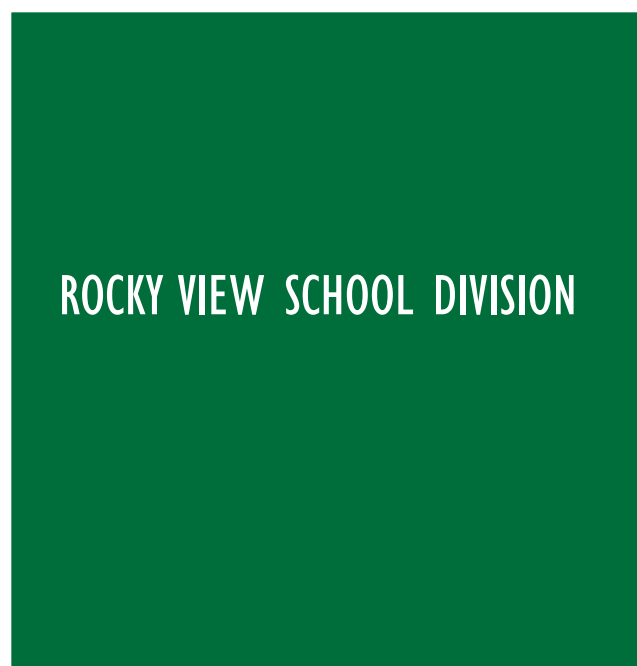




# 2006 - 2007

## Annual Education Results Report



ROCKY VIEW SCHOOL DIVISION



For more information about Rocky View School Division's  
2006/2007 Annual Education Results Report, contact:

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Rocky View School Division is committed to providing its communities with access to information regarding its success towards providing all students with a quality education in a caring and innovative environment. Information contained in the 2006/2007 Annual Education Results Report is accessible through:

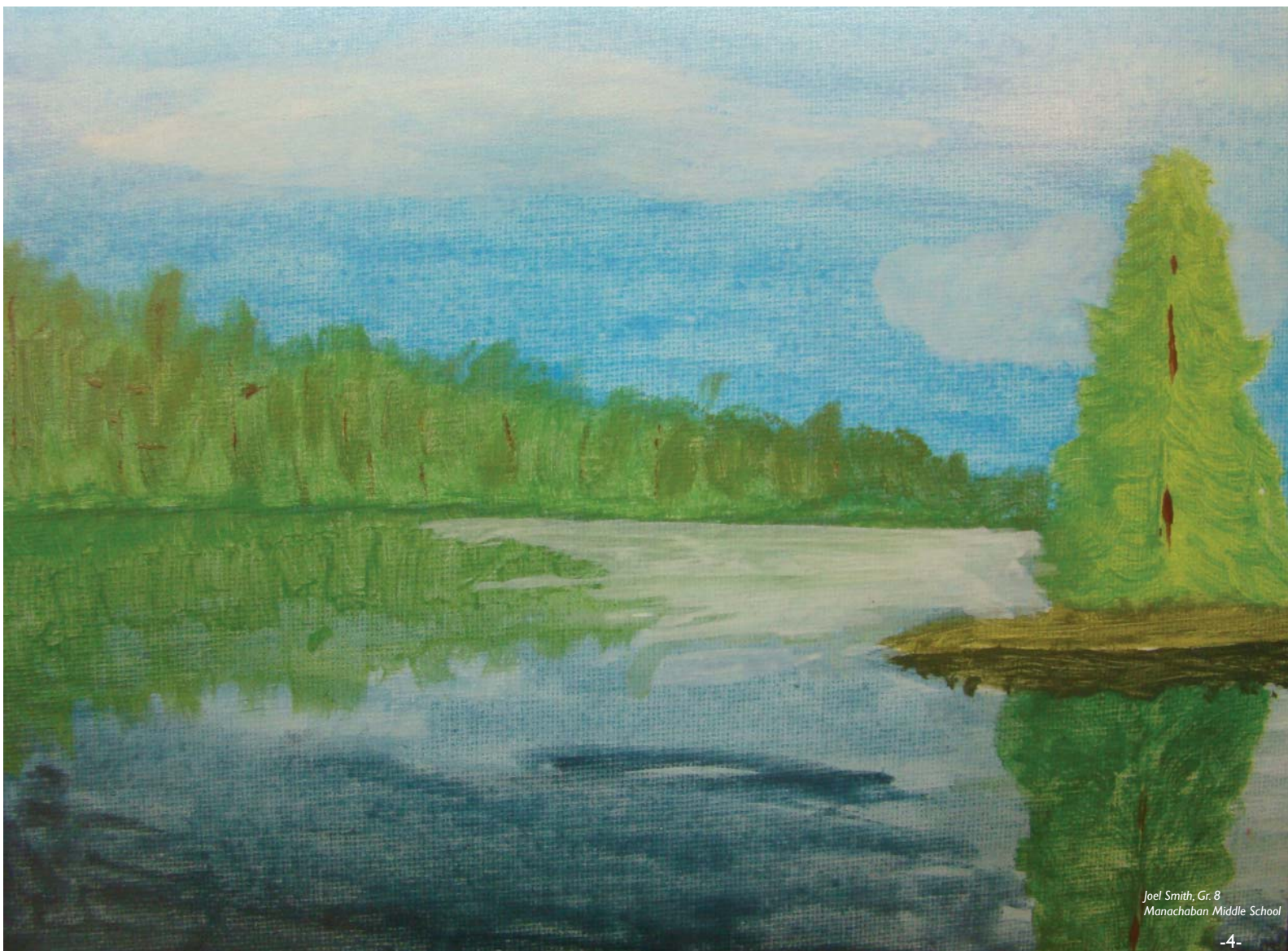
- Rocky View School Division's public website at: <<http://www.rockyview.ab.ca>>
- Rocky View's Education Centre at 2651 Chinook Winds Drive, SW, Airdrie, AB
- Members of the Board of Trustees
- Rocky View's November 2007 Community Newsletter, *The Range*, to be mail-dropped to all residents and businesses in the jurisdiction

School Annual Reports are shared with school councils and are available at the school or on the school's website.

ROCKY VIEW SCHOOL DIVISION'S BOARD OF TRUSTEES

## **MOVING THE DIVISION FROM GOOD TO GREAT**

An interview with the Board of Trustees, November 2007



*Joel Smith, Gr. 8  
Manachaban Middle School*

**Your 2006/07 results are in, how did your education system do?**

Results highlighted in Rocky View's 2006-2007 Annual Education Results Report clearly demonstrate this jurisdiction's ongoing dedication to continuous improvement and its schools clear and unwavering focus on children in the classroom. As illustrated throughout this report, Rocky View achieved a high degree of stakeholder satisfaction and students displayed strong performance academically, in the arts, and in their preparation for life after school.



Board of Trustees: (Front l to r) Colleen Munro, Helen Clease, Sylvia Eggerer, Bev LaPearle, Jennifer Avery (Back l to r) Darrell Couture (Secretary Treasurer) Don Thomas, Dr. Bruce Pettigrew, Greg Bass (Superintendent of Schools).

**What do you believe is the key to this success?**

Our success is founded in our belief that every student is capable of succeeding in school and in life. Recognizing that each student is an individual, with unique needs and interests, we continually strive to adapt and grow programs and services to ensure students remain engaged and have a positive experience at school every day.

**Do you believe the jurisdiction is at the top of its game?**

Based on our commitment to "continuous improvement", the short answer is "not yet". Rocky View, and society in general, faces the challenge of responding to a world that is constantly changing. The role of our education system is to ensure students are equipped with the skills they need to communicate, problem-solve, and think critically in a global market place. Although we believe our response to this challenge is "good", our mindset demands that we become "great". More importantly, we want our students, parents, staff, and counterparts across the province to say we are "great".

**How do you plan to move the Division from good to great?**

It is the belief of our Board that parents, students and community members are committed partners in education and that they accept their respective responsibilities. Fostering this belief, in 2006-2007 we opened the doors to our diverse school communities to help us identify how we can move from being "good" to "great". Through four broad-based cohort groups, nearly 200 parents, students, staff members and community members helped us define priorities for the system. We continued with the process this fall with four more meetings, in which these stakeholders further defined "made-in-Rocky View" goals, outcomes, and strategies. How we intend to move to greatness will be defined in February 2008, when the collective efforts of these groups will be rolled out in a draft 2008-2011 Three Year Education Plan. The whole process has been highly energizing for our Board and for our system. We're excited to be a part of developing the plan and we're excited to see how it is embraced.

