

COMBINED THREE-YEAR EDUCATION PLAN AND ANNUAL EDUCATION RESULTS REPORT

St. Albert Public School District No. 5565

November 2015



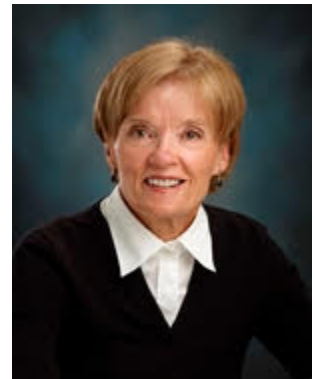
St. Albert
PUBLIC SCHOOLS



Message from the Board Chair

The 2015 St. Albert Public School District No. 5565 Combined Three-Year Education Plan and Annual Education Results Report reflects the dedication of our district to provide excellent educational opportunities for our students. This report celebrates the successes of our district, identifies trends, and looks to the future. It also documents the results of the work of our staff, our students, and our stakeholders.

The Board of Trustees of St. Albert Public Schools is committed to the continuous improvement cycle as outlined in the Alberta Government *Accountability Act*. Our district is committed to ongoing collaboration among stakeholders and has established a transparent process dedicated to reflect the needs and values of our community.



This Education Plan reinforces our mission and beliefs, which clearly outline the purpose and direction of our district. The school district's accomplishments and growth could not have been achieved without the ongoing dedicated work of a great many people. All the members of our organization, both past and present, are to be commended for their fine efforts. The provision of high quality programs for our students is always paramount in our minds and hearts, and we cannot thank our staff enough for their tireless commitment to providing our students with the best educational journey possible and for helping us realize our educational goals as a district.

A significant highlight of this past year was the continued, unprecedented growth in our district, culminating in our highest-ever Kindergarten enrollment, despite imposing strict registration restrictions at our fullest schools. This continued growth has resulted in an increase of approximately 25% in our K-9 enrollment in the past five years. To help accommodate these students, construction began on our Lois E. Hole Elementary School, while a second school was announced and the modernization of William D. Cuts Junior High School began.

Our district strives to provide our students with a well-rounded educational experience that goes far beyond test results and marks. Not only do our students continue to excel in academic achievements and in the areas of Career and Technology Studies, fine and performing arts, and sports, but they also make significant contributions to both our local community and the global community through extra-curricular activities, volunteer work, and fundraising initiatives.

The purpose of this report is to provide clear and concise information for all our stakeholders. The report includes: program highlights, priority areas, issues and trends, the results of Provincial Achievement Tests, Diploma Examinations, and local performance measures.

Sincerely,
Glenys Edwards
Board Chair

Accountability Statement

The Annual Education Results Report for the 2014-2015 school year and the Education Plan for the three years commencing September 1, 2015 for St. Albert Public Schools District No. 5565 was prepared under the direction of the Board in accordance with its responsibilities under the *School Act* and the *Fiscal Management 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 2014-2015 school year and the Three-Year Education Plan for 2015-2018 on November 25th, 2015.

Foundation Statements

Mission, Mandate and Beliefs

Mission

Through our commitment to excellence in public education, we strive to ensure all students become life-long learners, confident and capable of shaping their future and meeting the challenges of today and tomorrow.

Mandate

The Board of Trustees is responsible to provide each of its students an education program consistent with the requirements of the School Act and the School Act Regulations.

The intent of the Board is to provide the best possible education for all its students, that is, all students will have the opportunity to acquire the knowledge, skills and attitudes needed to be self-reliant, responsible, caring and contributing members of society.

Beliefs

In our commitment to public education, ***we believe that -***

- Our students' learning is central to everything we do;
- It is the shared responsibility of the school community (students, staff, parents, community members) to encourage all students to become respectful, responsible, global citizens who demonstrate tolerance and acceptance;
- By setting high expectations students are challenged to achieve to their full potential;
- Our schools must be a safe and caring environment where students, staff and parents feel connected, valued and respected;
- Public education is the foundation of equal opportunity that recognizes and enhances the value and potential of all;
- The classroom is central to student learning; and,
- Members of our school community have a shared responsibility and obligation to provide learners with an optimal learning environment.

A Profile of St. Albert Public Schools

St. Albert Public Schools provides an exciting world of opportunities for students – opportunities to learn, create, investigate the wonders around us, and excel. In 1958, our district started with one school and approximately 130 students. Today, we are a vibrant school district offering a comprehensive range of exemplary programs to more than 7,600 students from Kindergarten to Grade 12. The district's work is carried out by a staff of approximately 475 teachers and 334 support personnel in our 13 schools, as well as an Outreach High School and a St. Gabriel's Storefront School.

Provincial Achievement Test and Diploma Examination results demonstrate tremendous success in our students' achievement and growth. We also measure student progress in a variety of other ways. Each year, thousands of scholarship dollars, certificates, and medals attest to student accomplishments in academics, science, fine arts, and athletics. Success is also reflected in our students' eager participation in a wide variety of service and extracurricular activities that promote strong values and citizenship.

Our district believes in inclusive learning environments that honours and values diversity. Our district is committed to offering a number of programs of choice to students seeking alternative means of pursuing their education, and our staff makes every effort to help students achieve a high level of success. The district offers early and late French Immersion programs, International Baccalaureate and Advanced Placement programs, Academic Challenge, Knowledge and Employability, a Logos Christian program, a Cogito program, Career and Technology Studies, and Preschool programs primarily funded through Program Unit Funding (PUF). We offer choice in our programming for students with special needs including programming and support services offered in regular classrooms in neighbourhood schools to more specialized classrooms in specific district sites. All students benefit from innovative teaching practices, outstanding fine arts and sports programs, state-of-the-art technology, opportunities for community involvement, and varied extracurricular programs in athletics, clubs, and more.

District Schools

- **Bellerose Composite High School**
Grades 10-12
- **École Leo Nickerson Elementary School**
Grades K-6 English
Grades K-6 French Immersion
Grades K-4 Logos
- **École Muriel Martin Elementary School**
Grades K-6 English
Grades K-6 French Immersion
- **École Paul Kane High School**
Grades 10-12 English
Grades 10-12 French Immersion
- **École Sir George Simpson Junior High School**
Grades 7-9 English
Grades 7-9 French Immersion/Late French Immersion
- **Elmer S. Gish School**
Grades K-9 English
Grades K-9 Cogito
Grades 5-9 Logos
- **Keenooshayo Elementary School**
Grades K-6
Preschool
- **Lorne Akins Junior High School**
Grades 7-9
- **Outreach High School**
Grades 10-12; Transition 9 and 10
- **Robert Rundle Elementary School**
Grades K-6
- **Ronald Harvey Elementary School**
Grades K-6
- **Sir Alexander Mackenzie Elementary School**
Grades K-6
- **Wild Rose Elementary School**
Grades K-6
Preschool
- **William D. Cuts Junior High School**
Grades 7-9

Partnership with Greater St. Albert Catholic School Division #734

- **St. Gabriel's Storefront School**
Grades 7-12

District Highlights

St. Albert Public Schools is committed to supporting the individual needs, abilities, and interests of all students. We bring together core academic subjects, diverse optional programming, and a strong emphasis on character education. Our schools supplement the provincially mandated curriculum in a variety of ways to reflect the uniqueness of its individual school community. In addition to the core courses, students can choose from co-curricular and extracurricular opportunities in fine and performing arts, languages, career and technology studies, athletics, and more. What is consistent in our schools is that students receive a high quality education from skilled and dedicated educators.

Alternative Programs and Programs of Choice

St. Albert Public Schools is proud of our rich tradition of offering choice in programming. Programming choices continue to evolve in response to educational research and community contexts.

Advanced Placement

Advanced Placement is an internationally-recognized enrichment program that offers acceleration and challenge to motivated and gifted students as it prepares them for the transition from high school to university.

The program helps students develop and practise higher order thinking skills. Opportunities for in-depth study in selected subjects are provided.

Successful completion of the Advanced Placement examinations permits students to obtain credit or advanced placement in first year university courses at more than 3000 colleges and universities around the world.

Athletic Academy

St. Albert Public Schools offers two Athletic Academy streams - a Hockey Academy and a Recreational Academy for Grades 4 through 9 students at a district elementary school and a district junior high school.

The Hockey Academy is open to male and female students of all skill levels. We welcome student athletes who are passionate about the game of hockey, who want to improve themselves, and have a desire to learn and commit to improvement and progression. Students must be self-motivated, have a positive attitude and a strong work ethic, be dedicated to success, and have a desire to become leaders. Our philosophy is one of growth and development. The academy promotes on-ice hockey skills and life skills in our student athletes, creating good citizens who will make wise choices, and show respect, enthusiasm, confidence, cooperation, and independence.

The Recreational Academy will appeal to students who want to be active and experience new and varied sports and challenges. Students will take part in a variety of indoor and outdoor athletic activities three afternoons per week, which may include everything from racquet sports to scuba diving to wilderness training and first aid.

Cogito

The Cogito program is offered at one district school from Kindergarten to Grade 9.

Cogito is a knowledge-based program that challenges students to always do their best. The program is designed for students who are willing to work hard to achieve a high level of academic excellence. By setting and fulfilling high academic goals, students are able to build their self-esteem and a strong sense of pride.

Cogito provides a structured environment with clear expectations. Development of a strong broad base of knowledge is valued, and an atmosphere of structure and sequenced learning is consistently fostered. The program's focus on a broad liberal arts education produces a balanced approach across school subjects. High standards and high expectations prepare students for a wide range of future academic, professional, and skilled employment opportunities.

French Immersion

French Immersion is offered in four district schools, beginning in Kindergarten and continuing through to Grade 12. As well, there is an opportunity for students to begin our Late French Immersion program in Grade 7. French Immersion is a program of studies in which French is the language of instruction for a significant part of the school day. All subjects are taught in French (except the formal study of English). French Immersion is designed for students whose first language is not French. The objective of the program is full mastery of the English language, functional fluency in French, as well as an understanding and appreciation of the French culture. Beyond the acquisition of a second language, there is an aspect of cultural appreciation, respect, and mutual understanding. We believe that this approach reflects our Canadian heritage and benefits all students.

Our French Immersion programs are offered in schools that also offer our regular English program. This dual track philosophy ensures that French Immersion students and students in regular English programs learn from each other through school-wide activities. This system also allows our French Immersion students to have opportunities to access special programs, options, and extracurricular activities, particularly at the high school level.

The French Immersion program follows the instructional guidelines of Alberta Education. French Immersion students learn the same curriculum as their peers in the English program with the addition of French Language Arts; the only difference is that the learner outcomes are met in the French language.

International Baccalaureate

The International Baccalaureate (IB) Diploma Program is a comprehensive, internationally-based program of studies attractive to the student who is motivated and intent on pursuing university studies. IB is an excellent choice for students who are seeking a heightened level of preparation for post-secondary education and beyond.

This program offers challenges and experiences beyond the regular Alberta high school diploma program and is designed to provide students with a balanced education, including all the major disciplines: Languages (English plus French or Spanish), Experimental Sciences (Biology and Chemistry), Social Sciences and Mathematics,

along with individual electives.

The IB Diploma Program is open to students seeking a more challenging educational experience with an international cross-curricular focus and high standards for participation and achievement. The IB curriculum and the Alberta curriculum are interwoven throughout the courses taken in Grades 11 and 12. This program is recognized by universities internationally.

Logos Christian Program

The Logos Christian program is offered at two district schools from Kindergarten to Grade 9. This program follows the Alberta Program of Studies and the teaching of knowledge, skills, and attitudes is done within a Christian context. A Christian viewpoint to issues and topics is provided, and links are made between the concepts being taught and the Bible teachings on that concept. Prayer, fellowship, and monthly opportunities for corporate worship are an integral part of the program. The Logos mission is that students are taught in a spiritually nurturing, intellectually challenging, and disciplined environment. Sustained by Christ's teachings and God's love, the students develop binding commitments to their families, neighbours, country, and the global community while leading moral, healthy, and productive lives.

Outreach High School

Outreach High School is an alternative school that provides high school courses in an informal, friendly and flexible learning environment. Students build their own programs from Alberta Distance Learning Courses, and set their own long and short-term goals in order to complete the requirements for a high school diploma. Courses, activities and learning packages are organized so students can work at their own pace, in a combination of both self-directed and teacher-led activities.

Early Learning

St. Albert Public Schools offers children an excellent start to learning through our preschool and kindergarten programming options.

