students. Our goal is to help students fulfill personal aspirations while they learn how to become lifelong learners and contributing members of society.

STATEMENT OF PRINCIPLES AND BELIEFS

As members of the Board of Education we believe that:

1. it is important to state our goals and expectations for the Division.
2. it is important to foster a spirit of cooperation among schools and a willingness to work for the common good.
3. programs, resources and facilities available in Division schools will be in accordance with the Division's philosophy and policies and the principle of equity.
4. staff members will exercise autonomy and flexibility in determining the means by which requirements set by the Board can best be met.
5. our main task is to help provide the highest possible standard of educational opportunities for students within the Division through the use of available resources.
6. each person possesses inherent worth and dignity and is deserving of respect.
7. each student has the right to an education which addresses individual need and potential.
8. along with the right to an education each student has a responsibility to attend regularly and to abide by expectations for student conduct identified in the School Act, Board of Education policies and school regulations.
9. it is essential for the Board to help promote the existence of school environments which instill a love of life-long learning, a striving for excellence, a development of a healthy life style, and a positive self-image.
10. the development of inter-personal relationships deserves purposeful attention in schools. Qualities such as honesty, acceptance of others, cooperation and trustworthiness, help foster harmonious relationships within the school and the community.
11. schools perform a vital function in society as they serve to transmit important social and cultural values, and to assist students in becoming responsible and productive citizens.

12. public schools provide the best possible schooling because only in public schools do students with different outlooks, experiences and expectations necessarily work together.
13. the degree of individual achievement depends to a large extent upon student ability and motivation, as well as support from the home.
14. the school is not alone in having impact upon student attitudes and achievements. Other important sources of influence include the family, the peer group, the media, the church and the community.
15. student learning opportunities are enhanced when the efforts and expectations of all agencies affecting children complement one another and when the agencies communicate effectively with one another.
16. effective teaching reflects the use of a variety of instructional methods and is influenced greatly by the learning needs of students.
17. successful schools maintain a strong sense of community and provide a safe and orderly environment for learning. They communicate a clearly stated, simply understood statement of purpose. They encourage parents and local community members to become active and supportive participants in the life of the school through the provision of opportunities for formal and informal involvement.

PROFILE

Black Gold Regional Division No. 18 encompasses the geographic area of Leduc County along with the Town of Devon. Schools are located in New Sarepta, Beaumont, Leduc, Devon, Calmar, New Humble, Thorsby, Warburg and Warburg Hutterite Colony.

The seven member Board of Education meets bi-monthly at its office located in Nisku. Three trustees are elected to represent County East, County Centre and County West, respectively. Two trustees represent the City of Leduc, one represents the town of Devon and one represents the town of Beaumont.

Approximately 8,500 students are educated in the 27 schools within the system. Quality instruction is delivered by approximately 540 teachers (500 F.T.E.) with assistance from 375 support staff. A full program, including French Immersion, Special Needs Instruction, Band and Choral Music, Outreach for Pregnant and Parenting Teens (OPPT) and extensive Career and Technology Studies courses is offered to students from Kindergarten to Grade Twelve.

Course offerings continue to be expanded throughout the system. Some examples of recent developments include:

- partnership with the City of Leduc on a new facility for our Black Gold Outreach program
- a major Health Pathways Program initiative at Ecole Secondaire Beaumont Composite High School and Leduc Composite High School funded with \$908,000 from Alberta Education

- a technology leadership partnership with the University of Alberta, Alberta Teachers' Association, Black Gold Regional Schools and Alberta Education funded with a \$300,000 grant from Alberta Education
- a system-wide initiative to better meet all student needs at their local school
- providing before and after school care programs at Leduc Estates and Willow Park School, Junior Kindergarten at Linsford Park School and Early Education Programs at Ecole Bellevue School, East Elementary School, Willow Park School, Thorsby Elementary School, and Robina Baker School (effective September, 2009).
- having a voluntary, well organized, and comprehensive Professional Development program with excellent participation rates
- 121 pilot laptop computers at Covenant Christian School
- a Non-Denominational Christian Program from Kindergarten to Grade 9
- one of three jurisdictions recognized at the provincial level for demonstrated, effective, long-term level instructional technology leadership
- replacement Elementary School at Thorsby
- successful application for a child-care module at Thorsby
- strong relationship between Black Gold Regional Schools and the Regional Family and Community Support Services
- Division committee to examine current and best practices for Healthy Lifestyles
- unique CTS programming option where New Sarepta students are bussed to Leduc Composite for courses not available in New Sarepta.
- Healthy Hearts Research Project with the University of Alberta funded with a \$300,000 Canadian Diabetes Association Federal Research Award.

The Board of Education and its employees are committed to a collaborative approach to system operation and policy development.

The Board seeks to promote collaboration in its decision-making processes by providing opportunities for interaction with its various partners. In the development of policy, input is sought from school councils, school staffs and individual employees. Regular meetings are held with Teacher-Board Committee, Bus Drivers' Association-Board Transportation Committee, Support Staff-Board Committee, Custodial-Board Committee and an annual meeting with Chairpersons of all School Councils.

Trustees promote communication by visiting each school as a Board to interact with students, to view the day-to-day operations, and to receive information regarding:

- facilities concerns
- education plans
- community concerns
- staffing issues
- special needs concerns
- program and school initiatives
- celebrate successes

The central administration conducts a monthly meeting of principals to dispense information relevant to all schools. Black Gold school-based administrators have an association that meets monthly to achieve a number of important purposes such as:

- to provide a forum for discussion of topical issues
- to communicate information
- to advise the Board and central administration
- to coordinate the work of administrators
- to provide a vehicle for inservice activities for administrators
- to help foster a sense of community and common purpose

The Board of Education continues to participate in a partnership with HumanaCare to provide supplementary health services to all Black Gold Regional Division employees. To date many employees have taken advantage of this service. Building upon the supports already in place, we implemented the Healthy Interactions program. This program helps staff, students, parents, and community members communicate more effectively.

The Board recognizes students and staff in a variety of ways. At each Board meeting, accomplishments are identified. These are included in the minutes, which are posted on the Black Gold website, and in the Board Highlights, distributed to every school, municipal council and school council. Students and staff are frequently invited to attend Board Meetings to be recognized in person. A “Welcome Back” function is held at the beginning of the school year and provides an opportunity for the Board of Education to welcome new staff and congratulate long service employees. The Chairman of the Board sends a congratulatory letter to every student who earns the Standard of Excellence in Achievement Tests or Diploma Examinations. Teachers who volunteer to work on any Alberta Education committee are sent letters of commendation by the Associate Superintendent. These are some of the strategies in recognizing the people within the organization and is one of the reasons why staff members stated that they enjoy working in Black Gold Regional Division.

Black Gold Regional Division is proud of its positive culture, its academic successes, and the extra-curricular and co-curricular programs offered to students.

ISSUES AND TRENDS

1. Many of our most experienced and effective leaders will leave our system within a short time frame, making succession planning a necessity.
2. Our infrastructure experiences pressures imposed by rapid localized residential growth, Class Size Initiative, aging portables, and demographic student population shifts.
3. While our local public and separate systems have risen to the challenge of interacting meaningfully, leadership is required at the provincial level in order to address this politically charged environment.
4. Setting the Direction establishes an encouraging framework for our most challenging students. Our hope is the sound principles will be funded appropriately and the initiative will be a success.
5. In a context of change and pluralistic needs, the value of Alberta Education rests with their mentoring support and insightful advice. Department initiatives (CEU monitoring, provincial examination schedules, Grade Level of Achievement, etc.) should be reviewed to ensure that they promote learning and protect the integrity of classroom instruction.

PRIORITY AREAS FOR IMPROVEMENT

1. The health of our children, especially as it may be enhanced through physical activity and proper diet.
2. We have more students completing their education at their local school through a system-wide initiative. A partnership with Alberta Distance Learning Centre and video-conferencing are key components of the initiative.
3. We look forward to support for our infrastructure to address program needs, with particular attention to our Board's Three Year Capital Plan.

Black Gold Regional Division No. 18 – Three Year Education Plan – 2009-2012

2009 May Accountability and Pillar Overall Summary

Goal	Measure Category	Measure Category Evaluation	Measure	Black Gold Regional Div No. 18			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	87.2	85.4	84.5	86.9	85.1	84.6	High	Improved Significantly	Good
	Student Learning Opportunities	Good	Program of Studies	81.2	79.7	79.0	80.3	79.4	78.7	High	Improved	Good
			Education Quality	88.7	87.5	86.8	89.3	88.2	87.8	High	Improved Significantly	Good
			Drop Out Rate	3.5	3.2	2.9	4.8	5.0	4.9	High	Declined	Acceptable
			High School Completion Rate (3 yr)	75.9	77.3	77.1	70.7	71.0	70.6	High	Maintained	Good
Goal 2: Excellence in Learner Outcomes	Student Learning Achievement (Grades K-9)	Acceptable	PAT: Acceptable	80.1	79.6	80.4	75.8	75.9	76.7	Intermediate	Maintained	Acceptable
			PAT: Excellence	18.4	18.6	18.2	19.6	19.4	19.3	Intermediate	Maintained	Acceptable
	Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	89.6	90.1	90.6	85.0	85.4	85.2	High	Maintained	Good
			Diploma: Excellence	19.7	23.6	22.4	22.3	23.3	23.1	Intermediate	Declined	Issue
			Diploma Exam Participation Rate (4+ Exams)	54.9	56.2	53.7	53.0	53.6	53.6	Intermediate	Maintained	Acceptable
			Rutherford Scholarship Eligibility Rate (Revised)	47.9	51.9	51.7	57.3	56.8	55.8	Low	n/a	n/a
	Preparation for Lifelong Learning, World of Work, Citizenship	Good	Transition Rate (6 yr)	59.5	56.4	56.4	60.7	60.3	59.1	High	Improved	Good
			Work Preparation	76.5	79.1	77.2	79.6	80.1	78.1	Intermediate	Maintained	Acceptable
			Citizenship	78.9	76.2	75.1	80.3	77.9	77.1	High	Improved Significantly	Good
Goal 4: Highly Responsive and Responsible Jurisdiction (Ministry)	Parental Involvement	Good	Parental Involvement	79.4	78.1	79.1	80.1	78.2	77.9	High	Maintained	Good
	Continuous Improvement	Excellent	School Improvement	80.9	78.2	76.8	79.4	77.0	76.7	Very High	Improved Significantly	Excellent

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) Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).
- 5) The subsequent pages include the current results, previous 3-year average and 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.

