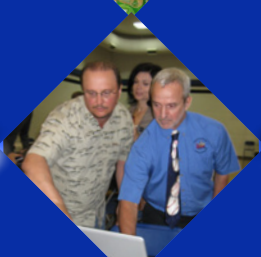


# Palliser Regional Schools Report to the Community:

Annual Education Results Report for 2010-2011  
& Three-Year Education Plan for 2011-2014



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## Message from the Board Chair

As a former educator and administrator, I have a special appreciation for the challenges our principals, teachers and support staff face in our classrooms every day, as they rise to the challenge of meeting a diversity of needs and the plethora of expectations from our students, our parents and our communities. Knowing these challenges, I am all the more impressed with the work being accomplished in our schools and the results Palliser students are achieving.

I am deeply proud to present this Annual Education Results Report for the 2010-2011 school year and our Three-Year Education Plan for 2011-2014.

Our students are doing exceptionally well on their provincial achievement tests and diploma exams. With the support of our staff and our

parents, we are moving in a positive direction and providing our students a quality education in a school system that cares for students..

As trustees, our Board has worked very hard to create a system that responds to student needs, first and foremost, and to respect our parents as first educator. Palliser is a system with a depth of diversity in programming, communities and culture, and our Board embraces that diversity as one of our strengths. Within this system, all students can find a place to belong and the supports they need for learning.

We are passionate about students and their education, and that passion flows throughout our buildings, reflected in the hard work of our teachers and support staff and, ultimately, in the results our students



**Don Zech**

achieve.

I thank our employees for the many ways that they support Palliser's mission: *"Together we will ensure learning success for all students to develop their unique potential as caring citizens in a changing world."*

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## Message from the Superintendent

For the 2011-2012 school year, Palliser Regional Schools adopted the theme of TEAM: Together Everyone Achieves More. As you'll see in this Annual Education Results Report/ Three-Year Education Plan, our results and our continued improvement are very much a team effort.

From our division-wide collaboration groups, which bring professional staff from across Palliser together in small learning groups, to the school review process that draws on the observations of staff, students and parents to help school teams identify areas of celebration and improvement, Palliser continues to see positive results from a team that works together and learns and supports its

members.

Our challenge is to continue to sustain results that are already quite strong. So far, we are rising to that challenge, thanks to leadership at the division and school level that encourages and supports continuous improvement at the individual, school and division level.

The pages that follow document a number of proven initiatives that we will continue, as well as new initiatives that research tells us will pay dividends for our students. Atop that list is our focus on student literacy, skills that will help our students attain success in school, in engaged citizenship and in life.

We are pleased to present this



**Kevin Gietz**

report and share our vision for maintained success, and we thank you for being our partners in this important endeavour.

## **Palliser's Board and Administration, 2010-2011**



Back row, from left: Joe Watson, Trustee; Michelle Gibb, Corporate Treasurer; Dale Backlin, Associate Superintendent (Education Services); Jean Mrak, Trustee; Esther Willms, Trustee; Robert Strauss, Trustee; Barbara Gammon, Associate Superintendent (Learning Services) retired in August 2011.  
Front row, from left: Kevin Garinger, Associate Superintendent (Human Resources); Linda Poirier, Corporate Secretary; Don Zech, Chairman; Colleen Deitz, Vice-Chair; and Kevin Gietz, Superintendent.



## Accountability Statement

The Annual Education Results Report for the 2010-2011 school year and the Education Plan for the three years commencing September 1, 2011 for Palliser Regional Division No. 26 (Palliser Regional Schools) was prepared under the direction of the Board in accordance with its responsibilities under the School Act and the Government Accountability Act. This document was developed in the context of the provincial government's business and

fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2010-2011 school year and the three-year Education Plan for 2011 – 2014 on November 29, 2011.

## Mission Statement

Together we will ensure learning success for all students to develop their unique potential as caring citizens in a changing world.

## Our Mandate

The primary mandate for Palliser Regional Division No. 26 school system is to:

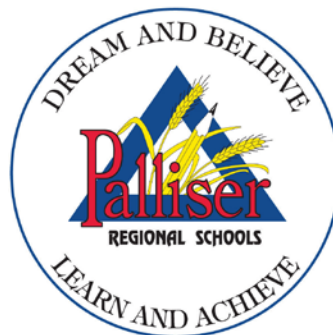
- Educate all children in the school jurisdiction in an equitable manner.
- Encourage and motivate the progressive development of fundamental knowledge, skills and attitudes.
- Provide an educational program through a partnership of school, family and community, thereby

preparing students academically, socially and emotionally to be responsible, caring and knowledgeable citizens.

- Provide quality life skill education to all students.
- Foster positive self-esteem in students, assisting them to complete their educational program and achieve personal goals.
- Create and maintain positive, safe and supportive learning environments.

## Learn more about Palliser

Copies of Palliser's Annual Education Results Report and Three-Year Education Plan, audited financial statements and other documents, including agendas and minutes of our Board's regular meetings are made available to the public in the "Documents" section of our website, [www.pallisersd.ab.ca](http://www.pallisersd.ab.ca), or by contacting Central Office at 403-328-4111 or 1-877-667-1234.



## Our Vision

### ***Vision Preamble***

Palliser Regional Schools is committed to engendering and supporting the values of the broader society: empathy, integrity, respect, trust and responsibility. If the children of this community are to realize these values, the division acknowledges its responsibility to provide an exemplary education. It can only do this by establishing a clear sense of the goals it is trying to accomplish, the characteristics of the schools it seeks to provide, and the contributions the various stakeholders must make in order to transform these ideals into reality.

The following vision statements are intended to provide the standards that Palliser Regional Schools should strive to achieve and maintain. These standards should serve as both the blueprint for our improvement efforts and the benchmarks by which we will evaluate our progress.

### ***Student Learning***

Palliser Regional Schools, in the pursuit of excellence in providing educational services, believes that student learning is at the very heart of its vision. Therefore, the division will provide a learning environment based upon the best professional knowledge and educational research. Professionals within Palliser Regional Schools design their classroom curricula and instructions to enable students to succeed at meeting established outcomes. In our pursuit of excellence for student learning, teachers and instructional leaders:

1. Make curriculum and instruction decisions guided by specific, clearly stated and challenging outcomes for each grade level and subject.
2. Ensure the essential core curriculum is addressed through the examination of scope and sequence from grade to grade and through alignment with the Program of Studies.
3. Provide an assessment system that monitors academic progress of individual students and produces timely feedback to enhance learning.
4. Employ instructional strategies that recognize individual learning styles and that are inherently engaging.
5. Engage in systematic processes of analysis of learning, goal setting and the implementation of change strategies for the continuous improvement of student learning.

### ***Leadership***

Palliser Regional Schools, in the pursuit of excellence

in providing educational services, requires effective leaders – leaders who are accessible by and attentive in their relationships with members of the school community; leaders who are collaborative team leaders and problem solvers in a context of mutual respect. Leaders within Palliser schools develop shared goals and strategies to reach the division's vision of excellence. In our pursuit of excellence, our leaders:

1. Promote, protect and champion the division's vision on a daily basis.
2. Model excellence by challenging students and staff to aspire to the highest level of achievement.
3. Commit to continuous improvement, encouraging the ongoing professional development essential to an improving school.
4. Practice shared decision-making by seeking input from affected stakeholders for key decisions.
5. Monitor the continuity of the curriculum.
6. Develop a collaborative culture involving community, parents, personnel and students.

### ***School Climate***

Palliser Regional Schools, in the pursuit of excellence in providing educational services, believes that student learning and achievement is enhanced in an environment that is safe, respectful and welcoming to all. Regardless of the locale, such an environment exemplifies pride, engaged energy and success. In locations where learning is to take place under the authority of Palliser Regional Schools, personnel:

1. Establish a program that teaches self-discipline and responsibility supporting a safe and orderly environment.
2. Commit to providing an emotionally and physically safe and supportive environment.
3. Celebrate the successes of all members of the school community.
4. Engage in proactive measures to reduce the predictable behaviour, or the physical characteristics that might diminish the safety and security of the working and learning environment.
5. Observe division policies that establish fundamental rules and procedures for general behaviour along with fair, consistent and appropriate consequences.

### ***Personnel***

Palliser Regional Schools, in the pursuit of excellence

in providing educational services, believes that the quality of learning experiences students engage in is directly related to the personnel the division employs. Therefore, Palliser Regional Schools is committed to recruiting and retaining outstanding individuals who will advance the division's vision of excellence. In Palliser Regional Schools, all staff members:

1. Collaborate to set and achieve high standards of student learning and achievement.
2. Model caring and respectful behaviours.
3. Engage in continuous professional learning and improvement and are recognized by students, parents and the community as models of continuous learners.

### ***Community Relations***

Palliser Regional Schools, in the pursuit of excellence in providing educational services, believes in community relationships that produce mutually beneficial and active partnerships that advance our division's vision of excellence. Knowledge and respect for the local community's characteristics and needs are recognized as vital elements in fostering and enhancing student learning. In our pursuit of excellence, we:

1. Engage parents as active partners in educating their

children, monitoring their academic progress, and emphasizing the importance of education and our shared commitment to lifelong learning.

2. Develop a dialogue of communication focused on student learning and achievement.

### ***Students***

Palliser Regional Schools, in the pursuit of excellence in providing educational services, believes success in reaching its vision will be evident through the accomplishments, character and behaviour of its students. Success will be measured by students who:

1. Value learning and take responsibility for their learning, decisions and actions.
2. Proudly and confidently strive to achieve their personal best.
3. Conduct themselves in a way that contributes to a safe, orderly, positive school climate and ensures the rights of others.
4. Contribute to the well-being and success of their community.
5. Recognize themselves as partners, along with parents and teachers, in their own vision of educational excellence.

## **Goals**

Alberta Education has identified as its goals as the provision of:

1. Success for every student
2. Transformed education through collaboration

3. Success for First Nations, Metis and Inuit students

Palliser Regional Schools shares these goals as it looks ahead to 2011-2014.

## A Profile of our Jurisdiction

Palliser Regional Schools was inaugurated as a regionalized division on January 1, 1995. It is comprised of the County of Lethbridge No. 26 and the County of Vulcan No. 2 and covers an area that stretches from the Chin Coulee and Blood Reserve just south of Lethbridge to the Bow River and Siksika First Nation in the north.

A Board made up of six elected trustees governs Palliser Regional Schools, with central administration offices located in Lethbridge.

Palliser employs more than 800 people Approximately 945 employees including about 430 certificated staff and about 390 non-certificated staff in full- or part-time roles. They serve nearly 6,700 students from preschool to Grade 12. For the 2010-2011 school year, Palliser has 15 community schools; 16 Hutterite colony schools; eight alternative Christian schools, seven of which are in Calgary on five different campuses; four outreach programs; and two alternative Low German Mennonite programs.

