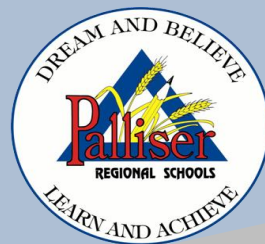


Palliser Regional School Division No. 26

Annual Education Results Report & 3-Year Education Plan

A look back on 2009-2010 results
and our plan for moving forward



Palliser
Regional
Schools

Message from the Board Chair Don Zech



Thank you for your interest in Palliser Regional Schools' Annual Education Results Report and the Three-Year Education Plan. For the first time, we've combined these two reports. It's a natural merger because the strategies that resulted in our excellent results in 2009-2010 will continue to be the building blocks for success in the coming three years.

Our results are rock solid and show that our continued focus on school improvement and professional development is making a difference in the classroom for our students. As you'll see in the pages that follow, our Accountability Pillar measures are strong and we have no areas of significant decline.

In addition to our focus on academic results, the Board continues to place strong priority on ensuring safe and caring schools and encouraging student development as responsible and engaged citizens. With both a solid education in character and academics, I believe students of Palliser will be well prepared for a rapidly changing, global society.

To attain Palliser's goal of ensuring learning success for all students to develop their unique potential, we need more than strong teachers and classroom supports. We need the involvement of our communities, especially our parents. As we look forward, we will continue to work at the school and division level to encourage parental involvement and stakeholder input.

By reading this report, you are joining us in this process. I hope the results and strategies you read here will encourage you to find out more and to join us in this process of school improvement to ensure our strong results stay that way. Together, we can celebrate the achievements of 2009-2010 and continue to build on this success.

A handwritten signature in black ink that reads "Don Zech".

Don Zech, Board Chairperson

Message from the Superintendent of Schools



I am pleased to share our Annual Education Results Report for 2009-2010 and our Three-Year Education Plan.

In the 2009-2010 school year, Palliser dealt with a number of significant challenges that affected all sectors of our system. Yet through the hard work of our staff, we continued to provide our students with an excellent education and our students continued to enjoy success on a number of fronts.

As you'll see in this report, our school goals and school review processes are central to this success. As a division, we have transformed our annual school goals process to give our staff and school leadership ownership of their goals and strategies. This grassroots approach to goal-setting has resulted in a building-wide focus on measurable improvement. We don't want to just talk about getting better. We expect there to be data to show it. Our school reviews are one way to collect data from our schools, from students, parents and staff.

Palliser has changed a great deal in a short time. Yet our results show a system that is strong at its core. We continue to embrace change, particularly as Alberta Education plans a revolution of the public education system. We are poised to respond to the inclusive and globally competitive education system we are learning more about through Alberta's Setting the Direction and Inspiring Education initiatives. I would encourage our stakeholders – our communities and our parents – to join us as active partners in this transformation.

A handwritten signature in black ink that reads "Kevin Gietz".

Kevin Gietz, Superintendent of Schools

Accountability Statement

The Annual Education Results Report for the 2009-2010 school year and the Education Plan for the three years commencing September 1, 2010 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 2009/2010 school year and the three-year Education Plan for 2010 – 2013 on November 29, 2010

MISSION

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

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 are made available to the public in the "Documents" section of our website, www.pallisersd.ab.ca, or by contacting Central Office at 403-328-4111 or 1-877-667-1234.

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 provision of:

1. High-quality learning opportunities
2. Excellence in student learning outcomes
3. Success for First Nations, Metis and Inuit students
4. Highly responsive and responsible education system

Palliser Regional Schools shares these goals as it looks ahead to 2010-2013.

JURISDICTION PROFILE

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 Reserve in the north. A Board made up of six elected trustees governs Palliser Regional Schools, with central administration offices located in Lethbridge. Approximately 945 employees consisting of 435 certificated staff and 411 support staff serve 6,400 children and 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 | School | Grades Served |
|----------------|--|---------------|
| Arrowwood | Arrowwood School | 1-9 |
| Barons | Barons School (LGM Alternative) | P-9 |
| 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 Outreach School | 10-12 |
| Carmangay | Carmangay Outreach School | 10-12 |
| Champion | Champion Community School | 1-9 |
| Coaldale | Jennie Emery Elementary School | P-4 |
| | John Davidson School (LGM Alternative) | P-9 |
| | Kate Andrews High School | 9-12 |
| | PASS+ Outreach School | 9-12 |
| | R.I. Baker Middle School | 5-8 |
| | Coalhurst Elementary School | P-6 |
| Coalhurst | Coalhurst High School | 7-12 |
| | Huntsville School | P-9 |
| Iron Springs | Huntsville School | P-9 |
| Milo | Milo Community School | 1-11 |
| Nobleford | Noble Central School | P-12 |
| Picture Butte | Dorothy Dalgliesh School | P-6 |
| | Picture Butte High School | 7-12 |
| | Picture Butte Outreach School | 9-12 |
| | Sunnyside School | P-6 |
| Sunnyside | Sunnyside School | P-6 |
| | County Central High School | 7-12 |
| | Vulcan Outreach School | 10-12 |
| Vulcan | Vulcan Outreach School | 10-12 |
| | Vulcan Prairievew Elementary School | P-6 |
| Colony Schools | 16 Sites | K-9 |
| Home Schooling | | 1-12 |

Trends and Issues

The major issue for Palliser last year was the mid-year budget reductions impacting staff, programs and services across the division. Every effort was made to minimize the impact of these reductions on student learning. As the next year's budget decisions were debated and with growth in student enrolment across the division, priority programs and services have been restored for 2010-2011.

Some of our rural areas, like those across Canada, face the challenge of depopulation. However our Low German Mennonite population has resulted in the reopening of three rural schools including an outreach school in Carmangay to support continuing education into high school of LGM youth.

Conversely, our Calgary schools are coping with growth pressures as student enrolment continues to grow to the limit of the school facilities. The lack of provincial lease funding for three of our Calgary schools is an ongoing concern.

The major modernization of Picture Butte High School, involving demolition and renovation, is finally underway. Although much anticipated, this presents a challenge to students and staff.

Although Palliser has provided parents choice through a range of alternative programming, private schools within our geographic boundaries have not explored whether joining Palliser as faith-based alternative programs would be mutually beneficial.

The new programs of studies for Social Studies 30-1 and 30-2, as well as Mathematics 2, 5, and 8, were successfully implemented despite a lack of sustained financial assistance, from the provincial level, for the provision of dedicated and on-going professional development or the purchasing of resources to support these curricula changes. The mandatory implementation of the new Mathematics program for grades 3, 6, 9 and 10 saw these programs in our schools for the start of the 2010-2011 school year.

Negotiations with Siksika First Nation on funding students who attend Palliser schools are an ongoing challenge. We are currently struggling with a reduced enrolment cap as part of the draft funding proposal.

Summary of Accomplishments

- We reopened John Davidson School in Coaldale in August 2009 as an alternative program for Low German Mennonite students.
- A new Hutterian Colony school opened at Albion Ridge.
- We offered courses by video conference for the first time in 2009 with students in Brant accessing math, chemistry and cosmetology while students at Heritage Christian Academy accessed Math 31.
- Our innovative use of technology contributed to the division being chosen for Alberta's first live downlink between astronauts aboard the International Space Station and Palliser students in September 2009.
- Palliser organized half-day workshops at every school with Grade 9 students using Alberta Education's Speak Out resources, a tool for collecting student voice about their education system. The results were shared with the Alberta Student Engagement Initiative, but, more importantly, became part of Palliser's budget deliberations.
- Palliser received 16 Minister's Educational Leadership Recognition Awards in November 2009.
- A number of staff were recognized for outstanding achievement in several areas including the Alberta Excellence in Teaching Award, SMARTer Kids Innovative Use of Technology Award, the Edwin Parr Award for first-year teachers, the Robert H. Routledge Award for school athletics; and the Keith Mann Award for outstanding new band director.
- Three Palliser schools were recognized with Garfield Weston Awards: Coalhurst Elementary; Master's College; and Picture Butte High School.
- Palliser conducted school reviews on all 15 colony schools, Barons School and Dorothy Dalgliesh School.
- A three-year teacher induction program entered its second year in 2009-2010, offering support and resources to teachers at the beginning of their careers.
- An Administrators' Induction and Mentorship Program was initiated to provide support for beginning administrators.
- Palliser participated in an inter-jurisdictional AISI project with a focus on developing social studies units using SMART Notebook as the platform.
- The division organized the first Western Canada Character Education Conference in November 2009.
- For the second year, our teachers benefitted from meeting together in small interschool collaborative learning groups focused on curriculum and instruction with a goal of improving student learning outcomes.

October 2010 Accountability Pillar Overall Summary

| Goal | 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 |
| Goal 1: High-quality learning opportunities | Safe and Caring Schools | Excellent | Safe and Caring | 91.5 | 91.6 | 89.1 | 87.6 | 86.9 | 85.4 | Very High | Improved Significantly | Excellent |
| | Student Learning Opportunities | Excellent | Program of Studies | 78.4 | 80.2 | 74.6 | 80.5 | 80.3 | 79.4 | Intermediate | Improved Significantly | Good |
| | | | Education Quality | 91.6 | 91.9 | 89.9 | 89.2 | 89.3 | 88.4 | Very High | Improved | Excellent |
| | | | Drop Out Rate | 1.8 | 4.4 | 3.8 | 4.3 | 4.8 | 4.8 | Very High | Improved Significantly | Excellent |
| | | | High School Completion Rate (3 yr) | 79.5 | 78.5 | 79.6 | 71.5 | 70.8 | 70.9 | High | Maintained | Good |
| Goal 2: Excellence in student learning outcomes | Student Learning Achievement (Grades K-9) | Excellent | PAT: Acceptable | 87.9 | 87.9 | 83.3 | 79.1 | 78.3 | 77.2 | High | Improved Significantly | Good |
| | | | PAT: Excellence | 28.5 | 24.3 | 19.5 | 19.4 | 18.3 | 18.2 | Very High | Improved Significantly | Excellent |
| | Student Learning Achievement (Grades 10-12) | n/a | Diploma: Acceptable | 91.5 | 86.9 | 88.9 | 83.4 | 84.3 | 84.3 | High | Improved | Good |
| | | | Diploma: Excellence | 21.7 | 21.1 | 20.9 | 19.0 | 18.5 | 19.2 | High | Maintained | Good |
| | | | Diploma Exam Participation Rate (4+ Exams) | 57.5 | 52.7 | 54.7 | 53.5 | 53.3 | 53.6 | High | Maintained | Good |
| | | | Rutherford Scholarship Eligibility Rate (Revised) | 64.7 | 62.6 | 61.2 | 56.9 | 57.3 | 56.7 | High | n/a | n/a |
| | Preparation for Lifelong Learning, World of Work, Citizenship | Good | Transition Rate (6 yr) | 64.7 | 64.5 | 60.6 | 59.8 | 59.2 | 58.7 | High | Improved | Good |
| | | | Work Preparation | 85.5 | 84.3 | 82.6 | 79.9 | 79.6 | 78.9 | High | Improved | Good |
| Citizenship | | | 86.5 | 86.4 | 82.2 | 81.4 | 80.3 | 78.3 | Very High | Improved Significantly | Excellent | |
| Goal 4: Highly responsive and responsible education system | Parental Involvement | Excellent | Parental Involvement | 86.9 | 86.7 | 83.3 | 80.0 | 80.1 | 78.6 | Very High | Improved | Excellent |
| | Continuous Improvement | Good | School Improvement | 79.7 | 82.2 | 79.0 | 79.9 | 79.4 | 77.6 | High | Maintained | Good |

Notes:

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

October 2010 Accountability Pillar Overall Summary – FNMI

| Goal | 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 |
| Goal 1: High-quality learning opportunities | Student Learning Opportunities | n/a | Drop Out Rate | 10.0 | 6.7 | 3.9 | 11.2 | 11.0 | 10.9 | Very Low | Maintained | Concern |
| | | | High School Completion Rate (3 yr) | * | * | n/a | 34.1 | 35.6 | 35.2 | * | * | * |
| Goal 2: Excellence in student learning outcomes | Student Learning Achievement (Grades K-9) | Concern | PAT: Acceptable | 71.4 | 70.3 | 76.0 | 59.1 | 56.3 | 54.5 | Low | Maintained | Issue |
| | | | PAT: Excellence | 3.6 | 2.7 | 4.0 | 6.4 | 5.3 | 5.4 | Very Low | Maintained | Concern |
| | Student Learning Achievement (Grades 10-12) | n/a | Diploma: Acceptable | n/a | n/a | n/a | 76.3 | 77.1 | 77.2 | n/a | n/a | n/a |
| | | | Diploma: Excellence | n/a | n/a | n/a | 8.7 | 8.2 | 9.3 | n/a | n/a | n/a |
| | | | Diploma Exam Participation Rate (4+ Exams) | * | * | n/a | 16.7 | 17.2 | 17.0 | * | * | * |
| | | | Rutherford Scholarship Eligibility Rate (Revised) | n/a | * | n/a | 27.5 | 29.0 | 27.4 | n/a | n/a | n/a |
| | | | Preparation for Lifelong Learning, World of Work, Citizenship | n/a | n/a | Transition Rate (6 yr) | * | * | n/a | 33.9 | 31.8 | 28.1 |

Notes:

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

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 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: High Quality Learning Opportunities

Outcome: Schools environments are safe and caring.

| Performance Measure | Results (in percentages) | | | | | Target ¹ | Evaluation | | | Targets ² | | |
|--|--------------------------|------|------|------|------|---------------------|-------------|------------------------|-----------|----------------------|------|------|
| | 2006 | 2007 | 2008 | 2009 | 2010 | 2010 | Achievement | Improvement | Overall | 2011 | 2012 | 2013 |
| Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school. | 86.3 | 86.0 | 89.8 | 91.6 | 91.5 | | Very High | Improved Significantly | Excellent | | | |

Comment on Results

Trustees and school administrators alike place a high priority on providing a safe and caring school environment.

The Safe and Caring Schools Advisory Committee has been transitioned to a Wellness Advisory Committee, encompassing the five dimensions of wellness identified in Alberta Education's draft framework. This transition has provided an opportunity to maintain our focus on safe and caring schools, character and citizenship development, and to promote healthy lifestyle choices including physical activity, appropriate nutrition choices and spiritual enhancement.

Each school is required to include a school goal related to at least one of the five dimensions of student wellness in their three-year school plan/AERR.

Strategies

A stakeholder meeting of trustees and school administrators, our Wellness Advisory Committee was hosted to share strategies being implemented to ensure students experience little or no incidents of bullying and to highlight and promote character development and citizenship initiatives. The committee heard a presentation on the importance of leadership to safe and caring schools.

The division continues to highlight recommended best practice for keeping children safe when using the Internet. The Alberta Education program, Passport to the Internet, was recommended to administrators for use in their schools.

Teachers were encouraged to strengthen relationships with families using a variety of communication strategies as provided in their school communication plan and our administrative procedure on communicating student achievement.

An emphasis on citizenship activities and character education continues as schools strive to develop local, national and international community awareness.

Administrators continue to partner with law enforcement and our counseling team to implement our threat assessment protocol as needed. The goal is to ensure at-risk student behavior is addressed with appropriate interventions.

Peer mentorship programs continue to operate in five Palliser communities with the support of grants available from Children's Services and Alberta Health Services, Addictions and Mental Health division.

Palliser is in the first year of providing a licensed before- and after-school program in the Town of Coaldale.

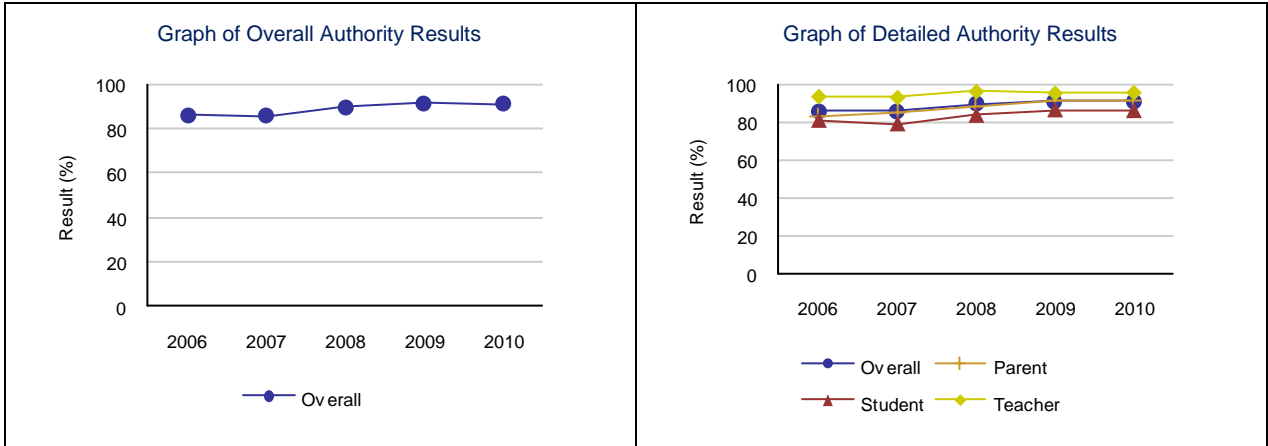
Palliser spearheaded the establishment of the first annual Western Canada Character Education Conference 2009 and will continue to provide leadership to support this becoming an annual event. The next event will be held in November 2010.