Goal One: High Quality Learning Opportunities for All
Outcome: Schools provide a safe and caring environment.

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
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.	87.2	84.5	High	Improved Significantly	Good	87.2	87.2	87.2

Strategies (see note)

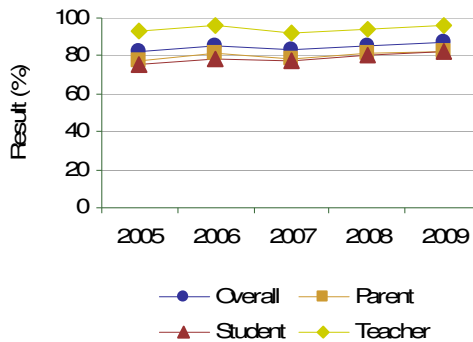
All schools consciously reinforce respectful behaviour. Specifically:

- promote the philosophy that fair means that everyone gets what he/she needs, not that everyone gets the same
- staff model caring behaviour, promote moral character
- seek student input regarding our environment in schools
- maintain high visibility of administrators and teachers in hallways and on school grounds
- consistently enforce common behaviours, using common sense and compassion
- publicly acknowledging student accomplishments
- focus on involving every student in at least one school activity, reducing isolation and increasing general understanding and acceptance of all students by all students.
- recognize our distinct societies (Hutterite, Rural, Urban, French, Christian, First Nation, Metis, Inuit etc.) and respond to their different needs.

Measure History (OPTIONAL)

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.

	2005		2006		2007		2008		2009	
	N	%	N	%	N	%	N	%	N	%
Overall	2,707	82.0	2,400	85.0	2,611	83.2	2,707	85.4	2,571	87.2
Parent	619	77.7	515	81.2	558	78.9	532	81.4	470	82.7
Student	1,709	75.1	1,563	78.2	1,740	77.9	1,774	80.6	1,677	82.8
Teacher	379	93.4	322	95.7	313	92.6	401	94.1	424	95.9



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

Black Gold Regional Division No. 18 – Three Year Education Plan – 2009-2012

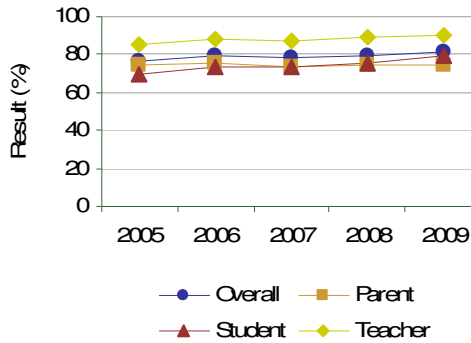
Outcome: The education system meets the needs of all K-12 students, society and the economy.

Performance Measures	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
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.	81.2	79.0	High	Improved	Good	81.2	81.2	81.2
Overall teacher, parent and student satisfaction with the overall quality of basic education.	88.7	86.8	High	Improved Significantly	Good	88.7	88.7	88.7
<p>Strategies (see note)</p> <p>We focus on developing well rounded students who are exposed to a host of educational and relational experiences, including:</p> <ul style="list-style-type: none"> • continue to employ differentiated learning strategies, assessment of and for learning • Alberta Initiative for School Improvement (AIS) projects focusing on Growing, Reflecting & Assessing Together: Empowering Students and Teachers (GREATEST) and Collaboration liant l'apprentissage et les stratégies scolaires efficaces (CLASSE) 								

Measure History (OPTIONAL)

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.

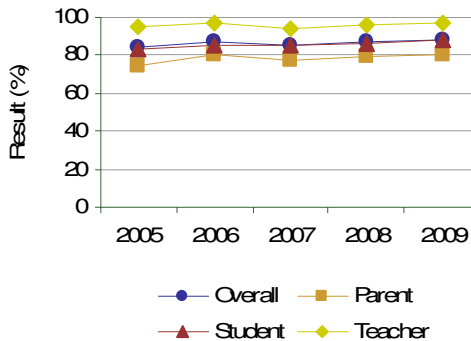
	2005		2006		2007		2008		2009	
	N	%	N	%	N	%	N	%	N	%
Overall	2,161	76.5	1,890	79.1	2,142	78.2	2,150	79.7	1,997	81.2
Parent	617	74.7	515	75.4	558	74.0	534	74.4	470	74.2
Student	1,165	69.6	1,052	73.8	1,271	73.8	1,215	75.4	1,103	79.6
Teacher	379	85.1	323	88.1	313	86.9	401	89.2	424	89.9



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

Overall teacher, parent and student satisfaction with the overall quality of basic education.

	2005		2006		2007		2008		2009	
	N	%	N	%	N	%	N	%	N	%
Overall	2,712	84.4	2,405	87.3	2,615	85.6	2,712	87.5	2,574	88.7
Parent	619	75.0	515	80.0	558	77.2	534	79.6	470	80.8
Student	1,714	83.2	1,567	85.2	1,744	85.1	1,777	86.5	1,680	88.7
Teacher	379	94.8	323	96.8	313	94.4	401	96.4	424	96.8



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

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

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
Annual dropout rate of students aged 14 to 18.	3.5	2.9	High	Declined	Acceptable	3.5	3.5	3.5

Strategies (see note)

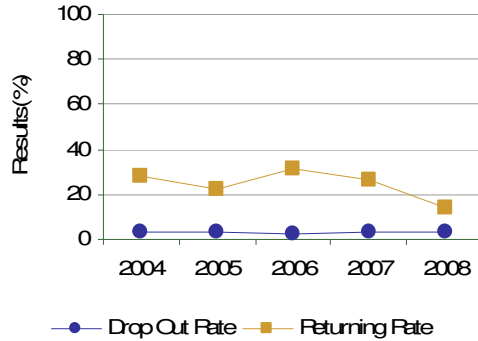
We implement effective ways to encourage students to stay in school, including:

- move forward with our concerted effort to meet student needs at their local school
- continue with Leduc and Area Student Health Partnership (LASHP) Counselling and youth worker services
- creative timetabling, on-line courses, video conferencing classes
- quality instruction by the teacher throughout the entire term, especially in high-stakes (as defined by provincial testing) subjects
- maintain our high-quality Off-Campus programs (Registered Apprenticeship, Work Experience, Green Certificate) raise awareness regarding school completion with our local business community.

Measure History (OPTIONAL)

Annual dropout rate of students aged 14 to 18.

	2004		2005		2006		2007		2008	
	N	%	N	%	N	%	N	%	N	%
Drop Out Rate	2,852	3.5	2,838	3.1	2,856	2.3	2,875	3.2	2,925	3.5
Returning Rate	148	28.5	123	22.5	127	31.2	105	26.5	136	14.3



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

Outcome: Students complete programs.

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
High school completion rate of students within three years of entering Grade 10.	75.9	77.1	High	Maintained	Good	76.6	77.0	77.5
Strategies (see note) <ul style="list-style-type: none"> We implement effective ways to encourage students to stay in school, including: <ul style="list-style-type: none"> • move forward with our concerted effort to meet student needs at their local school • continue with Leduc and Area Student Health Initiative (LASHIP) Counselling and youth worker services. • creative timetabling, on-line courses, video conferencing classes. • quality instruction by the teacher throughout the entire term, especially in high-stakes (as defined by provincial testing) subjects. • maintain our high-quality Off-Campus programs (Registered Apprenticeship, Work Experience, Green Certificate) • continue expanding program delivery options in our high schools • increase student retention in the French Immersion program through promoting student engagement and motivation to use conversational French and increasing student appreciation about the value of learning a second language. • our AISI Project (CLASSE) • raise awareness regarding school completion with our local business community • expand our student mentoring program for at-risk students • video-conferencing to address small specialized classes such as French and Mathematics. 								

Measure History (OPTIONAL)										
High school completion rate of students within three years of entering Grade 10.										
	2004		2005		2006		2007		2008	
	N	%	N	%	N	%	N	%	N	%
3 Year Completion	750	74.5	691	78.6	795	75.5	697	77.3	759	75.9
4 Year Completion	750	80.9	745	80.1	689	82.8	794	81.0	700	82.2
5 Year Completion	790	80.3	746	84.9	744	82.7	690	85.4	796	83.0

● 3 Year Completion
 ■ 4 Year Completion
 ▲ 5 Year Completion

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

Goal Two: Excellence in Student Learning Outcomes

Outcome: Students demonstrate high standards in learner outcomes.