Preschool Program

The primary goal of the district Preschool Program is to provide an inclusive learning environment for children between the ages of two and a half and five years old, prior to entering a Kindergarten program. St. Albert Public Preschool programs provide supports and services to children who have severe disabilities and have qualified for Program Unit Funding (PUF) based on the criteria set out by Alberta Education. We also provide a preschool program to children from the community who have typical development but are interested in an inclusive, literacy rich, and play-based learning environment.

We have approximately 160 children attending our program, with 62 children receiving supports through PUF and eight children receiving supports through mild/moderate funding. Our preschool program allows all children and their families to have access to a certified teacher, a variety of therapists, and specialized programming with positive peer modeling. Our Preschool team also works together with Kindergarten teachers and therapists to ensure children experience a smooth transition into their Kindergarten

program.

Kindergarten

Kindergarten programming is offered in all eight of our district's elementary schools. Schools offer a variety of half-day, alternating full-day, and full-day programming options. In 2014-2015, all elementary schools offered a full-day kindergarten option based on a fee for service basis for parents who wish to enroll their children in kindergarten full-day every day. The full-day option is growing in popularity in the city of St. Albert and is one example of how schools are responsive to the needs of the community.

In 2014-2015, all kindergarten classes piloted the Early Years Evaluation–Teacher Assessment (EYE-TA). The EYE-TA provides a framework for assessing the developmental strengths and areas for growth of children at the start of school. The EYE-TA assesses five domains of early learning closely associated with children's readiness to learn at school, including awareness of self and environment, social skills and approaches to learning, cognitive skills, language and communication, and physical development. The EYE-TA provides valuable information to teachers to help guide their instructional practice and supports the identification of children who may require specialized supports and interventions. The EYE-TA helps us provides an excellent start to learning for all children.

Programming for Students with Special Needs

Our Student Services department provides a continuum of supports and services for students with diverse academic, social-emotional-behavioural, and physical needs. St. Albert Public Schools provides a broad range of educational opportunities offered in an inclusive education system. The first placement option for students is a regular classroom in a neighbourhood school; however, there are some students who may benefit from specialized programming within a district site class. District site classes offer a smaller student to staff ratio and, when needed, offer an adapted and/or specialized curricula. Placement is determined through consultation between parents, school teams, and district staff.

Regardless of placement, St. Albert Public Schools strives to provide excellent programming for our diverse learners. Our school teams collaborate with parents and other supporting professionals to create an Individual Program Plan (IPP) that reflects a student's unique learning needs and essential learning outcomes. Access to various school resources, a district multiple disciplinary team as well as community and regional supports are provided as needed.

While maintaining a high level of service provided to students with diverse needs, both in regular and specialized placements, the district continues to build an inclusive environment in which a sense of belonging and acceptance is fostered in the classroom, school, and community.

St. Albert Public Schools supports students with diverse needs through a variety of supports and services. In addition to Teacher Assistants funded through inclusive education and school funding, we offer specialized supports and services through the Inclusive Learning Team (ILT) and through services provided through the St. Albert and Sturgeon Regional Collaborative Service Delivery (RSCD) team.

Regional Collaborative Service Delivery (RCSD)

RCSD is a provincial initiative and is an approach that utilizes a regional model designed to help children, youth and their families, and support their learning and well-being. St. Albert Public Schools is a partner in the St. Albert and Sturgeon (SAS) RCSD that also includes:

- Sturgeon School Division
- Greater St. Albert Roman Catholic Separate School District
- Alberta Health Services - Addiction and Mental Health – Child, Youth, and Families
- Alberta Health Services – Allied Health
- Human Services
- Family Supports for Children with Disabilities (FSCD)
- Family and Community Support Services (FCSS) – City of St. Albert and Sturgeon County.

The strategic plan for SAS RCSD includes three priority areas: the provision of social/emotional/ behavioural supports; ensuring access and learning for children and youth with physical challenges and sensory needs; and, providing a continuum of supports for language and communication.

St. Albert Public Schools actively participates in the SAS RCSD and collaborates with the RCSD partners to ensure that our students and families have equitable access to services needed for success at school and in the community.

Trends and Issues

St. Albert Public Schools recognizes that the world continues to change. We take very seriously the challenge of providing our students with the tools they need to succeed in our ever-evolving future. Below are some of the trends and issues which we have identified as we work in cooperation with parents, community members, and the provincial government to help every student build a bright future.

Career and Technology Studies (CTS)

St. Albert Public Schools is focused on providing excellent Career and Technology Foundations (CTF) programming for junior high students and Career and Technology Studies (CTS) programming for high school students to allow students to develop skills that can be applied in their daily lives, as well as enhance their employability skills. Enrolment in the wide variety of CTF and CTS courses offered in our district allows students to refine career-planning skills, develop technology-related skills, and prepare for transition into adult roles in the family, community, workplace, and further education. Our district is committed to responding to the changing needs in industry and business.

Curriculum and Instruction

The district is committed to being knowledgeable about existing and new curricula in order to collaborate with administrators, teachers and staff in the district, assisting them in the implementation of those curricula. This responsibility includes collaborating with Alberta Education on provincial initiatives, such as the Curriculum Redesign project. Collaboration also extends to other stakeholder groups such as the Edmonton Regional Learning Consortium (ERLC) and the Alberta Assessment Consortium (AAC). Professional learning opportunities across a wide range of curricular and pedagogical areas are offered to staff. Professional collaboration, as well as mentoring programs for beginning teachers and district administrators, serve to support and assist staff in their work with students. Ongoing monitoring of programs and results helps to ensure an exemplary learning system situated within a professional and supportive context.

English Language Learners

As our district continues to grow, we are welcoming greater numbers of English Language Learners (ELL) into our school communities. Our English Language Learners and their families make our schools richer places. These students, both foreign and Canadian born, bring with them a wealth of experiences, cultures, traditions, and perspectives. They also bring with them diverse educational experiences and varying fluencies with the English language. As our district works to meet the needs of English Language Learners, we will continue to use the *Alberta K-12 English as a Second Language Proficiency Benchmarks* to guide appropriate differentiated instruction and assessment. Looking to the future, our district will expand the supports provided to teachers of English Language Learners, particularly in literacy, and will explore ways to better assist families as they make the transition into our community.

Enhancing Instructional Practice

St. Albert Public Schools' priority for high quality teaching recognizes and accommodates diversity in student learning needs, while supporting the academic success and personal growth of all students. In support of this priority, the district initiated the Enhancing Instructional Practice in Literacy project for Kindergarten to Grade 12. This project focuses on

providing literacy supports for classroom teachers using a variety of mechanisms:

- Our focus through this project is helping teachers provide strong universal supports for students in our classrooms. As a result, professional learning focuses on research-based literacy strategies and monitoring student progress through assessment.
- A district literacy lead teacher provides elbow to elbow supports at the school and classroom levels. In her role, the district literacy lead teacher accesses classrooms from Kindergarten to Grade 12, in all programs, to provide specific supports for teachers and teacher aides.
- To build capacity at the school level, literacy lead teachers are identified and meet monthly to discuss issues and challenges, and examine research-based practice. The goal of this cohort is to reflect on their own practice and share their learnings with school staff.
- A common language and sustainability is maintained by ongoing training of new staff, beginning teachers and teachers new to the grade level they are teaching. Support is provided through formal workshops and coaching visits by the district literacy lead teacher.

This project began as part of AISI, and thus had a finite end date; however, it has become so embedded in the culture of our district, we anticipate our focus on literacy will remain even as priorities shift.

High School Completion Rates

The district continues to monitor high school completion rates provincially and continues to have ongoing local analysis of our own completion rates. Although the district's completion rate is above the provincial rate, we are committed to continuous improvement in this area. This work continues and incorporates various strategies to ensure that support services are in place to provide opportunities for students to complete courses and programs. Based on the October 2015 Accountability Pillar Summary Report, our three year high school completion rate increased significantly as compared to our previous three year average. In St. Albert Public Schools, 80.7% of students completed high school within three year of their start date.

Inclusive Education - Meeting the Needs of Students with Severe Disabilities

Alberta Education describes inclusive education as “a way of thinking and acting that demonstrates universal acceptance of, and belonging for, all students....(It is) a values-based approach to accepting responsibility for all students”. St. Albert Public Schools strives to honour those values and meet our responsibility to provide for the large diversity of students in an inclusive education environment.

As St. Albert Public Schools' enrollment continues to grow, there is an accompanying increase in students with severe and complex learning, behavioural, and physical needs. We continue to seek effective and efficient ways to provide the necessary intensive levels of supports and services for this broad range of students within our specialized classrooms and regular classroom settings. St. Albert Public has an ongoing commitment to build the knowledge, experience, and expertise of our school and district staff and consultants while being cognizant of the many competing demands on their time. In addition, we continue to build strong relationships with the parents of our diverse learners, as well as optimize opportunities to collaborate with our community and regional partners.

Leadership Development

The district is very proactive in addressing the issues of leadership development and succession planning. The Administrator's Mentorship Program continues to flourish. Flexibility in pairing of principals and assistant principals, coupled with the opportunity for individuals, pairs, and small groups to develop growth plans designed to meet their own specific professional needs has resulted in a program that is well received by all participants. Formalized professional development sessions, ongoing book studies, and inter-school visitations complement the range of activities being undertaken by school-based administrators.

In addition, the senior leadership team collaborates with principals during yearly IDEA sessions. These provide the opportunity for principals to work through in-basket sessions, promoting collaboration, co-operation, and the sharing of expertise.

The district has developed a 'Leading for Learning' model which places the school administrators at the center and surrounds them with the support of district services and senior administration. The current "Leading for Learning" focus is on Numeracy. The Program and Planning Department will work alongside senior administration to develop a series of sessions with principals and assistant principals to focus their learning on understanding the difference between Math and Numeracy.

The district is also very committed to exploring professional development opportunities for teachers interested in issues related to leadership.

Lesbian, Gay, Bisexual, Transgendered and Queer (LGBTQ) Support

One of our district's goals is to create welcoming, caring, respectful and safe learning environments for our LGBTQ community. This includes students, staff, and families who identify or are perceived as lesbian, gay, bisexual, transgender, transsexual, two-spirit, queer or questioning their sexual orientation, gender identity, or gender expression. We respect the wide diversity in our community and strive to foster a sense of belonging. As a leader within Alberta schools in creating *specific* sexual and gender minority inclusion policies, it is a priority for our district to ensure inclusive, positive, and respectful experiences. We continue to explore how best to meet the unique needs of our LGBTQ community and understand that it will require collaboration between all partners in the education system, including schools, school authorities, students, parents and the larger community.

Program Accommodation

Administration continues to monitor the ongoing pressures associated with over-utilization, and with the aging of our district schools and portable classrooms. The board is very sensitive to the demands of the community and continues to seek solutions to program accommodation, especially in terms of modernization, modular classrooms, and new school facilities. Our district is currently operating at just under 90% utilization, having grown by almost 1000 students in the past five years, with 600 of those students coming in the last two years. We are anxiously awaiting the opening of the Lois E. Hole K-6 School in early 2017, and the Joseph M. Demko School, a K-9, 900 student school in the Northwest quadrant of our city. We continue to closely monitor the utilization rate of our district and plan for changes that are imminent.

Provincial Engagement

St. Albert Public Schools actively participates at the provincial level. The trustees, along with

the district and school leaders, are very involved in ongoing discussions with Alberta Education, enhancing the department's understanding of the district's local context and priorities. Alberta Education is engaged in the Inclusive Education and Curriculum Redesign Initiatives, as well as the new Education Act. The district continues to work collaboratively with the department to ensure that we are well-positioned to respond to the new legislation and accompanying regulations once the new Education Act is proclaimed. Our district also works collaboratively with a variety of agencies and initiatives, including Regional Collaborative Service Delivery (RCSD).

Strategic Planning

The Board of Trustees of St. Albert Public Schools is actively engaged in collaborating with the community and the government to ensure that our students have opportunities to develop the skills and competencies they will need to become global citizens. The Board works with staff to develop meaningful plans and reports that align the unique needs of our school community with the direction provided by Alberta Education. This collaboration involves trustee attendance at school council meetings, Council of School Councils (COSC), a yearly Stakeholder Workshop, a biannual board/administrators' retreat, and professional group meetings and planning sessions. The trustees and senior administration continues to work with Alberta Education in order to increase district, school, and site efficiency and effectiveness.

Student Achievement and Growth

St. Albert Public Schools provides learning environments that address the diverse needs of learners and support student achievement. We are committed to encouraging students to embrace their passions and interests, while also achieving at their potential.