**So achieving "greatness" depends largely on the outcomes of these meetings?**

No. Just ask those of us who are new to the Board, the operation of our system is complex and its success is dependent on multiple factors, for example, recruiting talented and committed staff. With an eye on improving the operation of our system at all levels, our new Superintendent of Schools has formed six working committees to examine, evaluate, develop and/or recommend adjustments to procedures and processes across the system. By harnessing the wisdom, experience, and commitment of both system and school administrators, he is leading the charge to ensure that all facets of our system are managed effectively and efficiently - whether it be human resources, instruction, leadership development, community partnerships, communications, or finances.

At the Board level, we believe we have much work to do. In the next three years our goal is to increase communication with other levels of government, so they may further understand our needs as a school division. We also believe it is our task to convince the provincial government to re-access all funding grants so that the shortfalls school divisions are facing are recognized and that the present inequities are corrected.

**How do you know when you have reached greatness?**

That answer would be two-fold. We will know we have moved from good to great when our communities tell us we are great. As a service oriented organization, the success of our students and the satisfaction of our parents and community will define our level of success. Second, and equally as important, when we are able to report continued improvement in all areas of our system, we will know our goal has been reached. We're happy with what this jurisdiction has achieved, but we're excited about what's to come. Our children are our future and they deserve our constant focus.

# Accountability Statement

The 2006/07 annual education results report for Rocky View School Division was prepared under the direction of the board in accordance with its responsibilities under the *School Act* and the *Government Accountability Act*. Our board is committed to using the results in this report, to the best of our abilities, to improve the outcomes for students in our jurisdiction. We will use the results to develop sound strategies for our three-year plan to ensure that all our students can acquire the knowledge, skills and attitudes they need to be self-reliant, responsible, caring and contributing members of society.

Sylvia Eggerer,  
Board Chair

Greg Bass,  
Superintendent of Schools

# A Year of ACCOMPLISHMENTS

## Early Childhood Screening

Rocky View's Early Intervention Specialists worked diligently throughout 2006-2007 to lay the foundation for a new Kindergarten programming/screening process. Designed in consultation with a jurisdictional working committee, the holistic approach aims to identify the programming needs of kindergarten children through the use of research-supported screening tools. Emphasizing parents as partners, the new process was introduced to Kindergarten teachers and parents in the fall of 2007.

## Programming

Rocky View school and system administration continued to be persistent in attempting to balance the needs of students and the desires of parents. Through research, joint ventures, and public consultations, the Division garnered support to launch a faith-based program in Cochrane, a one-to-one laptop initiative and three locally developed courses focusing on Coaching and Leadership, Military History and Sports Performance. Several initiatives also were established to support both gifted and First Nation, Inuit and Métis learners. Led by program specialists, effective approaches to differentiated instruction, accelerated options and cultural integration were introduced in schools throughout the jurisdiction.

## Long Range Planning

In the spring of 2007, Rocky View invited approximately 200 stakeholders to participate in four education planning meetings, designed to pinpoint priorities for the education system. The robust discussions led to 18 priority areas being identified. These areas served to guide phase two of the planning process, which saw stakeholders brought back in the fall to help the Division build strategic goals, outcomes, measures and strategies for its 2008-2011 Three Year Plan.

## Operational Effectiveness

Student growth, heightening parental demands, new government regulations and growing accountability requirements led Rocky View's senior executive to review its portfolios in March. A new organizational structure emerged outlining four revised portfolios, each supported by a director(s) with greater decision-making authority. To take effect in August, 2007, the new structure allows the executive to provide greater leadership in a cross-disciplinary and collaborative environment.

## Employee Retention

In recognition of the contribution and efforts of its entire staff, the Board of Trustees approved a new salary structure for positions that support the classroom. Based on the results of a two-year support staff review, the new job group and salary schedules aim to achieve job equity, employee retention, and market competitiveness. The costs associated for the new salary structure were budgeted for during the 2006/07 budget deliberations.



Eleanor Townley, Gr. 7  
Bears paw School

# ACHIEVEMENTS

## That Make Us Proud

### Secondary Achievement

In 2006-2007, Rocky View School Division students demonstrated high levels of achievement on the 2006-2007 diploma examinations, with students meeting or exceeding provincial expectations in 11 out of 11 subject areas tested. This is most significantly demonstrated at the acceptable standard in Applied Mathematics 30, Chemistry 30, Physics 30, Biology 30 and both Social Studies 30 and 33; and for most courses at the excellent standard, especially in Pure Mathematics 30, Physics 30, Chemistry 30 and Social Studies 30 and 33. In addition, 37.3 percent of high school students received a Rutherford Scholarship for earning 80 percent or better in five core subjects - up by 1.1 percent over last year.

### Safe and Caring Schools

Safe and caring youth retreats, along with a myriad of other safety initiatives such as the Alberta Teachers' Association's Safe and Caring Schools curriculum and the Virtues Program, helped to assure Rocky View classrooms are conducive to learning. Alberta Education's Accountability Pillar Survey revealed 83.2 percent of stakeholders agree that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly at school. Based on a four year evaluation, Rocky View results reveal a steady increase towards its target of 90 percent satisfaction.

### Parental Satisfaction

School staffs' effort to build solid working relationships with parents yielded positive rewards. Through Alberta Education's 2006-2007 Accountability Pillar Survey, 85.2 percent of stakeholders expressed satisfaction with the quality of education in Rocky View and 78.4 percent expressed satisfaction with the parental involvement in decisions about students' education. Results of the survey also disclosed that 75.7 percent of parents, students and teachers believe schools in the jurisdiction have improved over the last year. Satisfaction levels in these areas have continued to climb over the past four years - a trend Rocky View plans to push even higher.

### Preparing Students for Life

Rocky View's High School Completion Rate, Drop Out Rate and Transition Rate continues to illustrate its success in preparing students for life. Rocky View's current year and three year average for these measures far exceeds provincial results!

### Teacher Recognition

Three teachers were nominated by school communities to receive a provincial Excellence in Teaching Award. Of the three, George McDougall's Glyn Hughes was selected as one of 120 provincial finalists. Prairie Waters' Jenn Taggart also brought recognition to the jurisdiction in June, 2007, after being selected as the Alberta School Boards' Association's Zone 5 Edwin Parr Recipient.

## Learn More!

Rocky View School Division has plenty to be proud of.

For more information on our achievements go to <http://www.rockyview.ab.ca> under "general information/divisional documents" to find our 2006/07 reports on:

- Alberta Initiative School Improvement Report
- Class Size Report

# A Year of CHALLENGES

## **New Curriculum Implementation**

A host of new curricula is being mandated by the province. The rapid pace of implementation is challenging schools in their ability to acquire prescribed learning and teaching materials. As well, schools have expressed some stress in providing the necessary inservices for teachers to maintain high levels of competencies in these subject areas.

## **Speech and Language Services**

Speech and language services available in the Calgary region continues to be inadequate, nor are there sufficient numbers of trained staff to provide for all the needs of RockyView students. The lack of access to these services is resulting in many students missing an essential part of their learning due to difficulties in communication.

## **Ability to Hire Specialized Teaching Staff**

Being adjacent to the City of Calgary, RockyView continues to compete with both major urban school boards to hire teachers with specialty majors. Finding teachers qualified to teach CTS, Special Education, Gifted Education, Guidance and Counselling, French Immersion, Math and Science continued to be a challenge. All indicators point toward a continued shortage in these areas.

## **Funding**

Limited financial resources continues to challenge schools in their effort to maintain effective educational environments. Most schools are citing difficulties in terms of staffing, allocation preparation and release time and providing suitable instructional space, professional development and learning resources, particularly in the delivery of services to students with special needs. Over the past number of years, service levels have been cut in an endeavour to keep costs within the grants provided. Instructional costs are not the only concern. Increasing fixed costs, such as insurance, utilities and supply contracts, are exceeding revenues available.

## **Class Size Initiative**

Alberta Education's class size initiative grant has not recognized RockyView's student population growth over the past three years. In 2006/07, the jurisdiction estimates its CSI grant was short \$1.4 million. Grant shortfall, coupled with Calgary's inflation rate, is making it impossible for RockyView to achieve the province's class size guidelines in the K-3 levels.

## **School Facilities**

RockyView School Division No. 41 has a number of aging facilities that require extensive modernization to bring the schools up to current occupational health and safety standards, code requirements, and educational program requirements. Anticipated student growth also is expected to require new facilities to be built.

# IMPROVEMENTS

## On the Horizon

### Acceptable Standard - Provincial Achievement Tests

Over the past four years, RockyView's cohort results have declined and have not met most of the jurisdiction's targets. A review of individual school results reveals that RockyView is experiencing a growth in its second language and special needs populations, which is negatively impacting its results on provincial achievement tests. The jurisdiction will need to identify how it can best support these growing student populations.

