

BLACK GOLD REGIONAL DIVISION NO. 18

2008-2009

ANNUAL EDUCATION RESULTS REPORT



OUR SCHOOLS
YOUR CHILDREN
THE FUTURE

STATEMENT OF SCHOOL BOARD RESPONSIBILITY

The Annual Education Results Report for Black Gold Regional Division No. 18 for the 2008/2009 school year was prepared under the direction of the Board in accordance with the responsibilities specified in the School Act, the Government Accountability Act. The Board is committed to using the results in this report, to the best of our abilities, to improve the outcomes for students in our jurisdiction. We will use the results to develop sound strategies for our three-year education plan to ensure that all our students can acquire the knowledge, skills and attitudes they need to be self-reliant, responsible, caring and contributing members of society.

Mr. Stuart Evans
Superintendent of Schools

Mrs. Barb Martinson
Chairman, Board of Education

2008/2009 BOARD OF EDUCATION

Mrs. Barb Martinson, Chairman
Mrs. Johnette Lemke, Vice-Chairman
Mr. Kirk Popik, Trustee
Mrs. Sandy Koroll, Trustee
Mr. Sam Kobeluck, Trustee
Mrs. Christine Robertson, Trustee
Mrs. Lorna Misselbrook, Trustee

Leduc
County East
County Central
Devon
County West
Leduc
Beaumont

ACCOUNTABILITY STATEMENT

The Black Gold Regional Division No. 18 Annual Education Results Report for 2008-2009 was prepared under the direction of the Board in accordance with 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 education plan.

PUBLICATION

The Annual Education Report 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 8,900 students are educated in the 27 schools within the system. Quality instruction is delivered by approximately 540 teachers (510 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
- 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 well organized, and comprehensive Professional Development program with excellent participation rates
- a Non-Denominational Christian Program from Kindergarten to Grade 9
- one of three jurisdictions recognized at the provincial level for demonstrated, effective, long-term instructional technology leadership
- replacement Elementary School at Thorsby
- 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:

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

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.

PRIORITY AREAS

1. We initiated a comprehensive Strategic Planning process to better position educational opportunities for all students in an increasingly complex provincial and global educational context.
2. The health of our children, especially as it may be enhanced through physical activity and proper diet.
3. 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.
4. We look forward to support for our infrastructure to address program needs, with particular attention to our Board’s Three Year Capital Plan.
5. To ensure that technology enables and supports educational opportunities for students, we are moving from a computer lab environment to an in the classroom, shared small laptop (netbook) environment. Computer labs, as they age, will not be replaced. Class sets of netbooks shared by three or four teachers will be our primary focus for technology integration.
6. We undertook a number of initiatives to increase public awareness of education services for our communities and encourage dialogue with our Board.

2009 October 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)	Good	PAT: Acceptable	82.7	79.1	79.2	76.8	75.3	75.6	High	Improved Significantly	Good
			PAT: Excellence	19.3	16.9	16.7	19.2	18.3	18.3	High	Improved Significantly	Good
	Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	88.1	89.1	89.3	84.4	84.4	84.5	High	Maintained	Good
			Diploma: Excellence	17.5	18.1	19.6	19.1	19.4	20.3	Intermediate	Declined	Issue
			Diploma Exam Participation Rate (4+ Exams)	54.9	56.2	53.7	53.3	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.

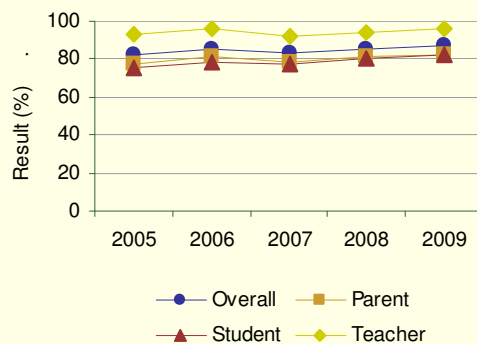
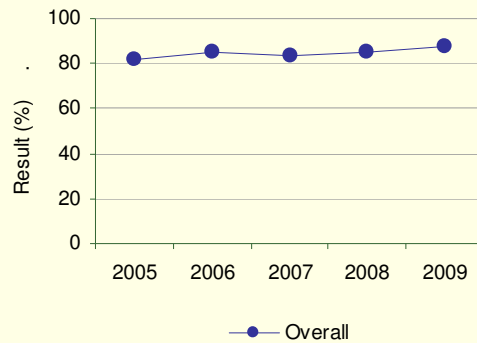
Performance Measure			Results (in percentages)					Target**
			2005	2006	2007	2008	2009	2009
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	Overall (required)	Authority	82.0	85.0	83.2	85.4	87.2	83.8
		Province	83.1	84.4	84.2	85.1	86.9	
	Teacher (optional)	Authority	93.4	95.7	92.6	94.1	95.9	
		Province	92.3	92.8	92.6	93.1	93.8	
	Parent (optional)	Authority	77.7	81.2	78.9	81.4	82.7	
		Province	79.9	82.1	81.7	83.2	85.3	
	Student (optional)	Authority	75.1	78.2	77.9	80.6	82.8	
		Province	77.2	78.4	78.5	79.1	81.7	

Strategies:

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.

Graph of Overall Authority Results (optional)



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

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

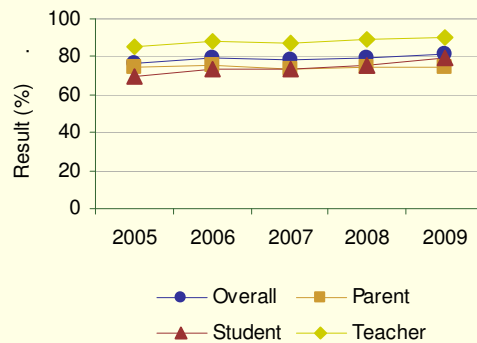
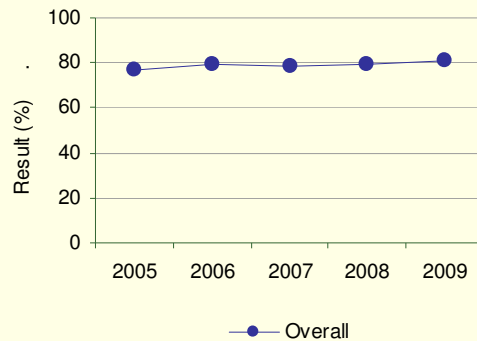
Performance Measure			Results (in percentages)					Target
			2005	2006	2007	2008	2009	2009
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	Overall (required)	Authority	76.5	79.1	78.2	79.7	81.2	78.4
		Province	76.7	78.1	78.5	79.4	80.3	
	Teacher (optional)	Authority	85.1	88.1	86.9	89.2	89.9	
		Province	83.6	85.2	85.7	86.4	86.8	
	Parent (optional)	Authority	74.7	75.4	74.0	74.4	74.2	
		Province	75.0	76.6	76.9	77.6	78.7	
	Student (optional)	Authority	69.6	73.8	73.8	75.4	79.6	
		Province	71.5	72.6	72.9	74.1	75.3	

Strategies (see note)

We focus on developing well rounded students who are exposed to a host of educational and relational experiences, including:

- 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)

Graph of Overall Authority Results (optional)



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

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

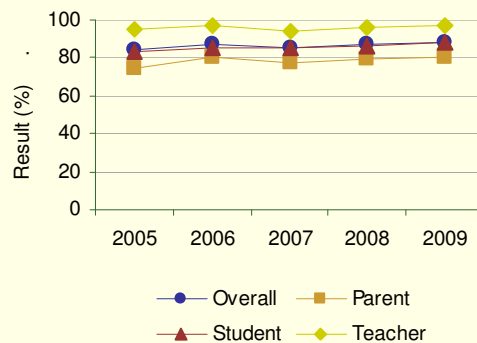
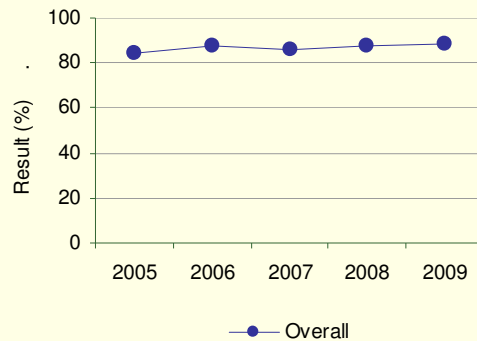
Performance Measure			Results (in percentages)					Target
			2005	2006	2007	2008	2009	2009
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	Overall (required)	Authority	84.4	87.3	85.6	87.5	88.7	86.9
		Province	86.1	87.7	87.6	88.2	89.3	
	Teacher (optional)	Authority	94.8	96.8	94.4	96.4	96.8	
		Province	93.9	94.8	94.7	94.9	95.3	
	Parent (optional)	Authority	75.0	80.0	77.2	79.6	80.8	
		Province	78.9	81.6	81.8	83.0	84.4	
	Student (optional)	Authority	83.2	85.2	85.1	86.5	88.7	
		Province	85.6	86.6	86.4	86.6	88.3	

Comments:

We work with our communities to provide the highest possible educational opportunities, including:

- Continue to employ differentiated learning strategies, assessment of and for learning
- Continue to communicate with parents to reduce the gap between perception and opportunity
- Continue to minimize the number of teachers students see for core subjects
- Increased communication about school results in newsletters, school website, signage in front of school, parent council and local newspapers

Graph of Overall Authority Results (optional)



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

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

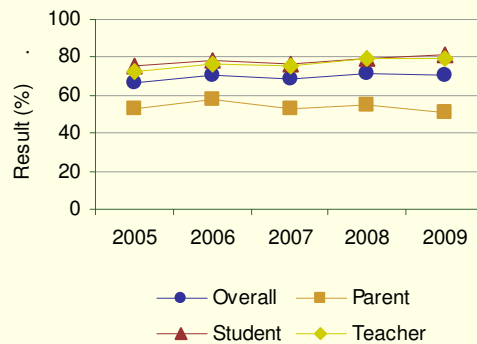
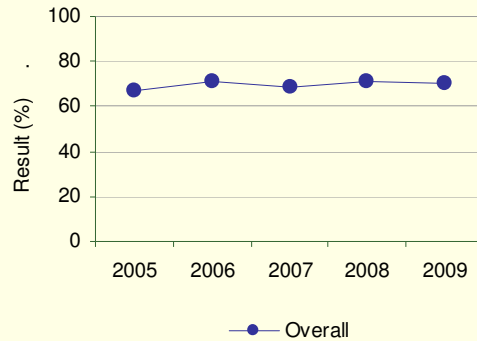
Performance Measure			Results (in percentages)					Target
			2005	2006	2007	2008	2009	2009
Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.	Overall (required)	Authority	66.9	71.0	68.6	71.3	70.4	68.6
		Province	67.2	68.5	68.2	69.2	70.3	
	Teacher (optional)	Authority	72.5	76.5	75.7	79.7	79.2	
		Province	70.0	71.5	72.0	73.4	74.5	
	Parent (optional)	Authority	52.5	58.2	53.2	55.1	51.1	
		Province	54.9	56.9	55.9	56.5	58.1	
	Student (optional)	Authority	75.7	78.4	76.8	79.3	81.0	
		Province	76.7	77.1	76.8	77.7	78.4	

Comments:

We provide students with an educational program that addresses individual needs by:

- Continuing to employ differentiated learning strategies, assessment of and for learning
- Recognizing our distinct societies (Hutterite, Rural, Urban, French, Christian, Catholic, etc.) and respond to their different needs
- Offering a broad range of co-curricular and extra-curricular activities.