The district continues to be proud of the ongoing achievement and growth of its students as indicated through the provincial testing system and Alberta Education's Accountability Pillar measures. Our current Provincial Achievement Test results for Grades 6 and 9 exceed the provincial average in both the Acceptable Standard and the Standard of Excellence. Our current Diploma Examination results for the Acceptable Standard and the Standard of Excellence are slightly below the province. We are at, or exceeding, the province for all other measures on the Accountability Pillar Overall Summary which includes: Safe and Caring, Program of Studies, Education Quality, Drop Out Rate, High School Completion Rate (3 year), Diploma Examination Participation Rate (4+ Exams), Rutherford Scholarship Eligibility Rate (Revised), Transition Rate (6 year), Work Preparation, Citizenship, Parent Involvement, and School Improvement. Although we remain above the provincial average, we had two areas that declined. They are the Diploma Examination Participation Rate and School Improvement measures.

Technology

There is a heightened urgency for students to excel in digital interface as technology continues to impact all aspects of our lives. St. Albert Public Schools is meeting the challenge of ensuring that technology is integrated into the educational process in such a way as to increase student learning of both the curriculum and technology and to increase teacher flexibility and efficiency of curricular delivery at the same time. The district is committed to ensuring that the use of technology in the classroom is tied to educational goals and has a positive impact on student learning and learning efficiencies so that they are prepared for the fluid demands of technology. The district is committed to enacting Alberta Education's "Learning and Technology Policy Framework" to these ends.

Technology has also opened up increased avenues to communicate with parents. Digital communication allows us to keep parents informed of their children's progress, school activities, and district events.

Summary Remarks

St. Albert Public Schools is extremely proud of its students and staff. Working in partnership with stakeholders, we have created a system that meets the needs of students and results in a high level of success for all. The professionalism of our staff is second to none and these individuals, whose first and primary goal is to work with each child in their care, have created classrooms and schools that are the highlights of the public education system in Alberta.

District Priority Areas and Goals

District Priority Areas

Through a consultation process involving staff, students, parents, community and business partners, and school and student councils, the following provincial goals have been reaffirmed for inclusion in the present Three-Year Education Plan for St. Albert Public Schools. Associated outcomes and performance measures help to specify those areas in which we will be focusing attention and resources.

District priority areas have been examined and strategies identified to provide guidance in addressing these goals. Provincial Achievement Test and Diploma Examination results, District Satisfaction Survey results, and the Provincial Accountability Pillar data constitute the major measures used in gathering data to assess district progress. Schools and service sites incorporate a variety of additional quantitative and qualitative feedback in their education plans.

St. Albert Public Schools District No.5565 has identified five priority areas for consideration in the Three-Year Education Plan. They are as follows:

- Provide high quality teaching that recognizes and values diversity in student learning, while supporting the academic success and personal growth of all students;
- Prepare all students for participation in the global community through active citizenship and lifelong learning;
- Promote inclusive, healthy, safe, and vibrant learning communities in our schools;
- Foster collegial relationships and collaborative working environments; and,
- Increase literacy skills of students in Preschool to Grade 12 through a district Enhancing Instructional Practice project.

District Goals 2015-2018

The district desired outcomes listed below align with Alberta Education's four Desired Outcomes contained in its Business Plan 2015-2018.

Desired Outcome 1: Every student is successful.

Desired Outcome 2: Alberta has quality teaching and school leadership.

Desired Outcome 3: Alberta's education system is governed effectively.

Desired Outcome 4: First Nations, Métis, and Inuit students are successful.

Combined 2015 Accountability Pillar Overall Summary

Measure Category	Measure Category Evaluation	Measure	St. Albert Public SD No.5565			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	Safe and Caring	91.3	90.9	91.1	89.2	89.1	88.9	Very High	Maintained	Excellent
Student Learning Opportunities	Excellent	Program of Studies	86.2	86.5	85.6	81.3	81.3	81.2	Very High	Maintained	Excellent
		Education Quality	91.6	90.8	91.1	89.5	89.2	89.5	Very High	Maintained	Excellent
		Drop Out Rate	1.9	1.9	1.9	3.4	3.3	3.3	Very High	Maintained	Excellent
		High School Completion Rate (3 yr)	80.7	76.7	77.7	76.4	74.9	74.6	High	Improved	Good
Student Learning Achievement (Grades K-9)	Good	PAT: Acceptable	83.3	83.7	84.5	73.0	73.1	73.9	High	Maintained	Good
		PAT: Excellence	25.8	26.5	26.2	18.8	18.4	18.9	High	Maintained	Good
Student Learning Achievement (Grades 10-12)	Acceptable	Diploma: Acceptable	83.4	85.7	84.6	85.2	85.5	84.6	Intermediate	Maintained	Acceptable
		Diploma: Excellence	17.8	18.5	18.0	21.0	21.1	20.0	Intermediate	Maintained	Acceptable
		Diploma Exam Participation Rate (4+ Exams)	61.7	62.5	64.5	54.9	50.5	54.4	High	Declined	Acceptable
		Rutherford Scholarship Eligibility Rate	68.7	66.6	67.7	61.2	60.9	61.3	High	Maintained	Good
Preparation for Lifelong Learning, World of Work, Citizenship	Good	Transition Rate (6 yr)	67.8	70.0	68.1	59.8	59.2	59.0	High	Maintained	Good
		Work Preparation	84.0	84.8	82.1	82.0	81.2	80.4	High	Maintained	Good
		Citizenship	85.4	85.5	85.5	83.5	83.4	83.1	Very High	Maintained	Excellent
Parental Involvement	Good	Parental Involvement	81.9	80.7	80.0	80.7	80.6	80.2	High	Maintained	Good
Continuous Improvement	Acceptable	School Improvement	83.2	84.0	85.1	79.6	79.8	80.1	Very High	Declined Significantly	Acceptable

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 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
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,

- Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2. Current and historical Diploma results have been adjusted to reflect change in data source system.
- 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.
 - Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
 - Please note that participation in Diploma Examinations and Grade 9 Provincial Achievement Tests was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.
 - Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Combined 2015 Accountability Pillar FNMI Summary

Measure Category	Measure Category Evaluation	Measure	St. Albert Public SD No.5565			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Learning Opportunities	n/a	Drop Out Rate	6.7	2.2	2.2	8.0	7.8	8.4	Intermediate	Declined	Issue
		High School Completion Rate (3 yr)	75.7	33.3	48.5	46.0	43.6	42.6	High	Improved	Good
Student Learning Achievement (Grades K-9)	Good	PAT: Acceptable	74.8	58.4	64.2	52.1	51.4	52.2	Intermediate	Maintained	Acceptable
		PAT: Excellence	21.1	20.2	19.7	6.5	5.8	5.9	High	Maintained	Good
Student Learning Achievement (Grades 10-12)	Good	Diploma: Acceptable	84.0	88.4	80.9	78.3	78.4	76.6	Intermediate	Maintained	Acceptable
		Diploma: Excellence	8.0	4.7	14.5	9.4	10.1	9.1	Low	Maintained	Issue
		Diploma Exam Participation Rate (4+ Exams)	67.3	33.3	42.1	20.2	18.9	19.9	Very High	Improved	Excellent
		Rutherford Scholarship Eligibility Rate	60.0	27.3	54.9	31.5	33.0	34.2	High	Maintained	Good
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	66.6	68.5	60.7	30.3	32.1	31.5	High	Maintained	Good

Notes:

- 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 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- 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, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2. Current and historical Diploma results have been adjusted to reflect change in data source system.
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
- Please note that participation in Diploma Examinations and Grade 9 Provincial Achievement Tests was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

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 - 66.22	66.22 - 72.00	72.00 - 81.95	81.95 - 85.72	85.72 - 100.00
PAT: Excellence	0.00 - 10.93	10.93 - 14.38	14.38 - 20.26	20.26 - 26.17	26.17 - 100.00
Diploma: Acceptable	0.00 - 72.08	72.08 - 78.77	78.77 - 85.43	85.43 - 89.96	89.96 - 100.00
Diploma: Excellence	0.00 - 7.77	7.77 - 11.90	11.90 - 18.63	18.63 - 22.99	22.99 - 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	0.00 - 43.18	43.18 - 49.83	49.83 - 59.41	59.41 - 70.55	70.55 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:

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

Improvement Table

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

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

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

Overall Evaluation Table

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

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

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).

Albert Education Desired Outcome One: Every student is successful.

Specific Outcome: Students achieve student learning outcomes.

Performance Measure	Results (in percentages)					Evaluation		
	2011	2012	2013	2014	2015	Achievement	Improvement	Overall
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	85.1	85.1	85.8	85.5	85.4	Very High	Maintained	Excellent
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	81.0	80.5	81.0	84.8	84.0	High	Maintained	Good

Note: Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

District Satisfaction Survey Local Performance Measures	2010-2011	2012-2013	2014-2015
Percentage of parents who are satisfied that teachers help their child to achieve learner outcomes.	95	95	96
Percentage of parents who are satisfied that their child is developing the skills and attitudes to become a lifelong learner.	94	94	94
Percentage of staff who agree that students are developing the skills and attitudes to become lifelong learners.	98	96	98
Percentage of Grades 3-6 students who agree that their school helps them become a good, caring citizen.	96	97	97
Percentage of Grades 7 and 9 students who agree that their school helps them become a good, caring citizen.	87	83	86
Percentage of Grades 10 and 12 students who agree that their school helps them become a good, caring citizen.	80	86	85
Percentage of parents who are satisfied that the school helps their child become a good, caring citizen.	97	98	98
Percentage of school staff who agree that the school helps students become good, caring citizens.	99	99	99
Percentage of Grades 3-6 students who are satisfied with opportunities to help other people in their school or community.	95	95	95
Percentage of Grades 7 and 9 students who are satisfied with opportunities in their school to participate in volunteerism and community contribution.	86	83	83
Percentage of Grades 10 and 12 students who are satisfied with opportunities in their school to participate in volunteerism and community contribution.	86	86	89
Percentage of parents who are satisfied that the school provides their child with activities that promote volunteerism and community contribution.	95	94	95
Percentage of school staff who agree that the school provides students with activities that promote volunteerism and community contribution.	99	99	99
Percentage of Grades 7 and 9 students who are satisfied that the school provides students opportunities to assume leadership roles.	90	88	90
Percentage of Grades 10 and 12 students who are satisfied that the school provides students opportunities to assume leadership roles.	90	90	91
Percentage of parents who are satisfied that the school provides students opportunities to assume leadership roles.	95	96	97
Percentage of school staff who are satisfied that the school provides opportunities for students to develop leadership roles.	99	99	98
Percentage of Grades 7 and 9 students who agree that opportunities, resources and counseling are available for course selection and career planning if they want it.	83	81	82

Percentage of Grades 10 and 12 students who agree that opportunities, resources and counseling are available for course selection and career planning if they want it.	88	88	95
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Strategies

Students model the characteristics of active citizenship.

1. Foster school cultures that encourage and support social responsibility, cultural awareness, collaboration, communication, digital literacy, and life-long learning.
2. Promote pro-social skills through character education programs.
3. Encourage student leadership activities such as student council, peer support, leadership programs, cross-age interactions, and conflict resolution programs.
4. Encourage student participation in local, national, and global citizenship projects.
5. Build environmental awareness and accountability through school-based environment clubs and participation in community environmental initiatives.
6. Support student wellness through ongoing education in the areas of drug awareness, smoking, and in alcohol and substance abuse.
7. Continue to collaborate with the City of St. Albert and the Royal Canadian Mounted Police (RCMP) in community partnerships such as the Youth Developmental Assets Program and Drug Abuse Resistance Education (DARE) and the Grade 8 Drug Education program.
8. Ensure a sustained focus on ethical digital citizenship.
9. Promote student civic engagement and social conscience through experiences and examples such as: student government, mock parliament and elections, United Nations debates, presentations by guest politicians, and provincial We Day celebration.

Students are taught attitudes and behaviours that will make them successful at work when they finish school.

1. Foster classrooms that value students as engaged thinkers who demonstrate ethical citizenship with an entrepreneurial spirit.
2. Provide career counseling services to enhance student knowledge about career options and to support students in their career explorations.
3. Strengthen connections with industry and post-secondary institutions (through activities such as career fairs and information fairs) to assist student transition to the world of work.
4. Provide programs such as Registered Apprentice Programs (RAP) and Career and Technology Studies (CTS) for students to explore options available to them after graduation.
5. Continue to monitor the development of the Career and Technology Foundations (CTF) program. The CTF program is designed for grades 5–9 and focuses on 21st century competencies, cross-curricular connections, and strengthened transitions to the revised CTS program in high school.
6. Provide opportunities for life skills development in such areas as punctuality, time management, study skills, fiscal responsibility, volunteerism, and dependability.
7. Encourage the classroom use of examples from industry and business when illustrating learning concepts within the classroom.
8. Ensure that schools promote a broad view of student success that celebrates individual differences and a variety of career paths.