The division supported the establishment of cross-graded advisories that have as a key purpose the promotion of relationships and a sense of belonging amongst students and staff.

In keeping with our learner engagement focus, Palliser supports initiatives to develop student leaders at all levels. Examples included engaging Grade 9 students in Speak Out forums, student councils, in-school mentorship programs, and Sailing and Life Training Society training.

Palliser continues to support professional development for all staff on topics targeting safe and caring environments throughout the school day. Examples would include offering S-endorsement training to bus drivers, first-aid training and Level 1 threat assessment training and the inaugural Western Canada Character Education Conference in 2009.

| 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 | | | | |
| | 2006 | 2007 | 2008 | 2009 | 2010 | 2006 | 2007 | 2008 | 2009 | 2010 |
| Overall | 86.3 | 86.0 | 89.8 | 91.6 | 91.5 | 84.4 | 84.2 | 85.1 | 86.9 | 87.6 |
| Teacher | 94.2 | 93.7 | 96.9 | 96.0 | 96.3 | 92.8 | 92.6 | 93.1 | 93.8 | 94.4 |
| Parent | 83.5 | 85.2 | 88.6 | 92.0 | 91.8 | 82.1 | 81.7 | 83.2 | 85.3 | 86.1 |
| Student | 81.1 | 79.2 | 83.8 | 86.7 | 86.3 | 78.4 | 78.5 | 79.1 | 81.7 | 82.2 |



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

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

| Performance Measure | Results (in percentages) | | | | | Target | Evaluation | | | Targets | | |
|--|--------------------------|------|------|------|------|--------|--------------|------------------------|-------------|---------|------|------|
| | 2006 | 2007 | 2008 | 2009 | 2010 | | 2010 | Achievement | Improvement | Overall | 2011 | 2012 |
| 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. | 70.4 | 69.5 | 74.1 | 80.2 | 78.4 | | Intermediate | Improved Significantly | Good | | | |
| Percentage of teachers, parents and students satisfied with the overall quality of basic education. | 87.9 | 86.8 | 91.0 | 91.9 | 91.6 | | Very High | Improved | Excellent | | | |

Comment on Results

The opportunity to participate in Speak Out was provided to each Grade 9 student. The students identified the importance of a classroom environment that is focused on learning and a teacher who knows their students and teaches to the student's individual learning strengths.

The division has made a concerted effort to provide students attending small schools with a broader range of program options. Our students currently enjoy the programming benefits of two mobile CTS facilities. CTS courses in the Trades, Manufacturing and Transportation clusters are being offered, including fabrication, construction and some automotives.

Expanded opportunities for fine arts programming have also been provided to our small rural community schools through either an itinerant teacher service or busing options.

The jurisdiction enhanced our CTS, senior math and science classes using videoconferencing.

Our locally developed Sports Performance course is now available through middle and high school in Coaldale and is expanded into Vulcan for the 2010-2011 year.

Strategies

We are exploring enhancing our second language programming through videoconference offerings.

Continue to support technology integration initiatives in classrooms, including allowing student-owned devices in the classroom.

Continue to support the broad program of studies via videoconferencing to provide further choice to students. We are exploring enhancing our second language programming through videoconference offerings.

Continue to host the Inclusive Education Advisory Board to include parents and other stakeholders established in 2008-09.

Established a principal leadership committee to develop common understanding of the conceptual anchors within the framework of Setting the Direction.

Continue to offer academic and career counselling services to all students Grades 9-12 using an itinerant career counsellor model.

Continue to ensure Palliser students have access to student health services through collaboration with three student health partnerships. Discussions are continuing regarding the need to participate in the Calgary Rockyview Student Health Partnership.

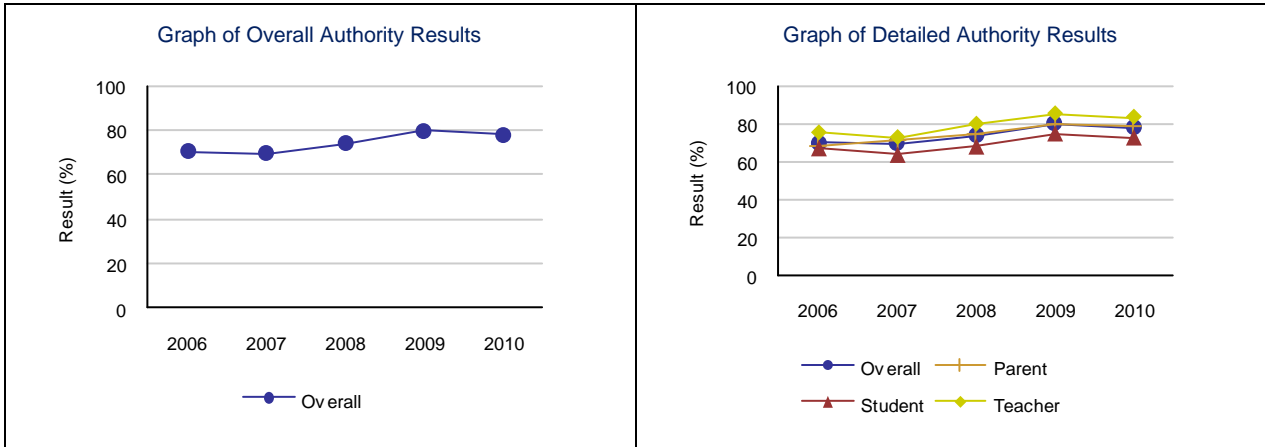
Continue to review implementation of the knowledge and employability skills courses to ensure students have access to the highest level of academic achievement, while providing flexibility to meet the needs of learners in Grades 8-12.

Support teachers, as they address the range of learning needs in their classrooms, to develop utilize the teacher resource *Making a Difference: Meeting Diverse Learning Needs With differentiated Instruction*.

Support administrators, as they provide instructional supervision, to ensure differentiation is evident in planning and practice to meet diverse learning needs.

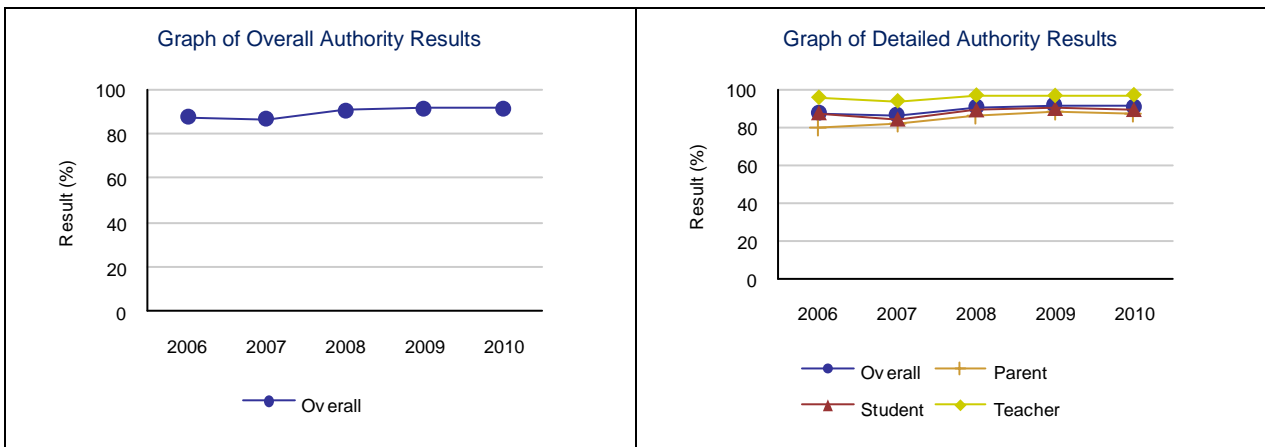
Ensure all support staff groups (e.g., librarians, secretaries, caretakers) are provided an opportunity to contribute to meeting the needs of Palliser students through collaboration and professional development.

| 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 | | | | |
| | 2006 | 2007 | 2008 | 2009 | 2010 | 2006 | 2007 | 2008 | 2009 | 2010 |
| Overall | 70.4 | 69.5 | 74.1 | 80.2 | 78.4 | 78.1 | 78.5 | 79.4 | 80.3 | 80.5 |
| Teacher | 75.4 | 72.9 | 80.0 | 85.5 | 83.7 | 85.2 | 85.7 | 86.4 | 86.8 | 87.7 |
| Parent | 68.6 | 71.7 | 74.4 | 80.3 | 78.7 | 76.6 | 76.9 | 77.6 | 78.7 | 78.0 |
| Student | 67.2 | 63.8 | 68.1 | 74.9 | 72.8 | 72.6 | 72.9 | 74.1 | 75.3 | 75.9 |



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

| Measure Details | | | | | | | | | | |
|---|-----------|------|------|------|------|----------|------|------|------|------|
| Percentage of teachers, parents and students satisfied with the overall quality of basic education. | | | | | | | | | | |
| | Authority | | | | | Province | | | | |
| | 2006 | 2007 | 2008 | 2009 | 2010 | 2006 | 2007 | 2008 | 2009 | 2010 |
| Overall | 87.9 | 86.8 | 91.0 | 91.9 | 91.6 | 87.7 | 87.6 | 88.2 | 89.3 | 89.2 |
| Teacher | 96.0 | 94.1 | 97.2 | 97.0 | 97.4 | 94.8 | 94.7 | 94.9 | 95.3 | 95.6 |
| Parent | 79.7 | 82.0 | 86.2 | 88.4 | 87.8 | 81.6 | 81.8 | 83.0 | 84.4 | 83.9 |
| Student | 87.9 | 84.4 | 89.5 | 90.3 | 89.7 | 86.6 | 86.4 | 86.6 | 88.3 | 88.2 |



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

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

| Performance Measure | Results (in percentages) | | | | | Target | Evaluation | | | Targets | | |
|---|--------------------------|------|------|------|------|--------|------------|------------------------|-------------|---------|------|------|
| | 2005 | 2006 | 2007 | 2008 | 2009 | | 2010 | Achievement | Improvement | Overall | 2011 | 2012 |
| Drop Out Rate - annual dropout rate of students aged 14 to 18 | 2.6 | 3.4 | 3.6 | 4.4 | 1.8 | | Very High | Improved Significantly | Excellent | | | |

Comment on Results

Palliser's philosophy and practice has been to provide 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;
- Focusing on student engagement;
- Preschool programs and services;
- Early literacy intervention to children and students at promise from kindergarten to Grade 2;
- Family school liaison for all schools;
- Low German-speaking Mennonite community liaison services to students and their families;
- Establishment of three alternative school programs for Low German Mennonite students
- Supporting three outreach campuses;
- Increasing CTS opportunities; and
- Home schooling opportunities.

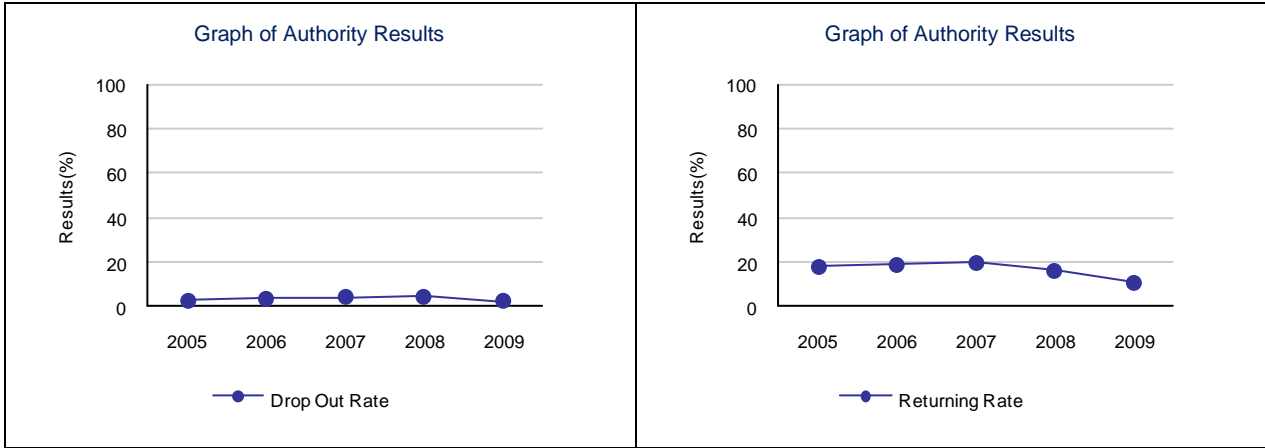
Strategies

To support early intervention practices, preschool programming was expanded to Barons, Champion and through partnerships with private operators to meet the learning needs of children across our rural geography. Palliser has also been contracted by some Lethbridge private preschools to provide intervention services.

Continue to support classroom teachers to access digital classroom tools including digital textbook repository and Read and Write Gold software to assist in meeting individual learning needs.

Palliser will establish an outreach program in Carmangay in 2010-2011 as an extension of the Barons Low German Mennonite alternative program to encourage students to stay in school.

| Measure Details | | | | | | | | | | |
|---|-----------|------|------|------|------|----------|------|------|------|------|
| Drop Out Rate - annual dropout rate of students aged 14 to 18 | | | | | | | | | | |
| | Authority | | | | | Province | | | | |
| | 2005 | 2006 | 2007 | 2008 | 2009 | 2005 | 2006 | 2007 | 2008 | 2009 |
| Drop Out Rate | 2.6 | 3.4 | 3.6 | 4.4 | 1.8 | 5.0 | 4.7 | 5.0 | 4.8 | 4.3 |
| Returning Rate | 17.8 | 18.5 | 19.5 | 16.0 | 10.6 | 21.3 | 21.2 | 21.3 | 19.8 | 23.5 |



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

Outcome: High school completion rates are showing continual improvement.

| Performance Measure | Results (in Percentages) | | | | | Target | Evaluation | | | Targets | | |
|--|--------------------------|------|------|------|------|--------|-------------|-------------|---------|---------|------|------|
| | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | Achievement | Improvement | Overall | 2011 | 2012 | 2013 |
| High School Completion Rate – percentages of students who completed high school within three years of entering Grade 10. | 77.6 | 78.9 | 81.2 | 78.5 | 79.5 | | High | Maintained | Good | | | |

Comment on Results

An analysis of students who were considered dropouts showed the majority were not known to have dropped out of school. They were on the list because they moved out of the jurisdiction. Some students on the list completed high school or are still enrolled in programs at other schools.

Strategies

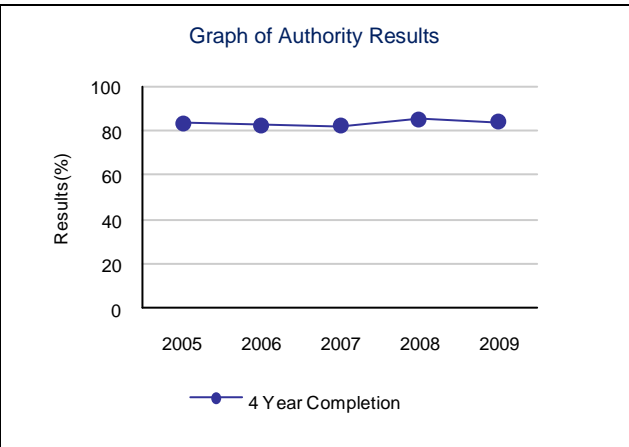
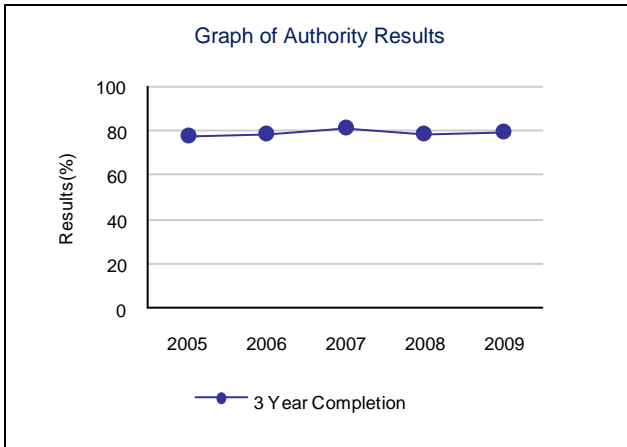
Palliser high school administrators worked with Central Office to review individual students identified as dropouts to analyze their school experience to ensure services and supports needed are available.