Graph of Overall Authority Results (optional)



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		Results (in percentages)					Target
		2004	2005	2006	2007	2008	2009
Drop Out Rate - annual dropout rate of students aged 14 to 18 (required).	Authority	3.5	3.1	2.3	3.2	3.5	3.5
	Province	5.3	5.0	4.7	5.0	4.8	
Returning Rate (optional)	Authority	28.5	22.5	31.2	26.5	14.3	Not set
	Province	23.0	21.3	21.2	21.3	19.8	

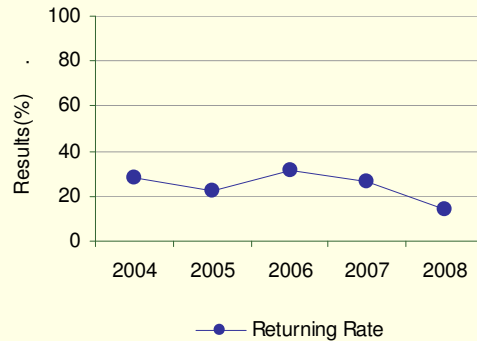
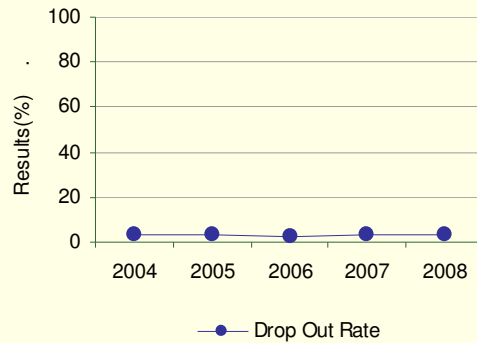
Comments:

Our low drop out rate results from constant attention to many specific areas, including:

- 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.
- Our on-line and video conference courses allow students to remain at their local school
- Neo Word Processing Portables for targeted students

No target for returning rate because this question was not part of the 3-Year Plan when targets were set for 2008-2009.

Graph of Overall Authority Results (optional)



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. (continued)

Performance Measure			Results (in percentages)					Target
			2005	2006	2007	2008	2009	2009
Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.	Overall (required)	Authority	75.2	80.3	76.1	79.9	78.9	Not Set
		Province	76.9	78.6	78.3	79.5	81.4	
	Teacher (optional)	Authority	93.3	96.5	91.5	93.9	93.7	
		Province	90.6	91.6	91.2	91.9	92.5	
	Parent (optional)	Authority	58.4	65.5	60.2	65.0	61.0	
		Province	63.8	67.0	66.8	68.5	71.3	
	Student (optional)	Authority	73.9	78.8	76.7	80.7	82.1	
		Province	76.1	77.1	77.0	78.0	80.3	

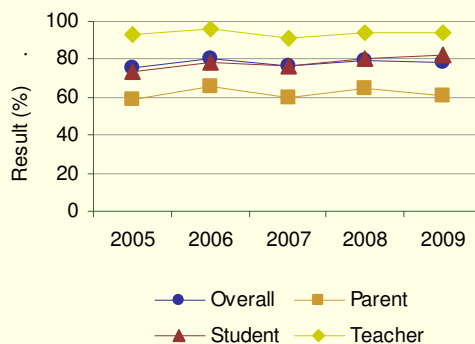
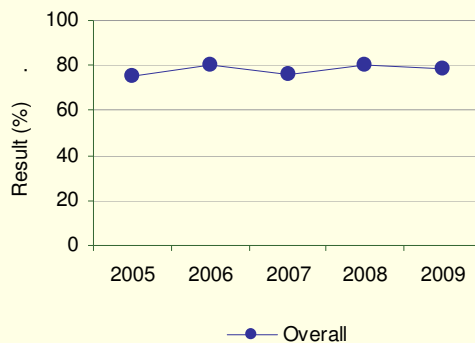
Comments:

We meet the needs of our most vulnerable students through a professionally credentialed Student Services department that:

- provides instructional support
- conducts assessment
- supports in-school counselling programs

No target for returning rate because this question was not part of the 3-Year Plan when targets were set for 2008-2009.

Graph of Overall Authority Results (optional)



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

Outcome: Students complete programs.

Performance Measure			Results (in percentages)					Target
			2004	2005	2006	2007	2008	2009
High School Completion Rate – percentages of students who completed high school within three, four and five years of entering Grade 10.	Within 3 Years	Authority	74.5	78.6	75.5	77.3	75.9	76.2
		Province	69.3	70.4	70.4	71.0	70.7	
	Within 4 Years	Authority	80.9	80.1	82.8	81.0	82.2	Not Set
		Province	73.4	75.1	76.2	76.3	76.5	
	Within 5 Years	Authority	80.3	84.9	82.7	85.4	83.0	Not Set
		Province	75.5	77.4	78.6	79.5	79.2	

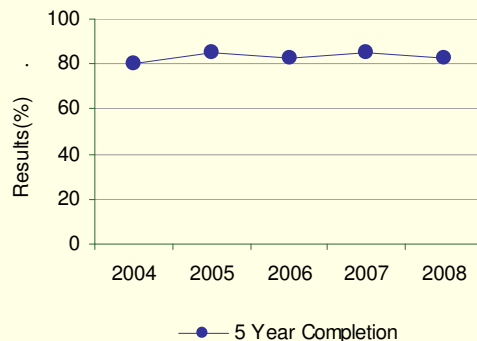
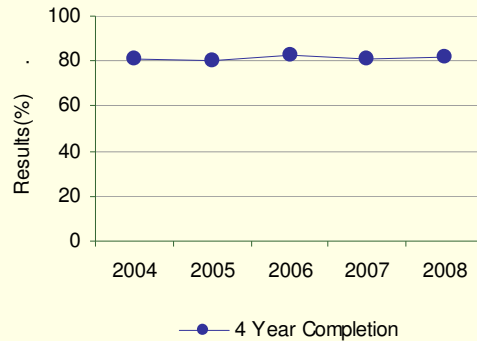
Comments:

Completion is a direct result of concerted programming decisions such as:

- 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 program (Registered Apprenticeship, Work Experience, Green Certificate)
- Continue expanding program delivery options in our High Schools
- 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

No target for 4 Years and 5 Years because this question was not part of the 3-Year Plan when targets were set for 2008-2009.

Graph of Overall Authority Results (optional)



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

Include a note indicating that the 3-year rate is the Accountability Pillar measure, which is evaluated and reported in the Accountability Pillar Summary. Also report results on all local authority Goal One measures from the Authority's Three-Year Education Plan 2008/09 – 2010/11 in relation to Goal 1, Goal 1

outcomes and targets for 2008/09. Minimum one year of results – Authorities are encouraged to provide multi-year results for trend analysis.

Goal Two: Excellence in Student Learning Outcomes

Outcome: Students demonstrate high standards in learner outcomes.

Performance Measure		Results (in percentages)**												Target	
PAT Results by Number Enrolled - percentages of students who achieve the acceptable standard and the percentages who achieve the standard of excellence on Grades 3, 6 and 9 Provincial Achievement Tests (cohort results).				2005		2006		2007		2008		2009		2009	
				A	E	A	E	A	E	A	E	A	E	A	E
Grade 3	English Language Arts 3	Authority	85.5	16.2	85.1	14.7	84.9	16.6	82.2	15.0	86.9	19.8	if set	if set	
		Province	82.2	16.2	81.3	14.1	80.3	17.7	80.1	16.1	81.3	18.2			
	Mathematics 3	Authority	82.5	26.0	85.9	29.3	81.6	24.2	78.6	22.8	84.5	30.6	if set	if set	
		Province	80.3	26.1	82.0	26.9	79.9	23.5	78.7	23.9	79.7	26.8			
Grade 6	English Language Arts 6	Authority	84.1	18.8	82.4	17.5	82.9	19.9	87.1	21.0	89.8	18.6	if set	if set	
		Province	77.3	15.5	79.0	15.9	80.3	19.8	81.1	12.0	81.8	18.9			
	French Language Arts 6	Authority	80.4	2.0	92.0	14.0	85.1	6.0	91.8	3.3	95.4	12.3	if set	if set	
		Province	85.1	8.8	87.5	11.2	88.1	11.0	87.7	14.2	91.5	15.9			
	Français 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	if set	if set	
		Province	92.0	22.8	94.5	19.7	93.0	18.0	94.3	17.1	92.6	18.7			
	Mathematics 6	Authority	83.6	18.0	79.4	14.5	74.1	12.1	80.8	15.2	84.9	17.0	if set	if set	
		Province	78.2	18.1	75.2	15.6	74.0	14.5	74.6	15.9	76.6	16.8			
	Science 6	Authority	85.5	30.1	83.9	27.2	77.4	23.2	81.6	26.5	84.2	25.1	if set	if set	
		Province	79.8	26.0	78.1	27.7	75.2	26.6	74.8	24.1	76.5	24.8			
	Social Studies 6	Authority	84.5	22.2	83.4	22.2	82.0	21.5	85.7	24.7	85.0	45.0	if set	if set	
		Province	78.4	21.5	78.6	22.9	77.4	22.3	77.9	23.8	84.8	27.6			
Grade 9	English Language Arts 9	Authority	81.8	13.8	82.9	11.0	85.3	17.9	82.0	15.5	86.1	14.5	if set	if set	
		Province	77.9	14.1	77.4	13.6	77.5	14.8	76.5	14.8	78.7	14.7			
	French Language Arts 9	Authority	83.9	5.4	81.7	1.7	79.4	7.4	65.9	4.5	78.6	4.8	if set	if set	
		Province	85.9	13.6	83.3	10.9	81.3	12.9	84.5	12.4	81.8	10.3			
	Français 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	if set	if set	
		Province	87.2	17.4	86.1	14.7	81.6	12.6	84.8	11.7	85.6	12.9			
	Mathematics 9	Authority	70.0	14.1	69.6	10.0	70.7	13.9	67.7	13.2	69.4	15.7	if set	if set	
		Province	68.0	19.7	67.4	17.4	66.3	18.3	65.7	18.5	67.0	18.6			
	Science 9	Authority	70.7	8.8	69.5	8.5	75.7	14.7	73.9	9.9	76.6	15.6	if set	if set	
		Province	67.5	12.8	67.4	13.3	69.6	14.7	69.3	13.0	72.2	15.8			
	Social Studies 9	Authority	73.6	14.5	76.3	13.4	77.8	21.1	77.1	15.7	82.4	32.9	if set	if set	
		Province	71.3	18.3	72.5	18.9	71.4	18.7	71.7	18.9	82.6	26.4			

		Results (in percentages)										Target	
		2005		2006		2007		2008		2009		2009	
		A	E	A	E	A	E	A	E	A	E	A	E
Overall***	Authority	80.1	17.6	79.5	15.9	79.1	17.5	79.1	16.9	82.7	19.3	81.3	18.4
	Province	76.4	18.4	76.0	17.9	75.5	18.6	75.3	18.3	76.8	19.2		

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

** "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

- 1) 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.
- 2) Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

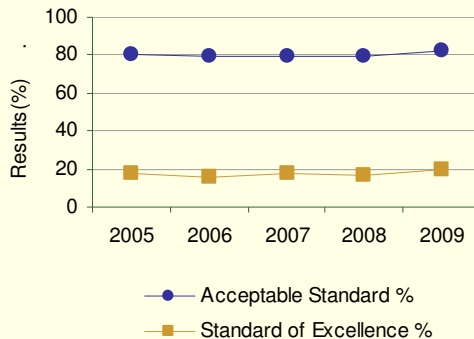
*** Overall Results: Required for public, separate, francophone, charter and Level 2 private school authorities; not required for level 1 private schools. Aggregated PAT results are based upon a weighted average of Acceptable or Excellence percent meeting standards. The weights are the number of students 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), Science(Grades 6, 9), French Language Arts(Grades 6, 9), Français (Grades 6, 9).