Performance Measures	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on provincial achievement tests.*	80.1	80.4	Intermediate	Maintained	Acceptable	81.7	81.7	81.7
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on provincial achievement tests.	18.4	18.2	Intermediate	Maintained	Acceptable	19.1	19.5	19.5
Overall percentage of students who achieved the acceptable standard on diploma examinations.*	89.6	90.6	High	Maintained	Good	90.0	90.0	90.0
Overall percentage of students who achieved the standard of excellence on diploma examinations.	19.7	22.4	Intermediate	Declined	Issue	23.0	23.0	23.1
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	54.9	53.7	Intermediate	Maintained	Acceptable	54.9	54.9	54.9
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	47.9	51.7	Low	n/a	n/a	50.5	53.2	55.8

Strategies for Achievement Test results:

- provide enrichment for students exceeding grade expectations
- use on-staff expertise to inservice effective instructional/assessment techniques
- option courses to teach study skills and examination preparation
- increasing use of meta-cognitive and meta-analytical frameworks
- cross-reference examination statistics with the curriculum at the teacher level
- collaborative planning by teacher teams
- our AISI Projects
- continue with resource assistance and accommodations for those students with learning disabilities
- encourage opportunities for staff and students to connect and develop rapport
- continue to emphasize “growth mindset”.
- reinforce the concept that education is about student learning; focus on what students learn rather than on what a teacher taught.

*The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

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) Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).
- 4) Please note that the rules for Rutherford Scholarships changed in 2008/09, which increased the number of students eligible for Rutherfords. The history for the measure has been re-computed to allow for trends to be identified, however, jurisdictions and schools are not directly accountable for results prior to the “current year” 2008 results – thus, only an evaluation for “Achievement” is provided based upon standards computed for the revised rules.

Black Gold Regional Division No. 18 – Three Year Education Plan – 2009-2012

Provincial Achievement Tests (PAT) Results Course By Course Summary By Students Enrolled With Measure Evaluation (OPTIONAL)

Course	Measure	Achievement	Improvement	Overall	2008		Prev 3 Yr Avg	
					N	%	N	%
English Language Arts 3	Acceptable Standard	Intermediate	Declined	Issue	613	82.2	555	85.1
	Standard of Excellence	Intermediate	Maintained	Acceptable	613	15.0	555	15.8
Mathematics 3	Acceptable Standard	Low	Declined Significantly	Concern	613	78.6	556	83.3
	Standard of Excellence	Low	Declined	Issue	613	22.8	556	26.5
English Language Arts 6	Acceptable Standard	High	Improved	Good	567	87.1	634	83.1
	Standard of Excellence	High	Maintained	Good	567	21.0	634	18.7
French Language Arts 6	Acceptable Standard	Intermediate	Improved	Good	61	91.8	56	85.8
	Standard of Excellence	Low	Maintained	Issue	61	3.3	56	7.3
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Mathematics 6	Acceptable Standard	Intermediate	Maintained	Acceptable	567	80.8	634	79.0
	Standard of Excellence	Intermediate	Maintained	Acceptable	567	15.2	634	14.9
Science 6	Acceptable Standard	Intermediate	Maintained	Acceptable	565	81.6	633	82.3
	Standard of Excellence	High	Maintained	Good	565	26.5	633	26.8
Social Studies 6	Acceptable Standard	High	Improved	Good	566	85.7	633	83.3
	Standard of Excellence	High	Improved	Good	566	24.7	633	22.0
English Language Arts 9	Acceptable Standard	Intermediate	Maintained	Acceptable	660	82.0	695	83.3
	Standard of Excellence	High	Maintained	Good	660	15.5	695	14.2
French Language Arts 9	Acceptable Standard	Very Low	Declined	Concern	44	65.9	61	81.7
	Standard of Excellence	Low	Maintained	Issue	44	4.5	61	4.8
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Mathematics 9	Acceptable Standard	Intermediate	Maintained	Acceptable	644	67.7	692	70.1
	Standard of Excellence	Intermediate	Maintained	Acceptable	644	13.2	692	12.7
Science 9	Acceptable Standard	Intermediate	Maintained	Acceptable	658	73.9	693	72.0
	Standard of Excellence	Intermediate	Maintained	Acceptable	658	9.9	693	10.7
Social Studies 9	Acceptable Standard	Intermediate	Maintained	Acceptable	658	77.1	693	75.9
	Standard of Excellence	Intermediate	Maintained	Acceptable	658	15.7	693	16.4

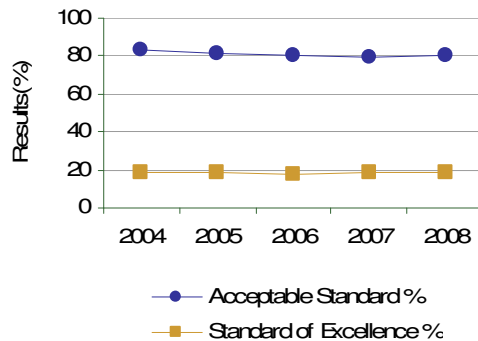
Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

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.

Measure History (OPTIONAL)

Provincial Achievement Tests Results based on Students Enrolled. (OPTIONAL)

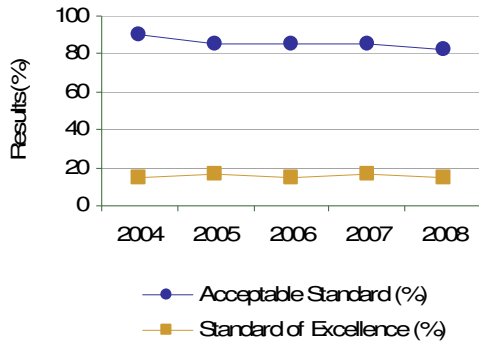
	2004	2005	2006	2007	2008
N	1,937	1,877	1,843	1,938	1,844
Acceptable Standard %	83.4	80.9	80.7	79.6	80.1
Standard of Excellence %	19.1	18.7	17.2	18.6	18.4



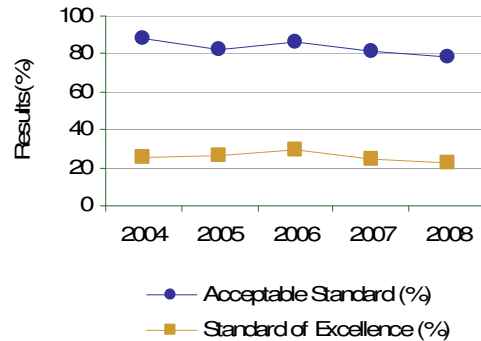
Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*). Aggregated PAT results are based upon a weighted average of Acceptable or Excellence percent meeting standards. The weights are the number of students in the cohort for the course.
 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 (Grade 6 only), French Language Arts (Grades 6, 9), Français (Grades 6, 9).

Provincial Achievement Tests Course Results Based on Students Enrolled (OPTIONAL)

English Language Arts 3

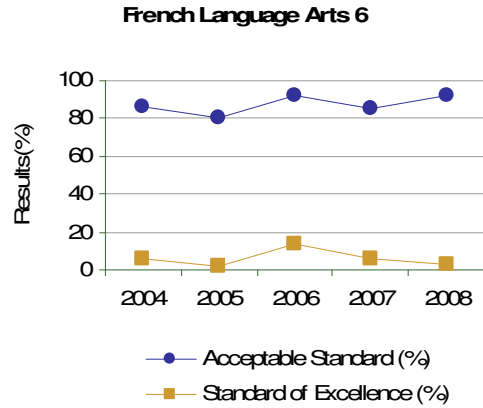
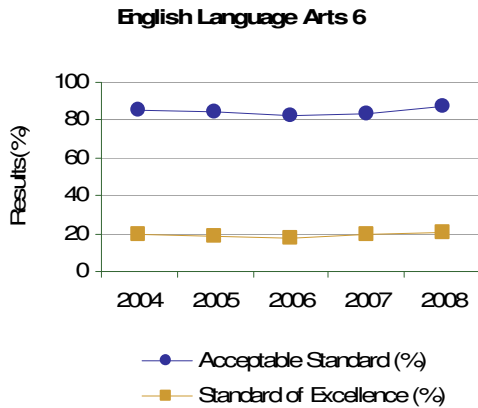


Mathematics 3

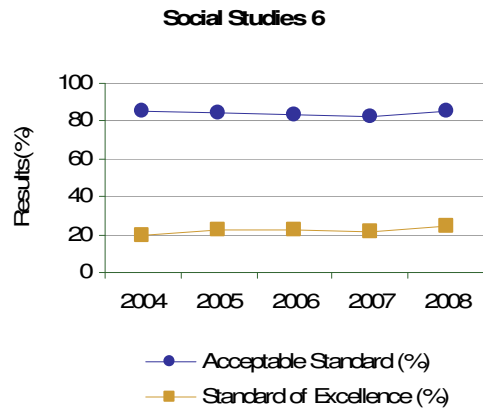
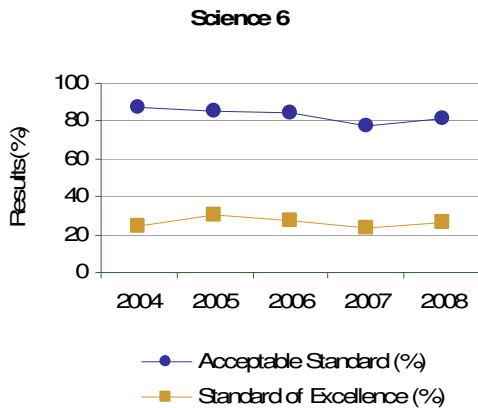
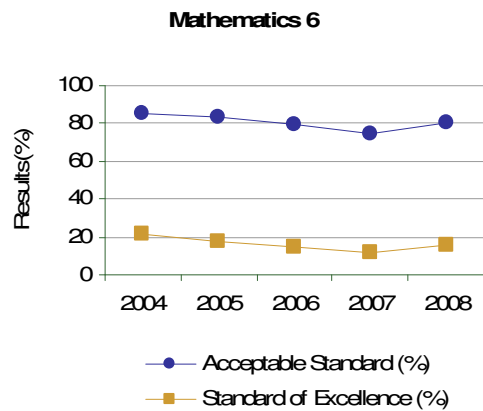


Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*). Grade 9 Science results are for information only. Grade 9 Science is not currently included in the PAT results aggregation measure.