Community served	School	Grades served
Arrowwood	Arrowwood School	K-9
Barons	Barons School (LGM Alternative)	P-7
Brant	Brant Christian School	K-12
Calgary	Calgary Christian School	K-12
	Glenmore Christian Academy	K-9
	Heritage Christian Academy	K-12
	Master's Academy & College	K-12
	Menno Simons Christian School	K-9
Carmangay	Carmangay Outreach School	8-12
Champion	Champion Community School	P-9
Coaldale	Jennie Emery Elementary School	P-4
	John Davidson School (LGM Alternative)	P-9
	Kate Andrews High School	9-12
	PASS+ Outreach School	10-12
	R.I. Baker Middle School	5-8
Coalhurst	Coalhurst Elementary School	P-6
	Coalhurst High School	7-12
Iron Springs	Huntsville School	P-9
Milo	Milo Community School	K-11
Nobleford	Noble Central School	P-12
Picture Butte	Dorothy Dalglish School	P-6
	Picture Butte High School	7-12
	Picture Butte Outreach School	10-12
Sunnyside	Sunnyside School	P-6
Vulcan	County Central High School	7-12
	Vulcan Outreach School	10-12
	Vulcan Prairieview Elementary School	P-6
Colony Schools	16 Sites	K-9
Home Schooling		1-12

*In some of our sites, preschool or kindergarten programs may be operated by private partners.*



## Trends and Issues

Palliser has identified the following as trends or issues that will have an impact on future operations within our division and our schools:

In October 2011, the Province of Alberta under new Premier Alison Redford announced that \$107-million in education funding would be restored this year. Palliser's portion of this restored funding is \$1,193,314. This presented a positive challenge in terms of identifying the best ways to inject this funding into classrooms, mid-year, for the best benefit of our students.

Our Calgary Christian alternative programs are growing. In some schools, space is an issue. These buildings are not publicly funded.

Palliser's major construction project, the long-awaited modernization of Picture Butte High School, was delayed in December 2010 when the general contractor filed for creditor protection. It later went out of business, leaving the site dormant for months as we worked with the bond

agency and put the project out for tender again. Construction resumed in September 2011.

Palliser continues to do its best to offer diversified programming to meet student interests and needs. In smaller rural schools, in particular, this is a challenge.

The number of students from the Low German Mennonite community continues to grow, evidenced through the growing enrolment at Barons School. Other community schools are also seeing LGM students in significant numbers.

Some Palliser schools located in small rural communities are seeing declining student numbers. This is an issue in many rural communities and it is a concern.

In 2010-2011, Palliser resumed negotiations with Siksika First Nation in hopes of arriving at a new tuition agreement. We have worked closely with neighbouring jurisdictions which also hope to forge new agreements

with the band for First Nations students attending their schools. We are pleased that we made some progress on this file, although we still do not have an agreement in place in 2011-2012, and the band further reduced its cap on the number of students it will fund to attend schools in Palliser. This situation has great impact on our small schools in Arrowwood and Milo. We continue to hope that Siksika parents will be free to choose their children's school and that funding will follow their choice.

During school reviews, students participating in the student focus groups have frequently raised issues with the time they have allotted for lunch, between-class movement and breaks. To respond to this issue, the Board of Trustees has created a committee to examine research about school schedules and their impact on student learning and to consider best practices to ensure our school day meets the needs of students. This committee expects to report its findings and make recommendations to the Board in 2011-2012.



Barons School, an alternative program for students from the area's Low German Mennonite community, has grown from 68 students four years ago to more than 160 students. Some community schools are also seeing increasing numbers of LGM students attending.

## Summary of Accomplishments

The division's creation and support of programs that respect the Low German Mennonite community's culture and faith have led to a growth in the number of LGM students attending Palliser schools. The new Carmangay Outreach program opened in August 2010 serving Grade 9-12 to respond to demand for space in the Barons School alternative LGM program and to provide students the opportunity to continue high school in a flexible environment. In August 2011, the Carmangay program was expanded to accommodate Grade 8s as Barons continued to grow. The outreach program enables students to continue their studies while juggling work or other commitments. The first graduate from Carmangay Outreach is anticipated in spring 2012.

Two dozen Palliser staff were acknowledged at the Board of Trustees' annual Staff Recognition Dinner for a variety of accomplishments. Palliser had a semi-finalist in the 2010 Excellence in Teaching Awards, ATA award winners for public and community engagement and special education programming, and an Associate Superintendent selected as the provincial nominee for a national education leadership award.



Barbara Gammon, who retired from Palliser at the end of 2010-2011, was Alberta's nominee for the Canadian Association of School Administrators' Superintendent of the Year award.

In November 2011, three Palliser schools were recognized by the Excellence in Education Awards for elementary schools in Alberta (formerly the Garfield Weston Awards). Coalhurst Elementary and Glenmore Christian Academy were acknowledged as Schools of Distinction. Master's Academy was one of only two

elementary schools in Alberta to be acknowledged in all three award categories.

Palliser conducted school reviews in Barons School, County Central School, Menno Simons Christian School, Jennie Emery Elementary School, John Davidson and Noble Central School in the 2010-2011 school year. In 2011-2012, Huntsville School, Kate Andrews High School, Vulcan Prairieview, Heritage Christian School, and Glenmore Christian Academy.

In 2010-2011, Palliser participated in an inter-jurisdictional AISI (Alberta Initiative of School Improvement) with a focus on developing mathematic units using SMART Notebook at the platform. Palliser joined six other jurisdictions in development of these resources.

Palliser welcomed its 16th colony school at Shadow Ranch in 2010-2011.

In 2010-2011, two AISI assessment coaches worked with teachers across the division to embed the assessment for learning practices of co-constructing criteria and providing effective and timely feedback as a tools to improve student learning.

A committee of Palliser administrators developed a three-year plan for the implementation of instructional supervision practices and a commitment to the practice of instructional leadership as a tool to improving student learning through professional development. That plan was adopted by the Administrators' Association of Palliser at its October 2011 meeting.

A committee of Palliser administrators met monthly to develop a deep and thorough knowledge of Alberta Education's Making a Difference document and to support our existing inclusive education practices.

As part of Palliser's Administrators' Induction and Mentorship program, all first- and second-year principals and vice-principals engaged in Stephen Covey 7 Habits of Highly Effective People training. This training was led by Palliser staff who are certified trainers in the Covey program.

## October 2011 Accountability Pillar Overall Summary

Measure Category	Measure Category Evaluation	Measure	Palliser Regional Div No. 26			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	Safe and Caring	91.4	91.5	90.9	88.1	87.6	86.6	Very High	Maintained	Excellent
Student Learning Opportunities	Excellent	Program of Studies	78.9	78.4	77.6	80.9	80.5	80.1	High	Maintained	Good
		Education Quality	91.2	91.6	91.5	89.4	89.2	88.9	Very High	Maintained	Excellent
		Drop Out Rate	1.9	1.8	3.3	4.2	4.3	4.7	Very High	Improved Significantly	Excellent
		High School Completion Rate (3 yr)	85.5	79.5	79.7	72.6	71.5	71.1	Very High	Improved Significantly	Excellent
Student Learning Achievement (Grades K-9)	Excellent	PAT: Acceptable	89.2	87.9	86.1	79.3	79.1	78.0	High	Improved Significantly	Good
		PAT: Excellence	27.8	28.5	23.4	19.6	19.4	18.5	Very High	Improved Significantly	Excellent
Student Learning Achievement (Grades 10-12)	Excellent	Diploma: Acceptable	91.4	91.5	89.8	82.6	83.4	84.0	High	Maintained	Good
		Diploma: Excellence	25.1	21.7	22.5	18.7	19.0	18.9	Very High	Maintained	Excellent
		Diploma Exam Participation Rate (4+ Exams)	61.2	57.5	55.1	54.9	53.5	53.5	High	Improved	Good
		Rutherford Scholarship Eligibility Rate (Revised)	74.3	64.7	62.5	59.6	56.9	57.0	Very High	Improved Significantly	Excellent
Preparation for Lifelong Learning, World of Work, Citizenship	Good	Transition Rate (6 yr)	65.4	64.7	62.4	59.3	59.8	59.3	High	Maintained	Good
		Work Preparation	85.6	85.5	84.9	80.1	79.9	79.8	High	Maintained	Good
		Citizenship	85.8	86.5	85.3	81.9	81.4	79.9	Very High	Maintained	Excellent
Parental Involvement	Excellent	Parental Involvement	86.9	86.9	85.4	79.9	80.0	79.4	Very High	Maintained	Excellent
Continuous Improvement	Excellent	School Improvement	80.5	79.7	80.5	80.1	79.9	78.8	Very High	Maintained	Excellent

## October 2011 Accountability Pillar Overall Summary — FNMI

Measure Category	Measure Category Evaluation	Measure	Palliser Regional Div No. 26			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Student Learning Opportunities	n/a	Drop Out Rate	0.0	10.0	7.2	10.4	11.2	11.3	Very High	Maintained	Excellent
		High School Completion Rate (3 yr)	*	*	n/a	38.2	34.1	34.8	*	*	*
Student Learning Achievement (Grades K-9)	Concern	PAT: Acceptable	72.2	71.4	75.2	58.1	59.1	56.5	Low	Maintained	Issue
		PAT: Excellence	5.6	3.6	3.4	6.0	6.4	5.7	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	*	n/a	n/a	77.7	76.3	76.8	*	*	*
		Diploma: Excellence	*	n/a	n/a	7.4	8.7	9.0	*	*	*
		Diploma Exam Participation Rate (4+ Exams)	*	*	n/a	19.1	16.7	16.6	*	*	*
		Rutherford Scholarship Eligibility Rate (Revised)	*	n/a	n/a	32.1	27.5	27.4	*	*	*
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	*	*	n/a	31.2	33.9	31.8	*	*	*

## Measure Evaluation Reference

### Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 3 year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 65.53	65.53 - 78.44	78.44 - 85.13	85.13 - 89.49	89.49 - 100.00
PAT: Excellence	0.00 - 9.19	9.19 - 11.96	11.96 - 17.99	17.99 - 22.45	22.45 - 100.00
Diploma: Acceptable	0.00 - 74.42	74.42 - 83.58	83.58 - 88.03	88.03 - 92.35	92.35 - 100.00
Diploma: Excellence	0.00 - 10.31	10.31 - 15.67	15.67 - 20.27	20.27 - 23.77	23.77 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Rutherford Scholarship Eligibility Rate (Revised)	0.00 - 43.18	43.18 - 49.83	49.83 - 59.41	59.41 - 70.55	70.55 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:

- 1) For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- 2) Drop Out Rate measure: As "Drop-out Rate" is inverse to most measures (i.e. lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

### Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

### Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

### Category Evaluation

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g. 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern)



## Goal One: Success for Every Student

### ***Outcome: Students demonstrate proficiency in literacy and numeracy***

This outcome replaces the previous outcome: Students demonstrate high standards in learner outcomes (K-9 portion only).