Comments:

- 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
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- Encourage opportunities for staff and students to connect and develop rapport
- Continue to emphasize "effort-based" learning.
- Our GR&AT and IPASD AISI Projects

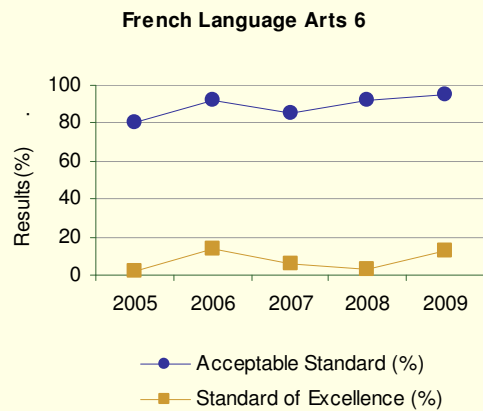
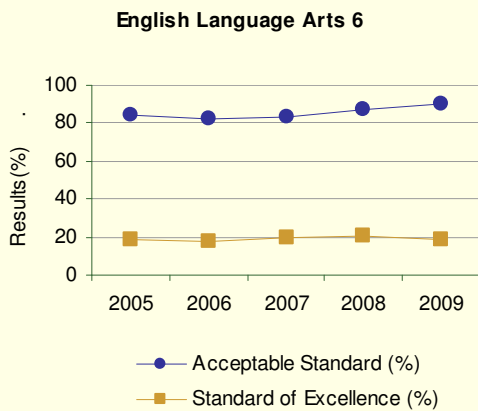
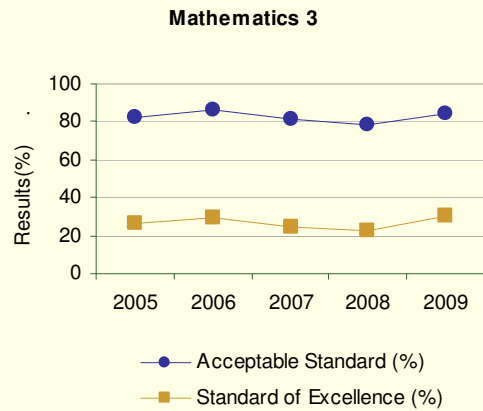
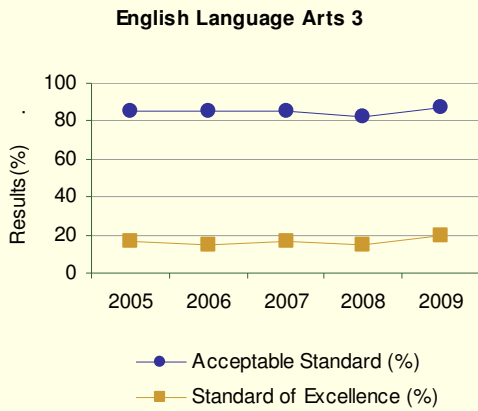
No targets were set for individual examinations because this question was not part of the 3-Year Plan when targets were set for 2008-2009.

Graph of Overall Authority Results (optional)

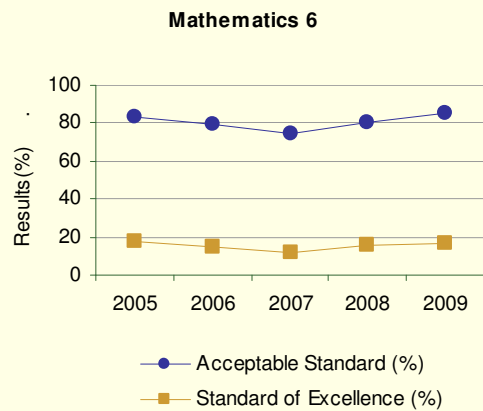


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Graph of Provincial Achievement Test Results by Course (optional)

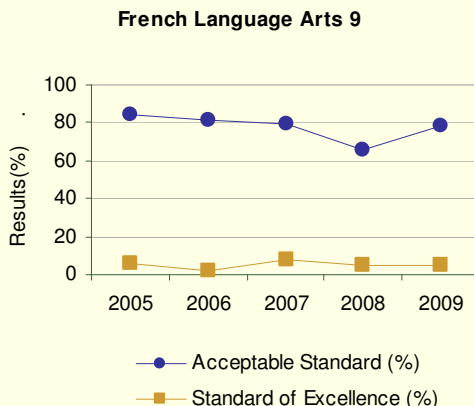
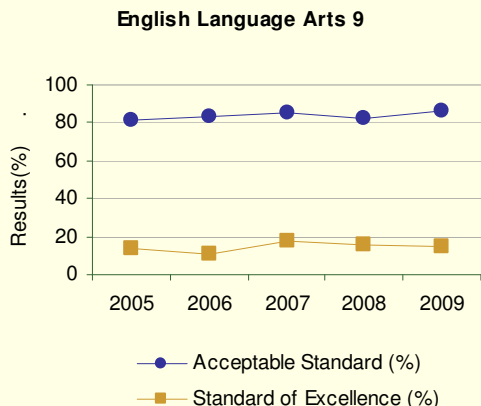
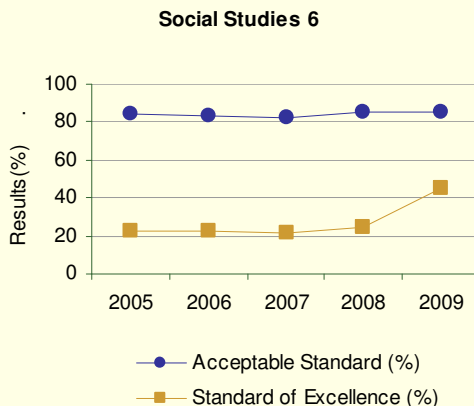
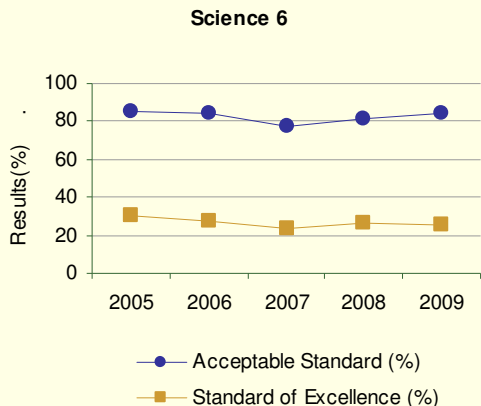


[No Data for Français 6]

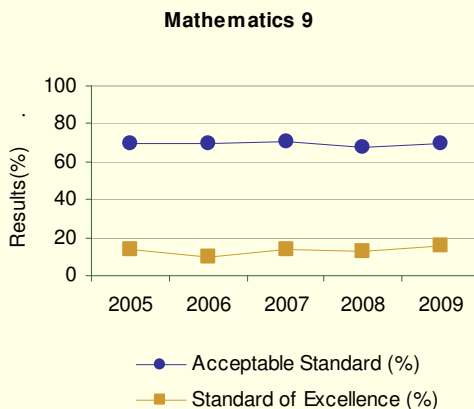


Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Graph of Provincial Achievement Test Results by Course (optional)

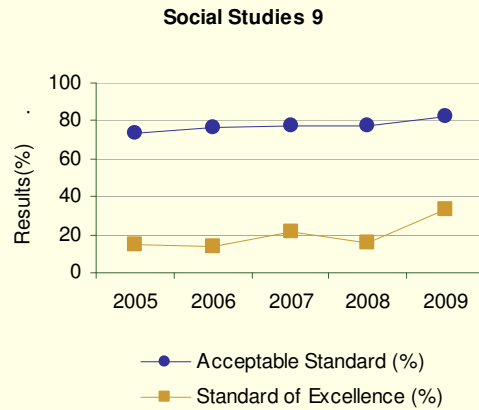
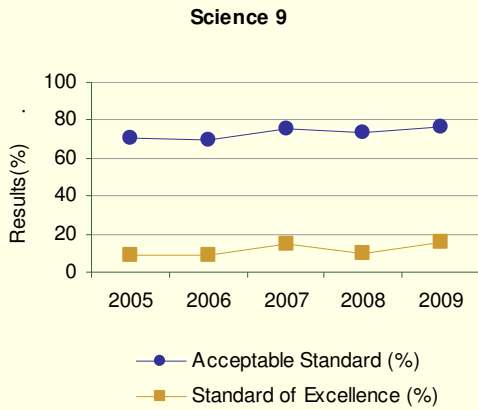


[No Data for Français 9]



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

Graph of Provincial Achievement Test Results by Course (optional)



Note: 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)