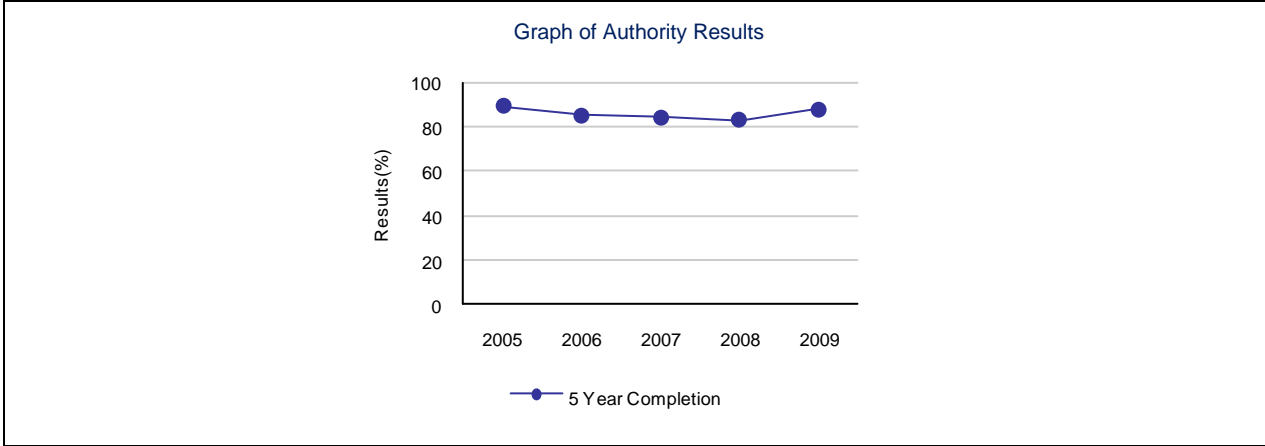
The growth of learning environments beyond the community school has provided needed flexibility for to increase access for students at risk of dropping out.

Our slogan for some communities has become “Learn More to Earn More.” This has been particularly useful for our Learning Connections project, funded by the Alberta Rural Development Fund.

As an outcome of the Learning Connections project, Palliser plans to host a career fair in 2010-2011 for at-risk youth with potential employers and post-secondary institutions.

| 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 | | | | |
| | 2005 | 2006 | 2007 | 2008 | 2009 | 2005 | 2006 | 2007 | 2008 | 2009 |
| 3 Year Completion | 77.6 | 78.9 | 81.2 | 78.5 | 79.5 | 70.7 | 70.6 | 71.1 | 70.8 | 71.5 |
| 4 Year Completion | 83.5 | 82.8 | 82.2 | 85.6 | 84.1 | 75.0 | 76.1 | 76.1 | 76.3 | 76.1 |
| 5 Year Completion | 89.4 | 85.7 | 84.4 | 83.3 | 88.0 | 77.0 | 78.1 | 78.9 | 78.7 | 79.0 |





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

Goal Two: Excellence in Student Learning Outcomes

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

| Performance Measure | Results (in percentages) | | | | | Target 2010 | Evaluation | | | Targets | | |
|--|--------------------------|------|------|------|------|----------------|-------------|------------------------|-----------|---------|------|------|
| | 2006 | 2007 | 2008 | 2009 | 2010 | | Achievement | Improvement | Overall | 2011 | 2012 | 2013 |
| Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on provincial achievement tests. | 78.7 | 79.7 | 82.3 | 87.9 | 87.9 | | High | Improved Significantly | Good | | | |
| Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on provincial achievement tests. | 17.2 | 17.0 | 17.3 | 24.3 | 28.5 | | Very High | Improved Significantly | Excellent | | | |
| Overall percentage of students who achieved the acceptable standard on diploma examinations. | 89.2 | 88.9 | 90.9 | 86.9 | 91.5 | | High | Improved | Good | | | |
| Overall percentage of students who achieved the standard of excellence on diploma examinations. | 16.6 | 16.9 | 24.6 | 21.1 | 21.7 | | High | Maintained | Good | | | |

| Performance Measure | Results (in percentages) | | | | | Target 2010 | Evaluation | | | Targets | | |
|--|--------------------------|------|------|------|------|----------------|-------------|-------------|---------|---------|------|------|
| | 2005 | 2006 | 2007 | 2008 | 2009 | | Achievement | Improvement | Overall | 2011 | 2012 | 2013 |
| Percentage of students writing four or more diploma exams within three years of entering Grade 10. | 56.8 | 56.4 | 55.0 | 52.7 | 57.5 | | High | Maintained | Good | | | |
| Percentage of Grade 12 students eligible for a Rutherford Scholarship. | 58.7 | 60.7 | 60.4 | 62.6 | 64.7 | | High | n/a | n/a | | | |

Comment on Results

The jurisdiction has established research-based best practices fundamentally impacting instruction and supervision at the school level, including:

- School goals;
- School reviews;
- Teacher induction programs;
- Administrator induction programs;
- Supervision of instruction;
- Assessment for learning practices; and
- Collaborative learning days.

Our PAT and diploma results at both the acceptable and excellent level continue to be strong as a result of the complex interaction of a variety of strategies to support student learning including: small class size; a focus on assessment for learning practices; collaborative learning days with a focus on curriculum; instructional supervision and evaluation; individual tutorials; preparation of teachers for implementing new curriculum; improved parent communication ; and improved grading for learning practices.

The division supported teachers in implementing best practices for identified subgroups such as English Language Learners and special education by providing workshops on diversity, ELL and differentiation. Teachers from our Hutterian colony and Low German Mennonite schools were all in-serviced on the ESL proficiency benchmarks.

Palliser is successfully addressing the need for teachers to increasingly take responsibility for meeting diverse learner needs within the context of their classrooms.

Palliser's participation in the first inter-jurisdictional AISI project in Alberta focused on Social Studies unit development for the digital classroom. Palliser social studies teachers are using these resources as a starting point for inquiry-focused learning, built on Smart Notebook, to engage students at a variety of levels.

Administrative Procedure 365 Reporting Student/Child Achievement and Attributes has been developed to reflect best practice in assessment for learning, our jurisdiction priority. The AP includes the template development of the Palliser report card for students, children in kindergarten and students on modified programs.

Strategies

The Palliser Administrators Association is continuing to develop skills in instructional leadership with a focus on research-based best practice relating to teacher growth and supervision.

Palliser continues to focus on data-driven decision-making. Every school is required to develop a minimum of two school goals based on priorities determined collaboratively with staff and supported by accountability pillar data and results. One goal must relate to safe and caring schools and another to improving student achievement through a focus on current research relating to best practices involving assessment.

Palliser continues to review several schools each year, based on the correlates in Effective Schools research, through the appreciative inquiry process. Data is collected from all school stakeholders, including students and parents. A subsequent action plan is developed by the principal and staff to respond to the data collected through the review process. This review report and follow-up plan are presented to the Board.

Notes:

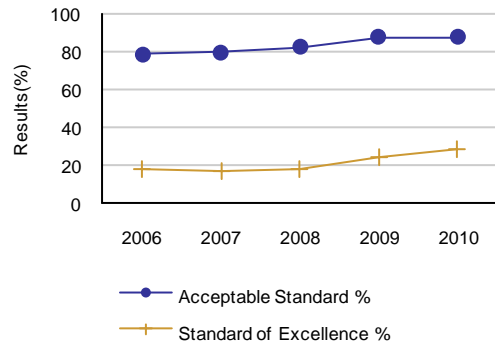
1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français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

| Measure Details | | | | | | | | | | | | | |
|--|-----------|--------------------------|------|------|------|------|------|------|------|------|------|--------|---|
| PAT Course by Course Results by Number Enrolled. | | | | | | | | | | | | | |
| | | Results (in percentages) | | | | | | | | | | Target | |
| | | 2006 | | 2007 | | 2008 | | 2009 | | 2010 | | 2010 | |
| | | A | E | A | E | A | E | A | E | A | E | A | E |
| English Language Arts 3 | Authority | 83.2 | 13.8 | 84.5 | 19.6 | 83.7 | 12.8 | 92.1 | 20.7 | 91.0 | 29.8 | | |
| | Province | 81.3 | 14.1 | 80.3 | 17.7 | 80.1 | 16.1 | 81.3 | 18.2 | 81.6 | 19.5 | | |
| French Language Arts 3 | Authority | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | | |
| | Province | n/a | n/a | n/a | n/a | n/a | n/a | 83.8 | 15.8 | 84.1 | 16.3 | | |
| Français 3 | Authority | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | | |
| | Province | n/a | n/a | n/a | n/a | n/a | n/a | 82.5 | 16.3 | 86.4 | 16.3 | | |
| Mathematics 3 | Authority | 82.3 | 23.4 | 83.6 | 19.9 | 80.1 | 18.9 | 88.6 | 29.5 | 87.8 | 36.9 | | |
| | Province | 82.0 | 26.9 | 79.9 | 23.5 | 78.7 | 23.9 | 79.7 | 26.8 | 76.4 | 24.8 | | |
| English Language Arts 6 | Authority | 83.5 | 17.4 | 87.5 | 17.3 | 90.2 | 20.5 | 91.3 | 25.0 | 91.6 | 29.9 | | |
| | Province | 79.0 | 15.9 | 80.3 | 19.8 | 81.1 | 21.0 | 81.8 | 18.9 | 83.3 | 18.9 | | |
| French Language Arts 6 | Authority | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | | |
| | Province | 87.5 | 11.2 | 88.1 | 11.0 | 87.7 | 14.2 | 91.5 | 15.9 | 88.3 | 15.9 | | |
| Français 6 | Authority | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | | |
| | Province | 94.5 | 19.7 | 93.0 | 18.0 | 94.3 | 17.1 | 92.6 | 18.7 | 91.3 | 18.3 | | |
| Mathematics 6 | Authority | 75.8 | 15.9 | 76.1 | 11.9 | 80.4 | 15.3 | 87.1 | 21.8 | 86.6 | 21.9 | | |
| | Province | 75.2 | 15.6 | 74.0 | 14.5 | 74.6 | 15.9 | 76.6 | 16.8 | 74.3 | 16.5 | | |
| Science 6 | Authority | 82.8 | 28.3 | 77.5 | 21.0 | 80.9 | 21.1 | 87.9 | 30.8 | 86.4 | 36.6 | | |
| | Province | 78.1 | 27.7 | 75.2 | 26.6 | 74.8 | 24.1 | 76.5 | 24.8 | 76.8 | 26.4 | | |
| Social Studies 6 | Authority | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 80.9 | 26.4 | | |
| | Province | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 71.0 | 16.4 | | |
| English Language Arts 9 | Authority | 77.4 | 15.5 | 81.4 | 13.1 | 82.1 | 18.8 | 85.4 | 23.4 | 85.7 | 22.9 | | |
| | Province | 77.4 | 13.6 | 77.5 | 14.8 | 76.5 | 14.8 | 78.7 | 14.7 | 79.3 | 15.0 | | |
| English Lang Arts 9 KAE | Authority | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 92.9 | 10.7 | | |
| | Province | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 66.8 | 7.8 | | |
| French Language Arts 9 | Authority | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | | |
| | Province | 83.3 | 10.9 | 81.3 | 12.9 | 84.5 | 12.4 | 81.8 | 10.3 | 86.1 | 12.4 | | |
| Français 9 | Authority | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | | |
| | Province | 86.1 | 14.7 | 81.6 | 12.6 | 84.8 | 11.7 | 85.6 | 12.9 | 84.3 | 12.7 | | |
| Mathematics 9 | Authority | 65.0 | 14.4 | 68.9 | 20.9 | 73.8 | 23.4 | 79.1 | 29.8 | 78.6 | 25.9 | | |
| | Province | 67.4 | 17.4 | 66.3 | 18.3 | 65.7 | 18.5 | 67.0 | 18.6 | 66.4 | 19.8 | | |
| Mathematics 9 KAE | Authority | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 75.0 | 12.5 | | |
| | Province | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 65.6 | 15.3 | | |
| Science 9 | Authority | 66.7 | 11.4 | 67.2 | 13.8 | 75.2 | 12.8 | 82.0 | 21.3 | 84.4 | 22.2 | | |
| | Province | 67.4 | 13.3 | 69.6 | 14.7 | 69.3 | 13.0 | 72.2 | 15.8 | 73.6 | 17.7 | | |
| Science 9 KAE | Authority | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 85.3 | 32.4 | | |
| | Province | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 67.2 | 14.3 | | |
| Social Studies 9 | Authority | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 78.8 | 23.6 | | |
| | Province | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 68.9 | 18.8 | | |
| Social Studies 9 KAE | Authority | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 85.7 | 42.9 | | |
| | Province | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 64.6 | 15.7 | | |

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.

Graph of Overall Provincial Achievement Test Results

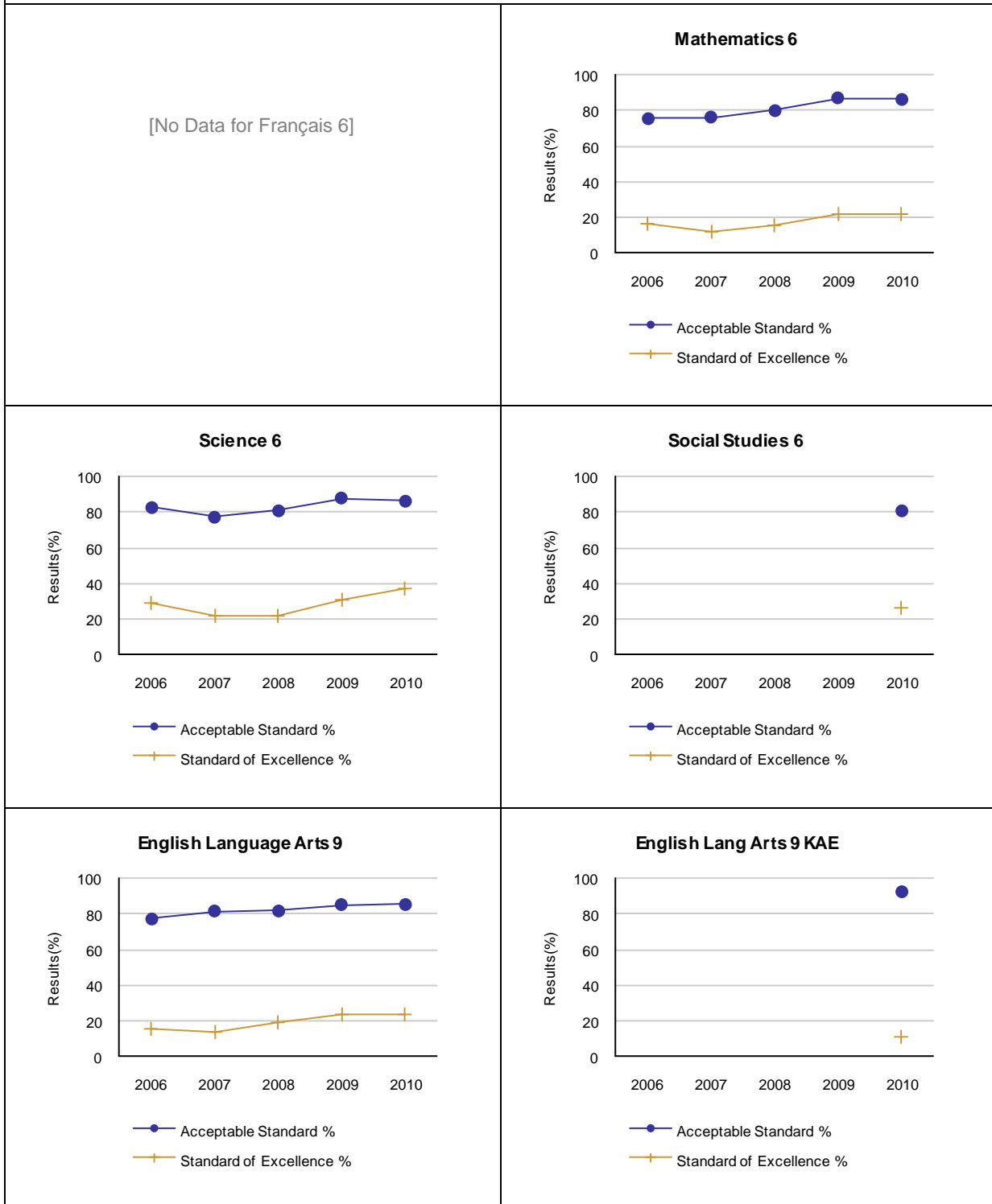


Graph of Provincial Achievement Test Results by Course

| <p>English Language Arts 3</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2006</td> <td>85</td> <td>15</td> </tr> <tr> <td>2007</td> <td>85</td> <td>22</td> </tr> <tr> <td>2008</td> <td>85</td> <td>12</td> </tr> <tr> <td>2009</td> <td>92</td> <td>22</td> </tr> <tr> <td>2010</td> <td>91</td> <td>32</td> </tr> </tbody> </table> | Year | Acceptable Standard % | Standard of Excellence % | 2006 | 85 | 15 | 2007 | 85 | 22 | 2008 | 85 | 12 | 2009 | 92 | 22 | 2010 | 91 | 32 | <p>[No Data for French Language Arts 3]</p> |
|--|--|--------------------------|--------------------------|--------------------------|------|----|------|------|----|------|------|----|------|------|----|------|------|----|---|
| Year | Acceptable Standard % | Standard of Excellence % | | | | | | | | | | | | | | | | | |
| 2006 | 85 | 15 | | | | | | | | | | | | | | | | | |
| 2007 | 85 | 22 | | | | | | | | | | | | | | | | | |
| 2008 | 85 | 12 | | | | | | | | | | | | | | | | | |
| 2009 | 92 | 22 | | | | | | | | | | | | | | | | | |
| 2010 | 91 | 32 | | | | | | | | | | | | | | | | | |
| <p>[No Data for Français 3]</p> | <p>Mathematics 3</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2006</td> <td>85</td> <td>25</td> </tr> <tr> <td>2007</td> <td>86</td> <td>20</td> </tr> <tr> <td>2008</td> <td>82</td> <td>20</td> </tr> <tr> <td>2009</td> <td>90</td> <td>32</td> </tr> <tr> <td>2010</td> <td>89</td> <td>40</td> </tr> </tbody> </table> | Year | Acceptable Standard % | Standard of Excellence % | 2006 | 85 | 25 | 2007 | 86 | 20 | 2008 | 82 | 20 | 2009 | 90 | 32 | 2010 | 89 | 40 |
| Year | Acceptable Standard % | Standard of Excellence % | | | | | | | | | | | | | | | | | |
| 2006 | 85 | 25 | | | | | | | | | | | | | | | | | |
| 2007 | 86 | 20 | | | | | | | | | | | | | | | | | |
| 2008 | 82 | 20 | | | | | | | | | | | | | | | | | |
| 2009 | 90 | 32 | | | | | | | | | | | | | | | | | |
| 2010 | 89 | 40 | | | | | | | | | | | | | | | | | |
| <p>English Language Arts 6</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2006</td> <td>85</td> <td>18</td> </tr> <tr> <td>2007</td> <td>88</td> <td>15</td> </tr> <tr> <td>2008</td> <td>88</td> <td>22</td> </tr> <tr> <td>2009</td> <td>88</td> <td>22</td> </tr> <tr> <td>2010</td> <td>92</td> <td>22</td> </tr> </tbody> </table> | Year | Acceptable Standard % | Standard of Excellence % | 2006 | 85 | 18 | 2007 | 88 | 15 | 2008 | 88 | 22 | 2009 | 88 | 22 | 2010 | 92 | 22 | <p>[No Data for French Language Arts 6]</p> |
| Year | Acceptable Standard % | Standard of Excellence % | | | | | | | | | | | | | | | | | |
| 2006 | 85 | 18 | | | | | | | | | | | | | | | | | |
| 2007 | 88 | 15 | | | | | | | | | | | | | | | | | |
| 2008 | 88 | 22 | | | | | | | | | | | | | | | | | |
| 2009 | 88 | 22 | | | | | | | | | | | | | | | | | |
| 2010 | 92 | 22 | | | | | | | | | | | | | | | | | |