### Standard of Excellence - Provincial Achievement Tests

RockyView School Division's cohort results at the province's standard of excellence have been maintained. However, when the analysis is extended over time, little progress towards the jurisdiction's target has been achieved. A number of schools have begun to look at this issue and have begun developing local initiatives and pilots to examine this issue further. Many of these efforts will begin in the 2007-2008 school year.

### Citizenship

Over the past four years, incremental improvements have been made in the area of developing citizenship skills in students. However, a large variance exists between the high percentage of teachers satisfied with students' character development and that of parents and students. The jurisdiction needs to identify standards for citizenship and social responsibility to ensure a common language for schools, administrators, teachers, students and parents is built and to encourage parents to partner with schools in modeling and building positive character and active citizenship in students.

### Work Place Development

The percentage of parents who agree students are taught attitudes and behaviours that will make them successful at work is well below the jurisdiction's target of 75 percent. Although the Division has witnessed slight increases in satisfaction over the past five years, workplace development is perceived to be an issue among parents. The jurisdiction questions whether grade 4 and 7 parents understand workplace learnings in their child's classroom and believes improving this result may be more of a communication issue than a change in program goal.

### Parental Involvement

RockyView witnessed a marked decrease in the number of parents attending its joint Board/School Council meetings and monthly Board Meetings. As well, schools report attracting fewer parents to their monthly school council meetings. Although 78.4 percent of stakeholders expressed satisfaction with parents' involvement in decisions that affect their child, the jurisdiction would like to garner increased levels of involvement to ensure parents are informed and supportive of the system's education and operational directions.

# PLAN OF ACTION

For the 2006-2007 school year, Alberta Education's Accountability Pillar identified RockyView's performance on Provincial Achievement Tests and Workplace Preparation as an "issue". Based on its own analysis of results in these two areas, RockyView's plan of action is:

### Provincial Achievement Tests

- Support and expand RockyView's Priority Schools Initiative to help staff identify effective instructional strategies towards continuous improvement.
- Continue to assist schools with exam analysis and action plans development, utilizing SMART goals.
- Establish a literacy steering committee to develop a K-12 divisional framework.
- Continue Gifted Steering Committee and initiate pilot for identification and programming for gifted students.

### Workplace Preparation

- Continue to promote the program Take Your Kids to Work.
- Encourage high school students to access career centres.
- Continue and expand the use of trade fairs.
- Communicate with parents how work force skills and attitudes are being taught at elementary and middle levels.
- Build greater awareness of the Conference Board of Canada's Employability Skills.

# ALBERTA EDUCATION'S

# ACCOUNTABILITY PILLAR OVERALL SUMMARY

October, 2007

Goal	Measure Category	Measure Category Evaluation	Measure	Jurisdiction Results			Provincial Results			Measure Evaluation		
				Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Goal 1: High Quality Learning Opportunities for All	Safe and Caring Schools	Good	Safe and Caring	83.2	84.0	82.1	84.2	84.4	82.7	Intermediate	Improved	Good
	Student Learning Opportunities	Good	Program of Studies	80.1	79.5	78.6	78.5	78.1	76.9	High	Improved	Good
			Education Quality	85.2	85.3	83.4	87.6	87.7	86.0	Intermediate	Improved Significantly	Good
			Drop Out Rate	2.8	3.1	3.7	4.7	4.9	5.3	High	Improved Significantly	Good
			High School Completion Rate (3 yr)	79.4	78.3	77.3	70.4	70.4	69.1	High	Improved	Good
Goal 2: Excellence in Learner Outcomes	Student Learning Achievement (Grades K-9)	Issue	PAT: Acceptable	80.5	81.3	81.7	75.9	76.9	77.1	Intermediate	Declined	Issue
			PAT: Excellence	17.3	17.2	17.5	19.5	19.1	19.3	Intermediate	Maintained	Acceptable
	Student Learning Achievement (Grades 10-12)	Excellent	Diploma: Acceptable	91.3	89.4	89.6	85.4	84.7	85.4	Very High	Improved	Excellent
			Diploma: Excellence	29.5	28.1	26.4	23.3	23.0	22.7	Very High	Improved	Excellent
			Diploma Exam Participation Rate (4+ Exams)	55.9	58.4	56.7	53.7	53.5	52.4	High	Maintained	Good
			Rutherford Scholarship Eligibility Rate	37.3	36.2	34.2	37.2	35.3	33.9	High	Improved	Good
	Preparation for Lifelong Learning, World of Work, Citizenship	Acceptable	Transition Rate (4 yr)	39.4	38.2	33.0	39.5	37.0	34.6	High	Improved Significantly	Good
			Work Preparation	71.7	75.9	71.2	77.1	77.0	74.7	Low	Maintained	Issue
			Citizenship	73.0	73.8	72.1	76.6	76.8	74.7	Intermediate	Maintained	Acceptable
Goal 3: Highly Responsive and Responsible Jurisdiction (Ministry)	Parental Involvement	Good	Parental Involvement	78.4	77.8	75.8	77.5	77.9	76.0	Intermediate	Improved	Good
	Continuous Improvement	Good	School Improvement	75.7	74.5	72.7	76.3	76.8	73.2	Intermediate	Improved Significantly	Good

Goal	Measure Category	Measure	Jurisdiction Results			Provincial Results		
			Current Result	Prev Year Result	Prev 3 Yr Average	Current Result	Prev Year Result	Prev 3 Yr Average
ACOL measure	ACOL measure	Satisfaction with Program Access	66.0	66.4	65.7	68.2	68.5	67.8
		In-service Jurisdiction Needs	76.1	73.0	71.2	78.8	78.2	77.3

Notes:

- 1) Student Learning Achievement: PAT Values reported are weighted averages of PAT Acceptable and PAT Excellence results. Courses included: ELA (Grades 3, 6, 9), Math (Grades 3, 6, 9), Social Studies (Grades 6, 9), Science (Grades 6 only), French Language Arts (Grades 6, 9), Français (Grades 6, 9).
- 2) Student Learning Achievement: Diploma Exam Values reported are averages of Diploma Acceptable and Diploma Excellence results, weighted by the number of students enrolled in each course.
- 3) Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- 4) The ACOL measures are not evaluated as they are not part of the Accountability Pillar and are included only to enable inclusion in the AERR and 3-Year Education Plan reports.
- 5) Data values have been suppressed where the number of respondents is less than 6.

# Interpreting Alberta Education's Accountability Pillar

## Measurement 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, Intermediate to be 0, Issue to be -1, and Concern to be -2. The simple average of these values rounded to the nearest integer produces the Category Evaluation.

## Achievement Table

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 three year average of baseline data for each measure across all school jurisdictions. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation. The table to the right shows the range of values defining the five achievement levels for each 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 - 88.02	88.02 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.42	78.42 - 81.58	81.58 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.22	87.22 - 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 (3 years)	0.00 - 56.75	56.75 - 62.66	62.66 - 73.87	73.87 - 81.47	81.47 - 100.00
PAT: Acceptable	0.00 - 64.03	64.03 - 75.85	75.85 - 83.54	83.54 - 87.39	87.39 - 100.00
PAT: Excellence	0.00 - 10.76	10.76 - 14.27	14.27 - 20.37	20.37 - 25.05	25.05 - 100.00
Diploma: Acceptable	0.00 - 71.88	71.88 - 82.15	82.15 - 87.66	87.66 - 90.28	90.28 - 100.00
Diploma: Excellence	0.00 - 7.37	7.37 - 15.75	15.75 - 21.31	21.31 - 24.53	24.53 - 100.00
Diploma Exam Participation Rate	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 - 20.69	20.69 - 26.29	26.29 - 33.96	33.96 - 46.47	46.47 - 100.00
Transition Rate	0.00 - 23.87	23.87 - 27.97	27.97 - 37.39	37.39 - 41.77	41.77 - 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

## Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the current year results for each measure with the previous three-year average. The tabulation of these results takes into account the size of the jurisdiction to ensure improvement evaluation is fair among jurisdictions of different sizes. The table to the right shows the definition of the five improvement evaluation levels based upon a chi-square statistical analysis.

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 Table

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

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

# GOAL ONE:

High Quality Learning Opportunities for All

## Outcome:

Schools provide a safe and caring environment for all students.

## Performance Measure:

Percentage of teachers, parents and students who agree 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.