		Black Gold Regional Div No. 18						Alberta				
		Achievement	Improvement	Overall	2009		Prev 3 Yr Avg		2009		Prev 3 Yr Avg	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 3	Acceptable Standard	Intermediate	Improved	Good	601	86.9	576	84.0	41,722	81.3	42,041	80.6
	Standard of Excellence	High	Improved	Good	601	19.8	576	15.5	41,722	18.2	42,041	16.0
Mathematics 3	Acceptable Standard	Intermediate	Improved	Good	601	84.5	577	82.0	41,720	79.7	42,053	80.2
	Standard of Excellence	Intermediate	Improved Significantly	Good	601	30.6	577	25.4	41,720	26.8	42,053	24.8
English Language Arts 6	Acceptable Standard	High	Improved Significantly	Good	569	89.8	615	84.1	43,327	81.8	44,326	80.1
	Standard of Excellence	High	Maintained	Good	569	18.6	615	19.5	43,327	18.9	44,326	18.9
French Language Arts 6	Acceptable Standard	High	Improved	Good	65	95.4	59	89.6	2,183	91.5	2,220	87.8
	Standard of Excellence	Intermediate	Maintained	Acceptable	65	12.3	59	7.7	2,183	15.9	2,220	12.1
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	434	92.6	406	93.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	434	18.7	406	18.2
Mathematics 6	Acceptable Standard	High	Improved Significantly	Good	569	84.9	615	78.1	43,328	76.6	44,327	74.6
	Standard of Excellence	Intermediate	Improved	Good	569	17.0	615	13.9	43,328	16.8	44,327	15.3
Science 6	Acceptable Standard	Intermediate	Improved	Good	569	84.2	614	81.0	43,216	76.5	44,209	76.0
	Standard of Excellence	Intermediate	Maintained	Acceptable	569	25.1	614	25.6	43,216	24.8	44,209	26.1
English Language Arts 9	Acceptable Standard	High	Improved	Good	655	86.1	680	83.4	43,675	78.7	44,685	77.1
	Standard of Excellence	Intermediate	Maintained	Acceptable	655	14.5	680	14.8	43,675	14.7	44,685	14.4
French Language Arts 9	Acceptable Standard	Low	Maintained	Issue	42	78.6	57	75.7	2,262	81.8	2,286	83.0
	Standard of Excellence	Low	Maintained	Issue	42	4.8	57	4.5	2,262	10.3	2,286	12.1
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	333	85.6	285	84.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	333	12.9	285	13.0
Mathematics 9	Acceptable Standard	High	Maintained	Good	644	69.4	673	69.3	43,118	67.0	44,317	66.5
	Standard of Excellence	Intermediate	Improved	Good	644	15.7	673	12.4	43,118	18.6	44,317	18.0
Science 9	Acceptable Standard	High	Improved	Good	653	76.6	678	73.0	43,560	72.2	44,505	68.8
	Standard of Excellence	High	Improved Significantly	Good	653	15.6	678	11.0	43,560	15.8	44,505	13.7

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. Achievement Evaluations for Social Studies 6 and Social Studies 9 are not calculated due to the change in the tests.

Outcome: Students demonstrate high standards in learner outcomes. (continued)

Performance Measure		Results (in percentages)**										Target	
		2005		2006		2007		2008		2009		2009	
		A	E	A	E	A	E	A	E	A	E	A	E
Diploma Exam Results by Students Writing – percentages of students who achieve the acceptable standard and the percentages who achieve the standard of excellence on diploma examinations.													
English Lang Arts 30-1	Authority	95.4	21.2	94.3	20.0	92.5	22.2	91.7	14.4	87.8	10.7	if set	if set
	Province	89.1	17.8	88.0	19.3	87.7	19.0	87.1	15.5	86.1	12.3		
English Lang Arts 30-2	Authority	98.0	13.6	90.6	11.9	97.2	8.3	93.9	10.8	96.8	13.2	if set	if set
	Province	89.4	10.1	86.1	8.1	88.7	9.7	88.9	8.8	88.2	8.5		
French Lang Arts 30-1	Authority	97.2	22.2	98.0	18.0	100.0	19.4	100.0	12.5	98.0	2.0	if set	if set
	Province	95.1	19.1	95.0	21.8	95.6	23.1	94.9	24.5	95.1	18.9		
Français 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	if set	if set
	Province	95.0	16.3	94.8	28.1	97.2	24.6	98.5	25.4	94.7	33.1		
Pure Mathematics 30	Authority	87.7	27.4	87.3	20.7	85.0	19.9	86.2	21.3	82.6	20.6	if set	if set
	Province	80.6	25.7	82.8	26.5	81.1	24.6	81.3	25.8	82.1	26.3		
Applied Mathematics 30	Authority	92.9	19.3	81.9	14.0	84.3	17.6	82.2	10.8	85.0	12.4	if set	if set
	Province	87.6	21.8	77.5	11.8	77.6	12.1	76.4	10.7	79.4	13.5		
Social Studies 30	Authority	92.2	26.5	90.4	20.2	91.0	26.0	88.2	19.2	86.3	20.0	if set	if set
	Province	85.2	24.3	85.5	23.9	86.1	24.6	84.7	21.5	84.2	21.4		
Social Studies 33	Authority	92.7	20.4	87.7	20.8	88.3	27.1	92.4	27.3	91.5	23.4	if set	if set
	Province	85.0	17.6	83.5	19.0	84.8	19.6	85.3	18.9	85.6	20.2		
Biology 30	Authority	87.1	26.9	86.3	25.0	82.4	26.3	83.0	18.9	81.6	20.9	if set	if set
	Province	81.9	26.6	81.4	26.4	83.5	27.4	82.3	26.3	83.0	26.6		
Chemistry 30 Old	Authority	85.0	23.1	92.9	26.4	92.3	34.9	94.3	25.5	90.9	27.3	if set	if set
	Province	88.2	33.4	88.4	37.1	89.3	37.9	89.2	39.2	77.6	19.5		
Chemistry 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	76.8	23.7	if set	if set
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	76.3	27.7		
Physics 30 Old	Authority	90.1	30.5	92.6	31.6	95.1	35.0	90.7	36.4	*	*	if set	if set
	Province	84.2	27.8	84.4	30.0	86.1	29.3	85.7	32.0	74.4	25.6		
Physics 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	82.8	26.0	if set	if set
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	79.3	23.1		
Science 30	Authority	95.0	27.5	90.5	16.3	96.0	19.0	91.0	22.9	93.4	23.5	if set	if set
	Province	88.1	22.1	82.8	17.3	87.1	18.0	88.6	21.6	86.0	20.9		

		Results (in Percentages)										Target	
		2005		2006		2007		2008		2009		2009	
		A	E	A	E	A	E	A	E	A	E	A	E
Overall***	Authority	92.6	22.8	89.3	19.1	89.4	21.5	89.1	18.1	88.1	17.5	90.4	22.1
	Province	85.5	21.2	84.2	20.7	84.8	20.9	84.4	19.4	84.4	19.1		

** "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

*** Overall Results: Required for public, separate, francophone, charter and Level 2 private school authorities; not required for level 1 private schools. 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. Courses included: English Lang Arts 30-1, English Lang Arts 30-2, French Lang Arts 30, Français 30, Pure Mathematics 30, Applied Mathematics 30, Social Studies 30, Social Studies 33, Biology 30, Science 30.

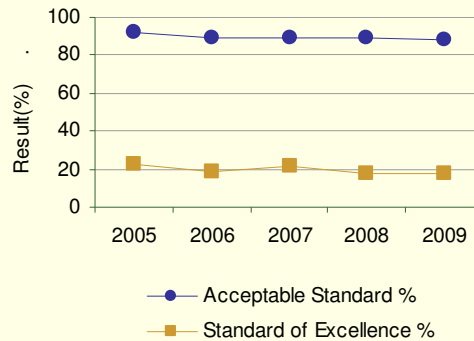
Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Comments:

- 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
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- Our GR&AT and IPASD AISI Projects

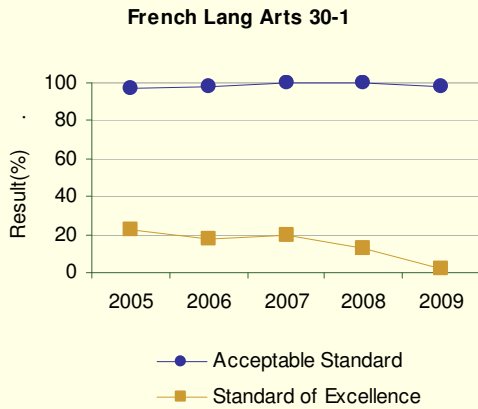
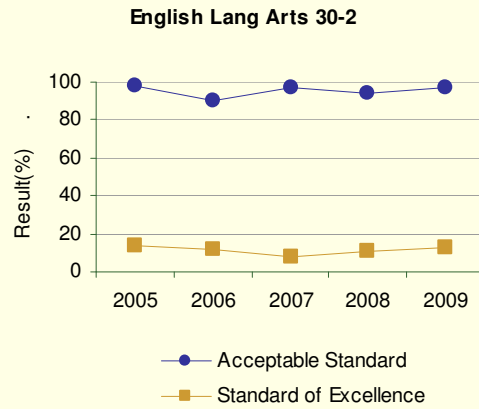
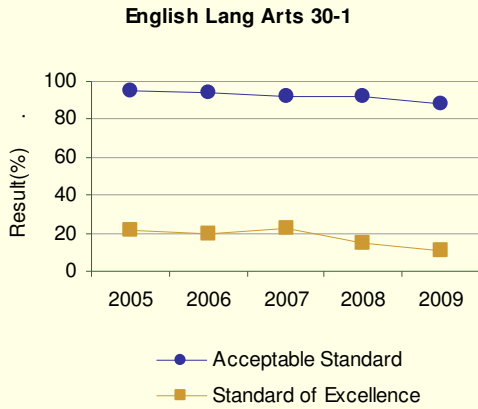
No targets were set for individual examinations because this question was not part of the 3-Year Plan when targets were set for 2008-2009.

Graph of Overall Authority Results (optional)

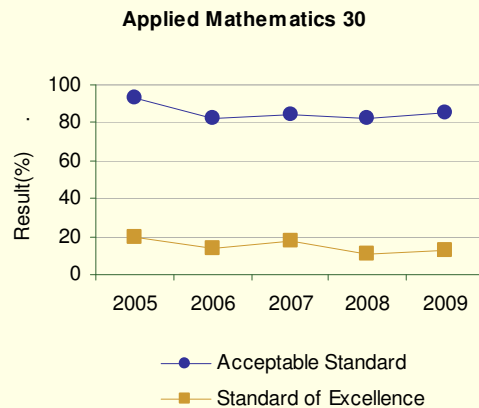
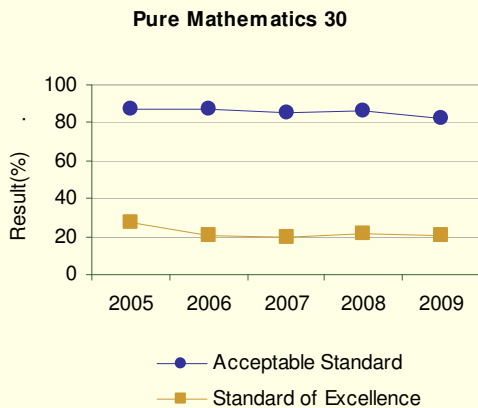


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Diploma Exam Results By Course (Optional)