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

Graph of Provincial Achievement Test Results by Course



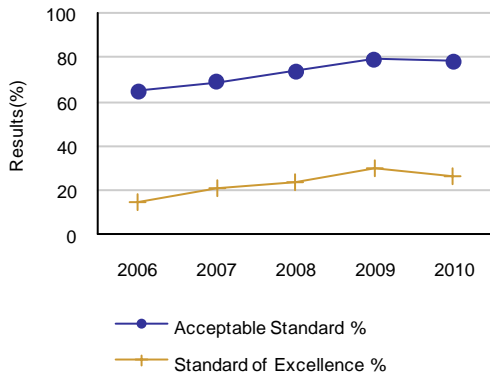
Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Graph of Provincial Achievement Test Results by Course

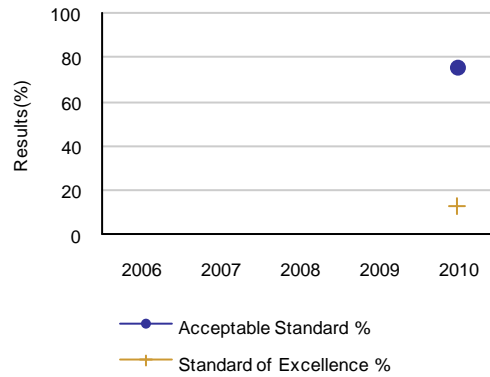
[No Data for French Language Arts 9]

[No Data for Français 9]

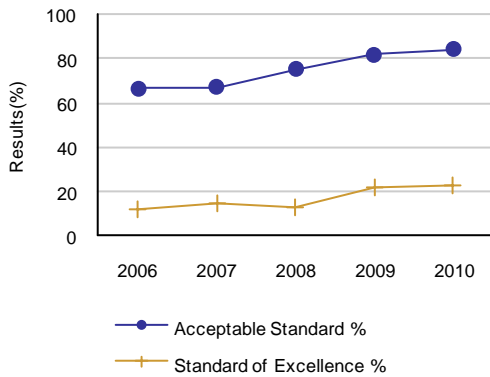
Mathematics 9



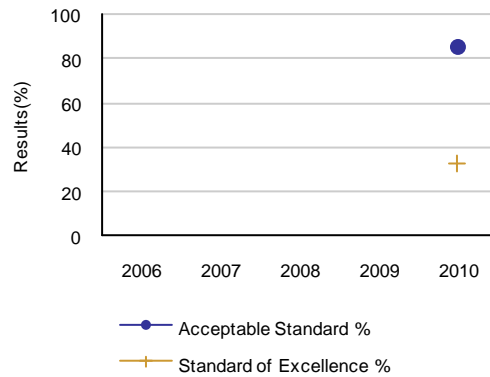
Mathematics 9 KAE



Science 9

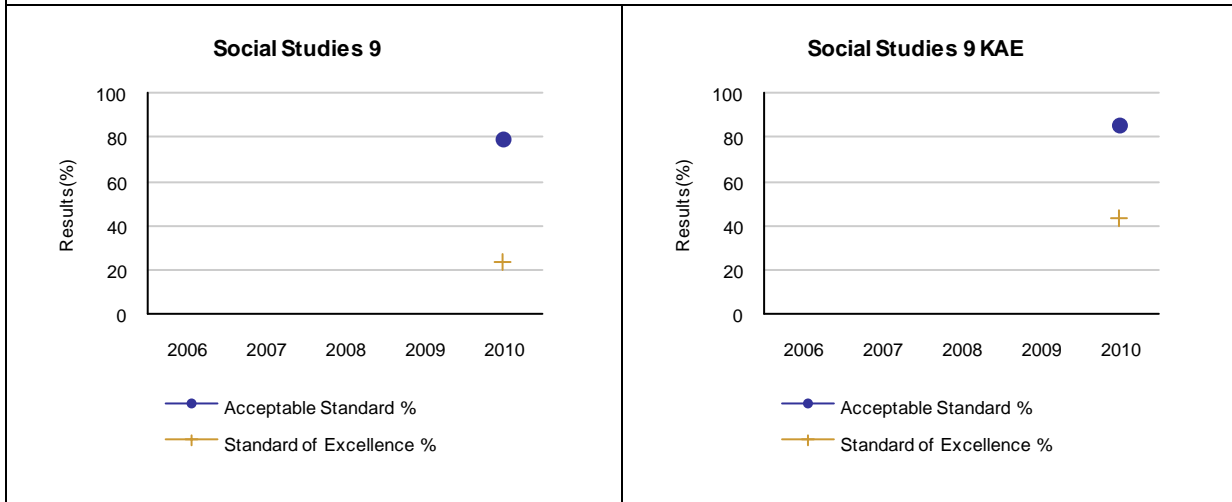


Science 9 KAE



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

Graph of Provincial Achievement Test Results by Course



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

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

| Course | Measure | Palliser Regional Div No. 26 | | | | | | Alberta | | | | |
|-------------------------|------------------------|------------------------------|------------------------|-----------|------|------|---------------|---------|--------|------|---------------|------|
| | | Achievement | Improvement | Overall | 2010 | | Prev 3 Yr Avg | | 2010 | | Prev 3 Yr Avg | |
| | | | | | N | % | N | % | N | % | N | % |
| English Language Arts 3 | Acceptable Standard | High | Improved Significantly | Good | 500 | 91.0 | 382 | 86.7 | 42,061 | 81.6 | 42,181 | 80.6 |
| | Standard of Excellence | Very High | Improved Significantly | Excellent | 500 | 29.8 | 382 | 17.7 | 42,061 | 19.5 | 42,181 | 17.3 |
| English Language Arts 6 | Acceptable Standard | Very High | Maintained | Excellent | 488 | 91.6 | 395 | 89.6 | 43,599 | 83.3 | 44,064 | 81.1 |
| | Standard of Excellence | Very High | Improved Significantly | Excellent | 488 | 29.9 | 395 | 20.9 | 43,599 | 18.9 | 44,064 | 19.9 |
| French Language Arts 6 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 2,487 | 88.3 | 2,252 | 89.1 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 2,487 | 15.9 | 2,252 | 13.7 |
| Français 6 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 436 | 91.3 | 436 | 93.3 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 436 | 18.3 | 436 | 17.9 |
| Science 6 | Acceptable Standard | Intermediate | Improved | Good | 486 | 86.4 | 394 | 82.1 | 43,509 | 76.8 | 43,945 | 75.5 |
| | Standard of Excellence | Very High | Improved Significantly | Excellent | 486 | 36.6 | 394 | 24.3 | 43,509 | 26.4 | 43,945 | 25.2 |
| English Language Arts 9 | Acceptable Standard | High | Improved | Good | 449 | 85.7 | 379 | 83.0 | 43,651 | 79.3 | 44,250 | 77.6 |
| | Standard of Excellence | Very High | Improved | Excellent | 449 | 22.9 | 379 | 18.4 | 43,651 | 15.0 | 44,250 | 14.8 |
| French Language Arts 9 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 2,403 | 86.1 | 2,328 | 82.5 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 2,403 | 12.4 | 2,328 | 11.9 |
| Français 9 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 324 | 84.3 | 314 | 84.0 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 324 | 12.7 | 314 | 12.4 |
| Science 9 | Acceptable Standard | Very High | Improved Significantly | Excellent | 442 | 84.4 | 380 | 74.8 | 43,372 | 73.6 | 44,075 | 70.4 |
| | Standard of Excellence | Very High | Improved Significantly | Excellent | 442 | 22.2 | 380 | 16.0 | 43,372 | 17.7 | 44,075 | 14.5 |

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

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

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

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.

| Course | Measure | Very Low | Low | Intermediate | High | Very High |
|-------------------------|------------------------|--------------|---------------|---------------|---------------|----------------|
| English Language Arts 3 | Acceptable Standard | 0.00 - 72.53 | 72.53 - 80.49 | 80.49 - 89.12 | 89.12 - 93.04 | 93.04 - 100.00 |
| | Standard of Excellence | 0.00 - 6.06 | 6.06 - 11.35 | 11.35 - 16.93 | 16.93 - 20.27 | 20.27 - 100.00 |
| English Language Arts 6 | Acceptable Standard | 0.00 - 67.95 | 67.95 - 78.40 | 78.40 - 86.09 | 86.09 - 91.37 | 91.37 - 100.00 |
| | Standard of Excellence | 0.00 - 6.83 | 6.83 - 11.65 | 11.65 - 17.36 | 17.36 - 22.46 | 22.46 - 100.00 |
| French Language Arts 6 | Acceptable Standard | 0.00 - 41.69 | 41.69 - 73.54 | 73.54 - 92.32 | 92.32 - 97.93 | 97.93 - 100.00 |
| | Standard of Excellence | 0.00 - 2.72 | 2.72 - 8.13 | 8.13 - 15.29 | 15.29 - 23.86 | 23.86 - 100.00 |
| Science 6 | Acceptable Standard | 0.00 - 60.36 | 60.36 - 78.51 | 78.51 - 86.46 | 86.46 - 90.64 | 90.64 - 100.00 |
| | Standard of Excellence | 0.00 - 11.74 | 11.74 - 17.42 | 17.42 - 25.34 | 25.34 - 34.31 | 34.31 - 100.00 |
| English Language Arts 9 | Acceptable Standard | 0.00 - 63.55 | 63.55 - 75.66 | 75.66 - 83.70 | 83.70 - 90.27 | 90.27 - 100.00 |
| | Standard of Excellence | 0.00 - 5.96 | 5.96 - 9.43 | 9.43 - 14.72 | 14.72 - 20.46 | 20.46 - 100.00 |
| French Language Arts 9 | Acceptable Standard | 0.00 - 67.59 | 67.59 - 81.33 | 81.33 - 92.06 | 92.06 - 97.26 | 97.26 - 100.00 |
| | Standard of Excellence | 0.00 - 1.67 | 1.67 - 6.81 | 6.81 - 17.11 | 17.11 - 28.68 | 28.68 - 100.00 |
| Science 9 | Acceptable Standard | 0.00 - 50.57 | 50.57 - 60.14 | 60.14 - 72.50 | 72.50 - 76.89 | 76.89 - 100.00 |
| | Standard of Excellence | 0.00 - 3.39 | 3.39 - 6.71 | 6.71 - 11.81 | 11.81 - 15.85 | 15.85 - 100.00 |

Notes:

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 the lower value to 100%.

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

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

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

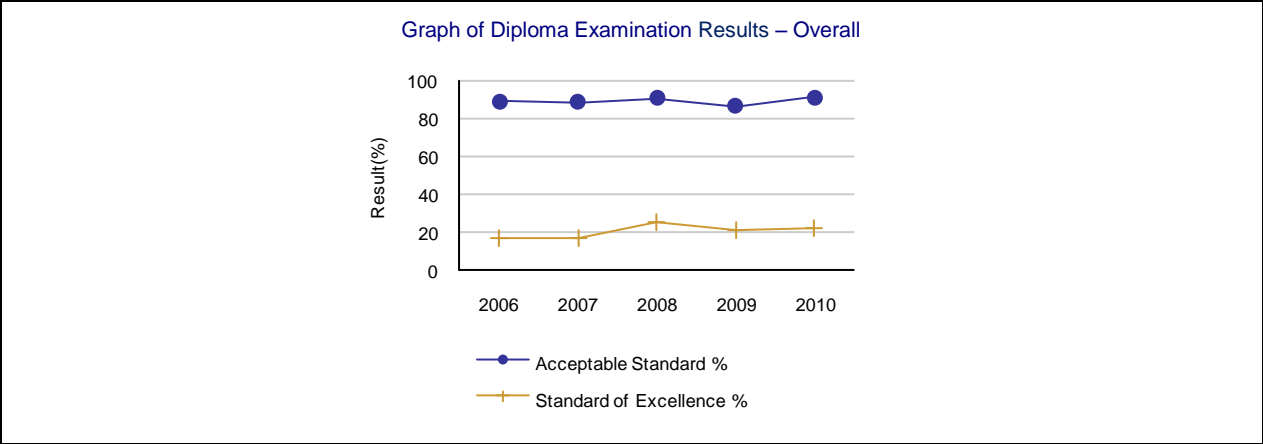
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