Specific Outcome: Students achieve student learning outcomes (continued).

Performance Measure	Results (in percentages)					Evaluation		
	2011	2012	2013	2014	2015	Achievement	Improvement	Overall
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	81.5	83.4	84.6	85.7	83.4	Intermediate	Maintained	Acceptable
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	14.3	16.5	18.9	18.5	17.8	Intermediate	Maintained	Acceptable

Performance Measure	Results (in percentages)					Evaluation		
	2010	2011	2012	2013	2014	Achievement	Improvement	Overall
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	81.1	78.3	78.1	76.7	80.7	High	Improved	Good
Drop Out Rate - annual dropout rate of students aged 14 to 18	2.7	1.8	2.1	1.9	1.9	Very High	Maintained	Excellent
High school to post-secondary transition rate of students within six years of entering Grade 10.	67.1	66.8	67.6	70.0	67.8	High	Maintained	Good
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	67.3	68.9	67.8	66.6	68.7	High	Maintained	Good
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	64.3	65.3	65.7	62.5	61.7	High	Declined	Acceptable

Notes:

1. 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, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
2. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
3. Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Strategies

1. Analyze and interpret diploma exam results to look for trends and to inform our teaching practices.
2. Provide flexible and alternative programming to meet diverse student needs and improve completion rates.
3. Participate in Alberta Education's Curriculum Redesign Initiative and the Inclusive Education Initiative.
4. Encourage student recognition programs which celebrate all aspects of success such as Honours Breakfast and Assemblies, Colours Night, Awards Night, High Fives, and the Renaissance Program.

5. Investigate, in detail, the New Learning and Technology Policy Framework as it supports technology in the classroom. Support the implementation of the framework.
6. Communicate and promote scholarship and bursary information to junior and senior high school students.
7. Increase collaboration among schools to assist in the transition from elementary to junior high, junior high to high school, and high school to the workplace or post-secondary education.
8. Increase opportunities for students to explore career paths after high school completion through career fairs, on-line resources, and counseling.
9. Explore the various delivery and scheduling strategies within Alberta Education's High School Flexibility Project.
10. Encourage students to participate in Career and Technology Studies (CTS) programming to discover their interests and to help them make connections with business, industry, and post-secondary institutions.
11. Emphasize the development of foundational numeracy skills and the understanding of mathematical concepts.
12. Provide students with support and counseling for substance abuse and mental health issues.
13. Monitor and assess the Wellness Recovery Action Plan pilot project that is designed to empower students to be proactive in understanding issues surrounding mental health and wellness.
14. Support the implementation of the new educational technology position.

Specific Outcome: Students demonstrate a strong foundation in literacy and numeracy.

Performance Measure	Results (in percentages)					Evaluation		
	2011	2012	2013	2014	2015	Achievement	Improvement	Overall
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	84.0	84.8	84.9	83.7	83.3	High	Maintained	Good
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	24.5	24.3	27.7	26.5	25.8	High	Maintained	Good

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 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics 9 KAE, Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE). Grade 3 results were not included due to the introduction of the Student Learning Assessment Pilot.
2. Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

District Satisfaction Survey Local Performance Measures	2010-2011	2012-2013	2014-2015
Percentage of parents who are satisfied that teachers help their child to achieve learner outcomes.	95	95	96

Strategies

1. Foster meaningful involvement of elementary and junior high staff in planning, developing, and implementing instructional and assessment practices that focus on improving student learning and accommodating for diverse learning needs.
2. Participate in Alberta Education’s Curriculum Redesign Initiative and the Inclusive Education Initiative.
3. Support early assessment of the behavioural, emotional, and academic needs of students, and provide the necessary supports or interventions.
4. Continue with the district’s Kindergarten to Grade 3 Enhancing Instructional Practice Project which has a focus on comprehensive literacy strategies within a Response to Intervention (RTI) framework.
5. Build capacity in literacy with teachers in Kindergarten to Grade 3 through the work of the Lead Teacher, Enhanced Instructional Practice Literacy.
6. Continue with the ongoing implementation of the district-wide, web-based, outcomes-based elementary report card, ensuring that students and parents are kept informed about any adjustments made to the report card.
7. Encourage communication with parents regarding student progress through the regular practice of phone calls, parent/teacher interviews, progress reports and report cards, as well as through electronic tools such as e-mail and PowerSchool.
8. Analyze and interpret Provincial Achievement Test results to look for trends and to inform teaching practices.
9. Continue to seek and celebrate indicators of student success both within the provincial testing program and beyond.
10. Continue to offer summer school programming for elementary and junior high school students.

Alberta Education Desired Outcome Two: Alberta has quality teaching and school leadership.

Specific Outcome: Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership.

Performance Measure	Results (in percentages)					Evaluation		
	2011	2012	2013	2014	2015	Achievement	Improvement	Overall
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.	85.2	85.3	85.1	86.5	86.2	Very High	Maintained	Excellent

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
 Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

District Satisfaction Survey Local Performance Measures	2010-2011	2012-2013	2014-2015
Percentage of Grades 7 and 9 students who are satisfied with the variety of courses and programs that are offered in their school.	93	92	92

Percentage of Grades 10 and 12 students who are overall satisfied with the variety of courses and programs that are offered in their school.	93	93	96
Percentage of parents who are satisfied with the choice of courses and programs available in their child's school.	97	97	98
Percentage of parents who are satisfied with the choice of courses and programs available in their school district.	97	97	98
Percentage of school staff who are satisfied with the choice of courses and programs available for students in the school district.	99	100	100
Percentage of parents who are satisfied with the leadership provided by district office.	93	94	92
Percentage of school staff who are satisfied with the leadership provided by district office.	94	94	96
Percentage of district staff who are satisfied with the leadership provided by district office.	82	98	92
Percentage of Grades 7 and 9 students who are satisfied with the administration at their school.	89	91	90
Percentage of Grades 10 and 12 students who are satisfied with the administration at their school.	90	91	92
Percentage of parents who are satisfied with the leadership at their school.	94	93	94
Percentage of school staff who are satisfied with the leadership within their school.	93	93	96
Percentage of school staff who are satisfied with the opportunities to assume leadership roles.	96	95	95
Percentage of district staff who are satisfied with the leadership within their service area.	95	95	82
Percentage of district staff who are satisfied with the opportunities to assume leadership roles.	73	85	80
Percentage of school and district staff who are satisfied that the professional development opportunities are useful in helping them to meet the needs of their job.	91/79	89/93	90/89
Percentage of school and district staff who are satisfied with the amount of computer-related training available.	92/76	91/92	89/81
Percentage of teaching school staff who feel their annual growth plan helps them to improve their skills.	95	93	88
Percentage of non-teaching school staff who feel their annual growth plan helps them to improve their skills.	86	83	81
Percentage of school staff who are satisfied that overall staff morale in the school is positive.	93	93	95
Percentage of district staff who are satisfied that overall staff morale in the district services area is positive.	76	100	80
Percentage of school staff who are satisfied that they have an opportunity to work in a collaborative and collegial fashion.	97	96	96
Percentage of district staff who are satisfied that they have an opportunity to work in a collaborative and collegial fashion.	78	98	83

Strategies

1. Promote the recruitment, retention, and development of exemplary staff.
2. Support the professional development needs of teachers, support staff, and administrative staff.
3. Facilitate communication about professional development opportunities for substitute teachers.
4. Continue to support timely, on-site technical support and professional development in the area of emerging classroom technologies.
5. Continue to build leadership capacity in teachers through district workshops and in-services.

6. Continue to develop the capacity of district leaders through the superintendent’s mentorship through “Leading for Learning”.
7. Using a variety of media, including district and school websites, to ensure that parents and students are aware of the range of courses and programs available in the district.
8. Continue to offer a variety of courses and programs that honour individual differences and a variety of career paths.
9. Continue to investigate the Flex program and other flexible timetabling options such as Devoir as valuable ways for students to get extra learning support during school hours.
10. Support a variety of school and district initiatives designed to enhance morale and staff wellness.
11. Continue to mitigate the loss of our AISI funding by utilizing instructional dollars to develop and enhance instructional practice projects.

Alberta Education Desired Outcome Three: Alberta’s education system is governed effectively.

Specific Outcome: The education system demonstrates collaboration and engagement.

Performance Measure	Results (in percentages)					Evaluation		
	2011	2012	2013	2014	2015	Achievement	Improvement	Overall
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	82.0	79.9	79.5	80.7	81.9	High	Maintained	Good
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	91.1	90.9	91.6	90.8	91.6	Very High	Maintained	Excellent

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

Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

District Satisfaction Survey Local Performance Measures	2010-2011	2012-2013	2014-2015
Percentage of school staff who agree that their input is considered, respected and valued by Alberta Education.	75	72	70
Percentage of district staff who agree that their input is considered, respected and valued by Alberta Education.	81	82	58
Percentage of parents who agree that their input is considered, respected and valued by the St. Albert Public School Board.	91	92	91
Percentage of school staff who agree that they have the opportunity to be involved in decision-making at the district level.	79	79	79
Percentage of school staff who agree that their input is considered, respected and valued by the St. Albert Public School Board.	88	89	87
Percentage of district staff who agree that they have the opportunity to be involved in district decisions (e.g. priorities).	69	87	54
Percentage of district staff who agree that their input is considered, respected and valued by the St. Albert Public School Board.	89	88	78
Percentage of Grades 7 and 9 students who are satisfied that their input is considered, respected and valued by their school.	84	81	83
Percentage of Grades 10 and 12 students who are satisfied that their input is considered, respected and valued by their school.	81	85	85
Percentage of parents who agree that their input is considered,	92	92	93

respected and valued by their school.			
Percentage of school staff who agree that they have the opportunity to be involved in decision-making at their school.	91	89	91
Percentage of school staff who agree that their input is considered, respected and valued by their school.	93	93	93
Percentage of district staff who agree that they have the opportunity to be involved in decision-making in their service area.	89	90	76
Percentage of district staff who agree that their input is considered, respected and valued by their department/site.	86	93	82
Percentage of parents who are satisfied that the School Council plays a meaningful role in their school.	94	94	95
Percentage of parents who are satisfied that there are opportunities for them to have meaningful input into decisions that affect their child's education.	92	91	91
Percentage of parents who are satisfied with the communications they receive from the school.	94	92	93
Percentage of Grades 3-6 students who are overall happy with their school.	96	97	97
Percentage of Grades 7 and 9 students who are satisfied with the overall quality of education that they are receiving.	96	94	95
Percentage of Grades 10 and 12 students who are satisfied with the overall quality of education that they are receiving.	96	97	95

Strategies

Parents are involved in decisions about their child's education.

1. Support effective and ongoing communication with parents regarding student progress through the regular practice of phone calls, parent/teacher interviews, progress reports, and report cards, as well as through electronic tools such as email and beginning in 2015-2016 PowerSchool.
2. Communicate with parents regarding financial support available for student participation in learning activities, depending upon family circumstance.
3. Continue to analyze and interpret the provincial and district satisfaction survey results to identify trends in parental satisfaction levels and to respond accordingly with appropriate strategies.
4. Encourage parent involvement in school communities through School Councils, Council of School Councils (COSC), parent committees, the Stakeholder Workshop, and volunteer activities.
5. Address program accommodation needs in our district through face to face and online consultations.

Students receive a high quality basic education.

1. Ensure accessible, consultative, and transparent processes at all levels of district work.
2. Continue to advocate for the provincial funding needed to enhance the present level of service for district students.
3. Monitor and communicate to all stakeholders the allocation system used in the distribution of resources across the district.
4. Monitor and assess programming and services necessary to meet the needs of English Language Learners (ELL).

5. Monitor the deployment of specialized services for all students with identified needs.
6. Monitor the placement practices for special needs students to ensure timeliness, continuity and successful transitions from grade to grade, class to class, and school to school.
7. Continue to provide assistive technologies and supports for students with diverse learning needs.
8. Support the use of educational technologies to enrich the teaching and learning process in the district.
9. Ensure schools support the range of technological competencies of students and staff.
10. Continue to seek and celebrate indicators of student success in a variety of areas such as academics, social and emotional wellness, citizenship, leadership, and athletics.
11. Continue to be informed about Alberta Education’s Tell Them From Me project to measure student engagement in the social, academic, and intellectual domains.
12. Support the provision of a variety of Kindergarten scheduling options to meet individual family needs.

District Satisfaction Survey Local Performance Measures	2010-2011	2012-2013	2014-2015
Percentage of parents who are satisfied with the overall quality of education that their child is receiving.	98	97	97
Percentage of staff who are satisfied with the overall quality of education that students are receiving.	100	99	100

Specific Outcome: Students and communities have access to safe and healthy learning environments.