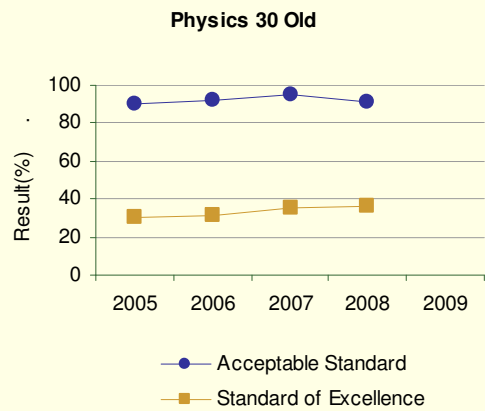
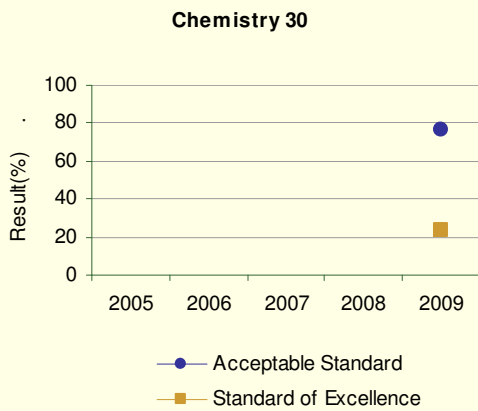
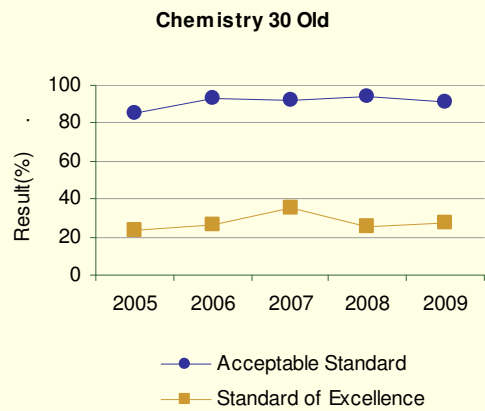
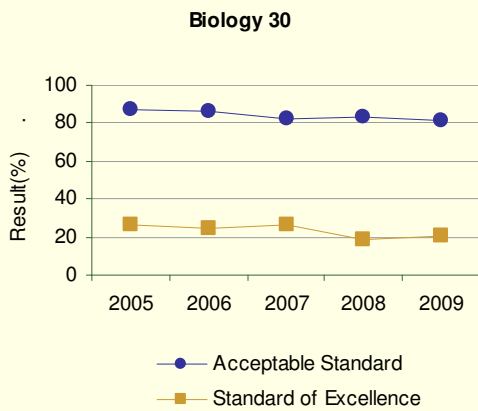
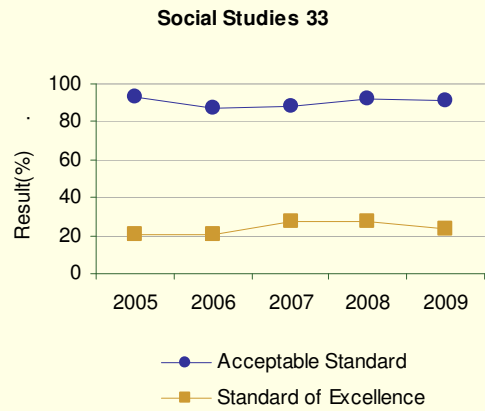
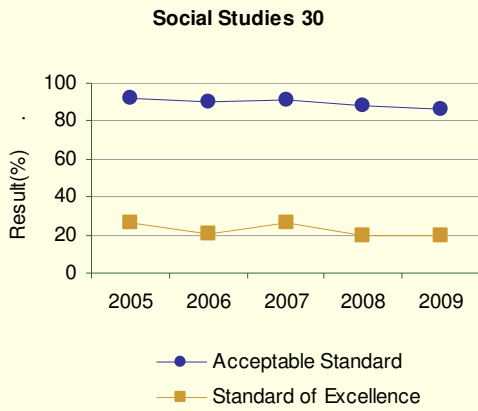


[No Data for Français 30]



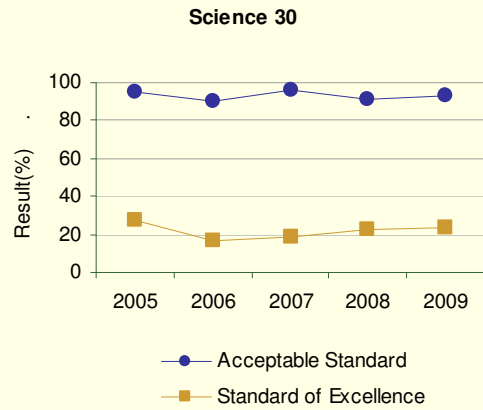
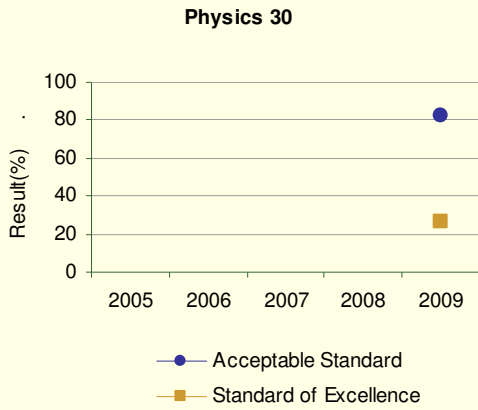
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Diploma Exam Results By Course (Optional)



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

Diploma Exam Results By Course (Optional)



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

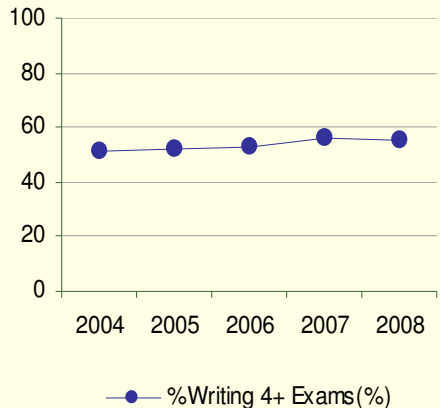
Outcome: Students demonstrate high standards in learner outcomes. (continued)

Performance Measure		Results (in percentages)					Target
		2004	2005	2006	2007	2008	2009
Diploma examination participation rate: Percentages of students who have written four or more diploma exams by the end of their third year of high school.	Authority	51.5	51.8	53.0	56.2	54.9	53.4
	Province	52.4	53.5	53.7	53.6	53.3	

Comments:

- 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 framework
- Cross-reference examination statistics with the curriculum at the teacher level
- Collaborative planning by teacher teams
- 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 "effort-based" learning.
- Our GR&AT and IPASD AISI Projects

Graph of Overall Authority Results (optional)



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

Percentage of students writing 0 to 6 or more Diploma Examinations by the end of their 3rd year of high school (optional)

	Black Gold Regional Div No. 18					Alberta				
	2004	2005	2006	2007	2008	2004	2005	2006	2007	2008
N	750	691	795	697	759	43,221	43,032	43,930	44,661	45,432
% Writing 0 Exams	16.0	14.2	14.0	13.9	14.5	18.3	18.1	17.8	18.0	18.4
% Writing 1+ Exams	84.0	85.8	86.0	86.1	85.5	81.7	81.9	82.2	82.0	81.6
% Writing 2+ Exams	80.8	82.3	83.0	83.4	82.2	77.9	78.3	78.5	78.6	78.0
% Writing 3+ Exams	64.9	66.5	65.2	69.4	66.5	64.1	65.6	65.6	65.6	64.9
% Writing 4+ Exams	51.5	51.8	53.0	56.2	54.9	52.4	53.5	53.7	53.6	53.3
% Writing 5+ Exams	30.5	26.3	32.3	35.3	35.0	33.9	34.5	34.6	34.7	34.3
% Writing 6+ Exams	12.0	8.5	10.8	11.8	11.4	12.8	12.8	13.0	13.2	12.7

Percentage of students writing 1 or more Diploma Examinations by the end of their 3rd year of high school, by course and subject. (optional)

	Black Gold Regional Div No. 18					Alberta				
	2004	2005	2006	2007	2008	2004	2005	2006	2007	2008
N	750	691	795	697	759	43,221	43,032	43,930	44,661	45,432
English 30/30-1	51.9	49.5	51.4	50.6	51.0	53.4	54.4	54.7	54.5	53.8
English 33/30-2	28.1	33.7	31.3	30.0	30.7	24.4	23.7	23.5	23.6	24.0
Total of 1 or more English Diploma Exams	78.9	81.8	81.9	79.6	81.0	76.6	76.9	77.1	77.0	76.7
Social 30	44.8	44.6	44.8	46.2	44.9	47.8	49.1	49.5	49.3	48.1
Social 33	35.2	38.1	37.9	36.9	37.5	30.3	29.1	28.8	28.8	29.5
Total of 1 or more Social Diploma Exams	79.2	81.8	81.8	82.1	81.6	76.9	77.0	77.2	77.2	76.7
Math 30/Pure	34.9	34.0	33.3	37.3	36.8	39.5	41.1	41.9	41.7	41.1
Math 33/Applied	23.9	25.3	26.0	26.8	25.3	20.0	19.9	19.5	19.5	19.1
Total of 1 or more Math Diploma Exams	58.4	58.8	58.6	63.7	61.7	58.9	60.4	60.7	60.7	59.7
Biology 30	31.6	33.7	29.3	35.7	32.4	38.7	39.4	39.6	39.8	39.1
Chemistry 30	29.6	19.0	30.6	31.6	31.5	33.9	34.4	34.2	34.3	34.5
Physics 30	16.5	16.8	19.0	21.4	18.8	21.5	21.6	21.6	21.5	20.4
Science 30	16.0	16.6	16.6	17.4	17.9	6.7	7.0	7.0	7.0	7.4
Total of 1 or more Science Diploma Exams	54.9	54.0	55.7	59.5	57.6	55.5	56.6	56.7	56.5	56.1
Français 30	0.0	0.0	0.0	0.0	0.0	0.2	0.2	0.2	0.2	0.2
French Language Arts 30	4.5	4.8	6.4	4.2	5.1	2.3	2.4	2.7	2.7	2.7
Total of 1 or more French Diploma Exams	4.5	4.8	6.4	4.2	5.1	2.5	2.6	2.9	2.9	2.9

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.

Outcome: Students demonstrate high standards in learner outcomes. (continued)

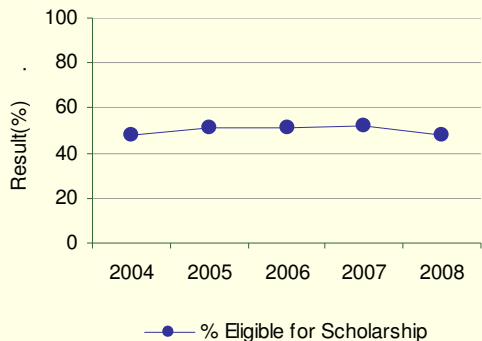
Performance Measure		Results (in percentages)					Target
		2004	2005	2006	2007	2008	2009
Percentages of Grade 12 students who meet the Rutherford Scholarship eligibility criteria.	Authority	47.9	51.6	51.5	51.9	47.9	Not Set
	Province	52.9	54.6	56.1	56.8	57.3	

Comments:

- 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
- 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 “effort-based” learning.
- Our GR&AT and IPASD AISI Projects

No target because the criteria changed from when the targets were set for 2008-2009.