| | 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 |

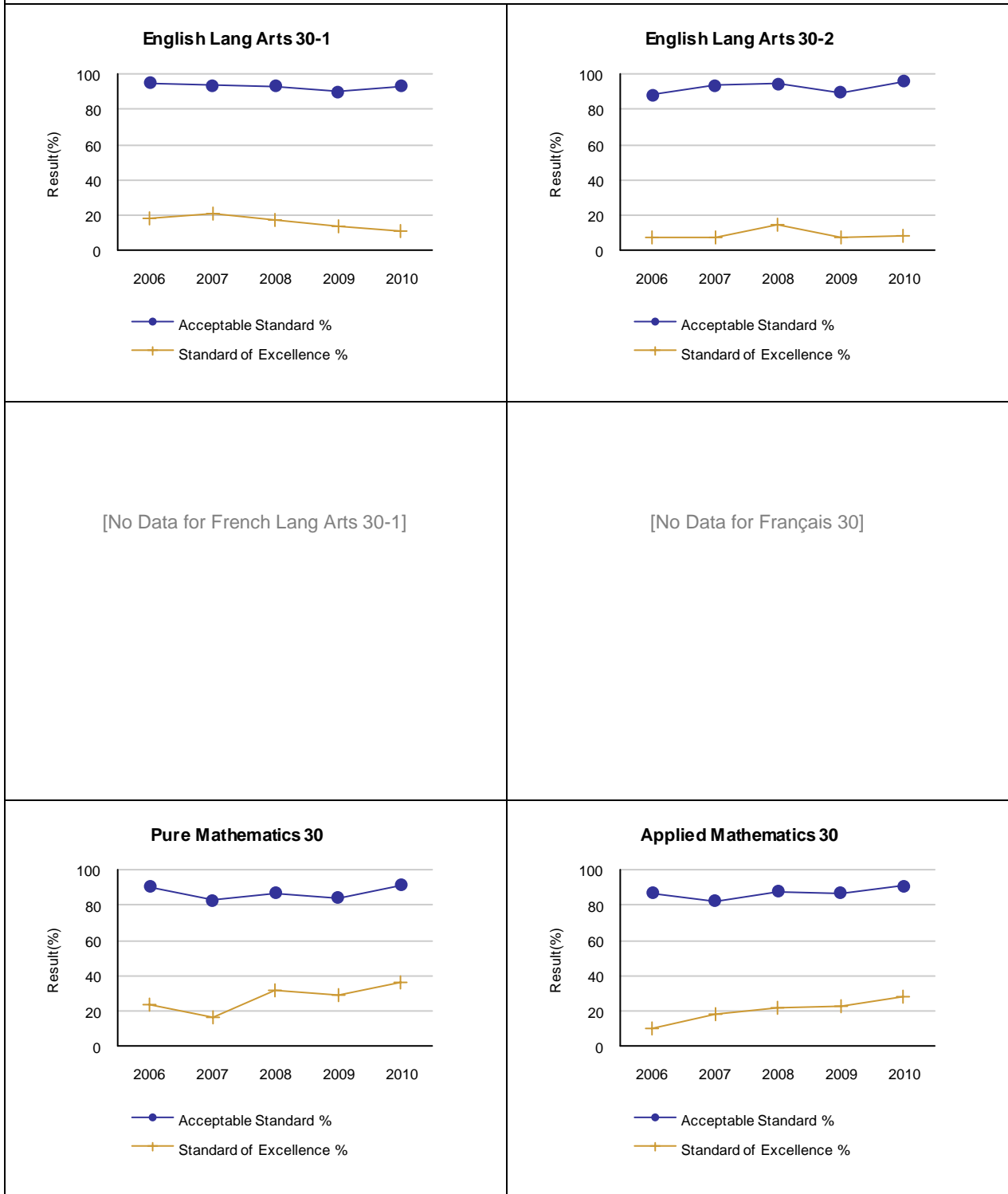
| Measure Details | | | | | | | | | | | | | |
|---|-----------|--------------------------|------|-------|------|-------|------|------|------|------|------|--------|---|
| Diploma Exam Course by Course Results by Students Writing | | | | | | | | | | | | | |
| | | Results (in percentages) | | | | | | | | | | Target | |
| | | 2006 | | 2007 | | 2008 | | 2009 | | 2010 | | 2010 | |
| | | A | E | A | E | A | E | A | E | A | E | A | E |
| English Lang Arts 30-1 | Authority | 95.1 | 17.9 | 93.6 | 20.9 | 93.3 | 17.1 | 90.2 | 13.5 | 93.5 | 10.5 | | |
| | Province | 88.0 | 19.3 | 87.7 | 19.0 | 87.1 | 15.5 | 86.1 | 12.3 | 85.1 | 10.1 | | |
| English Lang Arts 30-2 | Authority | 88.2 | 7.1 | 94.0 | 6.8 | 94.9 | 14.1 | 89.6 | 7.0 | 96.0 | 8.1 | | |
| | Province | 86.1 | 8.1 | 88.7 | 9.7 | 88.9 | 8.8 | 88.2 | 8.5 | 88.8 | 9.8 | | |
| French Lang Arts 30-1 | Authority | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | | |
| | Province | 95.0 | 21.8 | 95.6 | 23.1 | 94.9 | 24.5 | 95.1 | 18.9 | 93.7 | 16.3 | | |
| Français 30-1 | Authority | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | | |
| | Province | 94.8 | 28.1 | 97.2 | 24.6 | 98.5 | 25.4 | 94.7 | 33.1 | 94.2 | 15.6 | | |
| Pure Mathematics 30 | Authority | 90.5 | 23.3 | 83.1 | 16.1 | 86.9 | 31.1 | 84.3 | 28.3 | 91.4 | 36.0 | | |
| | Province | 82.8 | 26.5 | 81.1 | 24.6 | 81.3 | 25.8 | 82.1 | 26.3 | 82.9 | 29.7 | | |
| Applied Mathematics 30 | Authority | 87.0 | 10.1 | 82.5 | 17.5 | 88.1 | 21.4 | 87.1 | 22.4 | 91.2 | 28.1 | | |
| | Province | 77.5 | 11.8 | 77.6 | 12.1 | 76.4 | 10.7 | 79.4 | 13.5 | 77.3 | 12.6 | | |
| Social Studies 30 | Authority | 94.4 | 27.8 | 91.2 | 25.7 | 91.8 | 32.8 | 89.2 | 23.2 | * | * | | |
| | Province | 85.5 | 23.9 | 86.1 | 24.6 | 84.7 | 21.5 | 84.2 | 21.4 | 67.8 | 10.4 | | |
| Social Studies 30-1 | Authority | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 96.2 | 19.5 | | |
| | Province | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 84.5 | 16.1 | | |
| Social Studies 33 | Authority | 87.4 | 30.8 | 87.7 | 26.0 | 94.9 | 39.0 | 88.8 | 31.6 | 95.0 | 20.0 | | |
| | Province | 83.5 | 19.0 | 84.8 | 19.6 | 85.3 | 18.9 | 85.6 | 20.2 | 76.4 | 11.5 | | |
| Social Studies 30-2 | Authority | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 97.0 | 28.1 | | |
| | Province | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 85.0 | 13.7 | | |
| Biology 30 | Authority | 81.4 | 19.5 | 87.1 | 20.1 | 89.4 | 37.5 | 83.8 | 27.8 | 86.3 | 26.9 | | |
| | Province | 81.4 | 26.4 | 83.5 | 27.4 | 82.3 | 26.3 | 83.0 | 26.6 | 81.4 | 28.1 | | |
| Chemistry 30 Old | Authority | 94.4 | 49.2 | 98.9 | 58.4 | 97.2 | 54.6 | n/a | n/a | n/a | n/a | | |
| | Province | 88.4 | 37.1 | 89.3 | 37.9 | 89.2 | 39.2 | 77.6 | 19.5 | 87.5 | 37.5 | | |
| Chemistry 30 | Authority | n/a | n/a | n/a | n/a | n/a | n/a | 75.2 | 30.6 | 84.8 | 42.9 | | |
| | Province | n/a | n/a | n/a | n/a | n/a | n/a | 76.3 | 27.7 | 79.0 | 29.9 | | |
| Physics 30 Old | Authority | 93.8 | 38.5 | 90.3 | 38.8 | 100.0 | 91.2 | n/a | n/a | n/a | n/a | | |
| | Province | 84.4 | 30.0 | 86.1 | 29.3 | 85.7 | 32.0 | 74.4 | 25.6 | 75.0 | 25.0 | | |
| Physics 30 | Authority | n/a | n/a | n/a | n/a | n/a | n/a | 86.1 | 32.9 | 80.6 | 27.6 | | |
| | Province | n/a | n/a | n/a | n/a | n/a | n/a | 79.3 | 23.1 | 73.9 | 20.3 | | |
| Science 30 | Authority | 93.8 | 12.5 | 100.0 | 20.0 | 95.0 | 45.0 | 94.7 | 42.1 | 90.9 | 36.4 | | |
| | Province | 82.8 | 17.3 | 87.1 | 18.0 | 88.6 | 21.6 | 86.0 | 20.9 | 80.1 | 22.8 | | |

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.

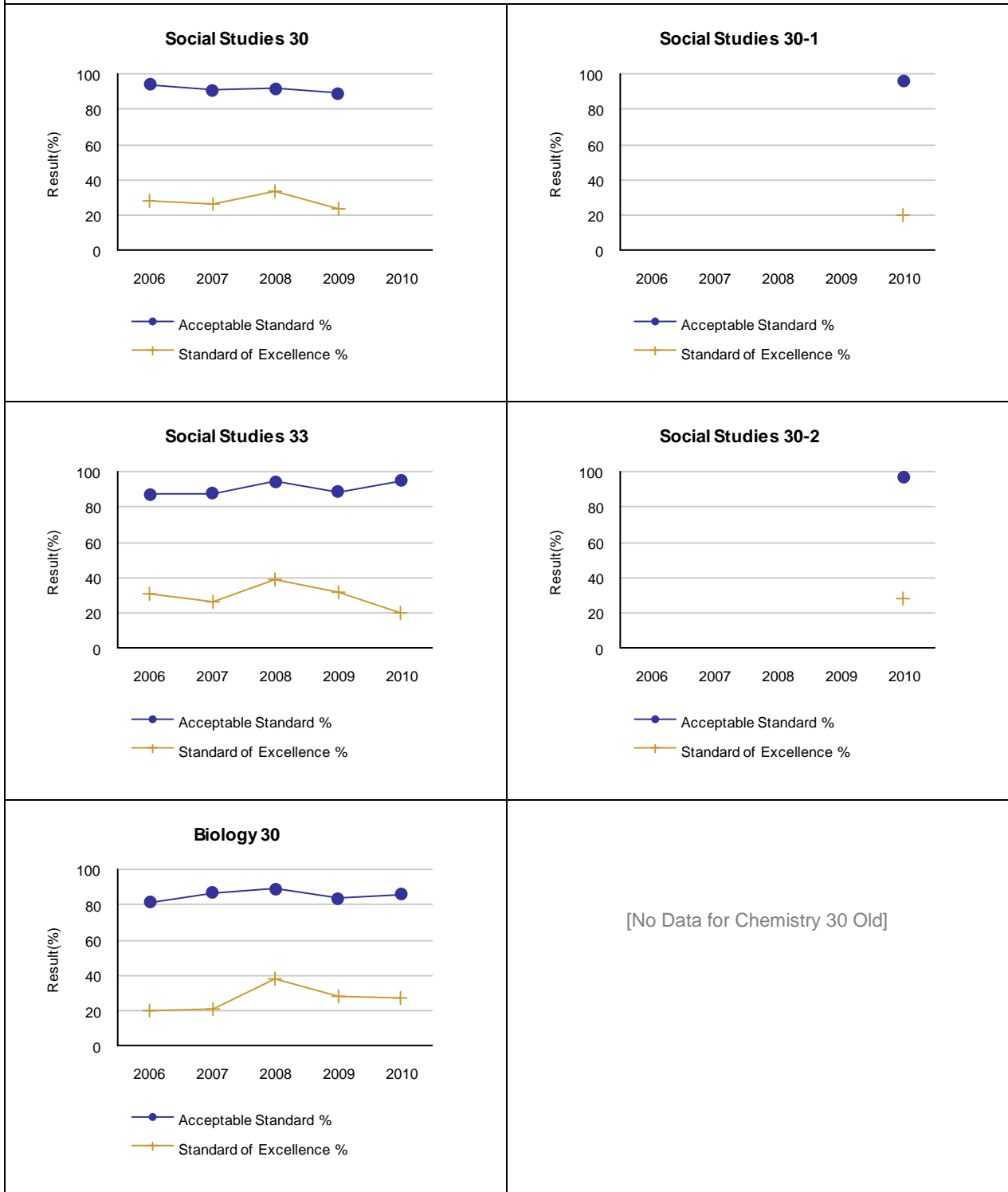


Diploma Examination Results by Course



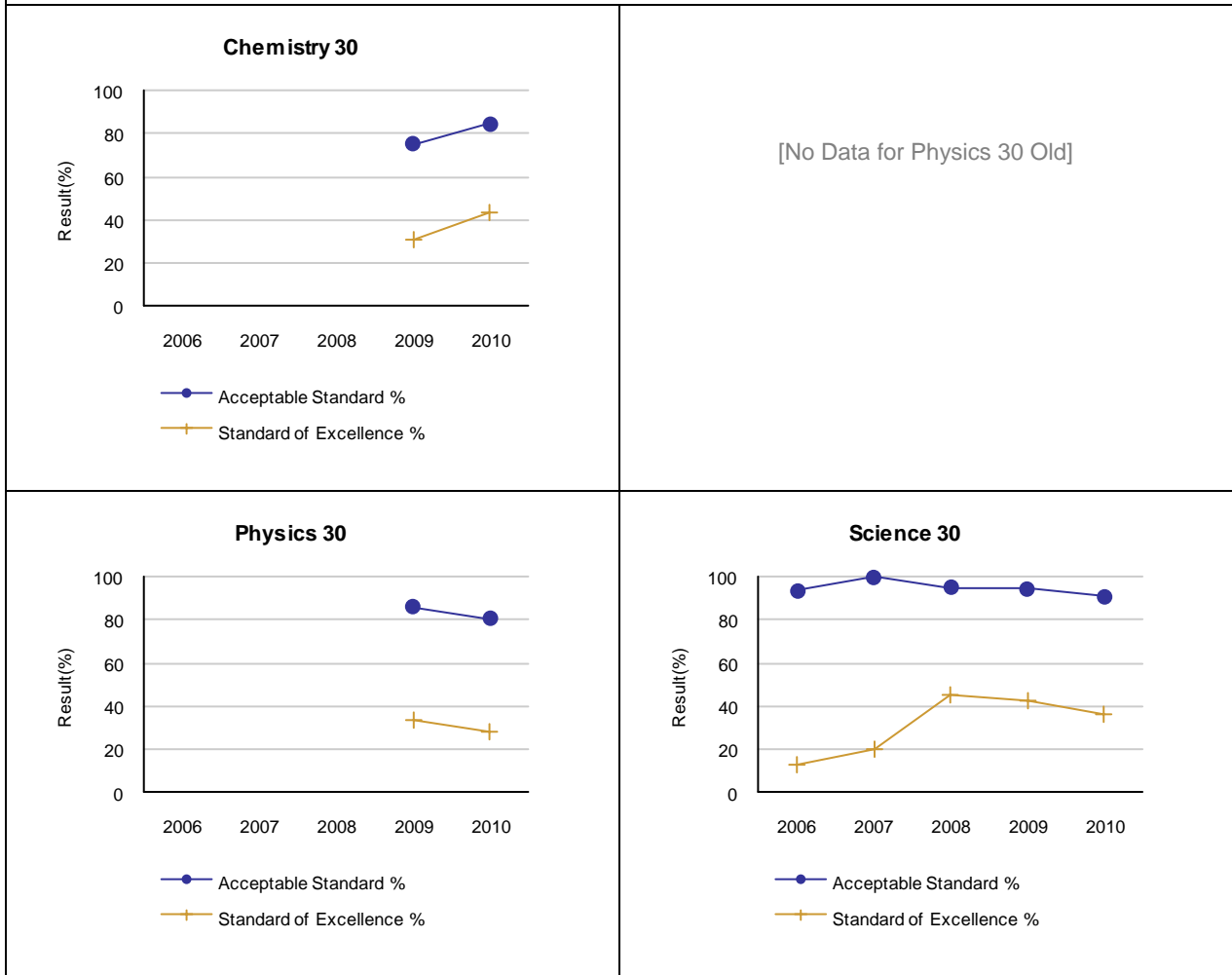
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Diploma Examination Results by Course



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

Diploma Examination Results by Course



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

Diploma Examination Results Course By Course Summary With Measure Evaluation

| | | Palliser Regional Div No. 26 | | | | | | Alberta | | | | |
|------------------------|------------------------|------------------------------|------------------------|------------|------|------|---------------|---------|--------|------|---------------|------|
| Course | Measure | Achievement | Improvement | Overall | 2010 | | Prev 3 Yr Avg | | 2010 | | Prev 3 Yr Avg | |
| | | | | | N | % | N | % | N | % | N | % |
| English Lang Arts 30-1 | Acceptable Standard | Intermediate | Maintained | Acceptable | 277 | 93.5 | 193 | 92.4 | 29,151 | 85.1 | 28,157 | 87.0 |
| | Standard of Excellence | Low | Declined Significantly | Concern | 277 | 10.5 | 193 | 17.2 | 29,151 | 10.1 | 28,157 | 15.6 |
| English Lang Arts 30-2 | Acceptable Standard | High | Maintained | Good | 99 | 96.0 | 110 | 92.8 | 14,314 | 88.8 | 13,150 | 88.6 |
| | Standard of Excellence | Intermediate | Maintained | Acceptable | 99 | 8.1 | 110 | 9.3 | 14,314 | 9.8 | 13,150 | 9.0 |
| French Lang Arts 30-1 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 1,324 | 93.7 | 1,224 | 95.2 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 1,324 | 16.3 | 1,224 | 22.1 |
| Français 30-1 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 154 | 94.2 | 135 | 96.8 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 154 | 15.6 | 135 | 27.7 |
| Pure Mathematics 30 | Acceptable Standard | High | Improved | Good | 175 | 91.4 | 146 | 84.7 | 22,917 | 82.9 | 22,411 | 81.5 |
| | Standard of Excellence | Very High | Improved Significantly | Excellent | 175 | 36.0 | 146 | 25.2 | 22,917 | 29.7 | 22,411 | 25.6 |
| Applied Mathematics 30 | Acceptable Standard | High | Improved | Good | 114 | 91.2 | 99 | 85.9 | 10,639 | 77.3 | 10,191 | 77.8 |
| | Standard of Excellence | Very High | Improved | Excellent | 114 | 28.1 | 99 | 20.5 | 10,639 | 12.6 | 10,191 | 12.1 |
| Biology 30 | Acceptable Standard | High | Maintained | Good | 175 | 86.3 | 159 | 86.7 | 22,345 | 81.4 | 20,946 | 82.9 |
| | Standard of Excellence | High | Maintained | Good | 175 | 26.9 | 159 | 28.5 | 22,345 | 28.1 | 20,946 | 26.8 |
| Chemistry 30 | Acceptable Standard | n/a | Improved Significantly | n/a | 198 | 84.8 | 121 | 75.2 | 18,933 | 79.0 | 17,370 | 76.3 |
| | Standard of Excellence | n/a | Improved Significantly | n/a | 198 | 42.9 | 121 | 30.6 | 18,933 | 29.9 | 17,370 | 27.7 |
| Physics 30 | Acceptable Standard | n/a | Maintained | n/a | 98 | 80.6 | 79 | 86.1 | 10,360 | 73.9 | 10,072 | 79.3 |
| | Standard of Excellence | n/a | Maintained | n/a | 98 | 27.6 | 79 | 32.9 | 10,360 | 20.3 | 10,072 | 23.1 |
| Science 30 | Acceptable Standard | Intermediate | Maintained | Acceptable | 22 | 90.9 | 20 | 96.6 | 4,941 | 80.1 | 4,004 | 87.3 |
| | Standard of Excellence | High | Maintained | Good | 22 | 36.4 | 20 | 35.7 | 4,941 | 22.8 | 4,004 | 20.2 |