Performance Measure	Results (in percentages)					Evaluation		
	2011	2012	2013	2014	2015	Achievement	Improvement	Overall
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.	91.2	90.8	91.7	90.9	91.3	Very High	Maintained	Excellent
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	86.3	85.2	86.1	84.0	83.2	Very High	Declined Significantly	Acceptable

District Satisfaction Survey Local Performance Measures	2010-2011	2012-2013	2014-2015
Percentage of Grades 3-6 students who agree that their teachers care about them.	97	97	97
Percentage of Grades 7 and 9 students who agree that the staff at their school cares about their students.	88	89	90
Percentage of Grades 10 and 12 students who agree that the staff at their school cares about their students.	89	93	91
Percentage of parents who are satisfied that there is a caring environment at their child's school.	97	97	97
Percentage of school staff who are satisfied that there is a caring environment at their school.	99	98	99

Percentage of district staff who agree that there is a caring environment in their workplace.	89	100	82
Percentage of Grades 3-6 students who feel safe in their school building.	96	96	95
Percentage of Grades 3-6 students who feel safe on the playground during school time.	93	91	92
Percentage of Grades 7 and 9 students who feel safe in their school.	89	89	88
Percentage of Grades 10 and 12 students who feel safe in their school.	91	94	93
Percentage of parents who are satisfied that their child's school is safe.	97	96	97
Percentage of school staff who feel safe in their school.	99	99	99
Percentage of district staff who feel safe in their workplace.	97	100	95
Percentage of Grades 3-6 students who agree that their school is a positive welcoming place.	97	97	97
Percentage of Grades 7 and 9 students who agree that their school is a positive and welcoming place.	91	89	88
Percentage of Grades 10 and 12 students who agree that their school is a positive and welcoming place.	89	92	91
Percentage of parents who are satisfied that their child's school is a positive welcoming place.	98	97	97
Percentage of school staff who agree the school is a positive and welcoming place.	99	98	99
Percentage of school staff who agree that the facilities are satisfactory.	93	91	88
Percentage of district staff who agree that there is a positive and welcoming environment in their workplace.	92	100	91
Percentage of district staff who agree that the facilities are satisfactory.	95	100	92
Percentage of Grades 3-6 students who agree expectations for student behaviour are clear.	96	96	96
Percentage of Grades 7 and 9 students who agree expectations for student behaviour are clear.	91	90	91
Percentage of Grades 10 and 12 students who agree expectations for student behaviour are clear.	89	94	91
Percentage of parents who are satisfied that expectations for student behaviour are clear.	96	96	96
Percentage of school staff who are satisfied that expectations for student behaviour are clear.	93	93	94
Percentage of Grades 3-6 students who agree that there are consequences when school rules are not followed.	97	96	95
Percentage of Grades 7 and 9 students who are satisfied with how discipline is dealt with at school.	76	77	77
Percentage of Grades 10 and 12 students who are satisfied with how discipline is dealt with at school.	79	83	84
Percentage of Grades 7 and 9 students who feel the school is effective in deterring students from bringing illegal drugs and substances to the school.	81	76	82
Percentage of Grades 10 and 12 students who feel the school is effective in deterring students from bringing illegal drugs and substances to the school.	66	73	68
Percentage of parents who are satisfied with the way discipline matters are dealt with by school staff.	91	90	91
Percentage of parents who feel the school is effective in deterring students from bringing illegal drugs and substances to the school.	97	97	97
Percentage of school staff who are satisfied with how discipline is	91	91	91

dealt with within the school.			
Percentage of school staff who are satisfied that the school is effective in deterring students from bringing illegal drugs and substances to the school.	95	96	97
Percentage of Grades 3-6 students who have been bullied by another student on a repeated basis this year.	19	19	22
Percentage of Grades 7 and 9 students who were subjected to ongoing harassment, intimidation and/or bullying in their school.	14	12	12
Percentage of Grades 10 and 12 students who were subjected to ongoing harassment, intimidation and/or bullying in their school.	10	9	7
Percentage of school staff who agree that their school is free from verbal harassment and other forms of workplace bullying.	95	93	97
Percentage of district staff who agree that their workplace is free from verbal harassment and other forms of workplace bullying.	95	98	92
Percentage of Grades 3-6 students who believe their school promotes physical activity, health and wellness.	98	98	98

Strategies

Students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

1. Maintain safe and inclusive environments within the schools and district service sites.
2. Ensure students are transported in a safe, timely, and cost-effective manner.
3. Provide an efficient process for the planning and implementing of safe, well-organized field trips.
4. Provide supports to students through the Regional Collaborative Service Delivery initiative.
5. Maintain an open, proactive use of technology, supporting student safety through the Acceptable Use Agreements.
6. Support pro-social skills initiatives, cyber safety, and character education programs.
7. Promote social justice and human rights initiatives.
8. Communicate to all students the district Code of Student Conduct, the Drug Free Protocol, and the “Froshing – Assault and Abduction” agreement.
9. Continue to review and strengthen school and district emergency preparedness plans.

School and schools in the jurisdiction have improved or stayed the same in the last three years.

1. Ensure that current educational research and trends are explored at the district and classroom levels to inform system organization and teaching practice.
2. Provide an educational environment that is inclusive and offers a continuum of supports and services for the diverse learning needs of all students.
3. Continue to be responsive to the needs of the community by providing programs of choice, such as French Immersion, Logos Christian Program and Cogito; and also by providing focus areas in particular schools such as Recreation, Hockey, and Soccer Academies.
4. Continue to provide locally developed courses that complement provincial programs of studies in order to accommodate the unique interests and abilities of students, and to address local and community interests.

Alberta Education Desired Outcome Four: First Nations, Métis and Inuit students are successful.

Specific Outcome: The achievement gap between First Nations, Métis and Inuit (FNMI) students and all other students is eliminated.

Performance Measure	Results (in percentages)					Evaluation		
	2011	2012	2013	2014	2015	Achievement	Improvement	Overall
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	72.4	60.5	73.6	58.4	74.8	Intermediate	Maintained	Acceptable
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	9.2	19.3	19.4	20.2	21.1	High	Maintained	Good
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	81.3	69.8	84.6	88.4	84.0	Intermediate	Maintained	Acceptable

Performance Measure	Results (in percentages)					Evaluation		
	2010	2011	2012	2013	2014	Achievement	Improvement	Overall
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	68.6	53.4	58.8	33.3	75.7	High	Improved	Good
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	50.2	87.7	25.8	68.5	66.6	High	Maintained	Good
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	81.8	72.7	64.7	27.3	60.0	High	Maintained	Good
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	45.7	45.8	47.1	33.3	67.3	Very High	Improved	Excellent

Performance Measure	Results (in percentages)						Evaluation			Targets		
	2010	2011	2012	2013	2014	2015	Achievement	Improvement	Overall	2016	2017	2018
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	4.7	7.9	30.8	4.7	8.0	20.0	Low	Maintained	Issue	20.0	20.0	20.0
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	3.8	0.0	4.5	2.2	6.7	3.0	Intermediate	Declined	Issue	3.0	3.0	3.0

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 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics 9 KAE, Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE). Grade 3 results were not included due to the introduction of the Student Learning Assessment Pilot.
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, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
5. Please note that participation in Diploma Examinations and Grade 9 Provincial Achievement Tests was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Strategies

1. Continue to seek support and direction from the First Nations, Métis and Inuit Services Branch of Alberta Education in meeting the learning needs of our FNMI students.
2. Support efforts to heighten awareness of local Aboriginal cultures, traditional histories and languages, and build library and classroom resources that reflect this knowledge.
3. Analyze and interpret Provincial Achievement Test and Diploma Examination results for our district FNMI students to respond to trends and to inform teaching practices.
4. Provide our FNMI students with learning supports through the district's project of Enhancing Instructional Practice which has a comprehensive approach to literacy.
5. Foster the meaningful involvement of staff in the planning, developing, and implementing of instructional practices that focus on accommodating diverse learning needs for all students.

Budget Summary 2015-2016

Allocation of Resources

Alberta Education Funding

Alberta Education's funding framework allocates funds to school boards for instruction, support, and capital in several sections. Administrative funding is deemed to be included within the allocation and is calculated by the jurisdiction.

Funding Manuals can be downloaded from the Government of Alberta's website at: <http://education.alberta.ca/admin/funding/manual.aspx>

Alberta Education's booklet provides an overview of funding for Kindergarten to Grade 12. The booklet is intended as general overview information for the public. The booklet can be downloaded at: <http://education.alberta.ca/admin/funding/booklet.aspx>

Instructional Funding

Under Alberta Education's funding framework, school boards are required to provide resources to schools in a manner which reflects the relative learning needs of students.

1. Centralized Services from Instructional Funds

From the monies received, the funding framework allows for the provision of centralized instructional services in one of two ways:

- A. First, school principals collectively may direct instructional funds to be administered centrally for instructional services.
- B. Second, the board may re-direct funds to system instructional support of the instruction block, initiative, and emergent funding; plus plant operations and maintenance and transportation funding, and other revenue available to school boards that is permitted by Alberta Education for transfer to system-based instructional support services. (The 1% cap was effectively removed in Autumn 1999.)

2. Transportation Transfer

- A. If required, the funding framework allows for a transfer of funds from the instruction block to student transportation. Transportation needs will be assessed annually and the funds required to offset the deficit in transportation funding will be transferred from the instruction block.

3. Allocating Funds to Schools

The remaining instructional funds are allocated to schools for teaching and learning. This approach to resource allocation is intended to provide an equitable distribution of resources to each district school based on the following:

- A. Funds are allocated to schools to the greatest extent possible to give schools maximum flexibility in the application of these resources.
- B. The basis of allocating funds to the schools is reviewed and updated annually.

Principles for the Allocation Of Resources

The principles for the allocation of resources are reviewed annually in conjunction with the review of the basis of allocation. The principles for the allocation of resources are as follows:

Basic Principles

- The Board allocates resources equitably to all schools in respect of the learning needs of the students.
- The method of allocation is kept as simple as possible.
- The basis of allocation is primarily enrolment driven and recognizes the value of a strong basic allocation rate.

Development and Implementation Principles

- School principals and the senior leadership group are responsible for developing recommendations to the superintendent who brings a basis of allocation recommendation to the Board of Trustees.
- The basis of allocation provides resources to support all students with an instructional program and learning resources appropriate to their educational needs. Support services such as counseling, intervention, libraries, and technology are provided within the available resources.
- School principals are responsible for developing education plans and their site based expenditure budgets.
- District service administrators are responsible for developing education plans that address the need for district support services.
- The education plans serve as planning, operational, and control mechanisms to ensure accountability for results and resources, and to be the basis for board approval of school and district services programs and resource deployment.
- All decisions taken are consistent with the district's mission and the priorities set out in the district's three year education plan and are consistent with prevailing collective agreements, district policy, and provincial statutes and regulations.

2015-2016 Spring Basis of Allocation

The basis of allocation establishes the criteria to equitably allocate instructional funding to schools and to school programs based on differentiated student needs. Once the level of resources required to address differentiated student needs is determined, and the grant rates are approved by Alberta Education, a basic allocation rate per student can be established. The per-student rates for differentiated categories of student needs are based on a ratio or weighting of the basic allocation rate. The level of shared instructional services and recoveries, transfers, and charges allocated to instruction affect the basic allocation rate and are a component of the basis of allocation.

Allocation Categories

The Basic Allocation Rate

The basic allocation is calculated at various times within the budgeting cycle, using the best data available.

- During the development of the next year's basis of allocation process, the Alberta Education funding rates have not yet been finalized. Projected enrolment data for the year discussed is also not available. In these instances rates reflect the current year funding rates and enrolments.
- When recalculating for the budgets for the spring reporting period, the provincial funding rates are incorporated if known. The values will change due changes in the enrolment data.
- Allocation rates are finalized after the September 30th counts have been received and the actual funding values have been solidified for the year.

Early Childhood Services (ECS)

The district offers a 475 hour ECS program, with 0.54 FTE of teaching time designated for the program. The ECS allocation rate has been set at 0.54 (0.54 – 2014/15) of the basic allocation rate.

ECS Program Unit Funding

The district operates a successful ECS Program Unit Funding Program. The program is essentially funded on a cost recovery basis by Alberta Education, within the parameters set by them.

Allocation Rates for District Classes

The allocation rates for District Classes are based on an allocation equal to a fixed basket of educational goods that represents what could be required to deliver the program.