Performance Measure	Results (in percentages)					Target <sup>1</sup>	Evaluation			Targets <sup>2</sup>		
	2007	2008	2009	2010	2011		Achievement	Improvement	Overall	2012	2013	2014
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	79.7	82.3	87.9	87.9	89.2		High	Improved Significantly	Good			
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	17.0	17.3	24.3	28.5	27.8		Very High	Improved Significantly	Excellent			

### **Our results**

Palliser students continue to demonstrate high academic achievement, surpassing the provincial scores in both acceptable standard and standard of excellence. We attribute this success to several factors: professional development at the division and site level, including work in small groups with teachers from across Palliser who teach the same subject matter; Palliser administrators and teachers examine PAT results data to celebrate areas of strength and identify areas for improvement; and

instructional leadership practices including classroom observation provide feedback that will improve teaching practice.

Palliser started preschool programs in many of its communities and a before- and after-school program in Coaldale for elementary school children. These programs provide opportunities for children to learn through play and help prepare children for school success.

### **Our strategies moving forward**

Palliser has embraced literacy as a key to success for our students that will support not only their academic achievement, but their success in life as lifelong learners and engaged, active citizens. To this end, Palliser has invested some of its 2011-2012 AISI (Alberta Initiative for School Improvement) funding to employ a literacy coach who is working with teachers across Palliser to support student literacy and build capacity within Palliser's teaching staff. As part of the literacy coach's work, In 2011-2012,

Palliser will pilot literacy best practices identified through our literacy coach's research

In 2011-2012, Palliser's team of principals and vice-principals are reading and discussing "Realization: The Change for Deepening District-Wide Reform" by Lyn Sharratt and Michael Fullan. The book focuses educational reform and transformation through capacity building, leadership and commitment of resources to literacy.

## Outcome: Students achieve educational outcomes

This outcome combines the previous outcomes of:

- Students demonstrate high standards in learner outcomes (high school portion only)
- High school completion rates are showing continual improvement
- Children and youth with at risk factors have their needs addressed through timely and effective programs and supports
- Students are well prepared for lifelong learning.

Performance Measure	Results (in percentages)					Target 2011	Evaluation			Targets		
	2007	2008	2009	2010	2011		Achievement	Improvement	Overall	2012	2013	2014
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	88.9	90.9	86.9	91.5	91.4		High	Maintained	Good			
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	16.9	24.6	21.1	21.7	25.1		Very High	Maintained	Excellent			

Performance Measure	Results (in percentages)					Target 2011	Evaluation			Targets		
	2006	2007	2008	2009	2010		Achievement	Improvement	Overall	2012	2013	2014
High School Completion Rate - percentages of students who completed high school within three years of entering Grade 10.	78.9	81.2	78.5	79.5	85.5		Very High	Improved Significantly	Excellent			
Drop Out Rate - annual dropout rate of students aged 14 to 18	3.4	3.6	4.4	1.8	1.9		Very High	Improved Significantly	Excellent			
High school to post-secondary transition rate of students within six years of entering Grade 10.	59.5	58.0	64.5	64.7	65.4		High	Maintained	Good			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	60.7	60.4	62.6	64.7	74.3		Very High	Improved Significantly	Excellent			
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	56.4	55.0	52.7	57.5	61.2		High	Improved	Good			

## Our results

Palliser students continue to perform exceptionally well in these measures. We continue to encourage students to stay in school by offering a broad range of the programs, curricular and extra-curricular, to keep students engaged and by demonstrating the direct link between a high school diploma and opportunities awaiting them after graduation. Job, career and post-secondary fairs in schools, the work of career and academic counselors, the flexible programming available through outreach programs and Picture Butte's Achieve program all contribute to a reduced dropout rate and rising transition rate. Professional counselors working in the school also work closely with youth at risk.

Within Palliser's inclusive education system, classroom teachers are encouraged to provide the accommodations and supports needed for each student to find success in diploma exam courses.

The Carmangay Outreach Program provides students the opportunity for a blended work/school schedule that encourages to continue their high school education while allowing them to meet work and other obligations. This program, while open to any students, caters to students from a Low German Mennonite background who are often early leavers

Palliser continues its practice of providing effective supports to children and students using an early intervention model. This means providing prevention and intervention services, as well as support services leading to school completion including building family partnerships, offering preschool programming, and providing personnel supports in the form of our early intervention specialist and counselors.

## Our strategies moving forward

Palliser will continue to offer flexible programming through its outreach programs to offer an education in an environment that suits students' changing needs.

In 2011-2012, Palliser has invested some of its AISI funding in a learning coach who is creating and experimenting with best practices in online learning resources. This development of "anytime, anywhere" learning resources may form a basis for future programming that reaches out to students with changing needs in changing times.

The Palliser focus on literacy includes capacity building at the high school level and embracing the role of every teacher at every grade level as a teacher of literacy. At the high school level, this approach includes supporting student development of academic language which will serve them well in post-secondary education.

Palliser models life-long learning by celebrating and supporting the continued education of our teaching staff and their achievement of specialized certificates, master's degrees and doctorates.

Palliser administrators and teachers will continue to analyze diploma examination data to identify trends of success and areas of improvement.

In many of Palliser schools, teachers have a list of students with whom they are to make personal contact so every student in the school has a sense of connectedness. That relationship building is intended to help encourage students to stay in school.

The Board has created a Public Engagement Committee, formerly the Communications Committee, with the intent of promoting engagement based on research that finds the more involved parents and community are involved in the school, the better the student will do in school. If students receive a unified message at school, home and in the community that school is important, this will help encourage students to stay in school.

Palliser continues to promote and receive positive feedback about its annual Wall of Fame Induction Ceremony, held during our Opening Day celebrations. Former students of Palliser are recognized for their accomplishments, which have included community leadership, literature, medical research and other sectors. The success stories of former students and their powerful messages of the role their former teachers and schools had in their lives provide excellent role models for our students and inspiration for our staff. Palliser high schools are encouraged to invite these inductees to meet with students to help spread this positive message of success.

Business man Ronald Greene; author and activist Joy Kogawa; medical research Kirsten Crapnell and Siksika Chief Fred Rabbit Carrier are former students of Palliser schools who were inducted to the Wall of Fame in August 2011.



**Outcome: Students are prepared for the 21st century**

This outcome combines the previous outcomes of:

- Students model the characteristics of active citizenship
- Students are well prepared for employment

Performance Measure	Results (in percentages)					Target 2011	Evaluation			Targets		
	2007	2008	2009	2010	2011		Achievement	Improvement	Overall	2012	2013	2014
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	77.3	83.0	86.4	86.5	85.8		Very High	Maintained	Excellent			
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.	78.8	84.7	84.3	85.5	85.6		High	Maintained	Good			

**Our results**

Palliser schools continue to promote character education and citizenship through initiatives such as fundraising for local, national or global causes. Often initiated by the students themselves, these efforts are celebrated in local media and on the school and division website as being important elements of the educational experience in our sites. Many of our Christian alternative programs provide students an opportunity to travel to developing nations where they provide service in communities of need. The division's schools also encourage students to take on leadership roles in their schools.

Our staff routinely model active citizenship. Examples include teachers' ongoing support of colleagues in Dominica, collaboration with teachers in Africa, and leadership on countless initiatives and causes.

Students are encouraged to make their voices heard in their school division. Students' opinions are sought out in many ways, whether through student focus groups that are part of the Palliser school review process, or through the division-wide Speak Out workshops that ask Grade 9 students their thoughts on their own schools and educational environments. Since 2009-2010, every Grade 9 student has had the opportunity to take part in these Speak Out forums, using resources developed by Alberta Education's Student Engagement Initiative.

**Our strategies moving forward**

Palliser Regional Schools is achieving satisfactory results in this area. We will continue our existing practices

Trustees are often invited to speak with students about their role in local government and administrators have been invited to bring students to school board meetings to see local governance in action.

The Board of Trustees conducts four of its regular meetings a year in schools, giving students an opportunity to see the board in action.

From 2009-2010, Palliser was part of a two-year pilot project supported by the Alberta Rural Development Fund, called Opportunity Shop, intended to formally allow students to participate in a modified school calendar to allow them to work. This program was targeted at students at risk of dropping out of school due to financial need. The slogan Palliser adopted in some communities was "Learn More to Earn More."

Palliser has a good participation rate in annual Grade 9 Take Your Kid to Work Day and the Grade 11 one-day job shadow program arranged through the Career Transitions Program.

Palliser supports students in off-campus endeavours including work experience, Green Certificate (an agricultural program) and Registered Apprenticeship Programs.

and remain ever vigilant to new opportunities for our students to practice these life skills.

**Outcome: Students are prepared for the 21st century (continued)**

Performance Measure	Results (in percentages)					Target 2011	Evaluation			Targets		
	2007	2008	2009	2010	2011		Achievement	Improvement	Overall	2012	2013	2014
Percentage of teacher and parent satisfaction that high school graduates demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	66.3	73.4	72.4	72.0	70.0		n/a	n/a	n/a			

**Our results**

The decline in this measure is an anomaly to our overall results. With our high school completion rate rising to 85.5 per cent, our drop out rate down to 1.9 per cent, and nearly three in four Grade 12 students qualifying for the Rutherford Scholarship, and a gradual rise in our transition rate to post-secondary school, it would appear our students

are receiving value for their high school educational experience.

This may be an indication of a need for improved communication with our parents to determine what their expectations of our high schools are and how our efforts may align with those expectations.

**Our strategies moving forward**

The Board's Communications Committee will continue its efforts to encourage public engagement in our schools to

establish two-way communication with our communities, parents and stakeholders to address expectations and needs.

**Goal Two: Transformed Education Through Collaboration**

**Outcome: Students have access to programming and supports to enable their learning**

This outcome combines the previous outcomes of:

- The education system meets the needs of all K–12 students and supports our society and the economy
- School environments are safe and caring

Performance Measure	Results (in percentages)					Target 2011	Evaluation			Targets		
	2007	2008	2009	2010	2011		Achievement	Improvement	Overall	2012	2013	2014
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.	69.5	74.1	80.2	78.4	78.9		High	Maintained	Good			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	86.8	91.0	91.9	91.6	91.2		Very High	Maintained	Excellent			
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.	86.0	89.8	91.6	91.5	91.4		Very High	Maintained	Excellent			

**Our results**

Every Palliser school team has one school goal devoted to ensuring the school environment is caring, respectful and

safe or to promoting citizenship and character education. Palliser believes safety is foundational to student learning.



## **Our results (continued)**

Palliser Regional Schools has two mobile classrooms to support Career and Technology Studies (CTS). During the 2010-2011 school year, one mobile classroom was deployed to additional schools to give junior high students access to a broader range of exploratory programming to give students an earlier exposure to occupational possibilities.

Palliser encourages participation by its schools in Alberta Arts Days to celebrate and encourage our students to express themselves through art.

In 2010-2011, Palliser held its second biannual Band Festival. Eight school bands from across Palliser converged on the Glenmore Christian Academy auditorium for a day of workshops and performances. At this, a piece commissioned by Palliser, was premiered.

In 2010-2011, Palliser's new standard for report cards

## **Our strategies moving forward**

In 2011-2012, three Palliser schools (Jennie Emery Elementary, Menno Simons Christian School and Coalhurst High School) are piloting Alberta Education's Inclusive Education Planning Tool, a new resource to support teachers in meeting the diverse learning needs of all students. The tool offers an extensive database of strategies and information related to a variety of medical conditions and disabilities. The tool also helps teachers get to know their students and their classroom to ensure their teaching strategies are aligned with student needs.