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

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

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

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.

| Course | Measure | Very Low | Low | Intermediate | High | Very High |
|------------------------|------------------------|--------------|---------------|----------------|-----------------|-----------------|
| English Lang Arts 30-1 | Acceptable Standard | 0.00 - 83.76 | 83.76 - 92.02 | 92.02 - 95.13 | 95.13 - 100.00 | 100.00 - 100.00 |
| | Standard of Excellence | 0.00 - 6.22 | 6.22 - 13.46 | 13.46 - 20.88 | 20.88 - 27.39 | 27.39 - 100.00 |
| English Lang Arts 30-2 | Acceptable Standard | 0.00 - 70.83 | 70.83 - 82.43 | 82.43 - 90.72 | 90.72 - 96.00 | 96.00 - 100.00 |
| | Standard of Excellence | 0.00 - 0.00 | 0.00 - 3.13 | 3.13 - 8.65 | 8.65 - 11.61 | 11.61 - 100.00 |
| French Lang Arts 30-1 | Acceptable Standard | 0.00 - 77.27 | 77.27 - 93.33 | 93.33 - 100.00 | 100.00 - 100.00 | 100.00 - 100.00 |
| | Standard of Excellence | 0.00 - 0.00 | 0.00 - 5.49 | 5.49 - 19.84 | 19.84 - 28.00 | 28.00 - 100.00 |
| Pure Mathematics 30 | Acceptable Standard | 0.00 - 54.07 | 54.07 - 76.74 | 76.74 - 86.06 | 86.06 - 92.18 | 92.18 - 100.00 |
| | Standard of Excellence | 0.00 - 6.15 | 6.15 - 18.46 | 18.46 - 29.38 | 29.38 - 34.62 | 34.62 - 100.00 |
| Applied Mathematics 30 | Acceptable Standard | 0.00 - 73.06 | 73.06 - 80.94 | 80.94 - 90.03 | 90.03 - 91.69 | 91.69 - 100.00 |
| | Standard of Excellence | 0.00 - 4.57 | 4.57 - 10.29 | 10.29 - 16.08 | 16.08 - 23.77 | 23.77 - 100.00 |
| Biology 30 | Acceptable Standard | 0.00 - 67.51 | 67.51 - 78.03 | 78.03 - 85.82 | 85.82 - 89.41 | 89.41 - 100.00 |
| | Standard of Excellence | 0.00 - 12.33 | 12.33 - 19.00 | 19.00 - 25.60 | 25.60 - 30.05 | 30.05 - 100.00 |
| Science 30 | Acceptable Standard | 0.00 - 76.11 | 76.11 - 83.33 | 83.33 - 91.76 | 91.76 - 97.14 | 97.14 - 100.00 |
| | Standard of Excellence | 0.00 - 6.98 | 6.98 - 11.36 | 11.36 - 21.80 | 21.80 - 36.81 | 36.81 - 100.00 |

Notes:

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 category, values range from greater than the lower value to 100%.

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

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

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

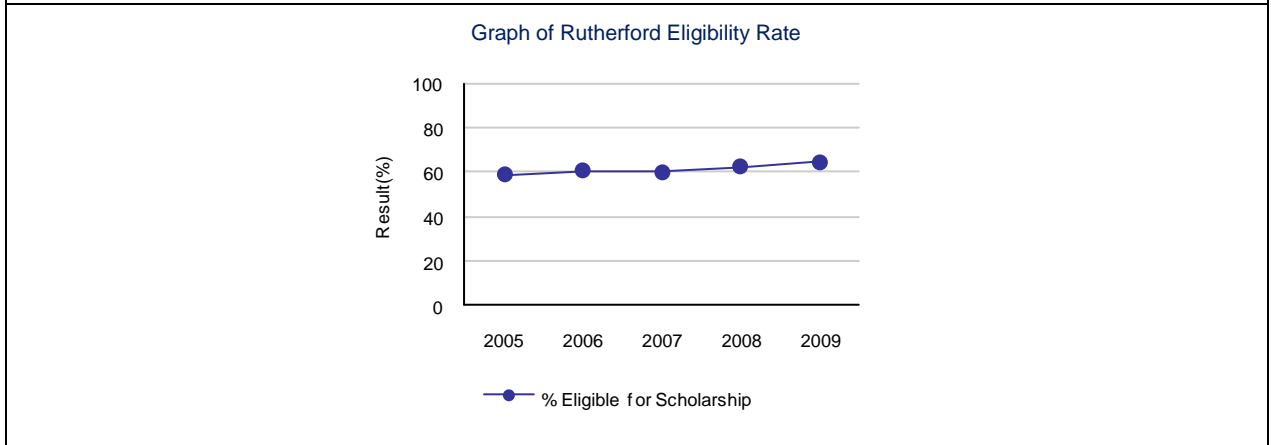
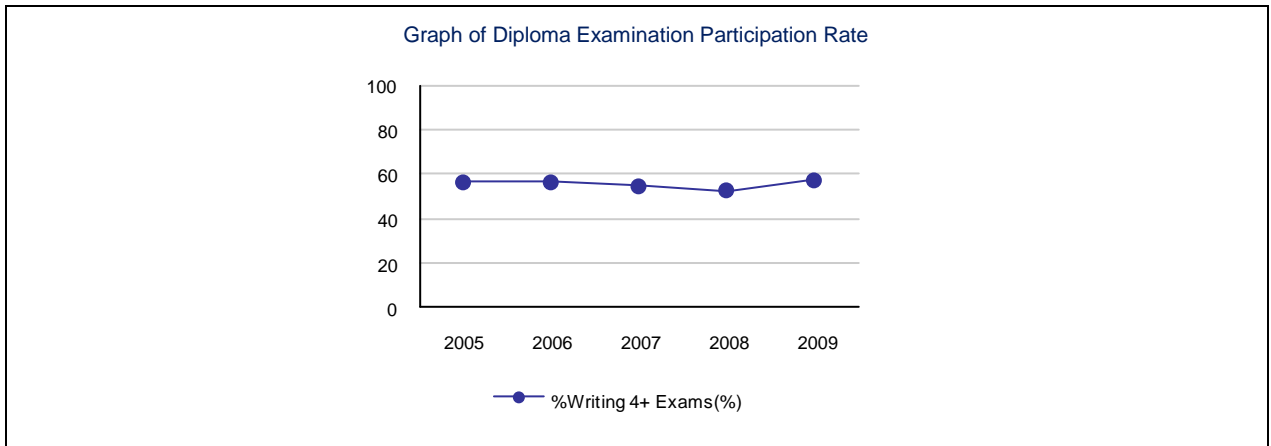
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

| | 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 |

| Measure Details | | | | | | | | | | |
|--|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Diploma examination participation rate: Percentage of students writing 0 to 6 or more Diploma Examinations by the end of their 3rd year of high school | | | | | | | | | | |
| | Authority | | | | | Province | | | | |
| | 2005 | 2006 | 2007 | 2008 | 2009 | 2005 | 2006 | 2007 | 2008 | 2009 |
| % Writing 0 Exams | 14.2 | 13.0 | 10.2 | 13.7 | 14.0 | 18.1 | 17.8 | 18.0 | 18.4 | 18.0 |
| % Writing 1+ Exams | 85.8 | 87.0 | 89.8 | 86.3 | 86.0 | 81.9 | 82.2 | 82.0 | 81.6 | 82.0 |
| % Writing 2+ Exams | 84.0 | 83.0 | 88.2 | 82.5 | 84.2 | 78.3 | 78.5 | 78.6 | 78.0 | 78.7 |
| % Writing 3+ Exams | 70.4 | 66.5 | 69.4 | 68.0 | 70.9 | 65.6 | 65.6 | 65.6 | 64.9 | 65.2 |
| % Writing 4+ Exams | 56.8 | 56.4 | 55.0 | 52.7 | 57.5 | 53.5 | 53.7 | 53.6 | 53.3 | 53.5 |
| % Writing 5+ Exams | 42.2 | 36.7 | 36.2 | 35.5 | 35.8 | 34.5 | 34.6 | 34.7 | 34.3 | 34.7 |
| % Writing 6+ Exams | 13.6 | 14.0 | 10.9 | 14.3 | 8.8 | 12.8 | 13.0 | 13.2 | 12.7 | 12.9 |

| 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 | | | | |
| | 2005 | 2006 | 2007 | 2008 | 2009 | 2005 | 2006 | 2007 | 2008 | 2009 |
| English 30/30-1 | 58.7 | 54.9 | 52.7 | 49.8 | 56.4 | 54.4 | 54.7 | 54.5 | 53.8 | 54.0 |
| English 33/30-2 | 25.2 | 27.8 | 33.1 | 31.6 | 27.1 | 23.7 | 23.5 | 23.6 | 24.0 | 24.5 |
| Total of 1 or more English Diploma Exams | 82.5 | 82.0 | 85.2 | 81.5 | 82.3 | 76.9 | 77.1 | 77.0 | 76.7 | 77.1 |
| Social 30 | 47.9 | 38.4 | 46.0 | 37.7 | 46.6 | 49.1 | 49.5 | 49.3 | 48.1 | 48.1 |
| Social 33 | 35.0 | 44.0 | 41.2 | 45.7 | 36.9 | 29.1 | 28.8 | 28.8 | 29.5 | 30.1 |
| Total of 1 or more Social Diploma Exams | 82.9 | 82.4 | 86.8 | 82.7 | 83.0 | 77.0 | 77.2 | 77.2 | 76.7 | 77.4 |
| Math 30/Pure | 42.3 | 40.1 | 37.9 | 39.3 | 40.1 | 41.1 | 41.9 | 41.7 | 41.1 | 40.8 |
| Math 33/Applied | 25.9 | 26.8 | 28.9 | 27.5 | 27.6 | 19.9 | 19.5 | 19.5 | 19.1 | 19.7 |
| Total of 1 or more Math Diploma Exams | 67.8 | 64.8 | 65.9 | 65.8 | 65.8 | 60.4 | 60.7 | 60.7 | 59.7 | 59.9 |
| Biology 30 | 41.6 | 39.8 | 44.1 | 37.4 | 47.5 | 39.4 | 39.6 | 39.8 | 39.1 | 39.8 |
| Chemistry 30 | 42.0 | 37.3 | 33.1 | 34.8 | 18.5 | 34.4 | 34.2 | 34.3 | 34.5 | 17.3 |
| Physics 30 | 23.8 | 25.7 | 18.6 | 25.2 | 7.6 | 21.6 | 21.6 | 21.5 | 20.4 | 10.0 |
| Science 30 | 4.5 | 4.6 | 7.7 | 6.1 | 4.7 | 7.0 | 7.0 | 7.0 | 7.4 | 8.2 |
| Total of 1 or more Science Diploma Exams | 56.6 | 57.4 | 57.6 | 54.0 | 59.1 | 56.6 | 56.7 | 56.5 | 56.1 | 56.1 |
| Français 30 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 |
| French Language Arts 30 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 2.4 | 2.7 | 2.7 | 2.7 | 2.7 |
| Total of 1 or more French Diploma Exams | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 2.6 | 2.9 | 2.9 | 2.9 | 2.9 |

| Measure Details | | | | | | | | | |
|-----------------------------|----------------|-----------------------------|------------------------------|-----------------------------|------------------------------|-----------------------------|------------------------------|-----------------------------|------------------------------|
| Rutherford eligibility rate | | | | | | | | | |
| 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 |
| 2005 | 322 | 177 | 55.0 | 152 | 47.2 | 94 | 29.2 | 189 | 58.7 |
| 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 |



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

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

| Performance Measures | 2005 | 2006 | 2007 | 2008 | 2009 | Target 2010 | Evaluation | | | Targets | | |
|--|------|------|------|------|------|----------------|-------------|-------------|---------|---------|------|------|
| | | | | | | | Achievement | Improvement | Overall | 2011 | 2012 | 2013 |
| High school to post-secondary transition rate within six years of entering Grade 10. | 63.1 | 59.5 | 58.0 | 64.5 | 64.7 | | High | Improved | Good | | | |

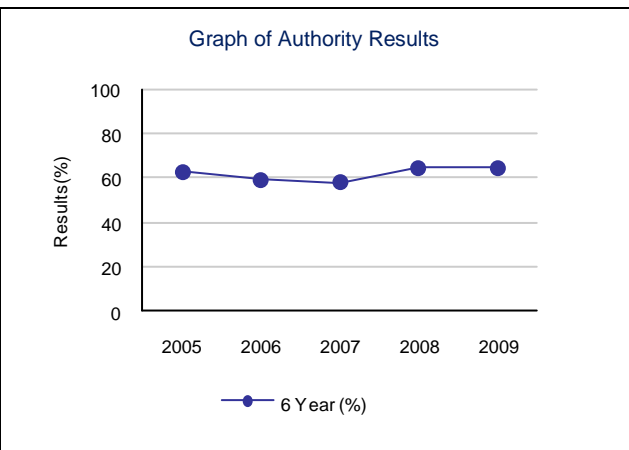
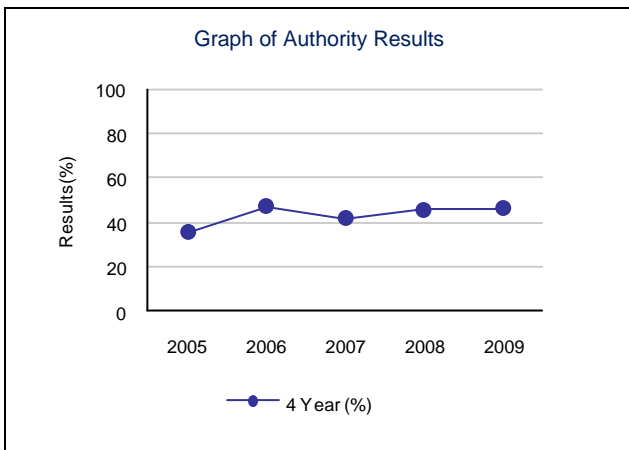
Comment on Results

Our students, their families and our communities continue to value post-secondary education opportunities for their children. Geographically, Palliser students benefit from proximity to both college and university opportunities, and our staff, both certificated and non-certificated, model the importance of lifelong education to their students, as many are involved in continuing post-secondary opportunities. Of note, the expansion of career and academic counseling services, improved communication regarding post-secondary opportunities to students and parents as well as academic and career and post-secondary fairs in local communities are contributing factors to continued improvement.

Strategies

Palliser continues to expand student access to career and post-secondary fairs in local communities.
 Palliser will participate in discussions with Lethbridge College and neighbouring jurisdictions to improve access to adult learning opportunities in rural communities.
 The jurisdiction will continue to investigate alternate learning opportunities, including online courses, to meet the diverse needs of our high school students.

| Measure Details | | | | | | | | | | |
|---|-----------|------|------|------|------|----------|------|------|------|------|
| High school to post-secondary transition rate | | | | | | | | | | |
| | Authority | | | | | Province | | | | |
| | 2005 | 2006 | 2007 | 2008 | 2009 | 2005 | 2006 | 2007 | 2008 | 2009 |
| 6 year rate | 63.1 | 59.5 | 58.0 | 64.5 | 64.7 | 56.6 | 58.1 | 58.8 | 59.2 | 59.8 |
| 4 year rate | 35.3 | 47.3 | 41.8 | 45.7 | 46.3 | 35.6 | 37.7 | 38.7 | 38.9 | 37.5 |



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

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

| Performance Measure | Results (in percentages) | | | | | Target | Targets | | |
|---|--------------------------|------|------|------|------|--------|---------|------|------|
| | 2006 | 2007 | 2008 | 2009 | 2010 | 2010 | 2011 | 2012 | 2013 |
| Percentage of teacher and parent satisfaction that high school graduates demonstrate the knowledge, skills and attitudes necessary for lifelong learning. | 64.4 | 66.3 | 73.4 | 72.4 | 72.0 | | | | |

Comment on Results

Our improved and continuing strategies to communicate effectively with parents have contributed to the increasing alignment between teacher and parent satisfaction that our graduates have developed the tools necessary for lifelong learning. Teachers have always worked hard to ensure students have the knowledge, skills and attitudes but we have not always been as effective including parents as key stakeholders in the process.

Strategies

Palliser revised its student registration forms to incorporate parent email addresses with an eye to improving electronic communications with parents.

The Board will create a communications committee of the whole in 2010-2011.

The Board is formalizing its structures to ensure communication with every school council in Palliser.