Graph of Overall Authority Results (optional)



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

Outcome: Students are well prepared for lifelong learning.

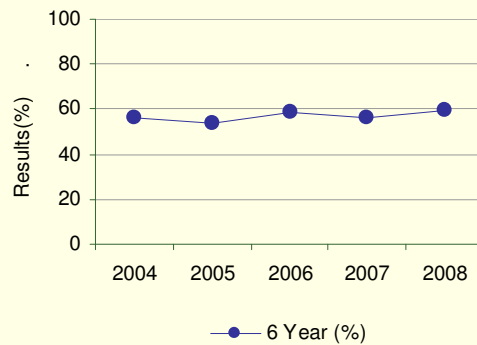
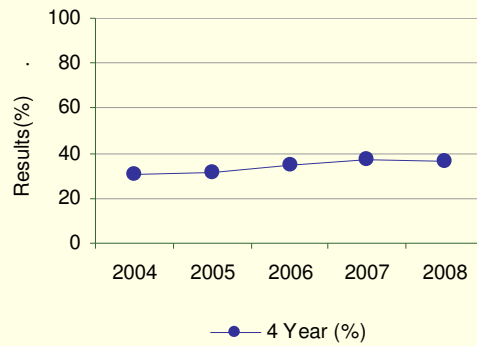
Performance Measure			Results (in percentages)					Target
			2004	2005	2006	2007	2008	2009
High school to post-secondary transition rate within four and six years of entering Grade 10.	Within 6 Years	Authority	55.8	53.9	59.0	56.4	59.5	Not Set
		Province	54.4	57.5	59.5	60.3	60.7	
	Within 4 Years	Authority	30.7	31.2	35.1	36.8	36.4	Not Set
		Province	34.0	37.0	39.5	40.7	40.3	

Comments:

- Jurisdiction supported awards and scholarships
- Career Centres
- Career Fairs
- Active tracking and counselling of students.

No targets were set because this question was not part of the 3-Year Plan when targets were set for 2008-2009.

Graph of Overall Authority Results (optional)



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

Include a note indicating that the 6 year rate is the Accountability Pillar measure, which is evaluated and reported in the Accountability Pillar Summary.

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

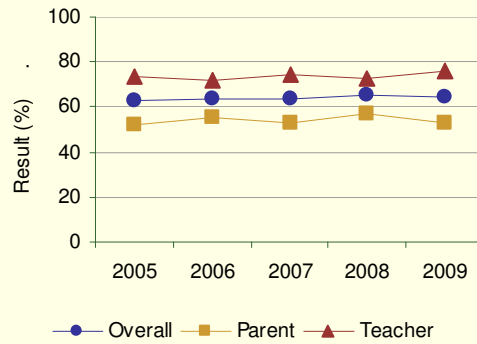
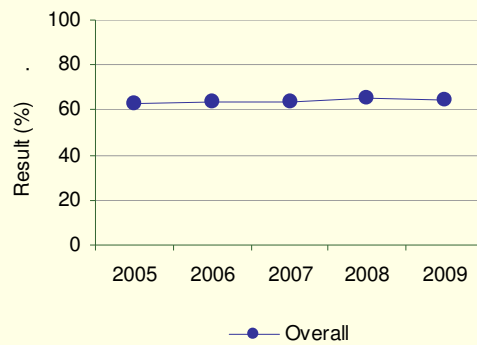
Performance Measure			Results (in percentages)					Target
			2005	2006	2007	2008	2009	2009
Percentage of teacher and parent satisfaction that high school graduates demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	Overall (required)	Authority	63.0	64.0	63.9	65.0	64.3	Not Set
		Province	64.4	66.1	65.6	66.7	67.4	
	Teacher (optional)	Authority	73.8	72.2	74.6	73.1	75.8	
		Province	73.7	74.2	74.1	73.8	74.0	
	Parent (optional)	Authority	52.1	55.7	53.3	56.9	52.8	
		Province	55.1	57.9	57.1	59.5	60.8	

Comments:

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.

No targets were set because this question was not part of the 3-Year Plan when targets were set for 2008-2009.

Graph of Overall Authority Results (optional)



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

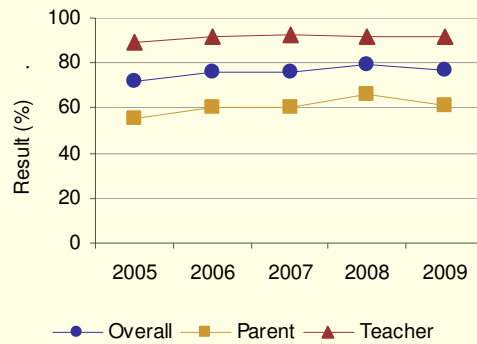
Outcome: *Students are well prepared for employment.*

Performance Measure			Results (in percentages)					Target
			2005	2006	2007	2008	2009	2009
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.	Overall (required)	Authority	72.3	76.3	76.3	79.1	76.5	76.8
		Province	74.9	77.0	77.1	80.1	79.6	
	Teacher (optional)	Authority	89.3	91.8	92.6	91.7	91.5	
		Province	89.1	89.4	89.2	89.3	88.9	
	Parent (optional)	Authority	55.3	60.7	60.0	66.5	61.5	
		Province	60.8	64.6	65.1	70.9	70.2	

Comments:

- 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

Graph of Overall Authority Results (optional)



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

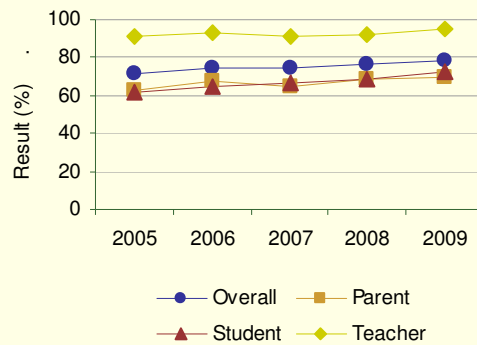
Outcome: Students model the characteristics of active citizenship.

Performance Measure			Results (in percentages)					Target
			2005	2006	2007	2008	2009	2009
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	Overall (required)	Authority	71.7	74.9	74.3	76.2	78.9	75.8
		Province	75.3	76.8	76.6	77.9	80.3	
	Teacher (optional)	Authority	90.7	92.9	91.5	91.9	94.8	
		Province	89.5	90.3	89.9	90.6	91.8	
	Parent (optional)	Authority	62.9	67.3	65.0	68.4	69.3	
		Province	70.3	72.4	72.6	74.7	77.4	
	Student (optional)	Authority	61.5	64.6	66.2	68.4	72.7	
		Province	66.1	67.5	67.1	68.5	71.8	

Comments:

- Student self-reflection, recognition and character development programs
- DARE Program
- Monitoring decline in suspensions and bullying
- 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

Graph of Overall Authority Results (optional)



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

GOAL THREE: HIGHLY RESPONSIVE AND RESPONSIBLE JURISDICTION

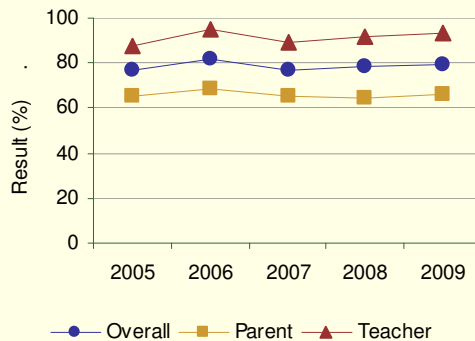
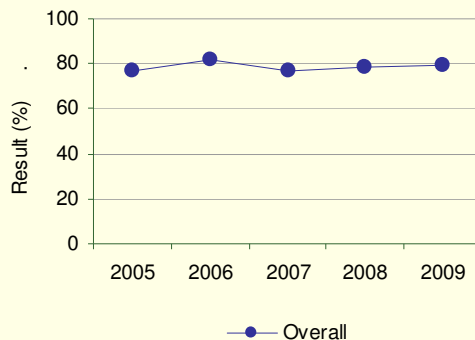
Outcome: The authority demonstrates effective working relationships.

Performance Measure			Results (in percentages)					Target
			2005	2006	2007	2008	2009	2009
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	Overall (required)	Authority	76.7	81.9	77.2	78.1	79.4	75.8
		Province	76.1	77.9	77.5	78.2	80.1	
	Teacher (optional)	Authority	88.0	95.1	89.3	91.6	93.1	
		Province	87.0	87.6	87.1	87.5	88.0	
	Parent (optional)	Authority	65.5	68.8	65.0	64.6	65.8	
		Province	65.2	68.1	67.9	69.0	72.2	

Comments:

- “Open door” policy of administrators
- Scheduled and un-scheduled 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

Graph of Overall Authority Results (optional)



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

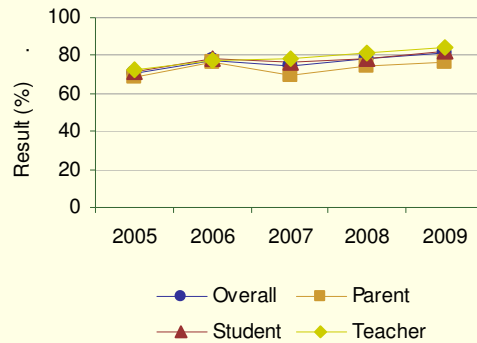
Outcome: The authority demonstrates leadership and continuous improvement.

Performance Measure			Results (in percentages)					Target
			2005	2006	2007	2008	2009	2009
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.	Overall (required)	Authority	71.0	77.3	74.8	78.2	80.9	75.8
		Province	73.9	76.8	76.3	77.0	79.4	
	Teacher (optional)	Authority	72.9	77.0	78.3	81.0	83.9	
		Province	73.1	75.5	74.5	75.6	78.2	
	Parent (optional)	Authority	68.2	76.7	69.3	74.9	76.7	
		Province	70.9	75.4	75.1	75.9	78.1	
	Student (optional)	Authority	72.0	78.1	76.8	78.8	82.2	
		Province	77.9	79.4	79.3	79.5	81.8	

Comments:

- Quality communication through newsletters, local papers, School Advisory Councils, Award ceremonies, special events etc.
- Quality technology, related lesson development and Professional Development that supports instruction and is regularly improved/upgraded
- Extra-curricular activities
- Comprehensive and well-supported Professional Development program that is a collaborative effort of the Division and the ATA local
- Professional Growth Plans, and Division financial support for achieving the goals in the plans
- Engaging dialogue among professionals regarding student learning
- Our GR&AT and IPASD AISI Projects

Graph of Overall Authority Results (optional)



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

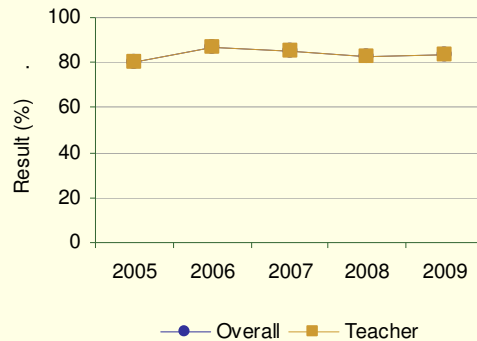
Outcome: The authority demonstrates leadership and continuous improvement. (continued)

Performance Measure			Results (in percentages)					Target
			2005	2006	2007	2008	2009	2009
The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.	Overall (required)	Authority	80.1	86.9	85.1	82.8	83.8	85.1
		Province	76.5	78.2	78.8	80.4	81.5	
	Teacher (optional)	Authority	80.1	86.9	85.1	82.8	83.8	
		Province	76.5	78.2	78.8	80.4	81.5	

Comments:

- Quality communication through newsletters, local papers, School Advisory Councils, Award ceremonies, special events etc.
- Quality technology, related lesson development and Professional Development that supports instruction and is regularly improved/upgraded
- Comprehensive and well-supported Professional Development program that is a collaborative effort of the Division and the ATA local
- Professional Growth Plans, and Division financial support for achieving the goals in the plans
- Engaging dialogue among professionals regarding student learning.