Provincial Achievement Tests Course Results Based on Students Enrolled (cont'd) (OPTIONAL)

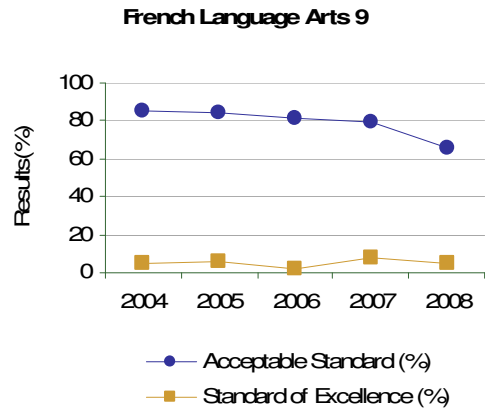
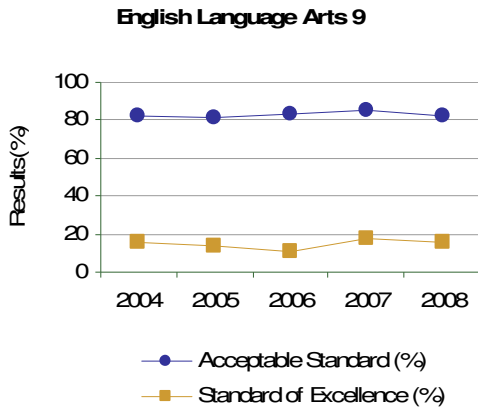


[No Data for Français 6]

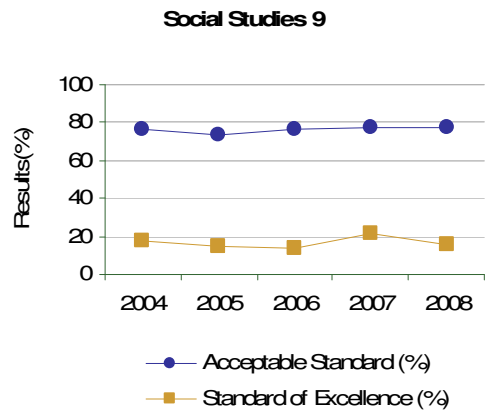
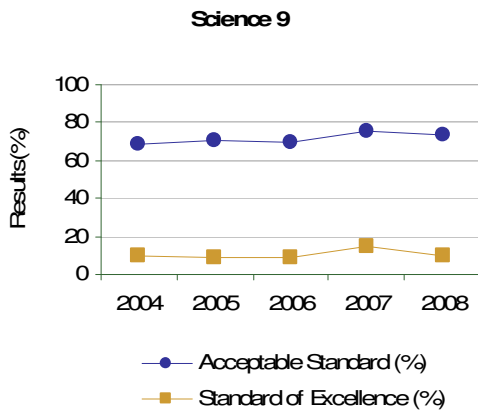
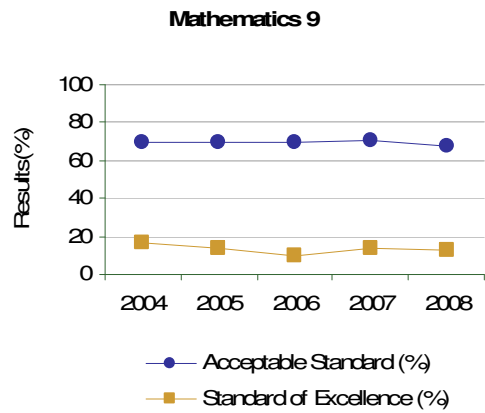


Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*). Grade 9 Science results are for information only. Grade 9 Science is not currently included in the PAT results aggregation measure.

Provincial Achievement Tests Course Results Based on Students Enrolled (cont'd) (OPTIONAL)



[No Data for Français 9]



Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*). Grade 9 Science results are for information only. Grade 9 Science is not currently included in the PAT results aggregation measure.

Black Gold Regional Division No. 18 – Three Year Education Plan – 2009-2012

Provincial Achievement Tests Results Course By Course Summary Based on Students Enrolled (OPTIONAL)

			2004	2005	2006	2007	2008	
Grade 3	English Language Arts 3	Students Enrolled	611	550	502	614	613	
		Acceptable Standard (%)	90.3	85.5	85.1	84.9	82.2	
		Standard of Excellence (%)	14.4	16.2	14.7	16.6	15.0	
	Mathematics 3	Students Enrolled	611	550	502	615	613	
		Acceptable Standard (%)	88.4	82.5	85.9	81.6	78.6	
		Standard of Excellence (%)	25.2	26.0	29.3	24.2	22.8	
Grade 6	English Language Arts 6	Students Enrolled	679	622	641	638	567	
		Acceptable Standard (%)	85.3	84.1	82.4	82.9	87.1	
		Standard of Excellence (%)	19.3	18.8	17.5	19.9	21.0	
	French Language Arts 6	Students Enrolled	73	51	50	67	61	
		Acceptable Standard (%)	86.3	80.4	92.0	85.1	91.8	
		Standard of Excellence (%)	5.5	2.0	14.0	6.0	3.3	
	Français 6	Students Enrolled	n/a	n/a	n/a	n/a	n/a	
		Acceptable Standard (%)	n/a	n/a	n/a	n/a	n/a	
		Standard of Excellence (%)	n/a	n/a	n/a	n/a	n/a	
	Mathematics 6	Students Enrolled	679	622	641	638	567	
		Acceptable Standard (%)	85.7	83.6	79.4	74.1	80.8	
		Standard of Excellence (%)	21.9	18.0	14.5	12.1	15.2	
	Science 6	Students Enrolled	679	621	640	638	565	
		Acceptable Standard (%)	87.5	85.5	83.9	77.4	81.6	
		Standard of Excellence (%)	24.6	30.1	27.2	23.2	26.5	
	Social Studies 6	Students Enrolled	679	621	640	638	566	
		Acceptable Standard (%)	85.0	84.5	83.4	82.0	85.7	
		Standard of Excellence (%)	19.7	22.2	22.2	21.5	24.7	
	Grade 9	English Language Arts 9	Students Enrolled	645	704	700	681	660
			Acceptable Standard (%)	81.9	81.8	82.9	85.3	82.0
			Standard of Excellence (%)	15.2	13.8	11.0	17.9	15.5
French Language Arts 9		Students Enrolled	41	56	60	68	44	
		Acceptable Standard (%)	85.4	83.9	81.7	79.4	65.9	
		Standard of Excellence (%)	4.9	5.4	1.7	7.4	4.5	
Français 9		Students Enrolled	n/a	n/a	n/a	n/a	n/a	
		Acceptable Standard (%)	n/a	n/a	n/a	n/a	n/a	
		Standard of Excellence (%)	n/a	n/a	n/a	n/a	n/a	
Mathematics 9		Students Enrolled	643	703	698	676	644	
		Acceptable Standard (%)	69.5	70.0	69.6	70.7	67.7	
		Standard of Excellence (%)	16.3	14.1	10.0	13.9	13.2	
Science 9		Students Enrolled	641	704	698	678	658	
		Acceptable Standard (%)	68.8	70.7	69.5	75.7	73.9	
		Standard of Excellence (%)	9.7	8.8	8.5	14.7	9.9	
Social Studies 9		Students Enrolled	645	704	699	677	658	
		Acceptable Standard (%)	76.7	73.6	76.3	77.8	77.1	
		Standard of Excellence (%)	17.7	14.5	13.4	21.1	15.7	

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*). Grade 9 Science results are for information only. Grade 9 Science is not currently included in the PAT results aggregation measure.