In 2011-2012, Jennie Emery Elementary School is also piloting a project based on a wraparound approach in which a multidisciplinary team works in schools to support student learning. At Jennie Emery, a core team composed of an occupational therapist, speech-language pathologist, learning support teacher, principal and Palliser's Director of Learning responsible for inclusion and wraparound services meet once every two weeks to discuss any individual or classroom issues as raised by a teacher. The team then brainstorms strategies to address the need. As a follow up, the team reviews whether the suggested strategies had an impact or whether other strategies or solutions need to be considered.

Palliser will continue to hold a division-wide Wellness Advisory Committee meeting, at which every school is represented. At this meeting, a representative from each school shares a success story about how their school community created a more safe and caring learning environment.

In 2011-2012, an additional band teacher was hired to support the fledgling band program that reintroduced band

and communicating student achievement were adopted across the division. This followed a pilot project and considerable feedback from teachers and parents about how best to communicate student learning and achievement. As a division, the expectation is that our parents and students will receive regular communication about student achievement.

The Sports Performance program was expanded in 2010-2011 to students at County Central High School in Vulcan and to Grade 5 and 6 students at R.I. Baker Middle School. This hockey program had originally been offered at Kate Andrews High School, and later to Grade 7 and 8 students at R.I. Baker Middle School.

A Baseball Academy was started at Kate Andrews High School in 2010-2011.

to several rural schools in the 2008-2009 school year. This provides students in these schools access to more music programming.

To support and celebrate Palliser's student artists, the Board has approved \$2,000 to support the professional framing of student works for display in Central Office on a rotating basis.

Palliser will devote one of four division-wide professional development days in 2011-2012 to showcasing digital resources already available to Palliser teachers to support learner engagement. The division's education technology integration specialist continues to work in schools to assist teachers in embedding technology in the classroom.

Palliser continues to support professional development for all staff on topics targeting caring, respectful and safe environments at school. Examples include offering S-endorsement training to bus drivers, first-aid training and Level 1 threat assessment and Supporting Individuals through Valued Attachments (SIVA) training.

In 2011-2012, Palliser administration embarked on a facility tour of Palliser-owned buildings to deepen understanding of maintenance issues and ensure appropriate priorities are set for improvements to ensure safe, positive learning environments for students.

Palliser received an Alberta Healthy School Community Wellness Grant for \$40,000 to support nutrition, physical activity and/or social-emotional well-being initiatives at eight schools in Coaldale, Picture Butte, Nobleford, Barons and Irons Springs. These initiatives will involve other stakeholders in the community.

**Outcome: The education system demonstrates openness to new and innovative ideas, leadership and collaboration.**

This outcome combines the following previous outcomes:

- The jurisdiction demonstrates effective working relationships
- The jurisdiction demonstrates leadership, innovation and continuous improvement

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2007	2008	2009	2010	2011		Achievement	Improvement	Overall	2012	2013	2014
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	80.7	82.6	86.7	86.9	86.9		Very High	Maintained	Excellent			
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.	75.2	79.5	82.2	79.7	80.5		Very High	Maintained	Excellent			

## Our results

Palliser continues to encourage parental involvement in our schools. All school councils' membership in the Alberta School Councils' Association is paid for by Palliser. Last year, representatives of two school councils received awards from ASCA for their work.

Trustees regularly attend school council meetings across the division. Trustees ensure every school in our division has a trustee, including those outside our electoral

boundaries. The Board continues to meet twice annually with members of the societies affiliated with the Christian alternative programs in Calgary and Brant.

Palliser was part a seven-jurisdiction collaborative effort to create SMART Board math lessons. This project, called the IMAP or Inter-jurisdictional Math AISI Project, marked an expansion from the three-jurisdiction collaboration that developed social studies resources in 2009-2010.

## Our strategies moving forward

With funding to Palliser's AISI project restored this fall as part of the renewed investment by the provincial government, Palliser intends to reintroduce its Innovative Project Grants which were quite successful in 2008-09 but were discontinued due to budget pressures. In 2011-12, teachers will be able to apply for small grants of about \$1,000 to support their innovative projects. The projects must support Palliser's priority areas of literacy and numeracy or assessment for learning. Best practices can be shared with other schools as results unfold. Some of the projects that received funding in 2008-09 continue to operate in 2011.

In 2011-2012, Palliser plans a professional development opportunity for all administrators, led exclusively by Palliser staff. Palliser principals, vice-principals and division specialists such as the behaviour support specialist, early intervention specialist and education technology integration specialist led the workshop sessions aimed at deepening understanding of the Alberta Education resource "Making a Difference." This effort will be to

support principals in leading their teachers to truly inclusive classrooms and creating common understanding and expectations for their classrooms. This workshop was made possible using a Capacity Builders grant from Alberta Education.

An AISI learning coach will spend 2011-2012 creating online lessons to support anytime, anywhere learning using Audacity software, YouTube, podcasting, Moodle and other tools to make resources available to both teachers and students. This project will help identify best practices for online learning.

Palliser is investigating the offering of a second language course and a Blackfoot culture course via videoconferencing.

Palliser Central Office and school administrators continue to believe continuous improvement will come through key strategies. These include: annual school goals; assessment for learning practices in our classrooms; focus

## Our strategies moving forward, continued

on literacy and numeracy at all grade levels; instructional supervision and reflective practice which focus on the quality of teaching; and school reviews which use an appreciative inquiry model to provide staff the data and opportunity to own the improvement in their schools.

Palliser continues to focus on data-driven decision-making. Every school is required to develop at least two goals based on priorities determined collaboratively with staff and in consultation with school council and supported by Accountability Pillar data and results. One goal must relate to providing a caring, respectful and safe learning environment. The other must relate to improving student achievement.

Palliser continues to review several schools each year. This review process is based on the correlates identified by the Effective Schools research. Data is collected from all school stakeholders – staff, students and parents. The collected data is presented to the school administration and staff who then have a responsibility to act on the findings. The principal formally presents the response to the Board, usually six months following the review.

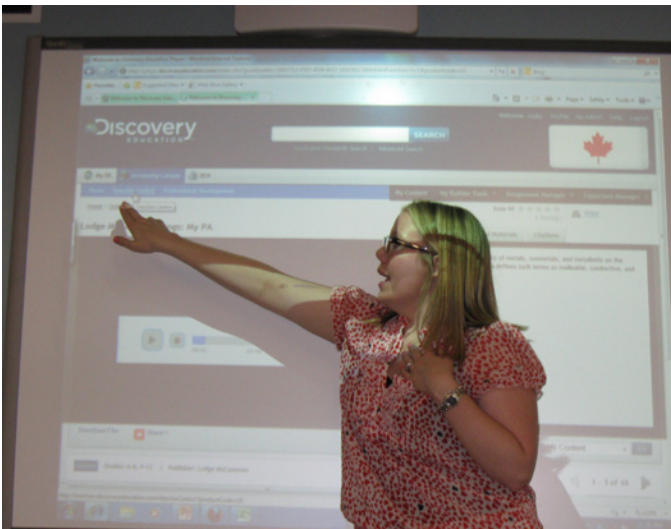
Palliser will continue to emphasize the importance of collaboration to our continuous improvement through

our four division-wide professional development days. Certificated staff from across Palliser meet in small learning groups based on teacher interest, usually grade or subject matter, to share strategies and best practices in continuous student improvement. Other employee groups, such as secretaries and family school liaison counselors, also meet for collaborative professional development during the year.

Palliser staff and trustees continue to work closely with a range of organizations in the education sector and our communities, including community learning councils in both Vulcan and Coaldale, Southern Alberta Professional Development Consortia, Chinook Regional Foundation for Career Transitions, the Southeastern Rural Education Advisory Committee at Lethbridge College, and provincial organizations such as the Alberta School Boards' Association and the Public School Boards' Association of Alberta.

The Board's Board-Teacher Advisory Committee meets twice a year with representatives of Palliser Local #19 of the Alberta Teachers' Association.

The administration works closely with CUPE, Alberta School Employee Benefit Plan, Alberta Distance Learning and neighbouring school jurisdictions.



At left, a representative from Discovery Education leads a workshop for Palliser teachers on how to use the service's digital resources to engage students. At right, Palliser AISI learning coach Mike Davis talks to teachers about how to use Audacity software to capture key lessons which can then be posted online for students who might have missed the class or who might need review time.

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

### **Outcome: FNMI students are engaged in learning**

This outcome replaces the previous outcome: Key learning outcomes for FNMI students improve.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010		Achievement	Improvement	Overall	2012	2013	2014
High School Completion Rate - percentages of students who completed high school within three years of entering Grade 10.	*	*	*	*	*		*	*	*			
Drop Out Rate - annual dropout rate of students aged 14 to 18	0.0	4.9	6.7	10.0	0.0		Very High	Maintained	Excellent			
High school to post-secondary transition rate of students within six years of entering Grade 10.	n/a	n/a	*	*	*		*	*	*			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	*	*	*	n/a	*		*	*	*			
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	*	*	*	*	*		*	*	*			

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2007	2008	2009	2010	2011		Achievement	Improvement	Overall	2012	2013	2014
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	73.7	84.0	70.3	71.4	72.2		Low	Maintained	Issue			
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	5.3	4.0	2.7	3.6	5.6		Very Low	Maintained	Concern			
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	*	n/a	n/a	n/a	*		*	*	*			
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	*	n/a	n/a	n/a	*		*	*	*			



## **Our results**

The vast majority of Palliser's First Nations students live on the Siksika First Nation and attend school at Milo or Arrowwood, schools which do not offer high school programming.

Although Palliser initiated a high school program at Milo School, Siksika Board of Education has stated it will not fund students attending high school in Palliser. As a result the first five performance measures listed above do not apply to Palliser.

## **Our strategies moving forward**

Palliser's efforts to focus on literacy skills, provide differentiated instruction in the classroom and our teachers' use of assessment for learning strategies will make a difference for all students.

Inclusive education research has taught us that effective, targeted strategies will benefit every learner.

In 2011-2012, Arrowwood School began offering an exploratory in Blackfoot culture. Students from many cultural backgrounds have chosen to take this course. The success of this course has led to Palliser investigating the possibility of sharing this course with students at Milo School, via videoconferencing.

Members of the Siksika community have been

Although the percentage of FNMI students achieving the acceptable standard in Grade 3, 6 and 9 achievements tests is identified as an issue, it should be noted that a greater percentage of Palliser's self-identified aboriginal students are achieving the acceptable standard than the provincial average among declared FNMI students, according to the Alberta Education 2010-2011 annual report. However, we also acknowledge that our First Nations students could be achieving a higher standard, particularly at the standard of excellence level.

invited to share their talents and interests with students at Arrowwood School through the school's new junior high exploratory program.

In 2011-2012, Palliser was pleased to induct a high-profile member and leader from the Siksika First Nation in the division's Wall of Fame. This former student of Arrowwood, Milo and County Central provides an excellent role model for our FNMI students.