District Classes are:

- Knowledge and Employability (K&E)
- Transition Grade Nine
- Goals
- Learning Assistance
- Opportunity
- Behaviour Improvement

There is no longer an allocation rate for integrated students.

Students with Moderate Needs – Goals, Learning Assistance and Opportunity

The administrators' discussion on educational philosophy indicated support for the continuation of district classes. Furthermore there was collective agreement by the school administrators to work towards ensuring the moderate district classes have a full enrolment.

Students with severe needs placed in a moderate class by Student Services will attract the same level of moderate funding as any other moderate student. The funding will come from

the Student Services budget.

Transition Grade Nine Class

The allocation for the Transition Grade 9 class is provided to Outreach school. Funding does not provide additional support below a 10 student minimum. Junior high schools forwarding students after Sept 30 will also forward prorated funding.

Senior High K&E

K&E at the senior high level is funded based on the cost of providing a district program in grades 10 to 12. The district’s basis of allocation model recuperates the K&E credits earned by senior high K&E students in K&E courses.

Learning Assistance

Learning Assistance Primary includes grades one through three (division I) students. Learning Assistance Intermediate includes grades four through six (division II). Learning Assistance Junior includes grades seven through nine (division III) students.

***Allocation rates are subject to change as the model is recalculated at different points in the budget process. The rates noted below reflect the spring budget for the 2015-2016 school year. Alberta Education funding rates are for the 2015-2016 school year. The district’s enrolments for 2015-2016 are not known at this time.**

The allocation, **inclusive of the basic allocation rate**, for students meeting the criteria for district classes is:

District Class	Proposed Approximate Allocation	Proposed # Of Students	Proposed Rate Per Student	Proposed Approximate Additional Funding*	Prior Year’s Allocation (2014-15)
Goals	\$135,750	12	\$11,313	\$5,384	\$132,100
Opportunity	\$135,750	12	\$11,313	\$5,384	\$132,100
Learning Asst Primary	\$130,800	12	\$10,898	\$7,969	\$127,300
Learning Asst Intermediate/Junior	\$130,800	14	\$9,344	\$3,415	\$127,300
Junior K&E	\$130,800	15	\$8,722	\$2,793	\$127,300
Senior K&E (maximum)	\$334,500				\$325,500
Transition Grade 9 (max)	\$107,600	10	\$10,760		\$104,600

Students with Severe Disabilities

The most effective way to manage the cost of meeting the needs of students with severe disabilities is to allocate the funds centrally to the Student Services department. Student Services allocates resources to the schools in accordance with established guidelines. The proposed allocation to Student Services is included in the section on Shared Instructional

Services. The class allocation for the district's elementary behaviour improvement classes is approximately \$144,700 (\$140,800 – 2014/15). The class allocation for the district's junior high behaviour improvement class is approximately \$151,200 (\$147,100 – 2014/15). These are funded from the Student Services budget.

Student Services Allocation for Teacher Aide Substitute Costs

Substitute costs incurred by schools for substitute time related to teacher assistant hours are covered through the Student Services budget.

In order to partially compensate schools for this expense, Student Services distributes \$35,000. The transfer for each school is based on a weighting calculation that considers all teacher assistant hours charged to Student Services for staffing at the school level. The transfer amount is meant to subsidize the costs incurred by the schools and is not reflective of the total costs.

Counseling

Counseling is important and valued at each grade division. The need for counseling is not unique to a type or age of student. Therefore no unique differential factor is identified. All schools would require a similar allocation for each type of student. Since no differential factor exists, the most appropriate way to allocate funds to meet this need is through the basic allocation rate. In the Principles for the Allocation of Resources, counseling is listed as one of the important expected services schools should provide to their students.

High School Basic Allocation Rate

The high schools receive a basic allocation rate for credit enrolment units (CEUs) earned as follows:

	2015/16	2014/15
Paul Kane High School regular CEUs	34.75 CEUs	34.75 CEUs
Bellerose Composite High School regular CEUs	34.75 CEUs	34.75 CEUs
Outreach High School regular CEUs	35.00 CEUs	35.00 CEUs
Paul Kane High School summer school CEUs	35.00 CEUs	35.00 CEUs
Bellerose Composite High School summer school CEUs	35.00 CEUs	35.00 CEUs

Class Size Allocation

The class size allocation to the high schools will be the funding provided by Alberta Education. The allocation to Bellerose and Paul Kane is calculated based on the school's estimates of CEUs by tier.

Class Size funding generated from ECS to grade 9 will be allocated based on rolling two year average enrolments. 85% of the funding received will be allocated (based on FTE) to ECS to grade 3. 15% of the funding received will be allocated to grades 7 to 9.

International Baccalaureate and Advanced Placement Programs

Schools participating in the International Baccalaureate (IB) and Advanced Placement (AP) programs receive an allocation that is a set amount through the pre-allocation deductions. This allocation will continue to be reviewed annually in order to reflect the actual cost of

registration, materials, required professional development and examination fees. The allocation for the International Baccalaureate program at Bellerose is \$55,000 (\$83,710 – 2014/15). The allocation for the Advanced Placement program at Paul Kane is \$35,000 (\$34,398 – 2014/15).

Academic Challenge Program

The allocation rate for Academic Challenge students will be at 1.3 (1.3 – 2014/15) of the basic allocation rate. Funding begins at grade 4. This type of funding is only provided to recognized segregated district classes.

Early Literacy

In keeping with the spirit of the early reading programs, the allocation for early literacy will be \$150,000 (\$200,000 – 2014/15). This allocation will be awarded to schools based on ECS and grades one and two student enrolment at September 30th. ECS children will be counted as 0.5 FTE for the purpose of this calculation. In addition, \$50,000 will be used to support the Levelled Literacy Intervention. Professional development is currently envisioned to be one teacher at each grade level. Any residual amounts will be used for assistive technologies.

French Language Funding

The French language funding provided by the federal government through Alberta Education is generated in part by every school in the district with the exception of Outreach. These grants will be allocated to the school that generates them to provide for French language resources.

English as a Second Language

Funding for English as a Second Language (ESL) is provided by Alberta Education to assist students in learning English. These funds will continue to be allocated as received to the schools with identified ESL students.

Home Education

Home education will be funded on the basis of the revenues generated by students enrolled in home education.

Outreach

In addition to the basic allocation rate based on CEUs, Outreach High School is assisted by a base allocation for its program. The allocation is calculated based on the funding received from Alberta Education and will be adjusted annually.

Economy of Scale Allocation

Elementary

The economy of scale allocation has an achievable maximum of \$100,000, (\$120,000 with a cap of \$104,000 – 2014/15) to which a weighted factor is applied. In the case of elementary schools with multiple programs, different factors are applied for a first, second, third or fourth full program. Currently only English and French Immersion qualify as programs for the purpose of determining the economy of scale allocation. The allocation range is from \$0 to \$100,000 based on five student decrements. For example, an elementary school with an applicable enrolment of 155 students or less would receive an allocation of \$100,000. The weighted factors and applicable enrolment are determined in accordance with *Table II*.

Junior High

The economy of scale allocation has a base of \$100,000, to which a weighted factor is applied. In the case of junior high schools with multiple programs, different factors are applied for a first, second, third or fourth full program. Currently only English and French Immersion qualify as programs for the purpose of determining the economy of scale allocation. The allocation range is from \$0 to \$100,000 based on five student decrements. For example, a junior high school with an applicable enrolment of 255 students or less would receive an allocation of \$100,000. The weighted factors and applicable enrolment are determined in accordance with *Table III*.

For the 2015-2016 school year, Elmer S. Gish has been removed from the calculation and will not receive an economy of scale allocation.

Proposed Allocation

The economy of scale allocation for 2015-2016 (including 2014-2015 economy of scale allocations for comparison) follows:

Table I: Economy of Scale Allocation

School	2015-2016 Spring Estimate			2014-2015 Actuals	Difference
	Base	Weight	Economy of Scale Allocation	Economy of Scale Allocation	
Bellerose	\$100,000	0.000	\$0	\$0	\$0
E.S. Gish	\$100,000	0.000	\$0	\$104,400	(\$104,400)
Keenooshayo	\$100,000	0.173	\$3,450	\$18,000	(\$14,550)
Leo Nickerson	\$100,000	0.038	\$690	\$3,960	(\$3,270)
Lorne Akins	\$100,000	0.000	\$0	\$0	\$0
Muriel Martin	\$100,000	0.012	\$0	\$1,260	(\$1,260)
Paul Kane	\$100,000	0.000	\$0	\$0	\$0
Robert Rundle	\$100,000	0.725	\$65,550	\$75,600	(\$10,050)
Ronald Harvey	\$100,000	0.000	\$0	\$0	\$0
Sir Alex Mackenzie	\$100,000	0.000	\$0	\$0	\$0
Sir George Simpson	\$100,000	0.000	\$0	\$0	\$0
W. D. Cuts	\$100,000	0.759	\$58,650	\$79,200	(\$20,550)
Wild Rose	\$100,000	0.932	\$75,900	\$97,200	(\$21,300)
Total			\$204,240	\$379,620	(\$175,380)

**Table II: Economy of Scale Allocation Weighting
Elementary Schools**

Economy of Scale Allocation Weighting						
Applicable Enrolment to		Weight	Multiple Program Weight			
			First Program	Second Program	Third Program	Fourth Program
0	155	1.00	0.2500	0.1500	0.1000	0.0500
156	160	0.97	0.2415	0.1449	0.0966	0.0483
161	165	0.93	0.2329	0.1397	0.0932	0.0466
166	170	0.90	0.2243	0.1346	0.0897	0.0449
171	175	0.86	0.2156	0.1294	0.0863	0.0431
176	180	0.83	0.2070	0.1242	0.0828	0.0414
181	185	0.79	0.1984	0.1190	0.0794	0.0397
186	190	0.76	0.1898	0.1139	0.0759	0.0380
191	195	0.72	0.1811	0.1087	0.0725	0.0362
196	200	0.69	0.1725	0.1035	0.0690	0.0345
201	205	0.66	0.1639	0.0983	0.0656	0.0328
206	210	0.62	0.1553	0.0932	0.0621	0.0311
211	215	0.59	0.1466	0.0880	0.0587	0.0293
216	220	0.55	0.1380	0.0828	0.0552	0.0276
221	225	0.52	0.1294	0.0776	0.0518	0.0259
226	230	0.48	0.1208	0.0725	0.0483	0.0242
231	235	0.45	0.1121	0.0673	0.0449	0.0224
236	240	0.41	0.1035	0.0621	0.0414	0.0207
241	245	0.38	0.0949	0.0569	0.0380	0.0190
246	250	0.35	0.0863	0.0518	0.0345	0.0173
251	255	0.31	0.0776	0.0466	0.0311	0.0155
256	260	0.28	0.0690	0.0414	0.0276	0.0138
261	265	0.24	0.0604	0.0362	0.0242	0.0121
266	270	0.21	0.0518	0.0311	0.0207	0.0104
271	275	0.17	0.0431	0.0259	0.0173	0.0086
276	280	0.14	0.0345	0.0207	0.0138	0.0069
281	285	0.10	0.0259	0.0155	0.0104	0.0052
286	290	0.07	0.0173	0.0104	0.0069	0.0035
291	295	0.03	0.0086	0.0052	0.0035	0.0017
296	300	0.00	0.0000	0.0000	0.0000	0.0000
301	305	(0.03)	(0.0086)	(0.0052)	(0.0035)	(0.0017)
306	310	(0.07)	(0.0173)	(0.0104)	(0.0069)	(0.0035)
311	315	(0.10)	(0.0259)	(0.0155)	(0.0104)	(0.0052)
316	320	(0.14)	(0.0345)	(0.0207)	(0.0138)	(0.0069)

**Table III: Economy of Scale Allocation Weighting
Junior High Schools**

Economy of Scale Allocation Weighting			
Applicable Enrolment			
	to		Weight
0		255	1.0000
256		260	0.9660
261		265	0.9315
266		270	0.8970
271		275	0.8625
276		280	0.8280
281		285	0.7935
286		290	0.7590
291		295	0.7245
296		300	0.6900
301		305	0.6555
306		310	0.6210
311		315	0.5865
316		320	0.5520
321		325	0.5175
326		330	0.4830
331		335	0.4485
336		340	0.4140
341		345	0.3795
346		350	0.3450
351		355	0.0000
356		360	0.0000
361		365	0.0000
366		370	0.0000
371		375	0.0000
376		380	0.0000
381		385	0.0000
386		390	0.0000
391		395	0.0000
396		400	0.0000

The applicable enrolment is determined as follows:

1. The school enrolment less the enrolment in district special education classes is the applicable enrolment. District special education classes are not counted as multiple programs.
2. Students with severe disabilities that are placed in district moderate classes by Student Services are deducted from the school's total population count prior to determining the school's economy of scale factor.
3. For elementary schools with multiple programs, the enrolment for each program is the applicable enrolment. If the program is not a full program, i.e. it does not cover all grades, the allocation would be reduced by the ratio of the grades offered to grades in a full program. For example, if a program is offered at the elementary level for only one grade, the allocation would be reduced to one sixth.
4. E. S. Gish School is treated as a junior high school for purpose of determining the school's economy of scale factor. For the 2015-2016 school year, Elmer S. Gish has been removed from the calculation and will not receive an economy of scale allocation.
5. The economy of scale models are not currently applicable for senior high schools.