## 2006/07 Target:

90 percent

# Safe and Caring Schools

### Results:

	2003/04		2004/05		2005/06		2006/07	
	RVSD	Prov.	RVSD	Prov.	RVSD	Prov.	RVSD	Prov.
Overall	79.7	80.7	82.6	83.1	84.0	84.4	83.2	84.2
Parent	77.2	78.0	79.6	79.9	82.0	82.1	81.3	81.7
Student	70.5	73.5	75.8	77.2	76.0	78.4	75.3	78.5
Teacher	91.3	90.6	92.6	92.3	93.9	92.8	93.0	92.6

Alberta Education Improvement Evaluation: **Improved**

### Comments:

Indicative in its slogan “Rocky View School Division will provide a quality education for every student in a caring and innovative environment”, a key focus for the jurisdiction is to support initiatives that promote safe and caring learning environments. Over the past four years, satisfaction levels in this area have steadily increased. To push results closer to the jurisdiction’s target of 90 percent satisfaction, the jurisdiction will need to explore factors resulting in only 75.3 percent of students expressing they feel safe at school.

### Actions Taken:

- Worked in partnership with the Lion’s Club to train over 200 staff members on the Club’s Quest Program, which teaches young people to develop positive social behaviours such as: self-discipline, good judgment, and the ability to get along with others.
- Continued to use resources provided through the Alberta Teachers’ Association’s Safe and Caring School Project.
- Invited guest speakers to come to schools to cover topics such as Bully proofing, Cyber Bullying, DARE, and Peer Support.
- Supported student leadership development programs and clubs throughout the Division.
- Promoted safe and caring resources regarding cyber bullying such as [www.Bullying.org](http://www.Bullying.org).

### Actions Being Taken:

- Professional development is continuing to ensure staff are aware of what they can do, individually and collectively, to nurture school environments.
- Schools have been encouraged to engage students in small group discussions to identify what measures could be undertaken to increase their feeling of security at school.
- Rocky View’s safe and caring initiatives throughout the Division are being promoted to increase greater awareness of the jurisdiction’s efforts in this area.



Robyn James, Art 30  
Bert Church High School

## Program of Studies

### Results:

	2003/04		2004/05		2005/06		2006/07	
	RVSD	Prov.	RVSD	Prov.	RVSD	Prov.	RVSD	Prov.
Overall	77.4	75.8	78.8	76.7	79.5	78.1	80.1	78.5
Parent	76.2	75.4	76.1	75.0	78.5	76.6	78.8	76.9
Student	69.5	68.5	73.8	71.5	73.1	72.6	74.3	72.9
Teacher	86.6	83.5	86.4	83.6	86.8	85.2	87.1	85.7

**Alberta Education Improvement Evaluation: Improved**

### Comments:

Efforts to provide programming that will prepare students for a global marketplace continues to increase stakeholder satisfaction with the availability of a broad range of programs. Over the past four years, parents, students and teacher satisfaction levels have increased. Improvement this past year can likely be attributed to the efforts of Rocky View's high schools, which sought out ways to diversify their program selections and middle schools, which reviewed their complementary program selections.

### Actions Taken:

- Received approval to offer three locally developed courses: Coaching and Leadership, Military History and Sports Performance, rounding out the number of courses available to students to 57.
- Received approval of a middle school Hockey Program under an innovative initiatives policy.
- Received approval to launch a one-to-one laptop program at three schools during the 2007/08 school year.
- Approved a Kindergarten to Grade 4 Christian Program in Cochrane.
- Continued to support alternate programs, including French Immersion, Divisional Transitions Program, PIP and congregated Knowledge & Employabilities.
- Designed a mathematics implementation strategy whereby grades 8 and 9 will be implemented in the optional year to create a grade 8-9-10 sequence. This includes the development of local resources for French programs.
- Continued to introduce implementation strategies for new and existing curriculum.

### Actions Being Taken:

- A long-term vision and program plan is being undertaken to ensure students have the skills they will need to communication, problem-solve and think critically in a global market.

## GOAL ONE:

High Quality Learning Opportunities for All

### Outcome:

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

### Performance Measure:

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.

### 2006/07 Target:

90 percent

# GOAL ONE:

High Quality Learning Opportunities for All

## Outcome:

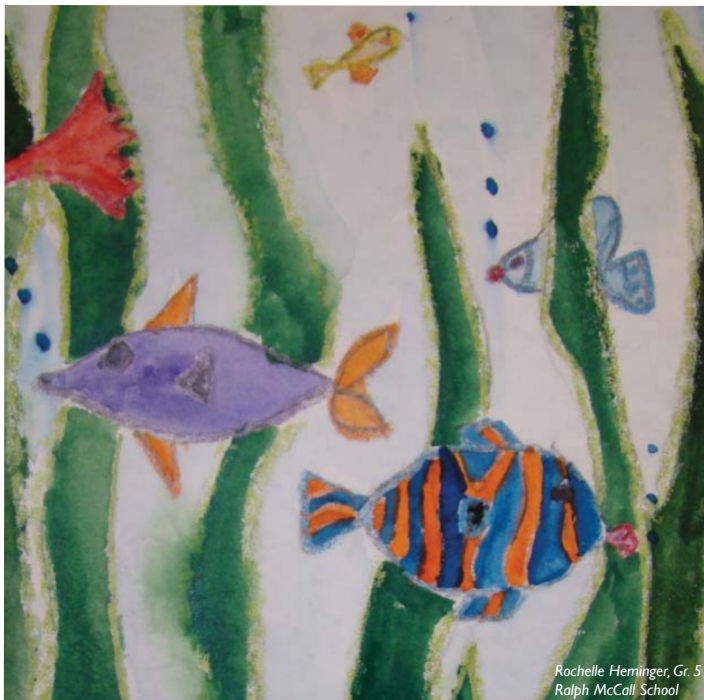
The education system meets the needs of all K-12 students, society and the economy.

## Performance Measure:

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

## 2006/07 Target:

90 percent



Rochelle Heminger, Gr. 5  
Ralph McCall School

# Education Quality

## Results:

	2003/04		2004/05		2005/06		2006/07	
	RVSD	Prov.	RVSD	Prov.	RVSD	Prov.	RVSD	Prov.
Overall	81.3	84.1	83.6	86.1	85.3	87.7	85.2	87.6
Parent	71.7	76.6	73.8	78.9	76.4	81.6	77.6	81.8
Student	80.1	83.2	83.1	85.6	83.9	86.6	83.9	86.4
Teacher	92.1	92.6	94.0	93.9	95.5	94.8	94.2	94.7

**Alberta Education Improvement Evaluation: Improved Significantly**

## Comments:

Stakeholders' satisfaction with the overall quality of education has significantly improved since the 2003-2004 school year. The largest increase was expressed by parents, which has grown by almost 6 percent. Teacher satisfaction remains high at 94.2 percent.

## Actions Taken:

- Continued to involve all Divisional schools in a systemic effort to improve student achievement through AISI. As a result schools are becoming more collaborative, embracing tenets of professional learning communities, enhancing assessment practices (both assessment for and of learning) and building instructional leadership capacity across all schools.
- Remained committed to lowering average class sizes to reach the targets recommended by the Alberta Commission on Learning. With the exception of Kindergarten to Grade 3, the jurisdiction met the recommended guidelines, reporting average classes of: K to 3 - 18.2; 4 to 6 - 22.3; 7 to 9 - 24.1; and 10 to 12 - 24.4.
- Completed the search for a new Superintendent of Schools. In January, 2007, the jurisdiction welcomed Greg Bass, formerly the Superintendent of Buffalo Trail.
- Invited over 200 stakeholders to participate in four education planning meetings, designed to pinpoint priorities for the education system. The robust discussions led to 18 priority areas being identified and set the stage for the development of the jurisdiction's 2008-2011 Three Year Plan.

## Actions Being Taken:

- Phase two of the jurisdiction's Three Year Planning Process is underway, with stakeholders being brought back to help build strategic goals, outcomes, measures and strategies for the Division's 2008-2011 Three Year Plan.
- A strategic communication plan is being developed to support the implementation of the jurisdiction's Three Year Plan, as well as outline an annual cycle of activities that will enable the school division to project future activities based on a sound analysis of the environment and changing workplace demands.
- A continuum of service model is being developed to ensure the needs of all students are met.

## Access to Services

### Results:

	2003/04		2004/05		2005/06		2006/07	
	RVSD	Prov.	RVSD	Prov.	RVSD	Prov.	RVSD	Prov.
Overall	n/a	n/a	65.0	67.2	66.4	68.5	66.0	68.2
Parent	n/a	n/a	51.6	54.9	54.6	56.9	53.2	55.9
Student	n/a	n/a	74.6	76.7	74.5	77.1	73.7	76.8
Teacher	n/a	n/a	68.6	70.0	69.9	71.5	71.2	72.0

### Alberta Learning Commission Outcome

### Comments:

Satisfaction in this area is below the provincial average. While it is difficult to isolate a single cause, a regional assessment has heightened awareness of students' unmet needs in several areas such as First Nation, Métis and Inuit (FNMI), Gifted Education, English as a Second Language (ESL) and in special needs services, which may have influenced survey participants' responses. A greater coordination of services needs to be undertaken in these areas.