Black Gold Regional Division No. 18 – Three Year Education Plan – 2009-2012

Diploma Exam Results Course By Course Summary With Measure Evaluation (OPTIONAL)

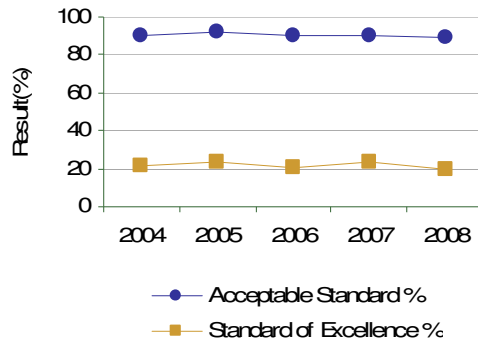
Course	Measure	Achievement	Improvement	Overall	2008		Prev 3 Yr Avg	
					N	%	N	%
English Lang Arts 30-1	Acceptable Standard	Low	Declined	Issue	424	91.7	389	94.1
	Standard of Excellence	Intermediate	Declined Significantly	Issue	424	14.4	389	21.1
English Lang Arts 30-2	Acceptable Standard	High	Maintained	Good	278	93.9	248	95.3
	Standard of Excellence	High	Maintained	Good	278	10.8	248	11.3
French Lang Arts 30	Acceptable Standard	Very High	Maintained	Excellent	40	100.0	39	98.4
	Standard of Excellence	Intermediate	Maintained	Acceptable	40	12.5	39	19.9
Français 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Pure Mathematics 30	Acceptable Standard	High	Maintained	Good	305	86.2	285	86.7
	Standard of Excellence	Intermediate	Maintained	Acceptable	305	21.3	285	22.7
Applied Mathematics 30	Acceptable Standard	Intermediate	Declined	Issue	213	82.2	202	86.3
	Standard of Excellence	Intermediate	Declined	Issue	213	10.8	202	17.0
Social Studies 30	Acceptable Standard	Intermediate	Declined	Issue	381	88.2	340	91.2
	Standard of Excellence	Intermediate	Declined	Issue	381	19.2	340	24.2
Social Studies 33	Acceptable Standard	Very High	Improved	Excellent	341	92.4	294	89.6
	Standard of Excellence	Very High	Improved	Excellent	341	27.3	294	22.7
Biology 30	Acceptable Standard	Intermediate	Maintained	Acceptable	265	83.0	268	85.3
	Standard of Excellence	Low	Declined Significantly	Concern	265	18.9	268	26.1
Chemistry 30	Acceptable Standard	Very High	Improved	Excellent	247	94.3	212	90.1
	Standard of Excellence	Intermediate	Maintained	Acceptable	247	25.5	212	28.1
Physics 30	Acceptable Standard	High	Maintained	Good	140	90.7	150	92.6
	Standard of Excellence	High	Maintained	Good	140	36.4	150	32.4
Science 30	Acceptable Standard	Intermediate	Maintained	Acceptable	144	91.0	131	93.8
	Standard of Excellence	High	Maintained	Good	144	22.9	131	21.0

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 for an Achievement Evaluation to be calculated. However, the results from Français 30 are included in the aggregation of all Diploma courses.

Measure History (OPTIONAL)

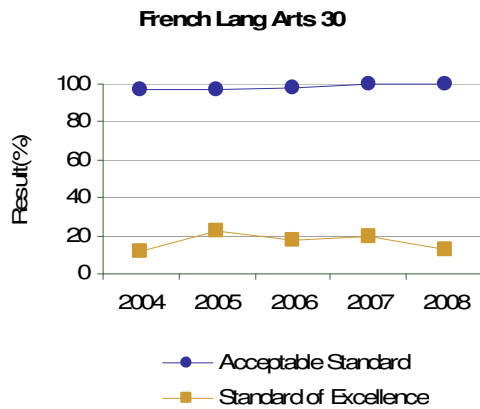
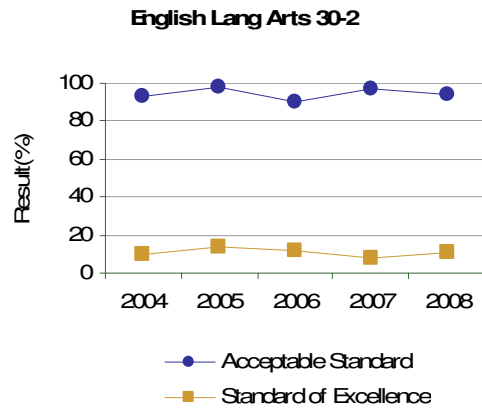
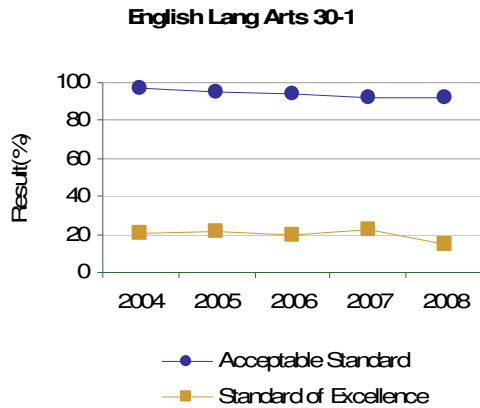
Diploma Exam Results By Students Writing (OPTIONAL)

	2004	2005	2006	2007	2008
N	845	840	897	819	892
Acceptable Standard %	90.5	92.0	89.8	90.1	89.6
Standard of Excellence %	21.2	23.3	20.4	23.6	19.7

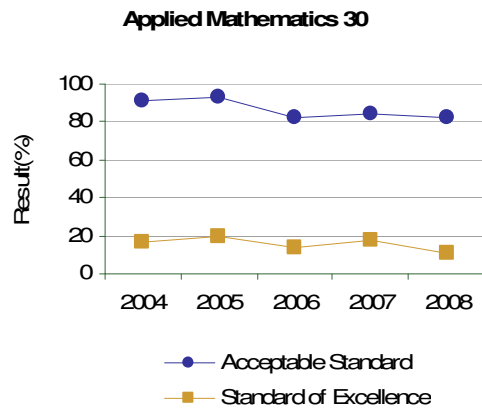
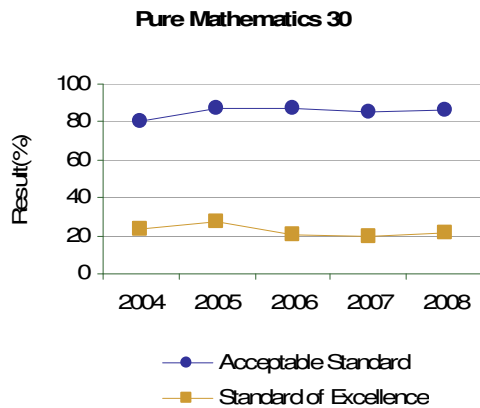


Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*). Aggregated Diploma results are based upon a weighted average of Acceptable or Excellence percent meeting standards. The weights are the number of students writing the Diploma Examination for each course.

Diploma Exam Results Course By Course Summary By Students Writing (OPTIONAL)

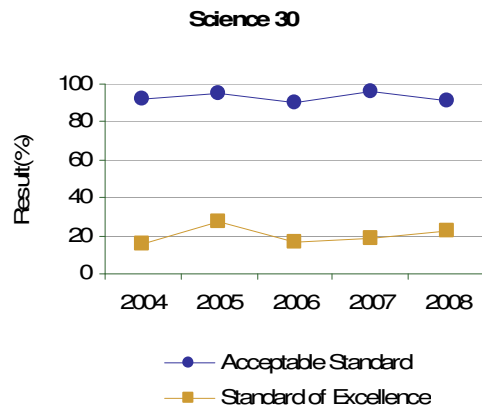
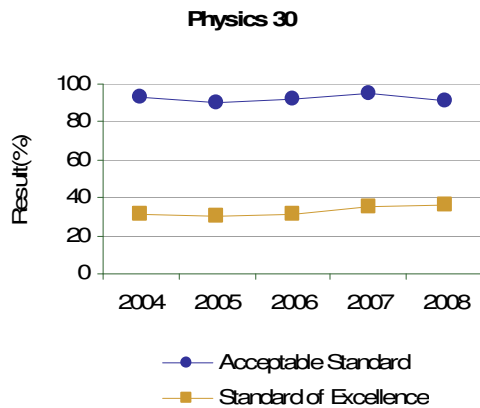
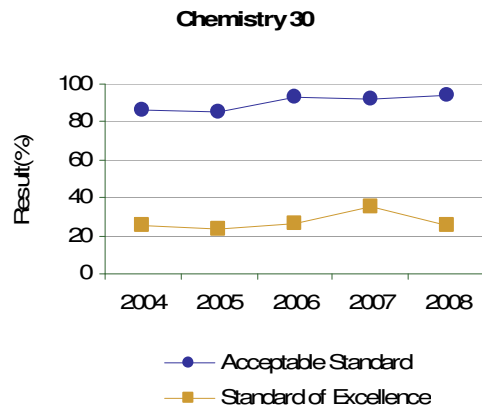
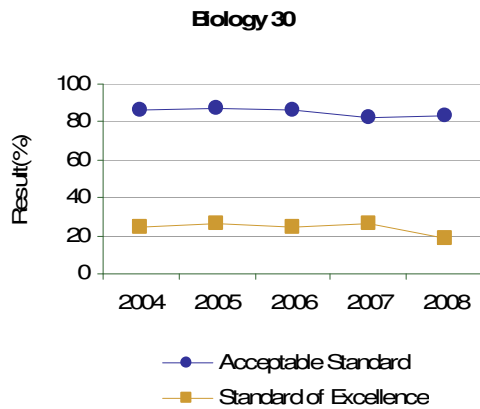
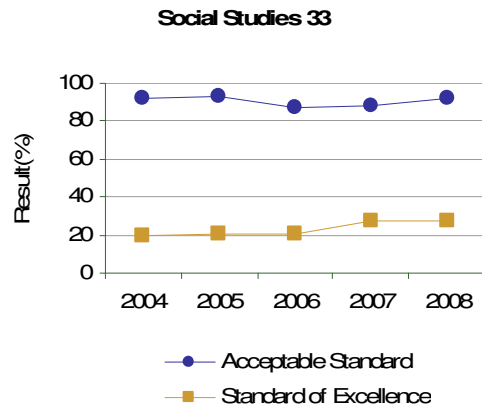
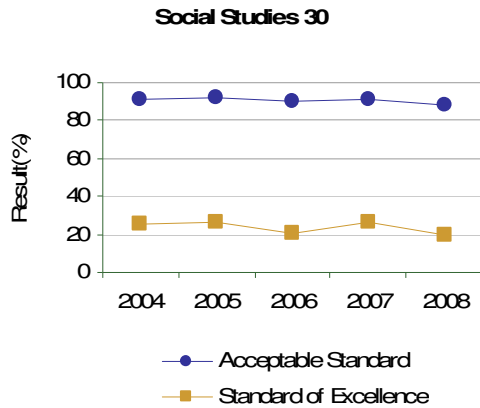