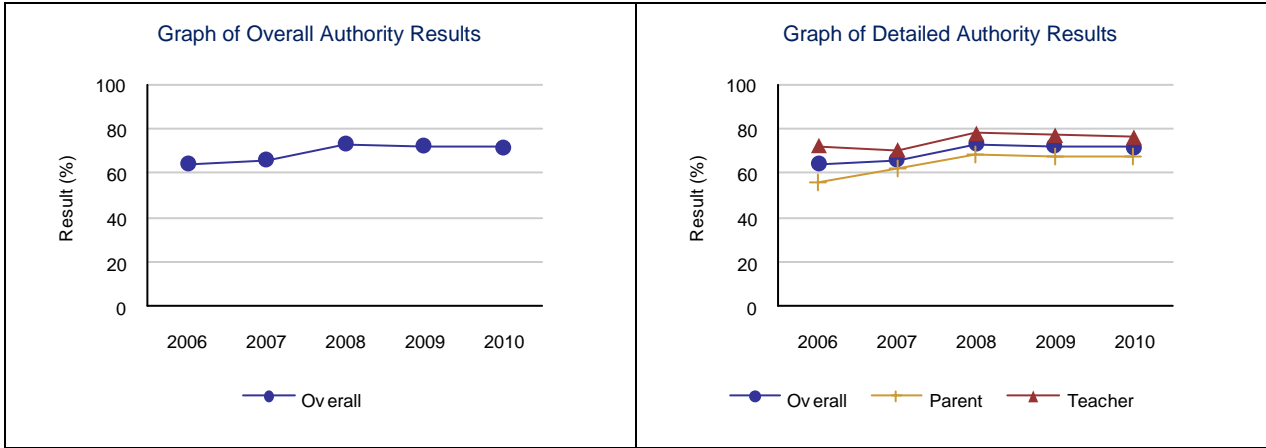
The Board will continue to hold stakeholders meetings in the region to share information with the public and collect input, as it did in 2009-2010 in advance of its budget deliberations.

Palliser continues to provide financial support to its school councils for their membership in the Alberta School Councils Association.

Measure Details

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

| | Authority | | | | | Province | | | | |
|---------|-----------|------|------|------|------|----------|------|------|------|------|
| | 2006 | 2007 | 2008 | 2009 | 2010 | 2006 | 2007 | 2008 | 2009 | 2010 |
| Overall | 64.4 | 66.3 | 73.4 | 72.4 | 72.0 | 66.1 | 65.6 | 66.7 | 67.4 | 67.6 |
| Teacher | 72.6 | 70.6 | 78.3 | 77.4 | 76.5 | 74.2 | 74.1 | 73.8 | 74.0 | 75.4 |
| Parent | 56.1 | 62.0 | 68.5 | 67.5 | 67.6 | 57.9 | 57.1 | 59.5 | 60.8 | 59.8 |



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

Outcome: *Students are well prepared for employment.*

| Performance Measure | Results (in percentages) | | | | | Target | Evaluation | | | Targets | | |
|---|--------------------------|------|------|------|------|--------|-------------|-------------|---------|---------|------|------|
| | 2006 | 2007 | 2008 | 2009 | 2010 | 2010 | Achievement | Improvement | Overall | 2011 | 2012 | 2013 |
| Percentages of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school. | 73.5 | 78.8 | 84.7 | 84.3 | 85.5 | | High | Improved | Good | | | |

Comment on Results

The sustained success on this outcome continue to be the result of our efforts on several fronts: improved communication with parents; highlighting in a variety of publications the achievements and accomplishments of our students; participation in educational partnerships with Chinook Regional Career Transitions and CAREERS, the Next Generation; and student participation in regional and provincial skills competitions.

Our continuing recognition of outstanding past graduates through the Palliser Wall of Fame inspires students to believe that school is preparing them to meet their aspirations and goals.

Additionally, our students benefit from the mobile CTS facilities that enhance attitudes and behaviors necessary for the workplace.

Palliser supported students attending the WorldSkills Competition in Calgary, giving nearly 400 students an opportunity to experience the diversity of trade opportunities.

Our students continue to benefit from our career and academic counseling team, working with students from Grades 9-12.

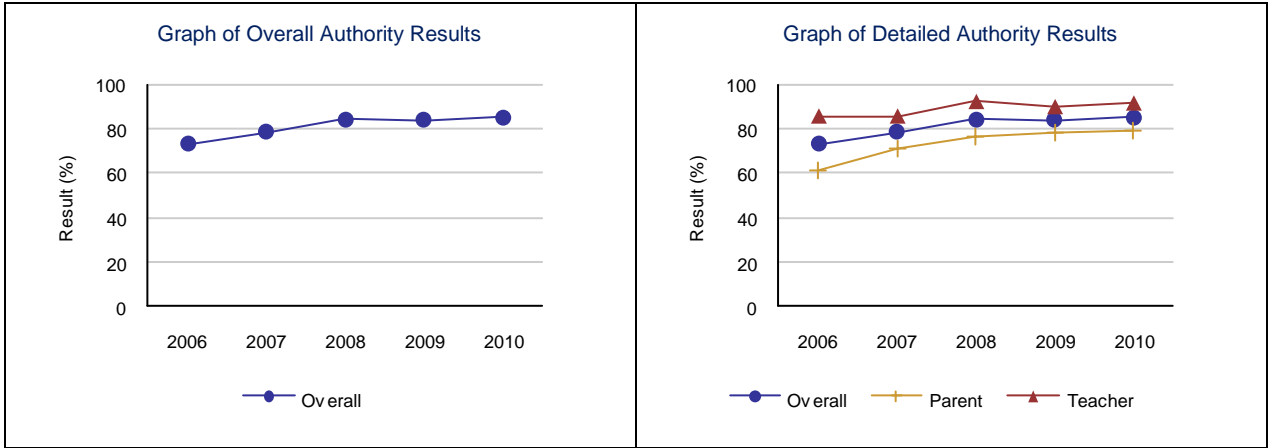
Strategies

Palliser continues to expand student access to career and educational fairs, Registered Apprenticeship Program and Green Certificate.

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 | | | | |
|---------|-----------|------|------|------|------|----------|------|------|------|------|
| | 2006 | 2007 | 2008 | 2009 | 2010 | 2006 | 2007 | 2008 | 2009 | 2010 |
| Overall | 73.5 | 78.8 | 84.7 | 84.3 | 85.5 | 77.0 | 77.1 | 80.1 | 79.6 | 79.9 |
| Teacher | 86.0 | 86.0 | 92.8 | 90.4 | 92.1 | 89.4 | 89.2 | 89.3 | 88.9 | 90.0 |
| Parent | 61.0 | 71.6 | 76.6 | 78.3 | 79.0 | 64.6 | 65.1 | 70.9 | 70.2 | 69.8 |



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

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

| Performance Measure | Results (in percentages) | | | | | Target | Evaluation | | | Targets | | |
|--|--------------------------|------|------|------|------|--------|-------------|------------------------|-----------|---------|------|------|
| | 2006 | 2007 | 2008 | 2009 | 2010 | 2010 | Achievement | Improvement | Overall | 2011 | 2012 | 2013 |
| Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship. | 78.2 | 77.3 | 83.0 | 86.4 | 86.5 | | Very High | Improved Significantly | Excellent | | | |

Comment on Results

Palliser continues to have a strong belief in developing the whole child to graduate outstanding future citizens. As a result, an AISI facilitator championed efforts in this outcome across the division. Schools were encouraged to participate in local, provincial and national student leadership opportunities. Palliser employees presented at the National Conference on Character Education on Internet safety and Web awareness, and organized the first Western Canada Character Education Conference in November 2009.

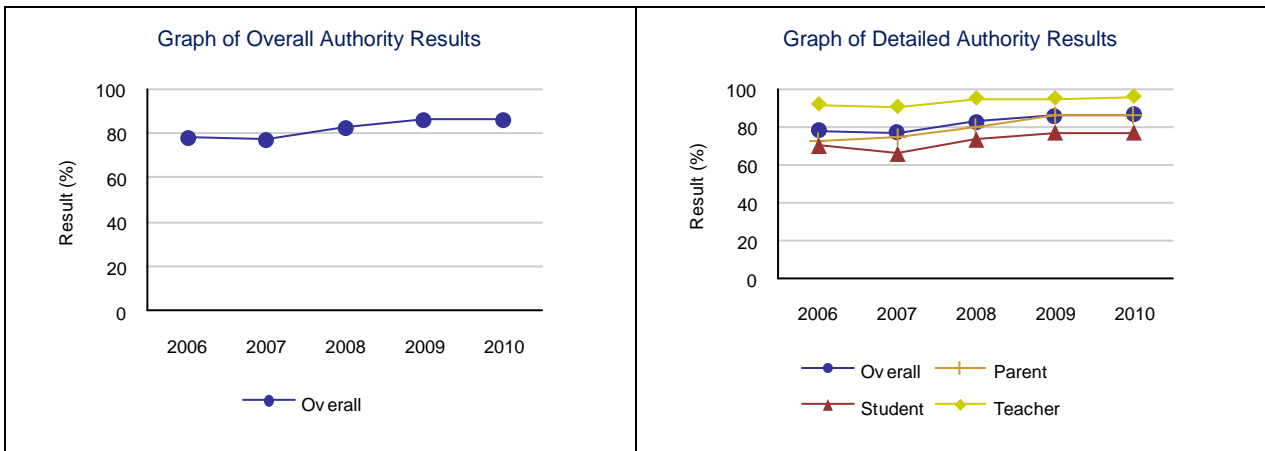
Strategies

Every school in Palliser must develop a goal related to safe and caring schools, which enhances the school environment through student participation in character-building activities.

In the face of a loss of external funding for Teens Helping Teens Peer Mentorship programs across Palliser, the division committed to supplementing funding to keep the programs operating in 2010-2011.

Palliser continues to encourage volunteer and global outreach projects which are evident in all of our schools. These activities range from the raking leaves and shovelling snow for seniors in the community to building playgrounds for children in the developing world.

| Measure Details | | | | | | | | | | |
|--|-----------|------|------|------|------|----------|------|------|------|------|
| Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship. | | | | | | | | | | |
| | Authority | | | | | Province | | | | |
| | 2006 | 2007 | 2008 | 2009 | 2010 | 2006 | 2007 | 2008 | 2009 | 2010 |
| Overall | 78.2 | 77.3 | 83.0 | 86.4 | 86.5 | 76.8 | 76.6 | 77.9 | 80.3 | 81.4 |
| Teacher | 92.1 | 90.7 | 95.3 | 95.3 | 96.3 | 90.3 | 89.9 | 90.6 | 91.8 | 93.0 |
| Parent | 72.3 | 75.3 | 80.3 | 86.8 | 86.1 | 72.4 | 72.6 | 74.7 | 77.4 | 78.5 |
| Student | 70.1 | 66.0 | 73.3 | 77.0 | 77.0 | 67.5 | 67.1 | 68.5 | 71.8 | 72.7 |



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

Also report targets and results for all local authority measures related to Goal 2 (minimum one year of results – authorities are encouraged to provide multi-year results for trend analysis).

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

Outcome: Key learning outcomes for FNMI students improve.

| Performance Measure | Results (in percentages) | | | | | Target | Evaluation | | | Targets | | |
|--|--------------------------|------|------|------|------|--------|-------------|-------------|---------|---------|------|------|
| | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | Achievement | Improvement | Overall | 2011 | 2012 | 2013 |
| Drop Out Rate - annual dropout rate of students aged 14 to 18. | * | 0.0 | 4.9 | 6.7 | 10.0 | | Very Low | Maintained | Concern | | | |
| High School Completion Rate – percentages of students who completed high school within three years of entering Grade 10. | * | * | * | * | * | | * | * | * | | | |
| High school to post-secondary transition rate within six years of entering Grade 10. | n/a | n/a | n/a | * | * | | * | * | * | | | |
| Percentage of students writing four or more diploma exams within three years of entering Grade 10. | * | * | * | * | * | | * | * | * | | | |
| Percentage of Grade 12 students eligible for a Rutherford Scholarship. | n/a | * | * | * | n/a | | n/a | n/a | n/a | | | |

| Performance Measure | Results (in percentages) | | | | | Target | Evaluation | | | Targets | | |
|--|--------------------------|------|------|------|------|--------|-------------|-------------|---------|---------|------|------|
| | 2006 | 2007 | 2008 | 2009 | 2010 | 2010 | Achievement | Improvement | Overall | 2011 | 2012 | 2013 |
| Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on provincial achievement tests. | * | 73.7 | 84.0 | 70.3 | 71.4 | | Low | Maintained | Issue | | | |
| Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on provincial achievement tests. | * | 5.3 | 4.0 | 2.7 | 3.6 | | Very Low | Maintained | Concern | | | |
| Overall percentage of students who achieved the acceptable standard on diploma examinations. | * | * | n/a | n/a | n/a | | n/a | n/a | n/a | | | |
| Overall percentage of students who achieved the standard of excellence on diploma examinations. | * | * | n/a | n/a | n/a | | n/a | n/a | n/a | | | |

Comment on Results

The vast majority of Palliser’s FNMI students are from the Siksika First Nation and attend Arrowwood and Milo schools.

Unfortunately, our Siksika students have not benefitted from the positive student learning we have seen across the division. This group needs supports beyond what is currently being provided. As a result of transportation and tuition changes implemented by the Siksika Board of Education in September 2009, Siksika parents were very vocal at two parent meetings about their support for the programs provided their children at Milo and Arrowwood schools. Parents expressed their frustration and concerns that Siksika was not willing to support their school of choice. Parent support is the critical first step for improving student learning. The parents in attendance at these meetings were very passionate about their children’s access to quality education. These results indicate that despite parental support, additional strategies, services and supports are needed over the long term.

Although Palliser initiated offering high school to Siksika students at Milo School, the Siksika Board of Education has clarified in writing that it will not fund students at the high school level.

Correspondence from Siksika Board of Education stated that it will not provide tuition for second year Grade 12 students; new students of families not already in the system; ECS students; storefront students (unless young mothers); nor overage students.

We are open to opportunities for conversation between the Siksika Board of Education and Palliser Regional Schools to discuss First Nations student learning needs.

Strategies

Continue to prioritize school goals, strategies and measures in Arrowwood and Milo that address literacy needs of FNMI students.

Explore best practices with other jurisdictions that have significant FNMI populations.

Continue to work with neighbouring jurisdictions to negotiate a tuition agreement with Siksika.

Conduct a grade by grade subject analysis of results looking for trends.

Notes:

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

Goal Four: Highly Responsive and Responsible Jurisdiction

Outcome: The jurisdiction demonstrates effective working relationships.

| Performance Measure | Results (in percentages) | | | | | Target | Evaluation | | | Targets | | |
|--|--------------------------|------|------|------|------|--------|-------------|-------------|-----------|---------|------|------|
| | 2006 | 2007 | 2008 | 2009 | 2010 | 2010 | Achievement | Improvement | Overall | 2011 | 2012 | 2013 |
| Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education. | 74.9 | 80.7 | 82.6 | 86.7 | 86.9 | | Very High | Improved | Excellent | | | |

Comment on Results

Palliser administration and Board continue to meet regularly with Christian alternative program society board members and personnel and all school councils across the division.

Palliser initiated budget consultations in four service delivery areas: Calgary; Coaldale; Picture Butte; and Vulcan.

Palliser supports school councils by providing the funds for their memberships in the Alberta Association of School Councils.

Strategies

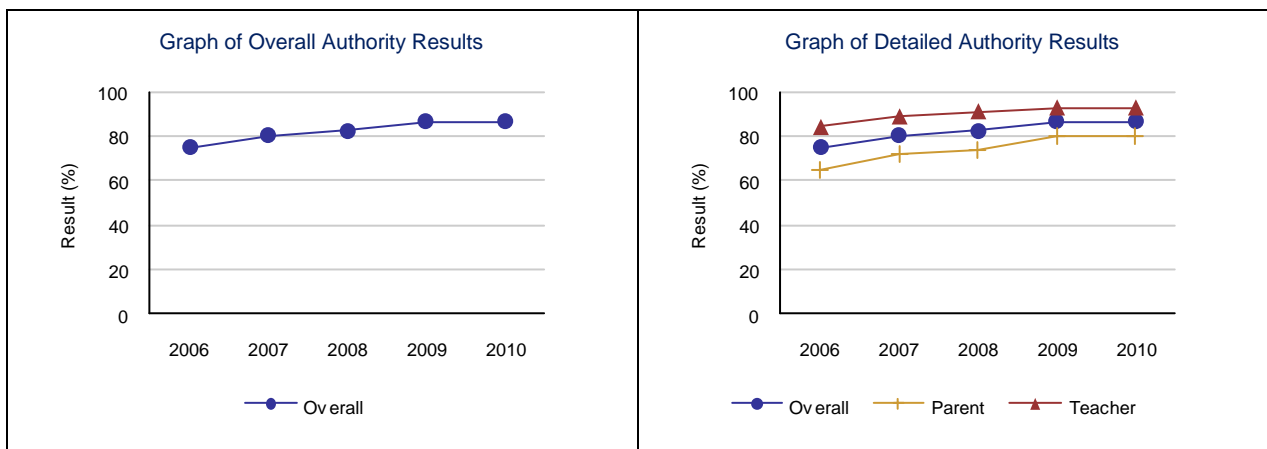
Palliser will continue to hold stakeholder meetings in 2010-2011.

A new Palliser communications committee involving trustees and administrators will be examining parental involvement and engagement.