Palliser continues to work with Siksika Board of Education and our neighbouring school divisions to arrive at a new tuition agreement for our First Nations students. The establishment of a long-term agreement would provide stability and predictability for our First Nations families from Siksika.



## Summary of Financial Results for the 2010-2011 School Year

Key Financial Information as at August 31, 2011	
Annual Operating Surplus	\$1,677,040
Accumulated Operating Surplus	\$1,572,477
Capital Reserves	\$0

Palliser's revenue exceeded budgeted revenue by \$880,000 (1%) and expenses were under budget by \$748,000 (1%) resulting in a \$1,677,040 surplus for the year. The surplus recovers the accumulated operating deficit from the 2009-10 school year of \$952,151. The 2010-11 accumulated operating surplus is \$1,572,477.

All areas of the system incurred a surplus except Board and System where the revenues equalled the expenses.

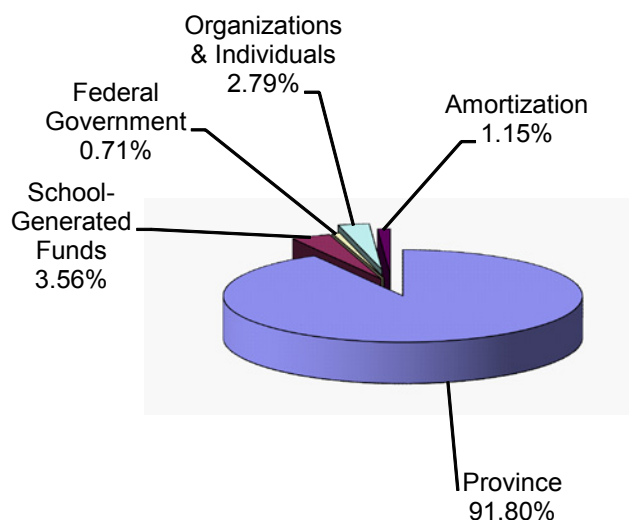
For a copy of Palliser's Audited Financial Statements for the 2010-11 school year, please visit the Division Documents section of our website, under Reports and Plans, or click on the link provided here. Paper copies are available by contacting Central Office at 403-328-4111 or toll-free at 1-877-667-1234.

[http://www.pallisersd.ab.ca/Documents.php?df\\_id=430](http://www.pallisersd.ab.ca/Documents.php?df_id=430)

Audited Financial Statements for all jurisdictions are posted on Alberta Education's website at:

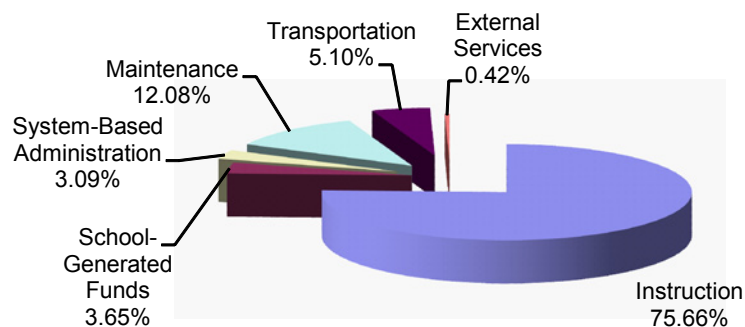
<http://education.alberta.ca/admin/funding/audited.aspx>

### Revenue 2010-11



Sources of Revenue 2010-2011		
Total Revenue	\$70,763,558	100%
Province	\$64,959,220	91.8%
School-Generated Funds	\$2,521,088	3.56%
Federal Government	\$500,880	0.71%
Organizations & Individuals	\$1,971,254	2.79%
Amortization	\$811,116	1.15%

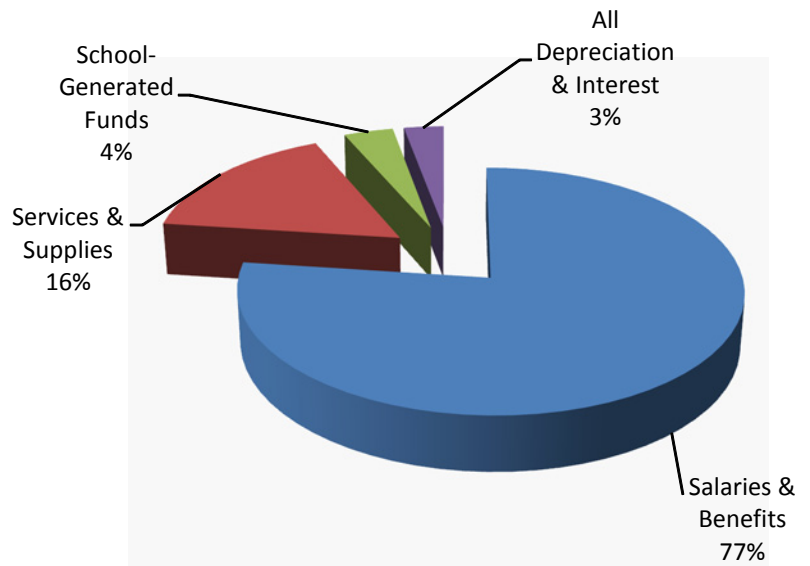
### Expenditures 2010-11



Total Expenditures 2010-2011		
Total	\$69,086,518	100%
Instruction	\$52,272,012	75.66%
School-Generated Funds	\$2,521,088	3.65%
System-Based Administration	\$2,136,986	3.09%
Maintenance	\$8,344,513	12.08%
Transportation	\$3,522,958	5.10%
External Services	\$288,961	0.42%

Expenditures by Object 2010-2011		
Total Expenditures	\$69,086,518	100%
Salaries & Benefits	\$53,225,175	77.04%
Services & Supplies	\$11,314,060	16.38%
School-Generated Funds	\$2,521,088	3.65%
All Depreciation & Interest	\$2,026,195	2.93%

## Expenditures by Object 2010-11



## Budget Summary for the 2011-2012 School Year

The Board approved the 2011-12 budget with a surplus of \$12,913. A needs-based budgeting approach was used for all departments as well as school budgets. Under this budget approach, needs are identified and funded from the total revenue received at the division level.

Budget assumptions:

- All staff received an increase of 4.54%
- Benefit rates were increased by 2.92%
- Average teacher cost used is \$95,000

Class size guidelines are projected to be met across

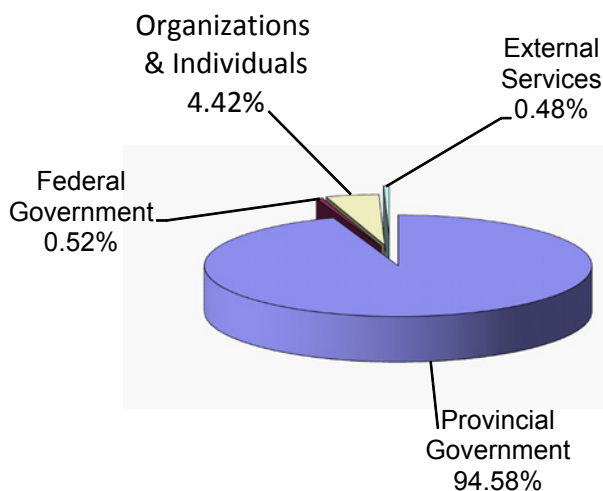
Palliser schools. Funds have been set aside to purchase buses in the 2011-12 school year. It has been two year's since Palliser has bought buses for the district. There is also \$75,000 set aside for upgrades to the Tower System which provides Internet access to schools.

A budget summary is available on Palliser's website at the following link:

[http://www.pallisersd.ab.ca/Documents.php?df\\_id=648](http://www.pallisersd.ab.ca/Documents.php?df_id=648)

For a hard copy, please call Palliser's Central Office at 403-328-4111 or toll-free at 1-877-677-1234.

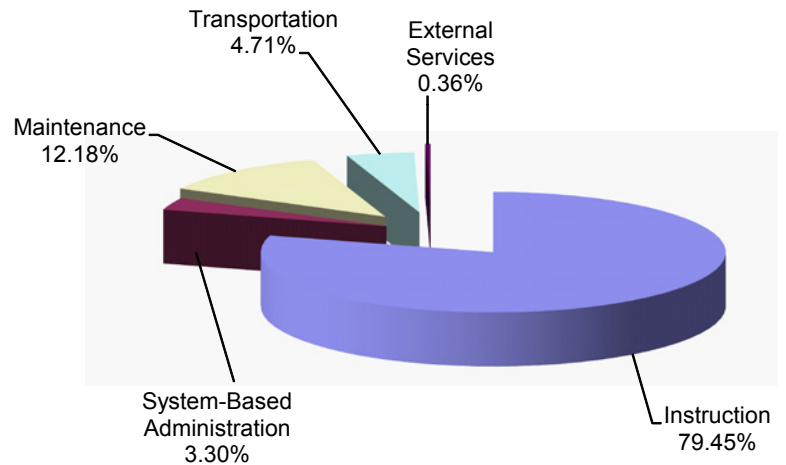
## Budgeted Revenues



2011-2012 Budgeted Revenues		
Total Budgeted Revenues	\$71,656,262	100%
Provincial Government	\$67,774,124	94.58%
Federal Government	\$373,759	0.52%
Organizations & Individuals	\$3,165,440	4.42%
External Services	\$342,939	0.48%

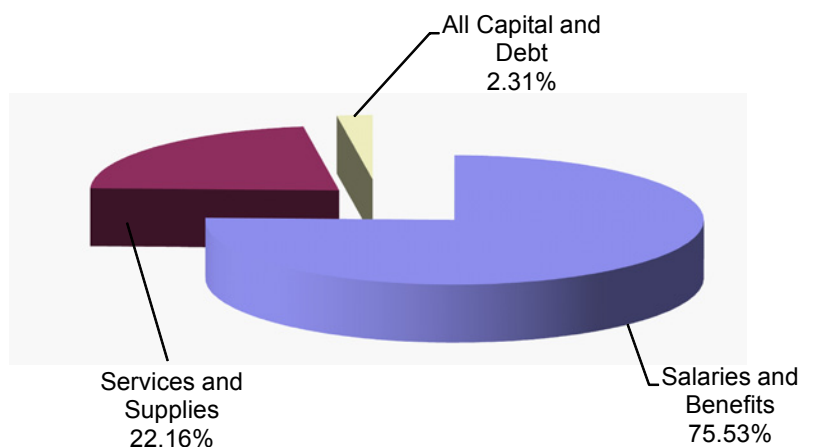
Budgeted expenditures 2011-2012		
Total Expenditures	\$71,643,349	100%
Instruction	\$56,920,161	79.45%
System-Based Administration	\$2,364,747	3.30%
Maintenance	\$8,725,101	12.18%
Transportation	\$3,375,322	4.71%
External Services	\$258,018	0.36%

## Expenditures By Department



Budgeted expenditures 2011-2012 by object		
Total Expenditures	\$71,643,349	100%
Salaries & Benefits	\$54,109,385	75.53%
Services & Supplies	\$15,879,643	22.16%
All Capital & Debt	\$1,654,321	2.31%

## Expenditures By Object



## Capital and Facilities Projects

In 2010-11, Palliser spent \$1,793,705 on the modernization of Picture Butte High School. The total cost of the modernization project is estimated to be \$13.35 million. The anticipated completion date is fall 2012.