[No Data for Français 30]



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

Diploma Exam Results Course By Course Summary By Students Writing (cont'd) (OPTIONAL)



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

Black Gold Regional Division No. 18 – Three Year Education Plan – 2009-2012

Diploma Exam Results Course By Course Summary By Students Writing (cont'd) (OPTIONAL)

		2004	2005	2006	2007	2008
English Lang Arts 30-1	Students Writing	401	373	419	374	424
	Acceptable Standard %	97.3	95.4	94.3	92.5	91.7
	Standard of Excellence %	20.9	21.2	20.0	22.2	14.4
English Lang Arts 30-2	Students Writing	242	250	277	217	278
	Acceptable Standard %	93.0	98.0	90.6	97.2	93.9
	Standard of Excellence %	9.5	13.6	11.9	8.3	10.8
French Lang Arts 30	Students Writing	35	36	50	31	40
	Acceptable Standard %	97.1	97.2	98.0	100.0	100.0
	Standard of Excellence %	11.4	22.2	18.0	19.4	12.5
Français 30	Students Writing	n/a	n/a	n/a	n/a	n/a
	Acceptable Standard %	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence %	n/a	n/a	n/a	n/a	n/a
Pure Mathematics 30	Students Writing	268	317	251	287	305
	Acceptable Standard %	80.6	87.7	87.3	85.0	86.2
	Standard of Excellence %	23.5	27.4	20.7	19.9	21.3
Applied Mathematics 30	Students Writing	183	197	193	216	213
	Acceptable Standard %	91.3	92.9	81.9	84.3	82.2
	Standard of Excellence %	16.4	19.3	14.0	17.6	10.8
Social Studies 30	Students Writing	359	321	366	334	381
	Acceptable Standard %	91.4	92.2	90.4	91.0	88.2
	Standard of Excellence %	25.6	26.5	20.2	26.0	19.2
Social Studies 33	Students Writing	303	275	342	266	341
	Acceptable Standard %	91.7	92.7	87.7	88.3	92.4
	Standard of Excellence %	19.5	20.4	20.8	27.1	27.3
Biology 30	Students Writing	286	249	292	262	265
	Acceptable Standard %	86.0	87.1	86.3	82.4	83.0
	Standard of Excellence %	24.8	26.9	25.0	26.3	18.9
Chemistry 30	Students Writing	235	147	254	235	247
	Acceptable Standard %	86.0	85.0	92.9	92.3	94.3
	Standard of Excellence %	25.1	23.1	26.4	34.9	25.5
Physics 30	Students Writing	129	151	136	163	140
	Acceptable Standard %	93.0	90.1	92.6	95.1	90.7
	Standard of Excellence %	31.8	30.5	31.6	35.0	36.4
Science 30	Students Writing	139	120	147	126	144
	Acceptable Standard %	92.1	95.0	90.5	96.0	91.0
	Standard of Excellence %	15.8	27.5	16.3	19.0	22.9

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

Measure History (OPTIONAL)

Diploma Exam Participation Rate

	2004	2005	2006	2007	2008
N	750	691	795	697	759
% Writing 0 Exams	16.0	14.2	14.0	13.9	14.5
% Writing 1+ Exams	84.0	85.8	86.0	86.1	85.5
% Writing 2+ Exams	80.8	82.3	83.0	83.4	82.2
% Writing 3+ Exams	64.9	66.5	65.2	69.4	66.5
% Writing 4+ Exams	51.5	51.8	53.0	56.2	54.9
% Writing 5+ Exams	30.5	26.3	32.3	35.3	35.0
% Writing 6+ Exams	12.0	8.5	10.8	11.8	11.4

	2004	2005	2006	2007	2008
N	750	691	795	697	759
English 30/30-1	51.9	49.5	51.4	50.6	51.0
English 33/30-2	28.1	33.7	31.3	30.0	30.7
Total of 1 or more English Diploma Exams	78.9	81.8	81.9	79.6	81.0
Social 30	44.8	44.6	44.8	46.2	44.9
Social 33	35.2	38.1	37.9	36.9	37.5
Total of 1 or more Social Diploma Exams	79.2	81.8	81.8	82.1	81.6
Math 30/Pure	34.9	34.0	33.3	37.3	36.8
Math 33/Applied	23.9	25.3	26.0	26.8	25.3
Total of 1 or more Math Diploma Exams	58.4	58.8	58.6	63.7	61.7
Biology 30	31.6	33.7	29.3	35.7	32.4
Chemistry 30	29.6	19.0	30.6	31.6	31.5
Physics 30	16.5	16.8	19.0	21.4	18.8
Science 30	16.0	16.6	16.6	17.4	17.9
Total of 1 or more Science Diploma Exams	54.9	54.0	55.7	59.5	57.6
Français 30	0.0	0.0	0.0	0.0	0.0
French Language Arts 30	4.5	4.8	6.4	4.2	5.1
Total of 1 or more French Diploma Exams	4.5	4.8	6.4	4.2	5.1

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*). Results are based upon a cohort of grade 10 students who are tracked over time. The table shows the percentage of students in this cohort who complete diploma exams by the end of their third year of high school.

Measure History (OPTIONAL)

Rutherford Scholarship Eligibility Rate

	2004	2005	2006	2007	2008
Total Gr 12 Students	802	754	815	751	837
Percent Eligible for Scholarship	47.9	51.6	51.5	51.9	47.9



Reporting School Year	Total Students	Grade 10 Rutherford		Grade 11 Rutherford		Grade 12 Rutherford		Overall	
		Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible
2004	802	339	42.3	297	37.0	208	25.9	384	47.9
2005	754	336	44.6	311	41.2	216	28.6	389	51.6
2006	815	357	43.8	331	40.6	217	26.6	420	51.5
2007	751	345	45.9	320	42.6	217	28.9	390	51.9
2008	837	361	43.1	307	36.7	217	25.9	401	47.9

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

Outcome: Students are well prepared for lifelong learning.

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
High school to post-secondary transition rate of students within six years of entering Grade 10.	59.5	56.4	High	Improved	Good	59.5	59.5	60.0
<p>Strategies (see note)</p> <p>Our students have stimulating environments that help them to be knowledgeable and successful. Specifics include:</p> <ul style="list-style-type: none"> • provide enrichment for students exceeding grade expectations • use on-staff expertise to inservice effective instructional/assessment techniques • option courses to teach study skills and examination preparation • increasing use of meta-cognitive and meta-analytical frameworks • cross-reference examination statistics with the curriculum at the teacher level • continue with resource assistance and accommodations for those students with learning disabilities • encourage opportunities for staff and students to connect and develop rapport • continue to emphasize “growth mindset” • active tracking and counselling of students • improving students’ ability to use multiple strategies and ask powerful questions leading to deeper understanding • foster a positive attitude of perseverance and creativity in problem solving • promote student engagement and motivation to use conversational French and increasing student appreciation about the value of learning a second language in the French Immersion program. 								

Measure History (OPTIONAL)										
High school to post-secondary transition rate of students within six years of entering Grade 10.										
	2004		2005		2006		2007		2008	
	N	%	N	%	N	%	N	%	N	%
4 Year	739	30.7	728	31.2	679	35.1	773	36.8	687	36.4
6 Year	718	55.8	778	53.9	737	59.0	728	56.4	679	59.5

Year	4 Year (%)	6 Year (%)
2004	30.7	55.8
2005	31.2	53.9
2006	35.1	59.0
2007	36.8	56.4
2008	36.4	59.5

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

Outcome: Students are well prepared for employment.

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.	76.5	77.2	Intermediate	Maintained	Acceptable	77.1	77.6	78.1

Strategies (see note)

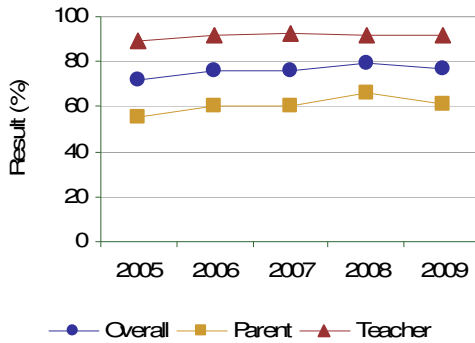
Our schools help students and parents focus on socially acceptable behaviours and responsibilities through:

- guest speakers from industry and motivational speakers for CALM classes and school assemblies
- use of Daily Agendas as an organizational tool
- reinforcing the values of consistent effort, teamwork and tolerance of individual differences
- encourage goal-setting and meeting deadlines
- Work Experience tied with RAP programs that enable students to experience various job opportunities
- effectively use technology to deepen understanding and increase opportunities for collaboration

Measure History (OPTIONAL)

Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.