### Actions Taken:

- Undertook a regional assessment to determine the degree of unmet needs in the areas of speech and language supports, occupational therapy, physiotherapy, mental health, FNMI and gifted programming.
- Struck a Gifted Education Steering Committee to design a comprehensive Gifted Education Framework with supporting documents.
- Hired a full-time FNMI coordinator and expanded the Gifted coordinator position from .5 to .75 FTE.
- Supported a divisional team of Family School Liaison Workers to support students, parents and schools dealing with social-emotional issues.

### Actions Being Taken:

- A Integrated Speech Language Team has been struck to coordinate internal services to all schools, as well as link students to Calgary Health Services.
- The FNMI coordinator continues to work toward the implementation of the province's FNMI Policy Framework, emphasizing student achievement levels.
- The Gifted Education Program Coordinator continues to work with the Gifted Education Steering Committee through the first year of a three year plan of implementation of the framework.
- An ESL Steering Committee has been established to review existing programs, organize assessment procedures, develop programming, and integrate a comprehensive ESL framework in Rocky View.
- A school-based mental health pilot is being implemented at three high schools to augment mental health services in those schools.

## GOAL ONE:

High Quality Learning Opportunities for All

### Outcome:

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

### Performance Measure:

Percentage of teachers, parents and students satisfied with access and timeliness of services for students in schools (e.g., academic counseling, career counseling, library services, supports for students with special needs).

### 2006/07 Target:

90 percent

# GOAL ONE:

High Quality Learning Opportunities for All

## Outcome:

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

## Performance Measure:

Annual Drop Out rate of students aged 14 to 18.

## 2006/07 Target:

5 percent

## Drop Out Rate

### Results:

	2001/02	2002/03	2003/04	2004/05	2005/06
RVSD	4.9	4.3	3.6	3.1	2.8
Province	6.3	5.5	5.3	4.9	4.7

*Alberta Education Improvement Evaluation: Improved Significantly*

### Comments:

In an effort to increase high school completion rates, the Division has placed a great deal of emphasis on the successful completion of high school courses, a student's "connection to school" and workplace preparation. As a result, the percentage of students who drop out of high school has declined significantly over the past five years and far exceeds the success of other Boards in the province.

### Actions Taken:

- Enhanced program accessibility in all middle and high schools through the Rocky View Learning Connection.
- Continued to support school resource teams at the high school level to review and identify students who are at risk socially, emotionally and academically, as well as set individual program plans for these students.
- Continued to support students and families at risk, by connecting them to appropriate community services.
- Created a full-time First Nation, Métis and Inuit Coordinator position to implement the goals of the province's FNMI Framework.
- Pursued and received a grant to pilot a school-based mental health initiative in three high schools.

### Actions Being Taken:

- Continue to maintain and expand the use of Rocky View Virtual School to support all schools to enhance program flexibility and access.
- Continue implementation of the school-based mental health initiative.
- Continue at all levels to provide differentiated instruction to ensure programming meets learner needs.
- Continue to have Collaborative Services work with schools to support at-risk students.
- Continue to develop 'distributed learning' models of instruction to increase number of courses offered and accessed.

# High School Completion

## Results:

	2001/02		2002/03		2003/04		2004/05		2005/06	
	RVSD	Prov.	RVSD	Prov.	RVSD	Prov.	RVSD	Prov.	RVSD	Prov.
3 years	70.8	65.6	75.0	67.8	78.5	69.3	78.3	70.4	79.4	70.4
4 years	76.5	71.8	78.1	72.3	79.4	73.4	83.5	75.1	83.1	76.2
5 years	80.1	75.1	80.1	75.2	80.0	75.5	81.6	77.4	85.4	78.6

Alberta Education Improvement Evaluation: *Improved*

## Comments:

Rocky View School Division's high school completion rate has increased dramatically over the past five years and continues to be well above the provincial average. Rocky View schools have taken this category very seriously and continue to seek improvement in a variety of ways.

## Actions Taken:

- Supported middle and high schools as they worked collaboratively to employ transition strategies, such as site visits and program orientation sessions, for students entering high school.
- Dedicated guidance counselors' time and effort to help each student prepare a three year high school plan that is both attainable and challenging.
- Supported the decision to expect high schools students in grade 10 and 11 to take 40 credits and in grade 12, a minimum of 30 credits.
- Reviewed and analyzed diploma results, including participation rates, to determine how their instructional practices are impacting results and to identify areas of improvement.
- Implemented school resource teams to review and identify students who are at risk socially, emotionally and academically, as well as set individual program plans for these students.

## Actions Being Taken:

- Review the transition strategies being employed to determine best practices; communicate best practices to all middle and high schools.
- Continue to dedicate time and energies to helping students develop high school program plans.
- Expand programming in career development initiatives to ensure all students leave high school with a life path.

# GOAL ONE:

High Quality Learning Opportunities for All

## Outcome:

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

## Performance Measure:

Percentage of students who complete high school within three, four and five years of entering Grade 10.

## 2006/07 Target:

77 percent



Alex Cannerton, Gr. 8  
Manachaban Middle School

# GOAL TWO:

Excellence in Student Learning Outcomes

## Outcome:

Students demonstrate high standards.

## Performance Measure:

Percentage of students who achieve the acceptable standard on Grade 3, 6 and 9 provincial achievement tests.

## 2006/07 Target:

### Grade 3

LA - 88 percent

Math - 87 percent

### Grade 6

LA - 87 percent

LA (FI) - 85 percent

Math - 83 percent

Science - 86 percent

Social - 83 percent

### Grade 9

LA - 84 percent

LA (FI) - 85 percent

Math - 70 percent

Science - 70 percent

Social - 80 percent

## PAT - Acceptable Standard (cohort)

### Results:

	2002/03		2003/04		2004/05		2005/06		2006/07	
	RVSD	Prov.	RVSD	Prov.	RVSD	Prov.	RVSD	Prov.	RVSD	Prov.
Grade 3										
LA	86.9	82.4	85.8	81.7	86.9	82.2	84.4	81.3	85.2	80.3
Math	84.6	82.3	89.4	81.8	84.5	80.3	84.7	82.0	83.5	79.9
Grade 6										
LA	85.2	81.2	85.1	79.1	80.8	77.3	85.3	79.0	85.6	80.3
LA (FI)	92.5	84.5	92.2	88.5	83.0	85.1	89.1	87.5	86.3	88.1
Math	82.4	78.3	80.8	78.5	81.3	78.2	79.9	75.2	76.8	74.0
Science	84.5	80.0	86.2	80.6	85.5	79.8	81.7	78.1	77.2	75.2
Social	83.1	79.0	82.5	78.6	82.8	78.4	84.9	78.6	82.1	77.4
Grade 9										
LA	82.9	78.0	83.4	77.6	82.3	77.9	81.7	77.4	83.8	77.5
LA (FI)	86.5	89.2	77.4	83.4	81.5	85.9	81.0	83.3	74.0	81.3
Math	69.0	63.5	71.5	66.1	74.4	68.0	73.0	67.4	71.9	66.3
Science	81.1	71.1	75.7	66.6	68.0	67.5	69.9	67.4	75.0	69.6
Social	78.4	72.6	79.8	73.1	74.6	71.3	76.7	72.5	79.0	71.4
Overall	81.7	77.5	82.5	77.5	81.3	77.0	81.3	76.9	80.5	75.9

Alberta Education Improvement Evaluation: **Declined/Issue**

### Comment:

Over the past four years, Rocky View's cohort results have declined and have not met most of the jurisdiction's targets. A review of individual school results reveals that Rocky View is experiencing a growth in its second language and special needs populations, which is negatively impacting its student achievement levels. Narrowing down the analysis to only those students writing last year, results reveal that achievement continues to be strong and improvements made, including the achievement of special populations. For example, English and French students who wrote the tests last year are at or above the provincial average in 10 of 12 subject areas. An area of improvement lies in the number of students who attained an excellent standard, as only 2 of 12 subject areas met the province's expectation.

### Actions Taken:

- Piloted a Priority Schools Initiative in seven schools, which helped staff identify effective instructional strategies towards continuous improvement.
- Assisted schools with exam analysis and action plan development, utilizing SMART Goals planning.
- Initiated the third divisional Alberta Initiative for School Improvement cycle with assessment for learning strategies.

### Actions Being Taken:

- Continue and expand Rocky View's Priority Schools Initiative.
- Continue central support and AISI focus.
- Establish a literacy steering committee to develop a K-12 divisional framework.