In 2010-11, work continued on a new modular for Coalhurst Elementary School. Approval for the modular was received in 2009-10. Total cost of the project to date is \$203,724. At the start of 2011-12, Palliser received approval for a second modular for Coalhurst Elementary. We are looking forward to the new modular's arrival and

installation in 2011-12.

The other major capital project in Palliser is the installation of a modular near County Central High School in Vulcan. Approval for this project came in 2009-10 and work is expected to be completed in 2011-12. The total cost of this project as at August 31, 2011 is \$457,536. The Vulcan Day Care Society moved its day care centre to the modular. The day care had previously been housed in County Central High School. The move freed up space in the school for other student uses.

## Summary of Facility and Capital Plans

Palliser's Three-Year Capital Plan for 2011-2012 to 2013-2014 lists the following projects as priorities:

1. Modernization of Noble Central School in Nobleford.
2. Modernization of County Central High School in Vulcan.
3. Expansion of the gymnasium at Champion School in Champion to provide for a full gym for an elementary/junior high school.
4. Enclosure of the courtyard area at Kate Andrews

High School in Coaldale to provide a cafeteria.

The plan also identified the following issues as matters of priority regarding lease funding of facilities:

1. Continued lease funding for Brant Christian School, Menno Simons Christian School and Heritage Christian Academy.
2. New lease funding for Glenmore Christian Academy, Master's Academy and College and Calgary Christian School.

## Parental Involvement

Palliser Regional Schools encourages parental involvement in all our schools. Consultation with parents through school councils is ingrained in Palliser Administrative Procedures, including Administrative Procedure 102, 3 Year School Plan/Annual Education Results Report. This AP states that school plans and annual education results reports must be prepared by the principal in collaboration with staff, school council and, where appropriate, students. Palliser's trustees regularly

attend school council meetings across Palliser to engage parents. As well, at its November 2011 regular meeting, the Board voted to change the name of its Communications Committee to "Public Engagement Committee" to reflect its ongoing effort to encourage engagement in our schools. The committee's work includes efforts at both the divisional and school level to engage the public in matters of education using a variety of tools, including public meetings, surveys, forums and social media.

## Learn More

Palliser Regional Schools encourages our families and community partners to maintain an active interest in the operation of Palliser and our schools, whether through participation in school council or other methods. A great deal of Palliser information is shared publicly through our website, including Board agendas, minutes and highlights packages. As well, dozens of stories and photos about happenings in the division and our schools are regularly

posted in the "News" section of our homepage at [www.pallisersd.ab.ca](http://www.pallisersd.ab.ca). The public is welcome to sign up online for regular updates from our website, as well as links to news coverage from local media.

Our Central Office is located in Lethbridge at #101 3305 18 Avenue North. We are open from 8:15 a.m. to 4:30 p.m. Monday to Friday. Should you have questions, please call the office at 403-328-4111 or toll-free at 403-380-6890.

## Class Size

The attached class size information for the 2011-2012 school year reflects staffing as it stood in early Fall 2011. By using some of the restored education funding, announced by the Government of Alberta, in October, Palliser will be reducing class sizes in several schools. We anticipate our class size numbers at at least 10 schools will be reduced in

the K-6 grades as new staffing is introduced.

The suggested provincial guidelines for class size are:

- Kindergarten to Grade 3 — 17 students
- Grades 4 to 6 — 23 students
- Grades 7 to 9 — 25 students
- Grades 10 to 12 — 27 students

### 2255 — Palliser Regional Division No. 26 CORE SUBJECTS ONLY

	K to 3			4 to 6			7 to 9			10 to 12		
	2009/10	2010/11	2011/12	2009/10	2010/11	2011/12	2009/10	2010/11	2011/12	2009/10	2010/11	2011/12
Arrowwood Community School	17.0	16.0	20.5	16.5	20.0	22.3	24.0	16.0	21.0			
Barons School	17.3	17.8	20.2	21.5	20.0	24.0	14.0	16.0	22.0			
Brant Christian School	18.0	14.5	15.5	17.0	22.0	18.5	27.0	18.0	21.0	21.0		28.0
Calgary Christian High School							19.8	22.6	21.4	19.1	22.3	21.2
Calgary Christian School	17.4	19.2	17.0	18.7	23.0	21.0						
Champion School	24.0	23.0	18.3	18.5	18.0	18.8	13.2	16.5	22.0			
Coalhurst Elementary School	16.5	20.4	20.7	19.1	18.9	19.1						
Coalhurst High School							18.0	26.7	24.7	18.3	17.4	14.5
County Central High School							18.8	21.3	19.1	16.1	20.3	25.3
Dorothy Dalglish School	16.2	17.7	21.3	23.0	20.0	17.7						
Glenmore Christian Academy	20.8	21.6	17.8	22.7	24.2	23.6	25.3	24.1	24.0			
Heritage Christian Academy	20.3	19.3	17.7	20.3	21.9	20.7	22.8	22.4	19.4	21.0	20.9	15.3
Huntsville School	14.0	15.7	14.3	18.5	20.5	21.5	17.0	16.0	20.0			
Jennie Emery Elementary School	17.6	19.0	19.6	21.7	21.3	21.8						
John Davidson School Program	14.7	13.7	19.7	21.0	16.0	21.0		23.0	18.0	27.0		
Kate Andrews High School							23.4	24.6	20.5	21.3	20.1	19.6
Master's Academy		20.3	20.7		23.5	23.8		24.5			14.2	
Master's College									25.3			13.5
Menno Simons Christian School	18.0	18.8	19.0	19.3	20.0	20.7	18.0	21.3	22.3			
Milo School	12.0	14.0	12.0	14.0	13.0	20.0	16.0	16.6	19.0			
Noble Central School	17.0	14.3	19.0	21.5	25.0	20.0	15.7	18.3	15.7	12.3	11.4	11.6
Picture Butte High School							22.0	17.0	25.7	18.1	18.5	17.2
R. I. Baker Middle School				19.7	22.6	23.3	23.3	21.5	26.2			
Sunnyside School	19.3	18.0	12.7	16.0	18.0	19.0						
Vulcan Prairieview Elementary School	17.0	18.6	17.6	19.0	23.0	22.8						
<b>Total for Jurisdiction 2255</b>	<b>16.9</b>	<b>17.8</b>	<b>18.7</b>	<b>19.4</b>	<b>20.4</b>	<b>21.0</b>	<b>19.5</b>	<b>20.3</b>	<b>22.4</b>	<b>18.8</b>	<b>18.6</b>	<b>17.8</b>

**Note:**

3/4 combined classes are included in the Gr. 4 to 6 average.

6/7 combined classes are included in the Gr. 7 to 9 average.

9/10 combined classes are included in the Gr. 10 to 12 average.

Special Education classes are included.

Team taught classes are reflected as an instructional PTR size (i.e., a class of 50 with two teachers would be reported as two classes of 25).

Colony schools have been excluded.

Home Ed/Distance Ed programs have been excluded.

This information is subject to change.

Although they have administrative leadership teams, Master's Academy (K-6) and Master's College (7-12) were reported under a single school code until midway through 2010-2011. They now have separate school codes for better tracking of data from each school.



**2255 — Palliser Regional Division No. 26  
ALL SUBJECTS ONLY**

	K to 3			4 to 6			7 to 9			10 to 12		
	2009/10	2010/11	2011/12	2009/10	2010/11	2011/12	2009/10	2010/11	2011/12	2009/10	2010/11	2011/12
Arrowwood Community School	18.7	19.4	20.7	17.4	21.3	23.6	21.0	19.6	17.8			
Barons School	17.5	17.3	20.4	20.5	19.2	24.0	14.0	16.0	22.0	5.0		
Brant Christian School	18.0	14.5	15.5	17.0	21.9	18.6	25.3	17.1	19.8	17.3	13.5	24.1
Calgary Christian High School							19.3	22.0	21.6	15.0	17.2	16.2
Calgary Christian School	17.7	19.3	17.0	19.8	22.8	22.8						
Champion School	24.0	23.0	22.5	18.5	18.0	20.3	14.9	21.0	22.0			
Coalhurst Elementary School	16.9	20.9	22.1	19.1	20.0	19.1						
Coalhurst High School							20.8	24.3	23.9	15.1	16.4	16.2
County Central High School							19.7	21.3	19.7	15.7	16.6	22.3
Dorothy Dalglish School	17.1	18.6	22.6	23.0	22.6	20.2						
Glenmore Christian Academy	20.8	21.6	17.8	23.0	23.4	23.5	23.9	21.2	22.1			
Heritage Christian Academy	20.6	19.6	17.9	21.0	22.0	20.4	22.9	23.5	20.4	18.2	21.5	18.7
Huntsville School	14.0	15.7	14.1	18.5	20.1	20.6	17.0	16.0	19.9			
Jennie Emery Elementary School	17.6	19.0	19.6	21.7	21.3	21.8						
John Davidson School Program	14.3	13.5	19.7	21.0	16.0	21.0		23.0	18.0	27.0		
Kate Andrews High School							21.4	22.7	19.5	20.4	19.0	19.3
Master's Academy		20.3	20.7		23.5	23.8		22.1		0.0	14.3	
Master's College									20.9	0.0		14.0
Menno Simons Christian School	18.0	18.7	19.0	19.3	20.0	20.7	18.0	21.3	22.3			
Milo School	12.0	14.0	12.0	14.0	13.0	20.0	16.3	21.1	19.0			
Noble Central School	17.5	15.5	18.3	22.7	25.0	20.0	16.2	20.3	16.0	11.4	11.4	11.6
Picture Butte High School						37.0	21.0	18.3	24.6	17.0	17.9	14.2
R. I. Baker Middle School				18.3	19.4	19.8	19.7	19.3	21.2			
Sunnyside School	19.3	18.0	12.7	16.0	18.0	19.0						
Vulcan Prairieview Elementary School	17.0	18.7	17.4	19.0	23.0	22.8						
<b>Total for Jurisdiction 2255</b>	<b>18.1</b>	<b>18.9</b>	<b>18.5</b>	<b>19.9</b>	<b>21.5</b>	<b>21.5</b>	<b>20.1</b>	<b>21.1</b>	<b>20.9</b>	<b>17.1</b>	<b>17.5</b>	<b>17.5</b>

**Note:**

3/4 combined classes are included in the Gr. 4 to 6 average.

6/7 combined classes are included in the Gr. 7 to 9 average.

9/10 combined classes are included in the Gr. 10 to 12 average.

Special Education classes are included.

Team taught classes are reflected as an instructional PTR size (i.e., a class of 50 with two teachers would be reported as two classes of 25).

Colony schools have been excluded.

Home Ed/Distance Ed programs have been excluded.

This information is subject to change.