	2005		2006		2007		2008		2009	
	N	%	N	%	N	%	N	%	N	%
Overall	975	72.3	816	76.3	855	76.3	924	79.1	876	76.5
Parent	600	55.3	499	60.7	543	60.0	526	66.5	454	61.5
Teacher	375	89.3	317	91.8	312	92.6	398	91.7	422	91.5



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

Outcome: Students model the characteristics of active citizenship.

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
Overall teacher, parent and student agreement that students model the characteristics of active citizenship.	78.9	75.1	High	Improved Significantly	Good	78.9	78.9	78.9

Strategies (see note)

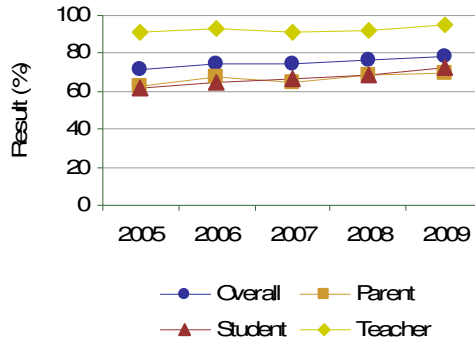
Even our youngest students are taught the importance of active citizenship through:

- student self-reflection, recognition and character development programs
- DARE Program
- participation in community/provincial/national programs such as World Vision, Kids for Cancer, Food Bank, Neighbourhood Cleanup, Student Vote, etc.
- religion classes in our Beaumont schools, Christian Program and Alternate School Student Councils
- student school spirit meetings, Student Councils and student involvement in organizing activities around the school citizenship awards.

Measure History (OPTIONAL)

Overall teacher, parent and student agreement that students model the characteristics of active citizenship.

	2005		2006		2007		2008		2009	
	N	%	N	%	N	%	N	%	N	%
Overall	2,707	71.7	2,402	74.9	2,612	74.3	2,712	76.2	2,572	78.9
Parent	619	62.9	513	67.3	557	65.0	534	68.4	470	69.3
Student	1,710	61.5	1,567	64.6	1,742	66.2	1,777	68.4	1,678	72.7
Teacher	378	90.7	322	92.9	313	91.5	401	91.9	424	94.8



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

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.

Performance Measures [results required to be reported in 2010]
<ul style="list-style-type: none"> • High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.
Strategies None given

Outcome: Key outcomes for FNMI students improve.

Performance Measures [results required to be reported in 2010]
<ul style="list-style-type: none"> • 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.
<ul style="list-style-type: none"> • Overall percentage of self-identified FNMI students who achieved the acceptable standard and overall percentage who achieve the standard of excellence on diploma examinations.
<ul style="list-style-type: none"> • Annual dropout rate of self-identified FNMI students aged 14-18.
<ul style="list-style-type: none"> • High school completion rate of self-identified FNMI students (three-year rate).
<ul style="list-style-type: none"> • Percentages of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.
<ul style="list-style-type: none"> • Percentages of self-identified Grade 12 FNMI students eligible for a Rutherford Scholarship.
Strategies Black Gold Regional Schools has a highly dispersed and reticent FNMI population. The relative population in each school is very low and the individuals do not wish to be identified. Fortunately, we have made progress regarding self-identification. For the 2007-08 school year, we assigned a .25 Lead Teacher to the initiative. The additional person power enabled us to research graduation rates, high school course registrations, high school course completions and achievement levels at grades 3, 6, 9 and 12. For the 2008-09 school year, we increased resources available to all students in every school with the purchase of suitable library resources. As well, we updated our demographic data. Based on our demographic data, we developed a targeted counselling initiative. For the 2009-10 school year, we started a new initiative to place additional counselling resources in all schools with Division II, III or IV students. The intent is to significantly engage those students at greatest risk of non-completion.

Goal Four: Highly Responsive and Responsible Jurisdiction

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

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
Overall teacher and parent satisfaction with parental involvement in decisions about their child's education.	79.4	79.1	High	Maintained	Good	79.4	79.4	79.4

Strategies (see note)

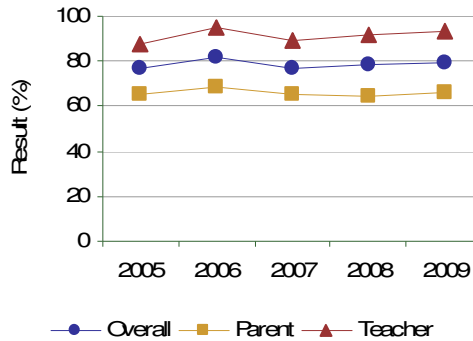
We encourage parents to have a significant and regular interaction with the school regarding their child. That message is consistently communicated through:

- listening to concerns and addressing these in a meaningful and timely manner.
- scheduled and unscheduled parent-teacher interviews, Meet-the-Teacher events
- active School Advisory Councils
- invitations to parents for participation in reading programs, student assistance, supervision, field trips etc.
- regular written, e-mail and phone communication
- recognize staff for involving parents.

Measure History (OPTIONAL)

Overall teacher and parent satisfaction with parental involvement in decisions about their child's education.

	2005		2006		2007		2008		2009	
	N	%	N	%	N	%	N	%	N	%
Overall	986	76.7	836	81.9	870	77.2	934	78.1	893	79.4
Parent	610	65.5	514	68.8	557	65.0	533	64.6	469	65.8
Teacher	376	88.0	322	95.1	313	89.3	401	91.6	424	93.1



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

Black Gold Regional Division No. 18 – Three Year Education Plan – 2009-2012

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

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
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.	80.9	76.8	Very High	Improved Significantly	Excellent	80.0	80.0	80.0
Strategies The improvement aspect of this item is a global measure based on the cumulative impact of all our day to day decisions. The professional development (PD) aspect of this item rests upon our comprehensive and well-supported PD program that is a collaborative effort of the Division and the ATA local.								

Measure History (OPTIONAL)										
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.										
	2005		2006		2007		2008		2009	
	N	%	N	%	N	%	N	%	N	%
Overall	2,689	71.0	2,386	77.3	2,599	74.8	2,699	78.2	2,553	80.9
Parent	606	68.2	506	76.7	550	69.3	530	74.9	463	76.7
Student	1,706	72.0	1,563	78.1	1,740	76.8	1,774	78.8	1,675	82.2
Teacher	377	72.9	317	77.0	309	78.3	395	81.0	415	83.9

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

FINANCIAL INFORMATION

Refer to the accompanying documents for budget information:

Resource Allocation Guiding Principles
Budget At A Glance
Expenditures by Program
Expenditure Breakdown
Operational Expenditure Breakdown
Highlights of Facility and Capital Plans
Capital Plan

Detailed budget and Capital information can be obtained from the office of the Secretary Treasurer by submitting a request in writing to:

Ms. Ruth Andres, Secretary-Treasurer
Black Gold Regional Division No. 19
3rd Floor, 1101 – 5 Street
Nisku, AB T9E 7N3
780-955-6049

The Budget Report Form and the Three Year Capital Plan may be viewed at:

<http://www.blackgold.ab.ca/Publications/Division/Reports>

Black Gold Regional Division No. 18 – Three Year Education Plan – 2009-2012

Guiding Principles

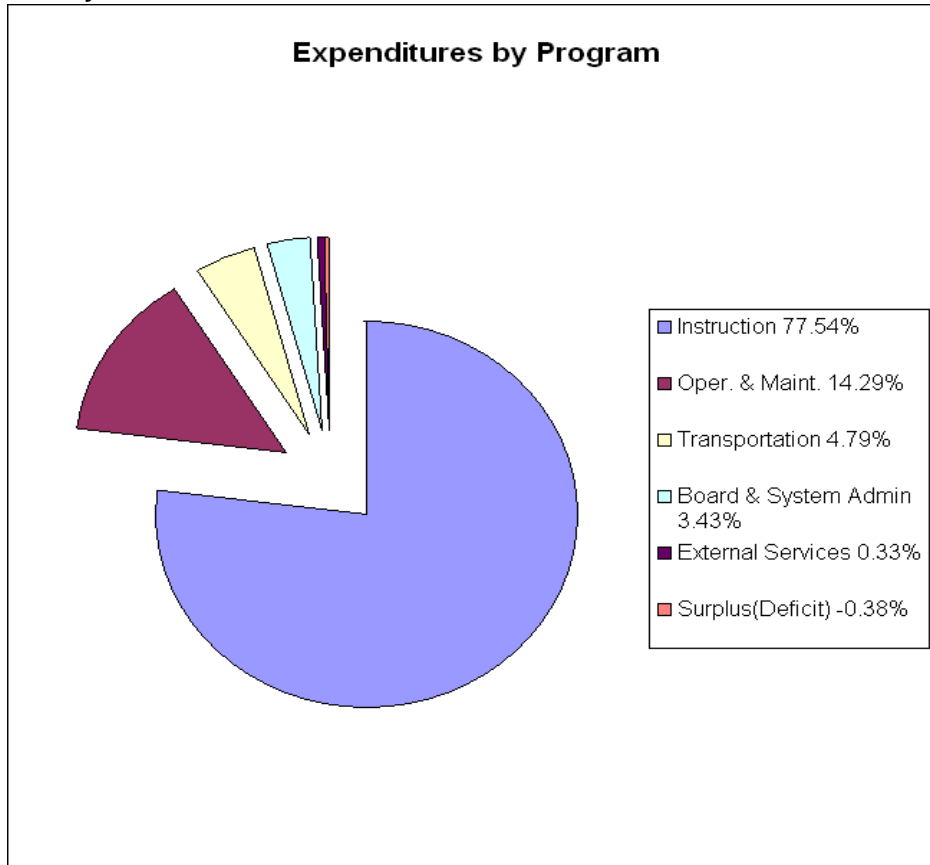
Administration	A maximum of 4% of eligible funding will be allocated to the administration program (AE max based on total expenditures)
Student Services	8% of the basic per pupil rate will be allocated to the Student Services budget to provide services to the mild, moderate and gifted students in addition to the funding allocated for ESL, Severe Handicapped and ECS Mild and Moderate Special Needs.
Early Literacy	The Division Early Literacy program will continue to be supported through Student Services by allocating 4.7% of the basic per pupil rate for funded grade 1 & 2 students and 0.84% of the basic per pupil rate for ECS children to that department.
Education Assistant Program	An allocation of 0.89% of the basic per pupil rate for funded students from grades 1-6 will be directed to the Student Services budget to maintain the Education Assistant program within the Division.
Technology	Resources will be allocated to maintain the services provided by the Division technology department and the wide-area network. The present ratio of 0.92% of the basic per pupil rate for Technology Integration will also be maintained.
Transportation	All transportation funding will be allocated to provide for student transportation services. Uncommitted revenues in excess of transportation fees may be redirected to support other program delivery.
Excess CEUs	Excess CEUs are no longer factored into the instructional pool revenues for staffing purposes. High schools generating CEUs in excess of their projections will receive those resources at the % rate agreed to by RAC for the purposes of adding personnel at the school level. Staffing @ high schools will be based on projected CEUs not exceeding the previous 3-year average.
Allocation of Resources	All government and local instructional revenues generated during the fiscal year will be allocated to cover operating and capital costs to deliver instructional services.
CSI Initiative	Principals are to make every effort to reach the CSI targets identified by AE when they assign their certificated personnel
Funding Not Part of the Flexibility Pillar	
AISI, ECS/EE PUF, LRDC Credit & Student Health Initiative	

Budget At A Glance

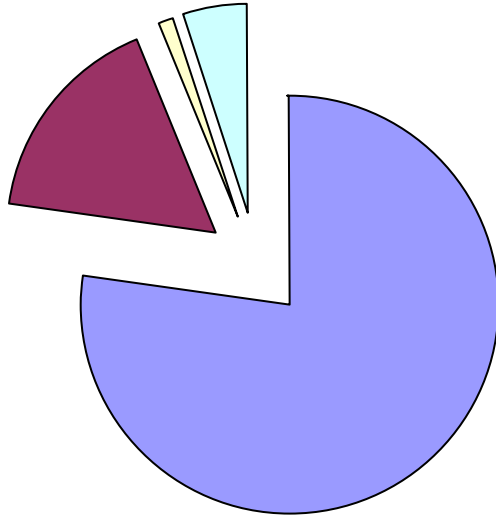
Revenues	Budget		Revised		Actual	
	2009-2010	%	2008-2009	%	2007-2008	%
Instruction	\$ 62,942,980	77.17%	\$ 59,864,493	76.52%	\$ 59,699,109	75.23%
Operations & Maintenance	\$ 11,641,441	14.27%	\$ 11,515,007	14.72%	\$ 12,804,773	16.14%
Transportation	\$ 3,913,306	4.80%	\$ 3,939,463	5.04%	\$ 3,927,481	4.95%
Board & System Administration	\$ 2,801,401	3.43%	\$ 2,678,861	3.42%	\$ 2,515,932	3.17%
External Services	\$ 269,491	0.33%	\$ 232,173	0.30%	\$ 404,950	0.51%
	\$ 81,568,619	100%	\$ 78,229,997	100%	\$ 79,352,245	100%

Expenditures	Budget		Revised		Actual	
	2009-2010	%	2008-2009	%	2007-2008	%
Instruction	\$ 63,245,185	77.54%	\$ 60,234,143	77.00%	\$ 59,241,637	74.66%
Operations & Maintenance	\$ 11,653,750	14.29%	\$ 11,620,908	14.85%	\$ 12,511,151	15.77%
Transportation	\$ 3,909,011	4.79%	\$ 3,952,114	5.05%	\$ 3,594,275	4.53%
Board & System Administration	\$ 2,799,909	3.43%	\$ 2,630,437	3.36%	\$ 2,405,886	3.03%
External Services	\$ 269,491	0.33%	\$ 232,173	0.30%	\$ 408,318	0.51%
Surplus(Deficit)	\$ (308,727)	-0.38%	\$ (439,778)	-0.56%	\$ 1,190,978	1.50%
	\$ 81,568,619	100.00%	\$ 78,229,997	100.00%	\$ 79,352,245	100.00%

Total Enrolment	8,708.4	8,704.4	8,556.0
Total FTE Enrolled	8,380.4	8,357.9	8,241.0
Total Cost Per Student	\$ 9,770.10	\$ 9,412.62	\$ 9,484.44
Operating Cost Per Student	\$ 9,174.63	\$ 8,903.82	\$ 8,876.87
Number of Student Days	181.0	182.5	\$ 181.50
Operating Cost Per Day	\$ 50.69	\$ 48.79	\$ 48.91

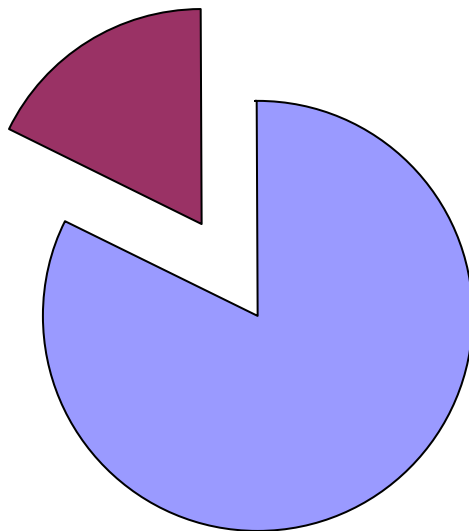


Expenditure Breakdown



■ Salary & Benefits	\$63,154,452.00	77.13%
■ Services & Supplies	\$13,732,605.00	16.77%
■ Net School Generated Funds	\$900,000.00	1.1%
■ Capital Debt Services	\$4,090,289.00	5%

Operational Expenditure Breakdown



■ Salary & Benefits	\$63,154,452.00	82.14%
■ Services & Supplies	\$13,732,605.00	17.86%

Highlights of Facility and Capital Plans

In April of 2008 Alberta Education announced funding for a Thorsby K-6 Replacement School in Thorsby. The project cost and provincial support is \$11,141,248. In June 2009 we received permission to call tender and we anticipate the school will be ready for students in September, 2010. The new school will provide improved accommodation for our students.

In August of 2008 Alberta Education announced funding for the mechanical system replacement at Willow Park Elementary School in Leduc. The project cost and provincial support is \$2,397,557. In June 2009 the project is currently underway, with a projected completion date of September, 2009.

Black Gold Regional Schools has applied for another modular at Ecole Bellevue School in Beaumont. The modular is required based on enrolment pressures due to the residential growth in Beaumont.

**BLACK GOLD REGIONAL DIVISION NO. 18
CAPITAL PLAN SUBMISSION
3-YR CAPITAL PLAN PROJECTS 2010-2013**

LEASE SUPPORT REQUESTS -

Board Priority	Yr.	Location	Title	Key Driver	Project Sub-Category	Lease Cost
1	2010	Leduc	Covenant Christian School	Lease	. Lease @ \$53.50 / sq.m.	\$145,017.00

NEW SCHOOL REQUESTS -

Board Priority	Yr.	Location	Title	Key Driver	Project Sub-Category	Total Project Cost
2	2010	Beaumont	New K-9 Beaumont School - JOINT	Economic Growth	. New Facility	\$20,909,524.00

SCHOOL PRESERVATIONS REQUESTS -

Board Priority	Yr.	Location	Title	Key Driver	Project Sub-Category	Total Project Cost
3	2010	Calmar	Calmar Secondary School	Infrastructure Condition & Program Restriction	. Right Sizing . Preservation & Modernization	\$7,593,217.00
4	2010	Leduc	Caledonia Park School	Infrastructure Condition	. Preservation & Modernization . Demolition of Portables . New Modulares	\$6,445,466.00
5	2010	Beaumont	Ecole J.E. Lapointe School	Infrastructure Condition	. Preservation & Modernization . Demolition of Portables . New Modulares	\$5,732,507.00
6	2011	Leduc	Ecole Corinthia Park School	Infrastructure Condition	. Mechanical System Upgrade . Preservation & Modernization	\$7,020,181.00
7	2011	Devon	Robina Baker School	Infrastructure Condition	. Preservation & Modernization	\$5,906,761.00

TOTAL \$53,752,673.00

* Support pricing based on School Capital Manual.

* To be adjusted as per Alberta Infrastructure Manual update when available.