# PAT - Standard of Excellence (cohort)

## Results:

	2002/03		2003/04		2004/05		2005/06		2006/07	
	RVSD	Prov.	RVSD	Prov.	RVSD	Prov.	RVSD	Prov.	RVSD	Prov.
<b>Grade 3</b>										
LA	14.6	15.7	14.1	15.1	13.8	16.2	11.0	14.1	17.5	17.7
Math	25.4	29.8	29.9	27.4	25.4	26.1	26.0	26.9	21.9	23.5
<b>Grade 6</b>										
LA	13.7	17.3	12.8	15.5	13.4	15.5	11.8	15.9	16.2	19.8
LA (FI)	18.8	13.2	7.8	12.8	17.0	8.8	6.5	11.2	3.9	11.0
Math	16.0	17.7	17.6	21.2	14.5	18.1	12.6	15.6	9.3	14.5
Science	20.7	24.1	23.3	26.2	25.2	26.0	26.4	27.7	23.2	26.6
Social	16.7	20.3	15.8	19.7	18.0	21.5	21.4	22.9	16.3	22.3
<b>Grade 9</b>										
LA	11.6	13.5	9.5	12.4	12.1	14.0	11.5	13.6	11.1	14.8
LA (FI)	13.5	18.1	3.2	11.7	14.8	13.6	12.7	10.9	6.5	12.9
Math	19.3	17.6	20.2	18.9	21.2	19.7	18.4	17.4	19.6	18.3
Science	12.9	13.0	12.2	12.1	9.9	12.8	10.3	13.3	12.1	14.7
Social	19.8	18.7	19.4	20.0	15.6	18.3	17.2	18.9	22.7	18.7
Overall	17.5	19.3	17.8	19.5	17.6	19.4	17.2	19.1	17.3	19.5

Alberta Education Improvement Evaluation: **Maintained**

## Comment:

Rocky View School Division's cohort results at the province's standard of excellence have been maintained. However, when the analysis is extended over time, little progress towards the jurisdiction's target has been achieved. A number of schools have begun to look at this issue and have begun developing local initiatives and pilots to examine this issue further. Many of these efforts will begin in the 2007-2008 school year.

## Actions Taken:

- Piloted a Priority Schools Initiative in seven schools, which helped staff identify effective instructional strategies towards continuous improvement.
- Assisted schools with exam analysis and action plan development, utilizing SMART Goals planning.
- Launched a divisional research project on "Excellence and Meeting the Needs of the Highly Able Student", allowing teacher focus groups to examine this issue and identify appropriate instructional strategies.
- A Gifted Education Steering Committee was established to design a comprehensive Gifted Education Framework with supporting documents.

## Actions Being Taken:

- Continue and expand Priority Schools Initiative.
- Continue central support and AISI focus.
- Continue Gifted Steering Committee and initiate pilot for identification and programming for gifted students.

# GOAL TWO:

Excellence in Student Learning Outcomes

## Outcome:

Students demonstrate high standards.

## Performance Measure:

Percentage of students who achieve the standard of excellence on Grade 3, 6 and 9 provincial achievement tests.

## 2006/07 Target:

### Grade 3

LA - 19 percent  
Math - 32 percent

### Grade 6

LA - 19 percent  
LA (FI) - 15 percent  
Math - 21 percent  
Science - 27 percent  
Social - 22 percent

### Grade 9

LA - 16 percent  
LA (FI) - 15 percent  
Math - 21 percent  
Science - 15 percent  
Social - 21 percent

# GOAL TWO:

Excellence in Student Learning Outcomes

## Outcome:

Students demonstrate high standards.

## Performance Measure:

Percentage of students who achieve the acceptable standard on diploma exams.

## 2006/07 Target:

English 30-1 - 88 percent

English 30-2 - 88 percent

French 30 - 88 percent

Social 30 - 88 percent

Social 33 - 88 percent

Math 30 Pure - 85 percent

Math 30 Applied - 88 percent

Biology 30 - 85 percent

Chemistry 30 - 88 percent

Physics 30 - 85 percent

Science 30 - 85 percent

# Diploma - Acceptable Standard

## Results:

	2002/03		2003/04		2004/05		2005/06		2006/07	
	RVSD	Prov.	RVSD	Prov.	RVSD	Prov.	RVSD	Prov.	RVSD	Prov.
Grade 12										
Eng.30-1	n/a	n/a	92.9	92.0	92.8	89.1	92.0	88.0	91.4	87.7
Eng.30-2	n/a	n/a	90.3	85.2	92.3	89.4	92.6	86.1	93.5	88.7
French 30	95.0	95.2	84.4	95.4	94.4	95.1	83.8	95.0	95.0	95.6
Social 30	87.0	86.6	89.1	85.9	91.3	85.2	88.7	85.5	92.6	86.1
Social 33	89.3	81.5	88.3	82.9	92.6	85.0	88.4	83.5	92.2	84.8
Math 30 P	87.3	84.4	88.2	83.7	84.3	80.6	90.7	82.8	85.7	81.1
Math 30 A	86.2	85.0	90.6	85.5	91.0	87.6	84.0	77.5	85.9	77.6
Bio. 30	82.6	80.8	82.9	81.9	83.1	81.9	85.4	81.4	89.7	83.5
Chem. 30	88.4	84.5	90.0	85.7	94.6	88.2	93.0	88.4	96.7	89.3
Physics 30	84.9	81.5	94.2	86.6	90.7	84.2	89.2	84.4	94.1	86.1
Science 30	96.1	88.2	89.3	84.3	88.2	88.1	87.6	82.8	92.7	87.1
Overall	88.4	85.3	89.4	85.8	90.0	85.7	89.4	84.7	91.3	85.4

**Alberta Education Improvement Evaluation: Improved**

## Comments:

In 2006-2007, Rocky View School Division students met or exceeded provincial expectations in most subject areas (10 of 11) at the acceptable standard. This is most significantly demonstrated at the acceptable standard in Applied Mathematics 30, Chemistry 30, Physics 30, Biology 30 and both Social Studies 30 and 33; and for most courses at the excellent standard, especially in Pure Mathematics 30, Physics 30, Chemistry 30 and Social Studies 30 and 33. As well, students met or exceeded the provincial average of the acceptable standard in 10 of 11 subject areas. It can be noted that an increase in the numbers of students achieving the Acceptable Standard in most Diploma Examinations is occurring. There appears to be a significant difference developing between the school-awarded mark and the diploma examination mark in a few programs when compared to previous years. This should be further studied.

## Actions Taken:

- Piloted RVSD's Priority Schools Initiative in seven schools.
- Assisted schools with exam analysis and action plan development, utilizing SMART Goals planning.
- Initiated the third divisional Alberta Initiative for School Improvement cycle with assessment for learning strategies.

## Actions Being Taken:

- Continue and expand Priority Schools Initiative.
- Review cause for variance between school-awarded mark and diploma mark.
- Continue central support and AISI focus.

# Diploma - Standard of Excellence

## Results:

	2002/03		2003/04		2004/05		2005/06		2006/07	
	RVSD	Prov.	RVSD	Prov.	RVSD	Prov.	RVSD	Prov.	RVSD	Prov.
<b>Grade 12</b>										
Eng.30-1	n/a	n/a	18.2	18.8	19.6	17.8	22.0	19.3	21.3	19.0
Eng.30-2	n/a	n/a	11.6	7.1	12.3	10.1	10.6	8.1	14.7	9.7
French 30	7.5	15.4	4.4	16.7	13.9	19.1	13.5	21.8	12.5	23.1
Social 30	21.1	22.0	26.5	23.8	29.4	24.3	27.9	23.9	31.6	24.6
Social 33	21.6	13.1	21.1	15.0	31.3	17.6	27.5	19.0	32.0	19.6
Math 30 P	30.8	27.1	39.4	32.0	27.6	25.7	35.5	26.5	32.4	24.6
Math 30 A	15.6	14.0	14.7	14.3	30.0	21.8	14.2	11.8	17.3	12.1
Bio. 30	22.7	21.9	26.5	26.6	25.0	26.6	31.7	26.4	32.8	27.4
Chem. 30	30.4	24.6	31.5	27.9	35.9	33.4	52.7	37.1	49.5	37.9
Physics 30	29.2	25.1	37.3	29.8	28.8	27.8	35.9	30.0	44.2	29.3
Science 30	23.4	19.7	14.6	16.5	25.5	22.1	15.7	17.3	16.3	18.0
Overall	22.9	20.8	24.8	22.2	26.3	23.0	28.1	23.0	29.5	23.3

Alberta Education Improvement Evaluation: **Improved**

## Comments:

RockyView School Division students met or exceeded provincial expectations in most subject areas (7 of 11) at the excellent standard. This is most significantly demonstrated at the excellent standard, especially in Pure Mathematics 30, Physics 30, Chemistry 30 and Social Studies 30 and 33. As well, students met or exceeded the provincial average of the 9 of 11 subject areas at the excellent standard. It can be noted that an increase in the numbers of students achieving the Excellent Standard in most Diploma Examinations is occurring. There appears to be a significant difference developing between the school-awarded mark and the diploma examination mark in a few programs when compared to previous years. This should be further studied.