Deductions from Instruction Block

Before the basic allocation rate can be calculated, amounts for recoveries, transfers and allocated charges, shared instructional services, centrally purchased instructional services and allocations for school programs not provided to all schools must be deducted from the instruction block revenues.

Following are the estimated deductions from the instruction block for the spring budget for 2015-2016. Comparative figures are provided where applicable.

The 2015-2016 budgeted amounts are finalized based on the September 30th count, when the basis of allocation is reworked and finalized.

St. Albert Public Schools	2013-14	2014-15	2015-16
Deductions from Instruction Block	Actual	Actual	Estimated
	Sept 30th	Sept 30th	Sept 30th
Recoveries, transfers & allocated charges			
Instruction Block Deficit/ (Recovery)	(716,367)	(641,531)	(\$200,000)
Liability Insurance	100,000	100,000	\$75,000
Transportation	45,000	45,000	\$45,000
Transportation - Prior Year Deficit/(Recovery)		(45,000)	
System Instructional Support	539,595	572,370	\$594,513
Shared Services			
Communications	104,333	104,333	\$103,500
Curricular Services (1.5 FTE)	192,520	192,520	\$196,250
Technical Support	308,150	308,150	\$314,150
Educational IT	90,400	95,500	\$99,550
Substitute Placement	52,000	52,000	\$52,000
>5 Days Sub Leave & Maternity	540,000	540,000	\$540,000
Employee Assistance	22,000	24,700	\$0
Flu Shot	7,000	7,000	\$0
Inclusive Education	3,341,000	3,787,733	\$3,831,986
Enhancing Instructional Practice (lit & math)	\$60,000	\$50,000	\$141,100
District French Immersion	65,600	70,700	\$136,250
Beginning Teacher Mentorship	32,700	32,700	\$32,700
Organizational Health	12,200	13,200	\$13,200
Healthy Interactions	4,100	4,100	\$7,000
Equipment Contingency	10,000	10,000	\$10,000
Level Literacy Intervention			\$50,000
Purchased Services			
Assessment Consortium	5,000	5,000	\$5,000
EduLink	3,700	3,700	\$3,700
VEC	7,500	7,500	\$7,500
Discovery	13,000	13,000	\$13,000
Access Copyright	35,000	35,000	\$35,000
SOCAN	2,000	2,000	\$2,000
Learning Bar		7,200	\$7,200
Audio Cine Films	5,500	5,500	\$5,500
ADLC Copy plus Standard	20,000	20,000	\$20,000
School Program Allocations			
Bellerose K&E	326,400	325,500	\$334,500
Paul Kane AP			\$35,000
Bellerose IB			\$55,000
Early Reading Intervention	200,000	200,000	\$150,000
Economy of Scale	484,200	379,620	\$204,240
Class Size Initiative	2,926,305	3,182,146	\$3,403,590
Start Up Grant/Class Awkwardness	50,000		
Outreach Base Allocation	58,250	58,250	\$ 58,250
Transition Grade 9's	46,496	46,027	\$ 48,307
High school completion (3 year initiative)	-	150,000	\$ 150,000
Discretionary Allotment	40,000	40,000	\$ 40,000
Calculation Contingency	30,000	30,000	\$ 30,000
	9,063,582	9,833,918	\$ 10,649,986
ATRF	4,400,000	5,000,000	\$5,100,000
	13,463,582	14,833,918	\$15,749,986

Allocation Rates

The basic allocation rate per student has been set based on 2014-2015 enrolments in regular and special education categories. The per-student rates for differentiated categories of student needs are based on a ratio or weighting of the basic allocation rate. The basic allocation rate is reviewed after September 30th. The allocation rates for 2015-2016 are noted below.

The rates noted below are subject to change as the model is recalculated at different points in the basis of allocation process.

Allocation Rates						
	13-14 Fall		14-15 Fall		15-16 Spring	
	Ratio	Amount	Ratio	Amount	Ratio	Amount
Basic Allocation Rate		\$5,850		\$5,857		\$5,929
ECS Basic Rate	0.54	\$3,159	0.54	\$3,163	0.54	\$3,202
Following Rates in Addition to Basic:						
Jr. High K&E	0.457	\$2,674	0.449	\$2,630	0.471	\$2,793
Learning Assistance	0.562	\$3,288	0.552	\$3,233	0.576	\$3,415
Primary Learning Assistance	0.822	\$4,809	0.811	\$4,750	0.838	\$4,969
Opportunity Room	0.892	\$5,219	0.879	\$5,149	0.908	\$5,384
Academic Challenge	0.300	\$1,755	0.300	\$1,757	0.300	\$1,779
Advanced Placement	0.060	\$ 351	0.060	\$ 351	0.000	\$ 0
International Baccalaureate	0.130	\$ 761	0.130	\$ 761	0.000	\$ 0

Budget Principles

1. All staff and school councils have the opportunity for involvement in the budget planning process.
2. The responsibility for expending funds is delegated to schools and service departments through the budget allocation.
3. School and district services education plans are addressed in the budget.
4. School budgets reflect the anticipated costs of meeting the identified educational requirements of all students.
5. The degree of operational flexibility within the approved budget is clearly defined.
6. The budget serves as a planning, operational and control mechanism for results and resources, as well as the basis for board approval of programs and resource deployment.

7. Surpluses and deficits are monitored and reported.
8. The budget is developed in accordance with generally accepted accounting principles.

Budget Guidelines

Enrolments

- Approved budgets will be based on projected enrolments.
- Budgets will be revised in October based on actual September 30th enrolments.

Changes in Priorities

- The superintendent must be consulted if adjustments to school priorities are considered during the year.

Surplus/Deficit

- Schools will plan for **balanced budgets**.
- Planning for contingent expenditures should be built into the budget.
- Surpluses and or deficits will be carried over into the next year's budget as an aggregated amount.
- Surpluses in excess of 3 percent are to be supported by an explanation for the surplus.
- Deficit recovery plans are required in the event of a deficit.

Reserves

- Schools may set aside budget reserves in anticipation of future equipment needs that could not normally be acquired within the funding allocations for a single year.
- The reserve fund must have a specific purpose, clearly described in the school's plan.
- The superintendent is to be consulted on the establishment and allocation of reserve funds.
- Reserve funds are not considered when calculating the maximum surplus allowable.

Expenditure Responsibilities

Support Services (*District Services and Board Responsibility*):

- Board governance;
- System administration;
- Student transportation;
- Facility operations and maintenance;
- Utilities;
- Board sponsored awards and recognition programs;
- District public relations;
- System monitoring;
- System instructional support; and,
- Pro rata share of internal distribution function.

Instructional Services (*School Responsibility*):

- Certificated salaries and benefits;
- Support salaries and benefits (teacher aides, library aides, secretaries, etc.);
- Replacement teachers and support staff;
- Office supplies;

- Office equipment;
- Instructional capital equipment;
- Instructional equipment repair and maintenance;
- Instructional supplies, textbooks, workbooks, etc.;
- Professional development;
- Home education;
- Co-curricular and extra-curricular programs;
- Telephones, postage, advertising;
- Courier costs including pro rata share of internal distribution function;
- Professional and technical services - student assessment and special education support;
- Curricular services;
- Student/staff/community relations;
- Site based decision costs; and,
- School sales, fundraising and the related expenditures.

Spending – Ongoing Monitoring

Spending is regularly monitored and is anticipated to remain within budget throughout the year. Outstanding concerns remain for the areas of plant, operations and maintenance, and transportation which have not had provincial grant increases to keep up with the escalating demands and cost pressures.

2015-16 Budgeted Expenditures

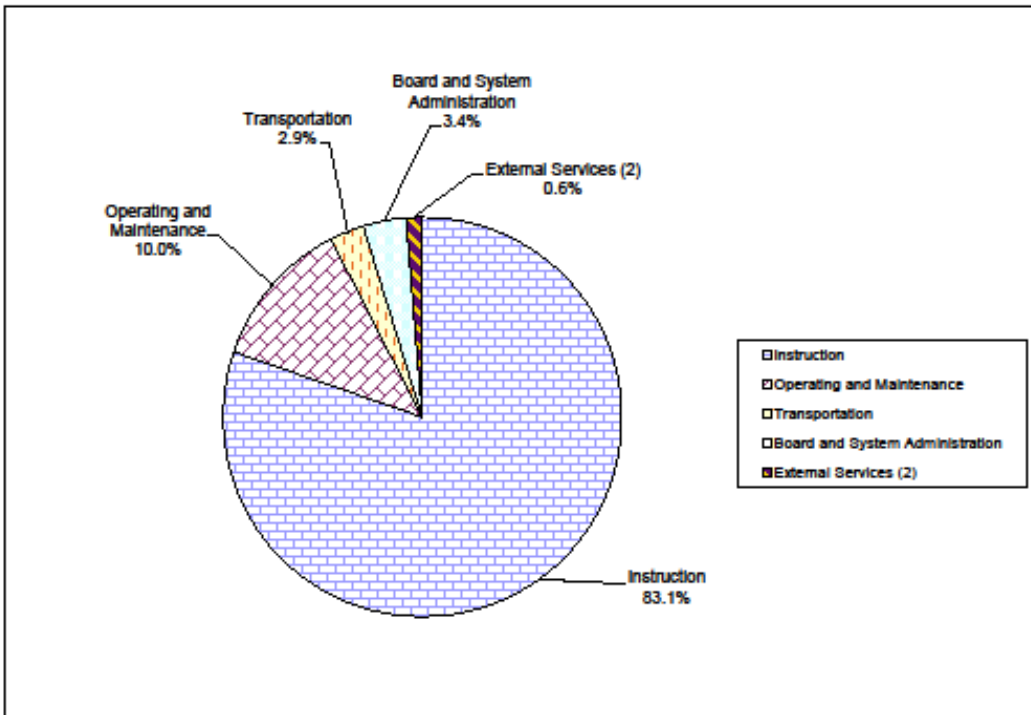
Expenditures	Budgeted Total Expenditures	Budgeted Number of Students (1)	Calculated Spending per Student
Instruction	75,602,046	7,533	10,036
Operating and Maintenance	9,055,808	7,533	1,202
Transportation	2,595,921	3,315	783
Board and System Administration	3,107,054	7,533	412
External Services (2)	538,497	7,533	71
Total School Board Expenditures	90,899,326	7,533	12,067

(1) ECS students reported as 0.5 except for transportation.

PUF children (71) are not included in the student enrolment.

(2) Includes secondments, cafeteria and international students, non-instructional fees, fundraising, and sales.

Note: Includes Amortization entries that draw from operating reserves.



Summary of Financial Results

Financial Statements for the Year Ended August 31, 2015

1. Revenues

Revenues increased primarily due to increased student enrolment and funding received from the Government of Alberta. Revenues are primarily a reflection of enrolments and grant rates. Jurisdictional revenues include the Alberta Teachers' Retirement Fund provincial contributions.

2. Expenses

As expected, human resources expenditures continue to dominate district expenses. Staff levels were 408.8 FTE certified staff (387.6 FTE 2013-2014) and 249.64 FTE non-certificated staff (232.0 FTE 2013-2014). The district continues to focus its efforts on staff as they achieve the district's goals and targets. The staff levels are a reflection of the district continuing to focus on the maintenance of reasonable class sizes in the face of staggering growth.

Service, contract and supply expenses were comparable to prior years, increased approximately \$1.6 million or 10%.

3. Assets

At August 31, 2015 there were few notable changes in the asset balances. Cash increased \$2.5 million. Accounts receivable increased approximately \$1.8 million primarily due to the W. D. Cuts School modernization project.

4. Liabilities

Regular movements occurred in most of these accounts. Accounts payable increased \$2.2 million due to a progress payment recorded for the W. D. Cuts School modernization project. Deferred revenues increased substantially with an approximate \$6.6 million increase in the Expended Deferred Capital Revenue account (i.e. the unamortized supported school building account) due to the addition of modular units, the W. D. Cuts School modernization and the construction of Lois E. Hole School. There were moderate changes in the deferred revenue balances for Infrastructure, Maintenance and Renewal (IMR), and fees. The amount of outstanding supported debentures continues to decrease over time.