Graph of Overall Authority Results (optional)



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

Future Challenges

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.

Our only area identified as an “issue” is Diploma excellence. Our plans include:

- 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
- 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 “effort-based” learning.

FINANCIAL INFORMATION

Refer to the accompanying documents for budget information:

Financial Operations at a Glance
Program Allocations-Expenditures
Expenditure Breakdown
Operational Expenditure Breakdown
Statement of Financial Position as at August 31, 2009
Key Financial Factors
Highlights of Capital and Facilities Projects
2008-2009 IMR Block Funding Report

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 Audited Financial Statements and related schedules for 2008-2009 and the AERR may be viewed at: <http://www.blackgold.ab.ca/Publications/Division/Reports>.

The provincial roll-up of jurisdiction Audited Financial Statement information may be viewed at: www.education.alberta.ca/admin/funding/audited.aspx.

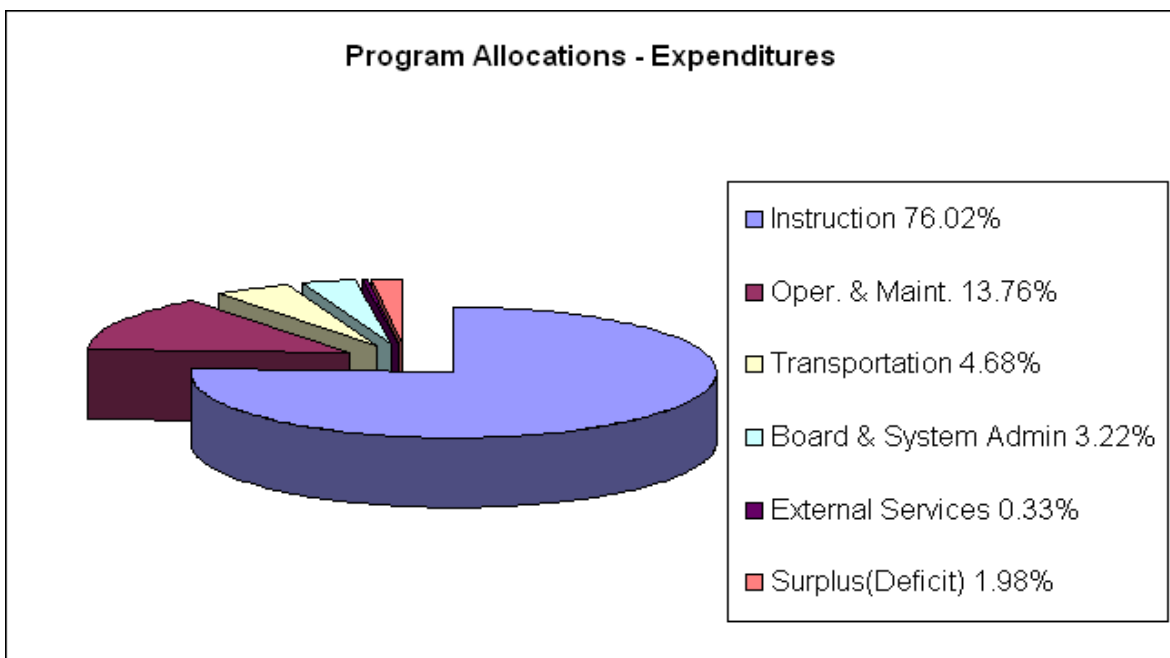
Financial Operations at a Glance

Revenues	Actual 2008-2009	%	Revised Budget 2008-2009	%	Actual 2007-2008	%
Instruction	\$ 63,021,939	77.71%	\$ 59,864,493	76.52%	\$ 59,699,109	75.23%
Operations & Maintenance	\$ 11,091,229	13.68%	\$ 11,515,007	14.72%	\$ 12,804,773	16.14%
Transportation	\$ 3,966,811	4.89%	\$ 3,939,463	5.04%	\$ 3,927,481	4.95%
Board & System Administration	\$ 2,754,664	3.40%	\$ 2,678,861	3.42%	\$ 2,515,932	3.17%
External Services	\$ 267,696	0.33%	\$ 232,173	0.30%	\$ 404,950	0.51%
	\$ 81,102,339	100%	\$ 78,229,997	100%	\$ 79,352,245	100%

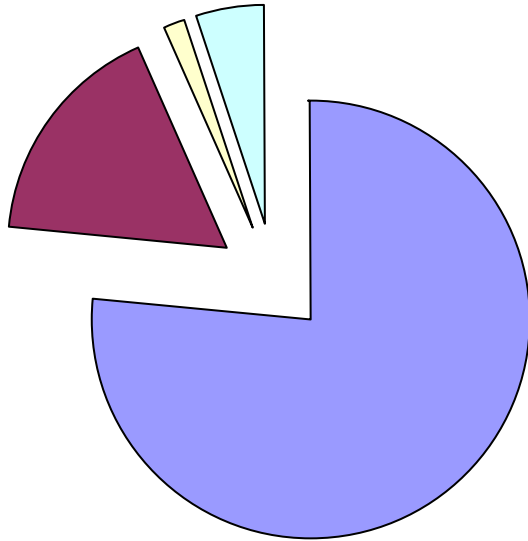
Expenditures

Instruction	\$ 61,656,577	76.02%	\$ 60,234,143	77.00%	\$ 59,241,637	74.66%
Operations & Maintenance	\$ 11,162,722	13.76%	\$ 11,620,908	14.85%	\$ 12,511,151	15.77%
Transportation	\$ 3,795,723	4.68%	\$ 3,952,114	5.05%	\$ 3,594,275	4.53%
Board & System Administration	\$ 2,614,113	3.22%	\$ 2,630,437	3.36%	\$ 2,405,886	3.03%
External Services	\$ 267,696	0.33%	\$ 232,173	0.30%	\$ 408,318	0.51%
Surplus(Deficit)	\$ 1,605,508	1.98%	\$ (439,778)	-0.56%	\$ 1,190,978	1.50%
	\$ 81,102,339	100.00%	\$ 78,229,997	100.00%	\$ 79,352,245	100.00%

Total Enrolment	8725	8704.4	8556
Total FTE Enrolment	8480.70	8357.90	8241.00
Total Cost Per Student	\$9,373.85	\$9,412.62	\$9,484.44
Operating Cost Per Student	\$8,740.16	\$8,903.82	\$8,876.87
Number of Student Days	182.5	182.5	181.5
Operating Cost Per Day	\$47.89	\$48.79	\$48.91

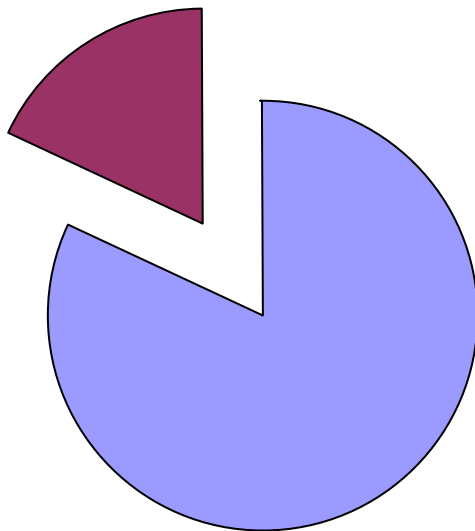


Expenditure Breakdown



- Salary & Benefits
\$60,837,067.00
76.53%
- Services & Supplies
\$13,285,567.00
16.71%
- Net School
Generated Funds
\$1,292,673.00
1.63%
- Capital Debt
Services
\$4,081,524.00
5.13%

Operational Expenditure Breakdown



- Salary & Benefits
\$60,837,067.00
82.08%
- Services & Supplies
\$13,285,567.00
17.92%

STATEMENT OF FINANCIAL POSITION		School Jurisdiction Code: 2245	
As at August 31, 2009			
(in dollars)			
		2009	2008 (Note) Restated
ASSETS			
Current assets			
Cash and temporary investments		\$10,477,027	\$12,911,695
Accounts receivable (net after allowances)	(Note 4)	\$1,028,913	\$1,775,911
Prepaid expenses		\$109,274	\$65,641
Other current assets		\$454,312	\$357,811
	Total current assets	\$12,069,526	\$15,111,058
School generated assets			
Trust assets	(Note 5)	\$821,159	\$913,916
Long term accounts receivable		\$36,800	\$73,600
Long term investments		\$6,022,307	\$0
Capital assets (Note 6)			
Land		\$2,394,945	\$2,394,945
Construction in Progress		\$2,734,174	\$36,802
Buildings		\$99,902,130	
Less: accumulated amortization		(\$46,813,947)	\$56,099,459
Equipment		\$6,358,345	
Less: accumulated amortization		(\$3,383,718)	\$2,836,368
Vehicles		\$1,007,778	
Less: accumulated amortization		(\$533,086)	\$544,498
	Total capital assets	\$61,666,621	\$61,912,072
	TOTAL ASSET	\$80,840,868	\$78,233,870
LIABILITIES			
Current liabilities			
Bank indebtedness	(Note 7)	\$0	\$0
Accounts payable and accrued liabilities	(Note 8)	\$4,808,661	\$4,437,232
Deferred revenue	(Note 9)	\$1,894,773	\$1,062,104
Deferred capital allocations	(Note 11)	\$1,712,677	\$1,868,075
Current portion of long term debt		\$787,021	\$1,073,016
	Total current liabilities	\$9,203,132	\$8,440,427
School generated liabilities			
Trust liabilities	(Note 5)	\$821,159	\$913,916
Employee future benefit liabilities		\$224,455	\$223,224
Long term debt	(Note 10)	\$83,600	\$68,000
Supported:	Debentures and other supported debt	\$2,921,720	\$3,994,736
Less: Current portion		(\$787,021)	(\$1,073,016)
Unsupported:	Debentures and Capital Loans	\$0	\$0
	Capital Leases	\$0	\$0
	Mortgages	\$0	\$0
	Less: Current portion	\$0	\$0
Other long term liabilities		\$0	\$0
Unamortized capital allocations	(Note 12)	\$51,623,173	\$50,535,747
	Total long term liabilities	\$54,887,086	\$54,662,607
	TOTAL LIABILITIES	\$64,090,218	\$63,103,034
NET ASSETS			
Unrestricted net assets		\$432,010	\$396,382
Operating Reserves		\$7,255,829	\$5,230,979
Accumulated Operating Surplus (Deficit)		\$7,687,839	\$5,627,361
Investment in capital assets		\$7,121,727	\$7,381,589
Capital Reserves		\$1,941,084	\$2,121,886
Total Capital Funds		\$9,062,811	\$9,503,475
	Total net assets	\$16,750,650	\$15,130,836
	TOTAL LIABILITIES AND NET ASSETS	\$80,840,868	\$78,233,870

KEY FINANCIAL FACTORS:

INSTRUCTION

- * CEU revenues \$777,300 over budget. To be used for staffing in 09-10.
- * Net surplus in Technology of \$353,000. Mainly due to \$296,000 unspent for student PC's. Two year purchase in fall of 2009.
- * \$194,154 increase in school budget carryforward.
- * \$125,000 added to the Student Services carryforward due to an unfilled staff position and K & E funding not accessed by the schools.
- * Certificated Sick/EDB expenses \$136,849 over budget.