## Actions Taken:

- Piloted RVSD's Priority Schools Initiative in seven schools.
- Assisted schools with exam analysis and action plan development, utilizing SMART Goals planning.
- Launched a divisional research project on "Excellence and Meeting the Needs of the Highly Able Student", allowing teacher focus groups to examine this issue and identify appropriate instructional strategies.
- Struck a Gifted Educations Steering Committee to design a comprehensive Gifted Education Framework with supporting documents.

## Actions Being Taken:

- Continue and expand Priority Schools Initiative.
- Review cause for variance between school-awarded mark and diploma mark.
- Continue AISI focus and central and gifted support.

# GOAL TWO:

Excellence in Student Learning Outcomes

## Outcome:

Students demonstrate high standards.

## Performance Measure:

Percentage of students who achieve the standard of excellence on diploma exams.

## 2006/07 Target:

English 30-1 - 19 percent  
 English 30-2 - 15 percent  
 French 30 - 15 percent  
 Social 30 - 20 percent  
 Social 33 - 20 percent  
 Math 30 Pure - 15 percent  
 Math 30 Applied - 20 percent  
 Biology 30 - 20 percent  
 Chemistry 30 - 20 percent  
 Physics 30 - 20 percent  
 Science 30 - 20 percent

# GOAL TWO:

Excellence in Student Learning Outcomes

## Outcome:

Students demonstrate high standards.

## Performance Measure:

Diploma Exam Participation Rate:  
Percentage of students who have written four or more diploma exams by the end of their third year of high school.

## 2006/07 Target:

Not set

# Participation Rate

### Results:

	2001/02	2002/03	2003/04	2004/05	2005/06
RVSD	52.1	54.8	57.0	58.4	55.9
Province	50.1	51.4	52.4	53.5	53.7

Alberta Education Improvement Evaluation: **Maintained**

### Comments:

Rocky View continues to sustain its participation rates for diploma examinations. Although there has been a drop compared to previous years, its results still surpass provincial averages. Much of the jurisdiction's continued success is related to its commitment to offer quality programs and a range of program choices for students. Part of the drop in results may be attributed to small and medium sized high schools' struggle to offer a range of choices, while also providing a comprehensive high school program for all students.

### Actions Taken:

- Provided a range of program choices for students.
- Enhanced program accessibility in all middle and high schools through program offering available at Rocky View Learning Connection.
- Analyzed individual school exam results and assisted schools in developing local action plans, which followed the SMART Goals planning process.
- Initiated the third divisional Alberta Initiative for School Improvement cycle with assessment for learning strategies.
- Sustained alternate programs, such as Outreach, to assist students who have difficulty in regular programs.

### Actions Being Taken:

- Continue to offer a range of program choices.
- Continue central support and AISI focus.
- Explore distributive model for coordinated delivery of increased program choices at high schools.



# Rutherford Scholarships

## Results:

	2001/02	2002/03	2003/04	2004/05	2005/06
RVSD	29.4	32.5	34.0	36.2	37.3
Province	31.2	32.5	33.8	35.3	37.2

*Alberta Education Improvement Evaluation: Improved*

## Comments:

Rocky View continues to witness an increasing number of students who attain a Rutherford Scholarship for earning 80 percent or better in five core subjects - up by 1.1 percent over last year and 7.9 percent in the last five years. This is a significant improvement and a trend the jurisdiction will endeavour to maintain.

## Actions Taken:

- Incorporated differentiated instruction and research-based teaching and learning strategies to respond to the needs of highly able students.
- Established a Gifted Education Steering Committee to design a comprehensive Gifted Education Framework.
- Expanded Gifted coordinator position from .5 to .75.
- Conducted a divisional research project on "Excellence and Meeting the Needs of the Highly Able Student", allowing teacher focus groups to examine this issue and identify appropriate instructional strategies.
- Supported guidance counselors in helping each student prepare a three year high school plan that is both attainable and challenging.

## Actions Being Taken:

- Continue Gifted Steering Committee and initiate pilot for identification and programming for gifted students.
- Continue to support guidance counsellors in helping students build challenging high school program plans.

## GOAL TWO:

Excellence in Student Learning Outcomes

## Outcome:

Students demonstrate high standards.

## Performance Measure:

Percentage of students meeting the Rutherford Scholarship eligibility criteria.

## 2006/07 Target:

40 percent

## GOAL TWO:

Excellence in Student Learning Outcomes

### Outcome:

Students are well prepared for lifelong learning.

### Performance Measure:

High school to post-secondary transition rate within four and six years of entering Grade 10.

### 2006/07 Target:

35 percent

## Transition Rate

### Results:

	2001/02		2002/03		2003/04		2004/05		2005/06	
	RVSD	Prov.	RVSD	Prov.	RVSD	Prov.	RVSD	Prov.	RVSD	Prov.
4 years	32.2	32.0	28.9	32.8	31.7	34.0	38.2	37.0	39.4	39.5
6 years	52.7	51.2	50.0	51.5	56.2	54.4	57.1	57.5	57.6	59.5

**Alberta Education Improvement Evaluation: Improved Significantly**

### Comments:

A high percentage of Rocky View students pursue post secondary training within four and six years of leaving the jurisdiction. The growth evident since the 2001-2002 school year is directly attributed to high school staff, who have worked diligently to provide greater opportunities for students to plan their next life step.

### Actions Taken:

- Linked grade 12 and returning grade 12 students to Rocky View Learning Connection program opportunities to ensure they obtain the necessary entry requirements to attend their desired post-secondary institutions.
- Supported career development centres at all regional high schools to ensure students can access information about post-secondary opportunities and the world of work.
- Made use of the career planning resource, such as Bridges.com and Career Cruising, at all middle and high schools.
- Held scholarship and post-secondary information sessions for students and parents in many high schools.
- Counseled students and their parents on appropriate post-secondary program choices.
- Assisted students with student loan applications.
- Sent all high school students to regional post-secondary fairs and/or out-of-province fairs.

### Actions Being Taken:

- Continue to ensure students obtain the qualifications needed to attend post-secondary training.
- Continue to involve students in regional and out-of-province post secondary fairs.
- Continue to use the career centres to update post secondary information.

# Work Preparation

## Results:

	2003/04		2004/05		2005/06		2006/07	
	RVSD	Prov.	RVSD	Prov.	RVSD	Prov.	RVSD	Prov.
Overall	67.0	72.2	70.8	74.9	75.9	77.0	71.8	77.1
Parent	49.2	57.1	52.7	60.8	61.2	64.6	55.7	65.1
Teacher	84.7	87.3	89.0	89.1	90.6	89.4	87.8	89.2

Alberta Education Improvement Evaluation: **Maintained/Issue**

## Comments:

Results in the area of workplace preparation are considerably lower than the provincial average. Improving satisfaction levels among parents is an area for improvement and a priority for the Division. While it is difficult to isolate why the jurisdiction has witnessed a dramatic decline this past year, the Division questions whether parents, in particular those with students in grade 4 and 7, understood what exactly this question is trying to ask. Improving this result may be more of a communication issue than a change in program goal.

## Actions Taken:

- Ensured Grade 9 students across the jurisdiction had the opportunity to participate in the Take Your Kids to Work program.
- Promoted alternative educational opportunities, such as the Registered Apprenticeship Program, to accommodate the needs of students whose career plans involve the trades.
- Expanded the development of employability skill portfolios through high school CALM classes.
- Connected high schools students to businesses by involving them in trade fair exhibits.

## Actions Being Taken:

- Communicate with parents how work force skills and attitudes are being taught at elementary and middle levels.
- Continue to promote the Take Your Kids to Work program.
- Encourage high school students to access career centres.
- Continue and expand the use of trade fairs.
- Build greater awareness of the Conference Board of Canada's Employability Skills.

# GOAL TWO:

Excellence in Student Learning Outcomes

## Outcome:

Students are prepared for employment.

## Performance Measure:

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.

## 2006/07 Target:

75 percent



Janelle Smith, Gr. 9  
Bow Valley High School

# GOAL TWO:

Excellence in Student Learning Outcomes

## Outcome:

Student model the characteristics of active citizenship.