Measure Details

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

| | Authority | | | | | Province | | | | |
|---------|-----------|------|------|------|------|----------|------|------|------|------|
| | 2006 | 2007 | 2008 | 2009 | 2010 | 2006 | 2007 | 2008 | 2009 | 2010 |
| Overall | 74.9 | 80.7 | 82.6 | 86.7 | 86.9 | 77.9 | 77.5 | 78.2 | 80.1 | 80.0 |
| Teacher | 84.5 | 89.2 | 91.5 | 93.2 | 93.2 | 87.6 | 87.1 | 87.5 | 88.0 | 88.6 |
| Parent | 65.3 | 72.2 | 73.7 | 80.2 | 80.6 | 68.1 | 67.9 | 69.0 | 72.2 | 71.3 |



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

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

| Performance Measure | Results (in percentages) | | | | | Target | Evaluation | | | Targets | | |
|---|--------------------------|------|------|------|------|--------|-------------|-------------|---------|---------|------|------|
| | 2006 | 2007 | 2008 | 2009 | 2010 | 2010 | Achievement | Improvement | Overall | 2011 | 2012 | 2013 |
| Percentages of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years. | 73.9 | 75.2 | 79.5 | 82.2 | 79.7 | | High | Maintained | Good | | | |

Comment on Results

Palliser continued to focus on leadership, innovation and continuous improvement in the following ways:

- Our annual school review process
- Restructuring of our administrators' association
- Culture building within admin association
- A trustee-central office administrative team-admin association planning session
- AISI model
- PD advisory committee
- Stakeholder meetings
- Technology advisory committee
- Transportation review was adopted by the Board in August 2009
- Staff recognition
- Division-wide opening
- Professional renewal through reassignment
- Beginning teacher induction
- Induction program for new administrators
- Senior admin visitations for reviewing school plans and results
- Reviewing administrative procedures manual

Palliser played host to a historic live downlink between students and astronauts aboard the International Space Station in September 2009.

The 2009-2010 school year saw a number of courses offered through videoconferencing, including math, chemistry and cosmetology.

Strategies

Palliser continues to focus on data-driven decision-making. Every school is required to develop a minimum of two school goals based on priorities determined collaboratively with staff and supported by accountability pillar data and results. One goal must relate to safe and caring schools and another to improving student achievement through a focus on current research relating to best practices involving assessment.

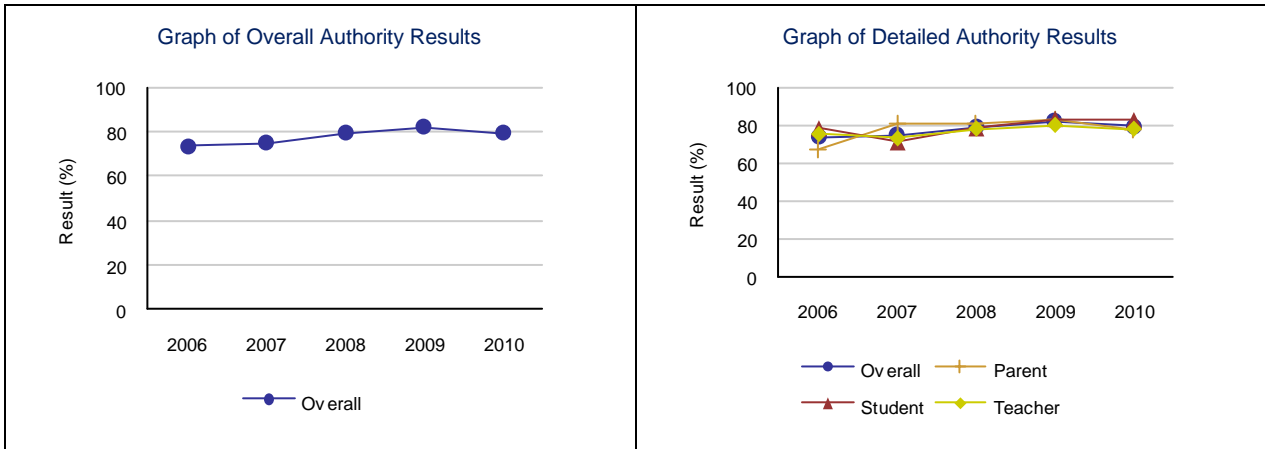
Palliser continues to review several schools each year, based on the correlates in Effective Schools research, through the appreciative inquiry process. Data is collected from all school stakeholders, including students and parents. A subsequent action plan is developed by the principal and staff to respond to the data collected through the review process. This review report and follow-up plan are presented to the Board.

The Superintendent continues to conduct meetings with school principals in the fall and spring to discuss school goals and evidence of success.

Palliser continues to refine the schedule and use of the CTS mobile trailers in order to accommodate the programming needs of high school and junior high students.

Palliser will investigate online programming and other alternate delivery methods to meet the changing needs of students.

| 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 | | | | |
| | 2006 | 2007 | 2008 | 2009 | 2010 | 2006 | 2007 | 2008 | 2009 | 2010 |
| Overall | 73.9 | 75.2 | 79.5 | 82.2 | 79.7 | 76.8 | 76.3 | 77.0 | 79.4 | 79.9 |
| Teacher | 75.6 | 73.4 | 78.4 | 80.3 | 78.3 | 75.5 | 74.5 | 75.6 | 78.2 | 80.8 |
| Parent | 67.5 | 80.6 | 81.3 | 82.8 | 78.0 | 75.4 | 75.1 | 75.9 | 78.1 | 77.0 |
| Student | 78.6 | 71.5 | 78.7 | 83.5 | 82.8 | 79.4 | 79.3 | 79.5 | 81.8 | 81.8 |



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

Summary of Financial Results of the 2009-2010 Year

Palliser's expenses in 2009-2010 exceeded budget by four per cent, however, revenues exceeded budget by 2.7 per cent, resulting in a deficit for the year of \$855,505.

The two areas that contributed to the deficit were Grade 1-12 instruction and transportation. The other areas of the system were in a surplus or breakeven position.

Palliser has planned to address the 2009-2010 short fall in the 2010-2011 budget.

Key financial information at Aug. 31, 2010:

- Annual Operating Deficit \$855,505
- Accumulated Operating Deficit \$952,141
- Capital Reserves \$0

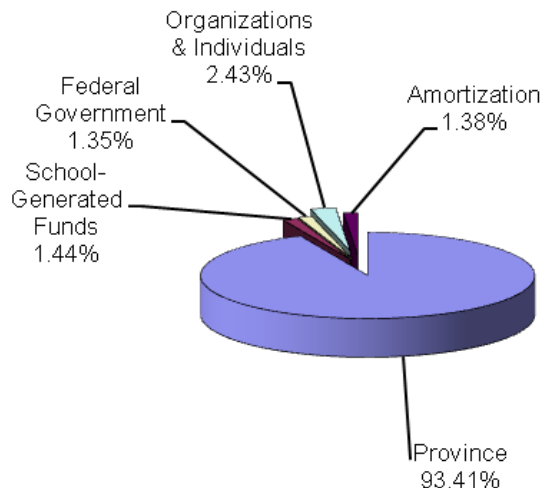
For a copy of Palliser's audited financial statements, please visit the Division Documents section of our website, under Reports and Plans, or click on the link provided here. Paper copies are available by contacting Central Office at 403-328-4111 or toll-free at 1-877-667-1234.

- [Link to the 2009-2010 audited financial statements.](#)
- Audited financial statements for all jurisdictions are posted on Alberta Education's website at <http://education.alberta.ca/admin/funding/audited.aspx>

Revenue 2009-2010 \$65,113,329

| | | |
|-----------------------------|--------------|--------|
| Province | \$60,819,115 | 93.41% |
| School-Generated Funds | \$937,712 | 1.44% |
| Federal Government | \$876,892 | 1.35% |
| Organizations & Individuals | \$1,582,266 | 2.43% |
| Amortization | \$897,344 | 1.38% |

Revenue 2009-10

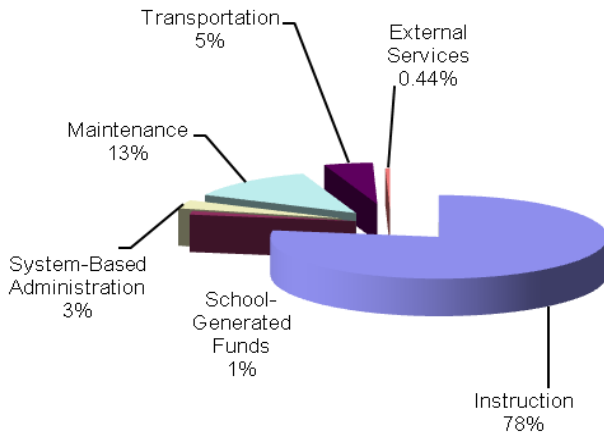


Summary of Financial Results of the 2009-2010 Year, continued

Expenditures 2009-10 \$65,968,834

| | | |
|-----------------------------|--------------|--------|
| Instruction | \$51,122,981 | 77.50% |
| School-Generated Funds | \$937,712 | 1.42% |
| System-Based Administration | \$2,176,453 | 3.30% |
| Maintenance | \$8,341,032 | 12.64% |
| Transportation | \$3,103,689 | 4.70% |
| External Services | \$286,967 | 0.44% |

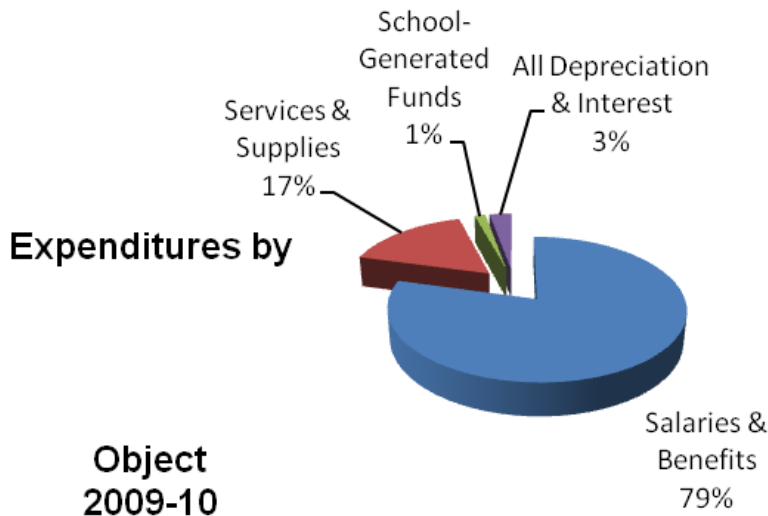
Expenditures 2009-10



Expenditures by Object 2009-10

\$65,968,834

| | | |
|-----------------------------|--------------|--------|
| Salaries & Benefits | \$52,300,216 | 79.28% |
| Services & Supplies | \$10,810,168 | 16.43% |
| School-Generated Funds | \$937,712 | 1.42% |
| All Depreciation & Interest | \$1,890,738 | 2.87% |



Budget Summary for 2010-2011

The Board approved the 2010-2011 budget with a projected surplus of \$1.3 million, with a plan to eliminate the division's net accumulated operating deficit.

This budget reduced teacher preparation time to 8.25 per cent.

All staff received a 2.92 per cent salary increase, the same as teachers under their ATA contract.

Class size guidelines are projected to be met across Palliser.

This is the second year in a row that no funds have been set aside for bus replacement.

This year's budget saw the addition of two new schools: a Hutterian Colony School at Shadow Ranch; and the Carmangay Outreach School.

The budget includes an investment of \$300,000 to upgrade its tower system which provides Internet access to schools, and \$119,000 to purchase four vehicles and a Bobcat.

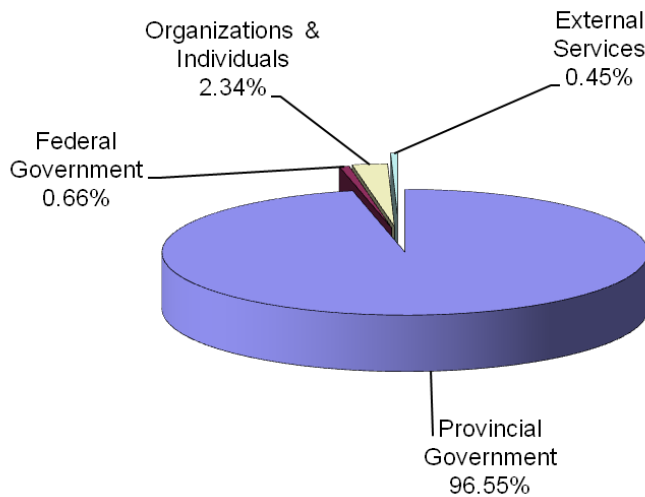
To view Palliser's 2010-2011 budget summary, please click [here](#). For a hard copy, please call Palliser's Central Office at 403-328-4111 or toll-free 1-877-667-1234.

2010-2011 Budgeted Revenues

\$68,114,849

| | |
|-----------------------------|--------------|
| Provincial Government | \$65,762,308 |
| Federal Government | \$449,010 |
| Organizations & Individuals | \$1,594,031 |
| External Services | \$309,500 |

Revenues

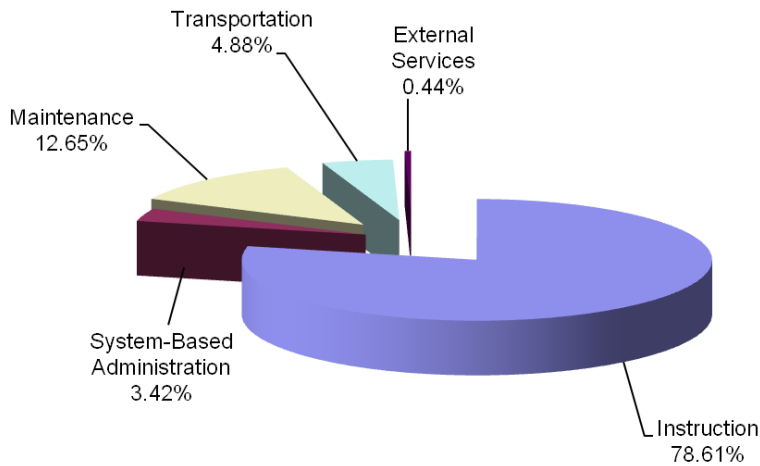


Budget Summary for 2010-2011, continued

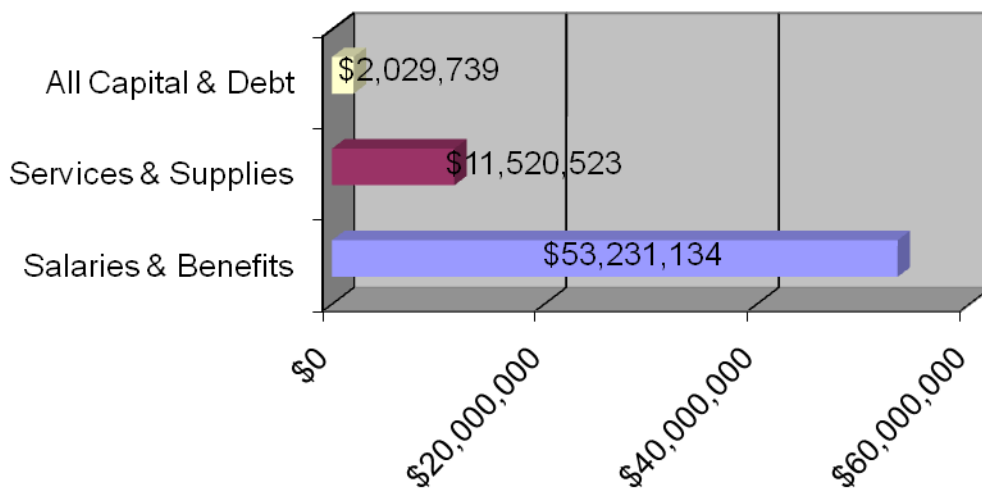
2010-2011 Budgeted Expenditures \$66,781,396

| | |
|-----------------------------|--------------|
| Instruction | \$52,499,076 |
| System-Based Administration | \$2,281,775 |
| Maintenance | \$8,451,133 |
| Transportation | \$3,258,718 |
| External Services | \$290,694 |

Budgeted Expenditures 2010-2011



Budgeted Expenditures by Object



Capital and Facilities Projects

In 2009-2010, Palliser spent \$1,332,576 on the modernization of Picture Butte High School. The total cost of the project is estimated to be about \$12.3 million, with completion anticipated by the fall of 2011.

As well, in 2009-2010 and 2010-2011, a new modular classroom is being installed at Coalhurst Elementary School, along with a modular for the provision of day care near County Central High School in Vulcan.

Palliser's top priorities for future capital projects are the modernization of both Noble Central School in Nobleford and County Central High School in Vulcan, should these projects be approved for funding.

For a summary of Palliser's Three-Year Capital Plan, please click [here](#). For a hard copy, please call Palliser's Central Office at 403-328-4111 or toll-free 1-877-667-1234.

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, the Board has committed to holding annual meetings with stakeholders to discuss budget priorities and school initiatives in public forums that are open to all interested participants.

For more information

For more information on Palliser Regional Schools, the following reports are available on our website by using the hyperlinks below or by visiting the Division Documents, Reports and Plans section, under the heading "Jurisdiction Reports." Hard copies are also available by contacting Palliser's Central Office at 403-328-4111 or toll-free at 1-877-667-1234:

- [Class Size Report, Core Subjects, 2010-2011](#)
- [Class Size Report, All Subjects, 2010-2011](#)
- [AISI Annual Report](#) 2008-2009 (This link will be updated when the 2009-2010 AISI report is available)