OPERATIONS AND MAINTENANCE

- * Loss of SSBN funding of \$279,409.
- * Projected deficit of \$105,901 planned and supported through operating reserves.

TRANSPORTATION

- * higher than anticipated funding in several areas.
- * expended less for Parent-Provided transportation.

ADMINISTRATION

- * Received a percentage of additional revenues with no corresponding increase in expenditures.

HIGHLIGHTS OF CAPITAL AND FACILITIES PROJECTS

In April of 2008 Alberta Education announced funding for a Thorby K-6 Replacement School in Thorsby. The project cost and provincial support is \$11,141,248. The school is currently under construction and we anticipate the school will be ready for students in September, 2010. The new school will provide improved accomodation for our students.

In 2008-2009 we received approval for two new modulars at Ecole Beau Meadow School, one new modular at Ecole J.E. Lapointe School and one new modular at Ecole Bellevue School. All schools are located in Beaumont.

In 2008-2009 we received approval of funding, in the amount of \$2,397,557, for the mechanical system replacement at Willow Park Elementary School in Leduc. The project was substantially complete at fiscal year-end.

Refer to the attached document for information regarding Infrastructure Maintenance and Renewal (IMR) projects that were completed in 2008-2009.

Alberta Education

IMR BLOCK FUNDING REPORT

Jurisdiction: **BLACK GOLD REGIONAL DIVISION No. 18**

2008-09 Allocation: **\$1,476,153**

Carryover: **\$359,325**

School Yr.: **2008-2009**

Interest: **\$18,790**

Minute No:

Total Alloc.: **\$1,854,268**

Fac. Code	Facility Name	Description	(C) Cat.	Prov. Priority	Final Cost	Non-Ref. GST	Total Cost
948	ESBCHS	Installation of Steps, Ramps to Portable	HC	2	6,099.27	25.59	6,124.86
948	ESBCHS	Restoration of Tile Walkway, Drainage Pads, Curbs	SITE	3	31,666.00	506.66	32,172.66
948	ESBCHS	Capping of Pavement	SITE	3	4,531.56	72.50	4,604.06
948	ESBCHS	Modernization of Corridors	INT	3	16,220.00	259.52	16,479.52
948	ESBCHS	Duct Cleaning	HVAC	3	3,040.00	48.64	3,088.64
941	Beau Meadow	Upgrade Portable Drainage	SITE	2	18,660.00	298.56	18,958.56
941	Beau Meadow	Reroof Area A & C - Phase I	R	2	124,380.00	1,990.08	126,370.08
941	Beau Meadow	Installation of Steps, Ramps to Portable	HC	2	15,280.00	244.48	15,524.48
941	Beau Meadow	Duct Cleaning	HVAC	3	10,380.00	166.08	10,546.08
921	Bellevue School	Replacement of Flooring in Corridor	F	3	3,915.49	62.65	3,978.14
921	Bellevue School	Replacement of Concrete Sidewalk	SITE	3	11,005.00	176.08	11,181.08
928	Caledonia Park	Replacement of Humidifier	HVAC	3	7,149.91	114.40	7,264.31
928	Caledonia Park	Replacement of Exterior Sealant	BENV	2	-	-	-
928	Caledonia Park	Duct Cleaning	HVAC	3	3,200.00	51.20	3,251.20
928	Caledonia Park	Replacement of Sidewalks	SITE	3	40,425.00	646.80	41,071.80
929	Corinthia Park	Enclose Portable, Storage Compound	SITE	3	8,347.00	133.55	8,480.55
929	Corinthia Park	Replacement of Sidewalk	SITE	3	34,195.00	547.12	34,742.12
929	Corinthia Park	Replacement of Roof on Portable	R	3	12,600.00	201.60	12,801.60
929	Corinthia Park	Replacement of Flooring	F	3	18,149.08	290.39	18,439.47
929	Corinthia Park	Resurface of Pavement	SITE	3	16,398.70	262.38	16,661.08
932	East Elementary	Resurface Mechanical Room Floors	F	3	-	-	-
932	East Elementary	Replacement of Exterior Sealant	BENV	2	-	-	-
932	East Elementary	Resurface Gymnasium Floor	F	3	15,400.00	246.40	15,646.40
922	J.E. Lapointe	Reroof Area G	R	2	52,790.00	844.64	53,634.64
922	J.E. Lapointe	Replacement of Concrete Walkways	SITE	3	19,590.00	313.44	19,903.44
922	J.E. Lapointe	Resurface Gymnasium Floor	F	3	-	-	-
922	J.E. Lapointe	Renovation of Music Room	INT	3	7,987.00	127.79	8,114.79
951	JMHS	Replacement of Humidifier	HVAC	3	5,691.82	91.07	5,782.89
951	JMHS	Replacement of Fire Alarm	E	2	-	-	-
951	JMHS	Resurface Gymnasium Floor	F	3	21,140.00	338.24	21,478.24
951	JMHS	Installation of A/C	HVAC	3	5,390.00	86.24	5,476.24
951	JMHS	Duct Cleaning	HVAC	3	15,500.00	248.00	15,748.00
930	LCHS	Replacement of Exterior Sealant	BENV	2	1,626.38	26.02	1,652.40
930	LCHS	Removal of Underground Storage Tank	SITE	2	2,500.00	40.00	2,540.00
930	LCHS	Installation of Concrete Pad, Apron	SITE	2	24,325.00	389.20	24,714.20
930	LCHS	Replacement of Three Sealed Glass Units	BENV	2	2,362.27	37.80	2,400.07
930	LCHS	Restoration of Playing Field	SITE	3	4,612.00	73.79	4,685.79
949	Leduc Estates	Replacement of Library Circulation Desk	INT	3	4,860.00	77.76	4,937.76
949	Leduc Estates	Duct Cleaning	HVAC	3	9,920.00	158.72	10,078.72
949	Leduc Estates	Upgrade Drainage Pavement	SITE	3	15,725.00	251.60	15,976.60
931	Leduc Junior High	Upgrade Hardware on Gymnasium Doors	BENV	3	2,932.38	46.92	2,979.30
	Linsford Park	Replacement of Sidewalks	SITE	3	14,065.00	225.04	14,290.04
936	New Humble	Replacement of Pumphouse Shed	SER	3	6,649.00	106.38	6,755.38
936	New Humble	Upgrade Drinking Water Purification System	SER	3	12,363.01	197.81	12,560.82
938	NSES	Replacement of Ceiling in Library	INT	3	3,700.00	59.20	3,759.20

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Fac. Code	Facility Name	Description	(C) Cat.	Prov. Priority	Final Cost	Non-Ref. GST	Total Cost
937	NSCHS	Reroof Area over Library	R	2	67,464.00	\$1,079.42	68,543.42
937	NSCHS	Replacement of Storage Shed	SITE	2	2,182.00	22.11	2,204.11
937	NSCHS	Resurface Gymnasium Floor	F	3	18,725.00	299.60	19,024.60
937	NSCHS	Refurbish N. Corridor, Three Classrooms	INT	3	28,886.00	462.18	29,348.18
952	Robina Baker	Installation of Steps, Ramps to Portable	HC	2	3,580.34	22.08	3,602.42
952	Robina Baker	Removal of Asbestos Tile in Sub-basement	ASB	2	16,125.45	258.01	16,383.46
952	Robina Baker	Replacement of Sidewalks & Planter	SITE	3	48,255.00	772.08	49,027.08
953	Riverview Middle	Raise Lintel at Gymnasium Entrance	ST	2	2,162.00	34.59	2,196.59
939	THS	Office Renovations	INT	3	2,250.00	36.00	2,286.00
943	Warburg School	Installation of Handicap Washroom	HC	1	9,671.59	154.75	9,826.34
943	Warburg School	Replacement of Sentronic Closers			7,800.00	124.80	7,924.80
943	Warburg School	Replacement of Flooring	F	3	7,171.29	114.74	7,286.03
943	Warburg School	Replacement of Heat Exchanger	HVAC	3	2,960.00	47.36	3,007.36
935	Willow Park	Replacement of Storm Drain	SER	3	6,579.70	105.28	6,684.98
935	Willow Park	Resurface Pavement, Site Improvement	SITE	2		-	-
	Various Schools	Consultant Fees	CONS	3	25,805.65	412.89	26,218.54
	Various Schools	Replacement of Site Garbage Receptacles	SITE	2	33,098.00	529.57	33,627.57
	Various Schools	Upgrade Washrooms	WR	3	58,618.37	937.90	59,556.27
	Various Schools	Replacement of Ceiling Tile	INT	3	4,220.00	67.52	4,287.52
	Contingency						
TOTAL					\$980,325	\$15,565	\$995,890
CARRYOVER TO NEXT PGM YEAR							\$858,337

Category Codes:

ASB - Asbestos removal	CONS - Consultant Services	F - Flooring	LOCIM - Local Improvements	Site
BENV - Building Envelope	CONT - Contingency	F/A - Facility Audit	M - Modernization	SEC - Security Systems
CODE - Code Orders	IAQ - Indoor air Quality	HC - Handicapped	NS - Non-Supported	SER - Site Services
CAB - Computer Cabling	E - Electrical	HVAC - Heating, Ventilation, A/C	PL Plumbing	ST - Structural
COMM - Communications	EN - Energy	INT - Interior	R - Roofing	TECH - Technology
				WR - Washrooms

Date: _____

Superintendent or Designate
(Signature req'd on last sheet only)

Date: _____

Capital Programs Branch

After e-mailing, please sign and fax one copy to Capital Programs Branch at (780) 644-2284

Queries: North Region - Tom Davidson @ (780) 427-2083 / Tom.D.Davidson@gov.ab.ca
 South Region - Avi Habinski @ (780) 427-2272 /
 Avi.Habinski@gov.ab.ca