5. Non-Financial Assets

Changes were due to regular movements in the accounts. Usual changes in capital additions such as new growth, modulars, replacement vehicles etc., and corresponding annual amortization expenses flowed through the tangible capital asset section.

6. Accumulated Surplus

Unrestricted net assets increased as detailed by the respective account movements on the Schedule of Changes in Accumulated Surplus. The school operating and instructional reserves peaked as a flat provincial revenue outlook drastically curtailed spending. With unknown increases in annual grant rates on the horizon the schools moved forward with financial caution. Board and System Administration kept their surplus stable in light of the province continuing to choose not to provide specified funding for unsupported buildings and in light of a William D. Cuts Junior High School modernization and construction of the Lois E. Hold School now underway. A new student information system was purchased. At the district level, a proactive maintenance plan is starting to be developed to deal with unsupported buildings. The Administration Capital Reserve included the proceeds of a one-time land sale of \$840,000. The

Board planned to apply a portion of these funds to a future provincial capital announcement (i.e. a new school). However the land sale proceeds have been used to pay the district's portion of the new provincial cost sharing approach for the installation and set-up of steel framed modulars. At August 31, 2015 the district acquired six much needed steel framed modulars. The Plant, Operations and Maintenance (PO&M) reserve increased slightly due to conservative spending in anticipation of higher costs in the upcoming years as a result of increased requirements for the new space without the corresponding increase in provincial PO&M funding.

The district's budget report and audited financial statements are available by contacting the Office of the Associate Superintendent of Finance and are also on-line at: <http://www.spschools.org/financials>. Comparative information is available in a provincial report. A provincial roll up of all jurisdictions Audited Financial Statement (AFFS) information is located on-line at: www.education.alberta.ca/admin/funding/audited.aspx.

Summary of Capital and Facilities Projects

Significant Events in 2014-2015

During 2014-2015 numerous important Infrastructure, Maintenance and Renewal (IMR) projects were completed. Preparations for receiving six much needed steel framed modulars were underway as at the year end of August 31, 2014. The units were installed in the fall to early winter period. For the 2015-2016 year, an additional seven modular units were received and installed during the summer of 2015. Receiving schools included five for Elmer S Gish, 2 for Bellerose Composite High School, four for Leo Nickerson Elementary, and two for Muriel Martin Elementary.

The Lois E Hole School - A new 600 student ECS - Grade 6 school

A new school for our jurisdiction was announced by the province on May 2, 2013. It went out for tender in October 2014. The Lois E. Hole Elementary School, was expected to open in September 2016, but it is now slated to be turned over to the owner in November 2016. It will house 600 ECS – Grade 6 students in northeast St. Albert.

William D. Cuts Junior High School Modernization and CTS Addition

The modernization and CTS addition for William D. Cuts Junior High School proceeded through conceptual design and moved to tender by the end of October 2014. After working through some funding issues the modernization and CTS addition began in late May/early June 2015. It was well underway by August 31, 2015 including having the steel skeleton of the addition in place. Eight replacement modulars are part of this project. The completion date is October 2016.

The Joseph M. Demko School - A new 900 student ECS - grade 9 school

A new 900 student K-9 school was announced on October 8, 2014. The district grew approximately 6% based on the September 30, 2014 full body enrolment count and a further 3.5% based on the September 30, 2015 full time equivalent count. Enrolment pressures, particularly at the elementary level, are creating a truly emergent situation. It has been confirmed that the Joseph M. Demko School will be located in Jensen Lakes in the north west quadrant of St. Albert.

Other Significant Outstanding Capital Projects

The K-9 population grew by approximately 25% in the last 5 years! The ECS population remains at 500 despite enrolment restrictions. Every student cohort grew as it aged forward one grade. The district is working with the province on what will shortly become a high school space crisis. Paul Kane High School remains the district's number one modernization priority. There is ongoing work with the city to reinforce the need to establish a high school site. The district anticipates requesting more emergent growth new steel framed modular classrooms, in addition to five replacement modular classrooms per year from Alberta Education (as part of an evergreen strategy) to replace its ageing fleet of modulars. Thirty-eight of the district's modular classrooms are over 30 years old!

Other outstanding issues are detailed in the district's capital plan. Of note is the significant and expensive (natural light) roof replacement/enhancement issue at Bellerose Composite High School.

The district's Three Year Capital Plan is available by contacting the Office of the Associate Superintendent of Finance and is also available on-line at <http://www.spschools.org/plans-and-reports>.

Parental Involvement

The 2015-2018 Education Plan and the 2014-2015 Annual Education Results Report, Diploma Examination and Provincial Achievement Test results, as well as five year achievement trends will be shared with the Committee of School Councils at the first meeting in 2016.

Each school council in St. Albert Public Schools is provided with the school's results of the Accountability Pillar measures, the Provincial Achievement Tests or Diploma Exams, along with other provincial measures. The school councils are then provided the opportunity to review the school's interpretation of those results and measures. Each school council is also involved during the process of developing the school's Education Plan.

Timelines and Communication

The Combined Three-year Education Plan and Annual Education Results Report for St. Albert Public Schools was developed as a result of considerable stakeholder input. It was approved by the Board of Trustees at its November 25th, 2015 Public Board meeting and the complete document is available at our district office (60 Sir Winston Churchill Avenue, St. Albert, AB T8N 0G4) and on our website at www.spschools.org or at school sites.

The jurisdiction average class size report which includes average class size information for the 2014-2015 school year can be viewed at <http://www.spschools.org/plans-and-reports>.

Whistleblower Protection

Section 32 of the Public Interest Disclosure Act (2013) requires that school authorities include their annual report of disclosures in their combined Three-Year Education Plan/Annual Education Results Report. St. Albert Public Schools have no disclosures to report in the 2014-2015 school year.

APPENDIX 1 – Measure Details

The following pages include tables that provide detailed data for provincial examinations.

Diploma Examination Results – Measure Details

		Results (in percentages)									
		2011		2012		2013		2014		2015	
		A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	St. Albert Public	89.8	12.5	89.4	11.0	89.6	10.4	90.5	12.9	88.6	11.8
	Province	85.0	10.1	86.3	11.3	86.0	10.4	87.6	11.8	86.5	11.5
English Lang Arts 30-2	St. Albert Public	92.9	3.9	93.4	8.4	88.7	10.7	92.5	12.1	85.4	7.3
	Province	88.7	9.1	89.6	10.7	89.4	10.9	89.8	13.1	88.7	11.3
French Lang Arts 30-1	St. Albert Public	98.3	8.5	97.0	6.1	97.6	9.8	98.1	13.2	97.2	11.3
	Province	95.3	14.5	95.6	13.5	95.4	12.4	96.6	14.6	95.5	9.9
Mathematics 30-1	St. Albert Public	n/a	n/a	n/a	n/a	80.0	34.9	77.9	26.1	73.2	28.2
	Province	n/a	n/a	n/a	n/a	80.9	35.9	75.1	27.9	76.2	31.7
Mathematics 30-2	St. Albert Public	n/a	n/a	n/a	n/a	71.3	10.6	77.0	20.0	76.1	8.9
	Province	n/a	n/a	n/a	n/a	69.5	9.6	71.3	15.0	73.9	15.5
Social Studies 30-1	St. Albert Public	78.6	11.2	82.5	15.2	83.1	12.0	83.1	8.3	80.5	10.2
	Province	83.0	14.9	86.3	16.7	85.4	15.2	85.6	14.3	87.1	16.2
Social Studies 30-2	St. Albert Public	80.4	11.9	79.3	10.1	77.5	10.5	79.3	9.3	72.4	7.0
	Province	85.6	15.9	83.0	13.7	82.2	13.7	84.0	14.8	81.3	12.5
Biology 30	St. Albert Public	81.1	23.9	83.2	24.8	85.2	29.1	85.3	29.6	85.0	27.2
	Province	82.0	30.0	81.9	28.2	84.4	32.2	85.2	31.9	85.9	33.0
Chemistry 30	St. Albert Public	72.5	19.9	74.5	22.0	81.3	31.6	80.5	32.6	79.5	30.0
	Province	75.4	28.0	77.1	28.7	78.8	31.8	81.5	35.2	82.2	34.2
Physics 30	St. Albert Public	69.4	12.2	78.4	23.7	83.3	31.3	80.2	30.5	81.4	33.8
	Province	77.0	27.8	81.1	30.5	81.5	30.5	83.2	34.3	83.9	35.8
Science 30	St. Albert Public	77.3	9.1	77.3	18.6	81.4	30.1	91.0	26.5	85.6	26.7
	Province	80.4	21.0	79.8	22.0	84.1	25.8	85.0	25.4	83.9	26.7

Note: Data values have been suppressed where the number of students or respondents 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.

Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Provincial Achievement Test Results – Measure Details

		Results (in percentages)									
		2011		2012		2013		2014		2015	
		A	E	A	E	A	E	A	E	A	E
English Language Arts 6	St. Albert Public	92.7	26.1	94.1	25.8	95.2	25.6	92.9	27.4	94.2	27.5
	Province	83.0	18.5	82.7	17.8	82.5	16.3	81.9	17.6	82.8	19.5
French Language Arts 6	St. Albert Public	91.3	17.4	91.4	12.1	93.8	15.4	98.3	19.0	95.8	17.7
	Province	89.4	17.1	89.3	17.2	88.6	16.3	88.0	15.6	87.5	13.6
Mathematics 6	St. Albert Public	85.9	27.7	87.2	25.1	87.1	26.8	86.5	24.5	86.3	23.9
	Province	73.7	17.8	74.7	16.6	73.0	16.4	73.5	15.4	73.3	14.1
Science 6	St. Albert Public	85.0	35.9	86.5	36.5	88.0	37.6	86.3	43.0	84.9	36.9
	Province	76.2	25.0	77.8	28.2	77.5	25.9	75.9	24.9	76.4	25.3
Social Studies 6	St. Albert Public	83.4	25.6	82.2	23.7	83.7	27.8	83.1	30.6	79.8	25.4
	Province	71.1	18.5	73.2	19.5	72.7	19.0	70.4	16.6	69.8	18.1
English Language Arts 9	St. Albert Public	89.7	21.9	89.1	26.8	88.1	27.0	85.8	19.5	86.9	20.9
	Province	79.1	16.3	77.4	16.4	76.7	14.8	76.3	15.1	75.6	14.4
English Lang Arts 9 KAE	St. Albert Public	75.0	12.5	*	*	*	*	66.7	0.0	87.5	37.5
	Province	67.2	7.9	61.4	5.8	62.4	4.3	62.9	3.5	62.8	4.6
French Language Arts 9	St. Albert Public	94.3	22.9	93.2	20.5	89.9	17.4	97.3	17.8	80.0	10.8
	Province	88.8	15.0	87.5	12.2	87.2	13.9	86.5	11.1	85.9	10.1
Mathematics 9	St. Albert Public	75.7	16.1	73.5	17.5	77.4	26.1	74.4	18.4	74.3	21.8
	Province	66.1	17.3	66.5	17.8	66.9	18.3	67.1	17.3	65.3	18.0
Mathematics 9 KAE	St. Albert Public	57.1	0.0	*	*	*	*	77.8	11.1	87.5	12.5
	Province	64.9	14.9	62.4	15.4	65.9	14.7	63.4	14.5	60.7	14.4
Science 9	St. Albert Public	83.5	22.1	84.3	21.3	81.4	27.7	79.7	25.2	83.2	27.5
	Province	74.9	20.8	74.2	22.4	73.0	20.0	73.2	22.1	74.1	22.9
Science 9 KAE	St. Albert Public	57.1	0.0	*	*	*	*	88.9	11.1	100.0	22.2
	Province	69.5	15.3	67.9	17.3	68.4	17.1	64.1	14.9	64.4	15.2
Social Studies 9	St. Albert Public	75.9	24.7	80.8	21.4	79.6	28.3	77.1	26.5	72.3	24.6
	Province	67.2	19.0	68.9	19.1	65.6	18.8	65.5	19.9	65.1	19.8
Social Studies 9 KAE	St. Albert Public	71.4	14.3	*	*	*	*	100.0	22.2	87.5	37.5
	Province	61.9	13.6	63.5	13.9	64.6	13.0	61.8	10.7	57.2	11.2

Note: Data values have been suppressed where the number of students or respondents 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.

Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

*School authorities that do not have students participating in the Grade 3 Provincial Achievement Tests due to their participation in the Student Learning