Although they have administrative leadership teams, Master's Academy (K-6) and Master's College (7-12) were reported under a single school code until midway through 2010-2011. They now have separate school codes for better tracking of data from each school.

## Appendix — Measure Details

The following tables and graphs are provided to provide additional context to the performance measures detailed previously in this document. Readers may also be interested in reviewing five-year trend and comparisons to provincial results from the Provincial Achievement Test

and Diploma Exams. These are available on our website at this link:

<http://www.pallisersd.ab.ca/docs/library/results%20for%20web1.pdf>

### Provincial Achievement Test Results — Measure Details

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2007		2008		2009		2010		2011		2011	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 3	Authority	84.5	19.6	83.7	12.8	92.1	20.7	91.0	29.8	91.7	22.7		
	Province	80.3	17.7	80.1	16.1	81.3	18.2	81.6	19.5	81.8	17.5		
Mathematics 3	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	89.6	28.0		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	77.4	26.0		
English Language Arts 6	Authority	87.5	17.3	90.2	20.5	91.3	25.0	91.6	29.9	91.8	33.0		
	Province	80.3	19.8	81.1	21.0	81.8	18.9	83.3	18.9	83.0	18.5		
Mathematics 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	83.0	24.4		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	73.7	17.8		
Science 6	Authority	77.5	21.0	80.9	21.1	87.9	30.8	86.4	36.6	85.0	34.3		
	Province	75.2	26.6	74.8	24.1	76.5	24.8	76.8	26.4	76.2	25.0		
Social Studies 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	80.9	26.4	81.8	29.1		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	71.0	16.4	71.1	18.5		
English Language Arts 9	Authority	81.4	13.1	82.1	18.8	85.4	23.4	85.7	22.9	90.5	21.6		
	Province	77.5	14.8	76.5	14.8	78.7	14.7	79.3	15.0	79.1	16.3		
English Lang Arts 9 KAE	Authority	n/a	n/a	n/a	n/a	n/a	n/a	92.9	10.7	79.3	20.7		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	66.8	7.8	67.2	7.9		
Mathematics 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	79.1	25.7		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	66.1	17.3		
Mathematics 9 KAE	Authority	n/a	n/a	n/a	n/a	n/a	n/a	75.0	12.5	73.3	30.0		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	65.6	15.3	64.9	14.9		
Science 9	Authority	67.2	13.8	75.2	12.8	82.0	21.3	84.4	22.2	86.6	27.7		
	Province	69.6	14.7	69.3	13.0	72.2	15.8	73.6	17.7	74.9	20.8		
Science 9 KAE	Authority	n/a	n/a	n/a	n/a	n/a	n/a	85.3	32.4	77.8	37.0		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	67.2	14.3	69.5	15.3		
Social Studies 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	78.8	23.6	77.1	22.1		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	68.9	18.8	67.2	19.0		
Social Studies 9 KAE	Authority	n/a	n/a	n/a	n/a	n/a	n/a	85.7	42.9	66.7	23.3		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	64.6	15.7	61.9	13.6		

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.

## PAT Results Course by Course Summary by Enrolled with Measure Evaluation

		Palliser Regional Div No. 26							Alberta			
		Achievement	Improvement	Overall	2011		Prev 3 Yr Avg		2011		Prev 3 Yr Avg	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 3	Acceptable Standard	High	Improved	Good	529	91.7	435	88.9	42,944	81.8	42,052	81.0
	Standard of Excellence	Very High	Maintained	Excellent	529	22.7	435	21.1	42,944	17.5	42,052	17.9
English Language Arts 6	Acceptable Standard	Very High	Maintained	Excellent	488	91.8	446	91.0	43,433	83.0	43,646	82.1
	Standard of Excellence	Very High	Improved Significantly	Excellent	488	33.0	446	25.1	43,433	18.5	43,646	19.6
Science 6	Acceptable Standard	Intermediate	Maintained	Acceptable	487	85.0	445	85.1	43,441	76.2	43,534	76.0
	Standard of Excellence	High	Improved	Good	487	34.3	445	29.5	43,441	25.0	43,534	25.1
Social Studies 6	Acceptable Standard	n/a	Maintained	n/a	488	81.8	488	80.9	43,537	71.1	43,601	71.0
	Standard of Excellence	n/a	Maintained	n/a	488	29.1	488	26.4	43,537	18.5	43,601	16.4
English Language Arts 9	Acceptable Standard	Very High	Improved Significantly	Excellent	476	90.5	420	84.4	43,024	79.1	43,763	78.2
	Standard of Excellence	Very High	Maintained	Excellent	476	21.6	420	21.7	43,024	16.3	43,763	14.8
English Lang Arts 9 KAE	Acceptable Standard	n/a	Declined	n/a	29	79.3	28	92.9	1,606	67.2	1,587	66.8
	Standard of Excellence	n/a	Improved	n/a	29	20.7	28	10.7	1,606	7.9	1,587	7.8
Mathematics 9 KAE	Acceptable Standard	n/a	Maintained	n/a	30	73.3	24	75.0	1,936	64.9	1,894	65.6
	Standard of Excellence	n/a	Improved	n/a	30	30.0	24	12.5	1,936	14.9	1,894	15.3
Science 9	Acceptable Standard	Very High	Improved Significantly	Excellent	477	86.6	419	80.5	42,932	74.9	43,553	71.7
	Standard of Excellence	Very High	Improved Significantly	Excellent	477	27.7	419	18.8	42,932	20.8	43,553	15.5
Science 9 KAE	Acceptable Standard	n/a	Maintained	n/a	27	77.8	34	85.3	1,586	69.5	1,526	67.2
	Standard of Excellence	n/a	Maintained	n/a	27	37.0	34	32.4	1,586	15.3	1,526	14.3
Social Studies 9	Acceptable Standard	n/a	Maintained	n/a	475	77.1	449	78.8	43,128	67.2	43,769	68.9
	Standard of Excellence	n/a	Maintained	n/a	475	22.1	449	23.6	43,128	19.0	43,769	18.8
Social Studies 9 KAE	Acceptable Standard	n/a	Declined	n/a	30	66.7	28	85.7	1,573	61.9	1,557	64.6
	Standard of Excellence	n/a	Declined	n/a	30	23.3	28	42.9	1,573	13.6	1,557	15.7

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

Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.

Evaluations for Mathematics (Grades 3, 6, 9) are not calculated due to the changes in the tests in 2010.

## Diploma Examination results — Measure Details

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2007		2008		2009		2010		2011		2011	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	Authority	93.6	20.9	93.3	17.1	90.2	13.5	93.5	10.5	94.1	11.3		
	Province	87.7	19.0	87.1	15.5	86.1	12.3	85.1	10.1	84.4	10.1		
English Lang Arts 30-2	Authority	94.0	6.8	94.9	14.1	89.6	7.0	96.0	8.1	95.0	11.6		
	Province	88.7	9.7	88.9	8.8	88.2	8.5	88.8	9.8	88.6	9.1		
Pure Mathematics 30	Authority	83.1	16.1	86.9	31.1	84.3	28.3	91.4	36.0	90.4	37.6		
	Province	81.1	24.6	81.3	25.8	82.1	26.3	82.9	29.7	81.0	28.7		
Applied Mathematics 30	Authority	82.5	17.5	88.1	21.4	87.1	22.4	91.2	28.1	88.7	24.5		
	Province	77.6	12.1	76.4	10.7	79.4	13.5	77.3	12.6	74.3	9.8		
Social Studies 30	Authority	91.2	25.7	91.8	32.8	89.2	23.2	*	*	n/a	n/a		
	Province	86.1	24.6	84.7	21.5	84.2	21.4	67.8	10.4	69.7	12.1		
Social Studies 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	96.2	19.5	91.4	28.1		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	84.5	16.1	82.8	14.9		
Social Studies 33	Authority	87.7	26.0	94.9	39.0	88.8	31.6	95.0	20.0	n/a	n/a		
	Province	84.8	19.6	85.3	18.9	85.6	20.2	76.4	11.5	69.0	21.4		
Social Studies 30-2	Authority	n/a	n/a	n/a	n/a	n/a	n/a	97.0	28.1	95.0	39.6		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	85.0	13.7	85.6	15.9		
Biology 30	Authority	87.1	20.1	89.4	37.5	83.8	27.8	86.3	26.9	88.5	35.8		
	Province	83.5	27.4	82.3	26.3	83.0	26.6	81.4	28.1	81.9	29.8		
Chemistry 30 Old	Authority	98.9	58.4	97.2	54.6	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	89.3	37.9	89.2	39.2	77.6	19.5	87.5	37.5	n/a	n/a		
Chemistry 30	Authority	n/a	n/a	n/a	n/a	75.2	30.6	84.8	42.9	80.3	27.6		
	Province	n/a	n/a	n/a	n/a	76.3	27.7	79.0	29.9	75.1	27.7		
Physics 30 Old	Authority	90.3	38.8	100.0	91.2	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	86.1	29.3	85.7	32.0	74.4	25.6	75.0	25.0	n/a	n/a		
Physics 30	Authority	n/a	n/a	n/a	n/a	86.1	32.9	80.6	27.6	79.1	35.2		
	Province	n/a	n/a	n/a	n/a	79.3	23.1	73.9	20.3	76.7	27.7		
Science 30	Authority	100.0	20.0	95.0	45.0	94.7	42.1	90.9	36.4	94.4	27.8		
	Province	87.1	18.0	88.6	21.6	86.0	20.9	80.1	22.8	80.4	21.0		

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.

## Diploma Examination Results Course by Course Summary With Measure Evaluation

		Palliser Regional Div No. 26							Alberta			
		Achievement	Improvement	Overall	2011		Prev 3 Yr Avg		2011		Prev 3 Yr Avg	
Course	Measure				N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	Intermediate	Maintained	Acceptable	238	94.1	228	92.3	29,063	84.4	28,502	86.1
	Standard of Excellence	Low	Maintained	Issue	238	11.3	228	13.7	29,063	10.1	28,502	12.6
English Lang Arts 30-2	Acceptable Standard	High	Maintained	Good	121	95.0	104	93.5	14,550	88.6	13,676	88.6
	Standard of Excellence	High	Maintained	Good	121	11.6	104	9.7	14,550	9.1	13,676	9.0
Pure Mathematics 30	Acceptable Standard	High	Maintained	Good	197	90.4	163	87.5	23,033	81.0	22,548	82.1
	Standard of Excellence	Very High	Improved	Excellent	197	37.6	163	31.8	23,033	28.7	22,548	27.3
Applied Mathematics 30	Acceptable Standard	Intermediate	Maintained	Acceptable	106	88.7	105	88.8	10,807	74.3	10,371	77.7
	Standard of Excellence	Very High	Maintained	Excellent	106	24.5	105	24.0	10,807	9.8	10,371	12.3
Social Studies 30-1	Acceptable Standard	n/a	Declined	n/a	185	91.4	185	96.2	23,603	82.8	23,484	84.5
	Standard of Excellence	n/a	Improved	n/a	185	28.1	185	19.5	23,603	14.9	23,484	16.1
Social Studies 30-2	Acceptable Standard	n/a	Maintained	n/a	139	95.0	135	97.0	16,537	85.6	14,903	85.0
	Standard of Excellence	n/a	Improved Significantly	n/a	139	39.6	135	28.1	16,537	15.9	14,903	13.7
Biology 30	Acceptable Standard	High	Maintained	Good	226	88.5	171	86.5	22,817	81.9	21,372	82.2
	Standard of Excellence	Very High	Improved	Excellent	226	35.8	171	30.7	22,817	29.8	21,372	27.0
Chemistry 30	Acceptable Standard	n/a	Maintained	n/a	152	80.3	160	80.0	18,792	75.1	18,152	77.6
	Standard of Excellence	n/a	Declined	n/a	152	27.6	160	36.8	18,792	27.7	18,152	28.8
Physics 30	Acceptable Standard	n/a	Maintained	n/a	91	79.1	89	83.3	10,660	76.7	10,216	76.6
	Standard of Excellence	n/a	Maintained	n/a	91	35.2	89	30.2	10,660	27.7	10,216	21.7
Science 30	Acceptable Standard	High	Maintained	Good	18	94.4	20	93.5	5,007	80.4	4,450	84.9
	Standard of Excellence	High	Maintained	Good	18	27.8	20	41.2	5,007	21.0	4,450	21.8

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

Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.



## High School Completion Rate – Measure Details

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.										
	Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
3 Year Completion	78.9	81.2	78.5	79.5	85.5	70.6	71.1	70.8	71.5	72.6
4 Year Completion	82.8	82.2	85.6	84.1	82.6	76.1	76.1	76.3	76.1	76.9
5 Year Completion	85.7	84.4	83.3	88.0	86.7	78.1	78.9	78.7	79.0	79.0

## Drop Out Rate – Measure Details

Drop Out Rate - annual dropout rate of students aged 14 to 18										
	Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Drop Out Rate	3.4	3.6	4.4	1.8	1.9	4.7	5.0	4.8	4.3	4.2
Returning Rate	18.5	19.5	16.0	10.6	27.0	21.2	21.3	19.8	23.5	27.9

## High School to Post-secondary Transition Rate – Measure Details

High school to post-secondary transition rate of students within four and six years of entering Grade 10.										
	Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
4 Year Rate	47.3	41.8	45.7	46.3	46.0	37.7	38.7	38.9	37.5	37.8
6 Year Rate	59.5	58.0	64.5	64.7	65.4	58.1	58.8	59.2	59.8	59.3

## Rutherford Eligibility Rate – Measure Details

Percentage of Grade 12 students eligible for a Rutherford Scholarship.										
	Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Rutherford Scholarship Eligibility Rate (Revised)	60.7	60.4	62.6	64.7	74.3	56.1	56.8	57.3	56.9	59.6

Rutherford eligibility rate details.									
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
2006	300	168	56.0	155	51.7	92	30.7	182	60.7
2007	328	188	57.3	166	50.6	101	30.8	198	60.4
2008	318	182	57.2	164	51.6	118	37.1	199	62.6
2009	402	243	60.4	223	55.5	129	32.1	260	64.7
2010	439	295	67.2	289	65.8	160	36.4	326	74.3

## Diploma Examination Participation Rate – Measure Details

Diploma examination participation rate: Percentage of students writing 0 to 6 or more Diploma Examinations by the end their 3rd year of high school.

	Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
% Writing 0 Exams	13.0	10.2	13.7	14.0	13.1	17.8	18.0	18.4	18.0	17.2
% Writing 1+ Exams	87.0	89.8	86.3	86.0	86.9	82.2	82.0	81.6	82.0	82.8
% Writing 2+ Exams	83.0	88.2	82.5	84.2	86.0	78.5	78.6	78.0	78.7	79.6
% Writing 3+ Exams	66.5	69.4	68.0	70.9	75.8	65.6	65.6	64.9	65.2	66.0
<b>% Writing 4+ Exams</b>	<b>56.4</b>	<b>55.0</b>	<b>52.7</b>	<b>57.5</b>	<b>61.2</b>	<b>53.7</b>	<b>53.6</b>	<b>53.3</b>	<b>53.5</b>	<b>54.9</b>
% Writing 5+ Exams	36.7	36.2	35.5	35.8	39.9	34.6	34.7	34.3	34.7	36.1
% Writing 6+ Exams	14.0	10.9	14.3	8.8	13.6	13.0	13.2	12.7	12.9	13.4

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

	Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
English 30 / English Language Arts 30-1	54.9	52.7	49.8	56.4	63.6	54.7	54.5	53.8	54.0	54.5
English 33 / English Language Arts 30-2	27.8	33.1	31.6	27.1	21.4	23.5	23.6	24.0	24.5	25.1
<b>Total of 1 or more English Diploma Exams</b>	<b>82.0</b>	<b>85.2</b>	<b>81.5</b>	<b>82.3</b>	<b>84.7</b>	<b>77.1</b>	<b>77.0</b>	<b>76.7</b>	<b>77.1</b>	<b>78.0</b>
Social Studies 30	38.4	46.0	37.7	46.6	7.5	49.5	49.3	48.1	48.1	3.7
Social Studies 30-1	n/a	n/a	0.0	0.0	43.2	n/a	n/a	0.0	0.0	45.7
Social Studies 33	44.0	41.2	45.7	36.9	3.2	28.8	28.8	29.5	30.1	2.5
Social Studies 30-2	n/a	n/a	0.0	0.0	30.3	n/a	n/a	0.0	0.0	27.4
<b>Total of 1 or more Social Diploma Exams</b>	<b>82.4</b>	<b>86.8</b>	<b>82.7</b>	<b>83.0</b>	<b>84.0</b>	<b>77.2</b>	<b>77.2</b>	<b>76.7</b>	<b>77.4</b>	<b>78.1</b>
Mathematics 30 / Pure Mathematics 30	40.1	37.9	39.3	40.1	45.6	41.9	41.7	41.1	40.8	41.4
Mathematics 33 / Applied Mathematics 30	26.8	28.9	27.5	27.6	27.2	19.5	19.5	19.1	19.7	19.7
<b>Total of 1 or more Math Diploma Exams</b>	<b>64.8</b>	<b>65.9</b>	<b>65.8</b>	<b>65.8</b>	<b>70.6</b>	<b>60.7</b>	<b>60.7</b>	<b>59.7</b>	<b>59.9</b>	<b>60.6</b>
Biology 30	39.8	44.1	37.4	47.5	47.8	39.6	39.8	39.1	39.8	41.2
Chemistry 30	n/a	n/a	n/a	26.4	39.3	n/a	n/a	n/a	29.7	35.2
Physics 30	n/a	n/a	n/a	13.8	23.3	n/a	n/a	n/a	17.5	20.0
Science 30	4.6	7.7	6.1	4.7	6.1	7.0	7.0	7.4	8.2	9.0
<b>Total of 1 or more Science Diploma Exams</b>	<b>57.4</b>	<b>57.6</b>	<b>54.0</b>	<b>59.1</b>	<b>63.3</b>	<b>56.7</b>	<b>56.5</b>	<b>56.1</b>	<b>56.1</b>	<b>57.6</b>
Français 30-1	0.0	0.0	0.0	0.0	0.0	0.2	0.2	0.2	0.2	0.2
French Language Arts 30	0.0	0.0	0.0	0.0	0.0	2.7	2.7	2.7	2.7	2.9
<b>Total of 1 or more French Diploma Exams</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>2.9</b>	<b>2.9</b>	<b>2.9</b>	<b>2.9</b>	<b>3.1</b>

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

## Citizenship – Measure Details

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

	Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	77.3	83.0	86.4	86.5	85.8	76.6	77.9	80.3	81.4	81.9
Teacher	90.7	95.3	95.3	96.3	95.7	89.9	90.6	91.8	93.0	92.7
Parent	75.3	80.3	86.8	86.1	84.7	72.6	74.7	77.4	78.5	78.6
Student	66.0	73.3	77.0	77.0	77.1	67.1	68.5	71.8	72.7	74.5

### Work Preparation – Measure Details

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.

	Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	78.8	84.7	84.3	85.5	85.6	77.1	80.1	79.6	79.9	80.1
Teacher	86.0	92.8	90.4	92.1	93.2	89.2	89.3	88.9	90.0	89.6
Parent	71.6	76.6	78.3	79.0	78.0	65.1	70.9	70.2	69.8	70.6

### Lifelong Learning – Measure Details

Percentage of teacher and parent satisfaction that high school graduates demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

	Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	66.3	73.4	72.4	72.0	70.0	65.6	66.7	67.4	67.6	67.9
Teacher	70.6	78.3	77.4	76.5	77.2	74.1	73.8	74.0	75.4	75.3
Parent	62.0	68.5	67.5	67.6	62.8	57.1	59.5	60.8	59.8	60.6

### Program of Studies – Measure Details

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.

	Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	69.5	74.1	80.2	78.4	78.9	78.5	79.4	80.3	80.5	80.9
Teacher	72.9	80.0	85.5	83.7	85.4	85.7	86.4	86.8	87.7	87.6
Parent	71.7	74.4	80.3	78.7	78.5	76.9	77.6	78.7	78.0	78.3
Student	63.8	68.1	74.9	72.8	72.7	72.9	74.1	75.3	75.9	76.9

### Education Quality – Measure Details

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

	Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	86.8	91.0	91.9	91.6	91.2	87.6	88.2	89.3	89.2	89.4
Teacher	94.1	97.2	97.0	97.4	97.4	94.7	94.9	95.3	95.6	95.5
Parent	82.0	86.2	88.4	87.8	87.8	81.8	83.0	84.4	83.9	84.2
Student	84.4	89.5	90.3	89.7	88.4	86.4	86.6	88.3	88.2	88.5

### Safe and Caring – Measure Details

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.

	Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	86.0	89.8	91.6	91.5	91.4	84.2	85.1	86.9	87.6	88.1
Teacher	93.7	96.9	96.0	96.3	96.7	92.6	93.1	93.8	94.4	94.5
Parent	85.2	88.6	92.0	91.8	91.7	81.7	83.2	85.3	86.1	86.6
Student	79.2	83.8	86.7	86.3	85.9	78.5	79.1	81.7	82.2	83.3

### Parental Involvement – Measure Details

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.										
	Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	80.7	82.6	86.7	86.9	86.9	77.5	78.2	80.1	80.0	79.9
Teacher	89.2	91.5	93.2	93.2	93.9	87.1	87.5	88.0	88.6	88.1
Parent	72.2	73.7	80.2	80.6	79.8	67.9	69.0	72.2	71.3	71.7

### School Improvement – Measure Details

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.										
	Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	75.2	79.5	82.2	79.7	80.5	76.3	77.0	79.4	79.9	80.1
Teacher	73.4	78.4	80.3	78.3	83.1	74.5	75.6	78.2	80.8	80.1
Parent	80.6	81.3	82.8	78.0	77.9	75.1	75.9	78.1	77.0	77.3
Student	71.5	78.7	83.5	82.8	80.6	79.3	79.5	81.8	81.8	82.9