## Performance Measure:

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

## 2006/07 Target:

85 percent

# Citizenship

### Results:

	2003/04		2004/05		2005/06		2006/07	
	RVSD	Prov.	RVSD	Prov.	RVSD	Prov.	RVSD	Prov.
Overall	69.6	72.2	72.9	75.3	73.8	76.8	73.0	76.6
Parent	63.7	67.5	69.3	70.3	69.3	72.4	69.5	72.6
Student	59.3	63.0	62.2	66.1	63.3	67.5	61.5	67.1
Teacher	85.7	86.1	87.0	89.5	88.9	90.3	88.1	89.9

Alberta Education Improvement Evaluation: **Maintained**

### Comments:

Over the past four years, incremental improvements have been made in the area of developing citizenship skills in students. Based on the variance between the high percentage of teachers satisfied with students' character development and that of parents and students, the jurisdiction needs to explore how it can narrow this gap in satisfaction rates.

### Actions Taken:

- Implemented in over 70 percent of elementary schools Michelle Borbra's 'Virtues' program, which focuses on the practice of virtues - such as responsibility, thankfulness, self-discipline and generosity - in the classroom and in everyday life.
- Confirmed that all middle, multi-level and high schools are implementing some form of citizenship or character education program.
- Involved students in a wide variety of extra curricular citizenship initiatives, such as Greening our World, Students for Change and Adopt-a-Country.
- Continued to link students to community programs that build citizenship skills such as Leadership Development and the Alberta Mentorship Program for Youth.

### Actions Being Taken:

- Standards for citizenship and social responsibility are being investigated to help build a common language among schools, administrators, teachers, students and parents.
- Feeder schools have teamed up to integrate the Virtues program from K - 12, to encourage parents to partner with schools in modeling and building positive character and active citizenship in students.
- Individual and small groups of students are being showcased at public board meetings to celebrate and help build awareness of citizenship programs and activities in the jurisdiction.



Josie Price, Art 20  
Bert Church High School

# Parental Involvement

## Results:

	2003/04		2004/05		2005/06		2006/07	
	RVSD	Prov.	RVSD	Prov.	RVSD	Prov.	RVSD	Prov.
Overall	73.2	74.1	76.5	76.1	77.8	77.9	78.4	77.5
Parent	59.6	62.8	63.2	65.2	65.9	68.1	66.8	67.9
Teacher	86.7	85.4	89.9	87.0	89.7	87.6	90.1	87.1

Alberta Education Improvement Evaluation: **Maintained**

## Comments:

Over the past four years Rocky View has witnessed an increase in the percentage of parents and teachers satisfied with parents' involvement in the decision making process. Despite these incremental improvements, the jurisdiction has witnessed a marked decrease in the number of parents attending its joint Board/School Council meetings, which explores issues of interest to both parties. Increased activity at the jurisdictional level is desired.

## Actions Taken:

- Held a Board/School Council joint meeting to generate discussion on issues of importance to both parties and to identify school council best practices.
- Invited school councils to provide input into several Board policies being drafted or revisited by Trustees.
- Opened the door for greater parental involvement through parent/teacher/student educational conferences, and the implementation of Home Logic, a web-based application that allows parents to see classroom events, student marks, student attendance and private notes from the teacher.
- Involved parents of students with special needs in the development of their child's individual program plan.
- Requested all jurisdictional schools to involve their school council in the development of School Education Plans.
- Involved over 30 parents in the jurisdiction's Three Year Planning Process, which will culminate in the development of the jurisdiction's 2008-2011 Three Year Plan.
- Witnessed thousands of volunteer hours logged by parents who organize and manage a variety of school-wide events.

## Actions Being Taken:

- Alternate avenues of parental involvement at the jurisdictional level are being investigated to ensure parents are informed and remain supportive of the system's education and operational directions.

# GOAL THREE:

Highly Responsive & Responsible Jurisdiction

## Outcome:

The jurisdiction demonstrates effective working relationships with partners and stakeholders.

## Performance Measure:

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

## 2006/07 Target:

80 percent

# GOAL THREE:

Highly Responsive & Responsible Jurisdiction

## Outcome:

The jurisdiction demonstrates leadership and continuous improvement.

## Performance Measure:

Percentage of teachers and parents indicating that their school and schools in their jurisdiction have improved or stayed the same in the last three years.

## 2006/07 Target:

75 percent

# School Improvement

### Results:

	2003/04		2004/05		2005/06		2006/07	
	RVSD	Prov.	RVSD	Prov.	RVSD	Prov.	RVSD	Prov.
Overall	69.1	68.8	74.5	73.9	74.6	76.8	75.7	76.3
Parent	66.5	65.3	73.6	70.9	74.4	75.4	75.4	75.1
Student	65.3	73.9	70.3	77.9	72.4	79.4	72.7	79.3
Teacher	75.3	67.2	79.7	73.1	76.8	75.5	79.0	74.5

**Alberta Education Improvement Evaluation: Improved**

### Comments:

Stakeholder satisfaction with school improvement continues to increase incrementally each year. Although the jurisdiction has met its target of 75 percent for this measure, its overall results are slightly below the provincial average. Maintaining a mindset of 'continuous improvement', the jurisdiction needs to establish a new target and strategies to move the Division towards its goal.

### Actions Taken:

- Reorganized the senior executive portfolios to provide greater leadership in a cross-disciplinary and collaborative environment, as well as to achieve greater, consistent monitoring of schools.
- Formed six working committees, made up of both system and school administrators, to examine, evaluate, develop and/or recommend adjustments to procedures and processes in the areas of human resources, instruction, leadership development, operational efficiencies, communications, and budget.
- Achieved greater ability to retain qualified staff by approving new job groupings and salary schedules.
- Supported, monitored and evaluated schools' achievement and success levels through the development of system and school education plans and annual results reports.
- Continued to build leadership capacity through the Division's Leadership Development Program.
- Provided a number of professional development sessions on effective assessment and instructional practices.

### Actions Being Taken:

- School Education plans are being shared among schools to communicate best practice for school improvement.

# Professional Development

## Results:

	2003/04		2004/05		2005/06		2006/07	
	RVSD	Prov.	RVSD	Prov.	RVSD	Prov.	RVSD	Prov.
Overall	n/a	n/a	69.3	76.5	73.0	78.2	76.1	78.8
Teacher	n/a	n/a	69.3	76.5	73.0	78.2	76.1	78.8

## Alberta Learning Commission Outcome

## Comments:

Teacher satisfaction with professional development and inservice has continued to grow since the inception of this measure. Part of this satisfaction stems from a deep and long term commitment Rocky View has made to professional development, as is reflected in its collective agreement, policies and department structures. The Division's professional development culture also has impacted how Rocky View School Division implements programs and initiatives like the Alberta Initiative for School Improvement and new curricula implementation.

## Actions Taken:

- Allocated a minimum standard of support to all teachers for conferences and alternate PD activities, as defined under the ATA's collective agreement.
- Structured funding available through the Alberta Initiative for School Improvement projects under a professional development framework for the last two cycles, with a link to curricular practices.
- Continued to allocate school-based and jurisdictional professional development days in its calendar.
- Continued to link with local and regional agencies/organizations to meet staff professional development needs (eg: Calgary Regional Consortia, specialist councils, etc.).
- Provided professional development sessions related to Three Year Plan, such as Non-Violent Crisis Intervention, Assistive Technology, Home Logic, and Mobil Technology.

## Actions Being Taken:

- Continue to support existing professional development culture.
- Continue to collaborate with local and regional organizations in PD planning, organization and delivery.
- Continue to provide professional development sessions related to Three Year Plan.

# GOAL THREE:

Highly Responsive & Responsible Jurisdiction

## Outcome:

The jurisdiction demonstrates leadership and continuous improvement.

## Performance Measure:

Percentage of teachers reporting that in the past 3-5 years the professional development and inservice received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.

## 2006/07 Target:

80 percent



Jordan Domasla, Art 20  
Rocky View Learning Connection

## CAPITAL PLAN

# ADDRESSING SIGNIFICANT STUDENT GROWTH

An interview with John Wheatly, Director of Facility Planning, Rocky View School Division

### **What are the major challenges in accommodating students in Rocky View School Division?**

Over the past six years Alberta's robust economy has driven a significant population growth in the Calgary metro area. The smaller communities around Calgary offer a wide range of more affordable housing and a desirable quality of life; therefore, they are attracting 17 percent of the people moving into the Calgary metro area. Unlike Calgary, these communities do not have a base level of infrastructure that allows easy absorption of the population growth. Consequently, our jurisdiction is struggling to provide adequate educational facilities in the growth communities in the Division.

Data from the CMHC (Canada Mortgage and Housing Corporation) indicates that residential growth in the areas surrounding Calgary continues to be vibrant with a total of 344 housing starts in the first three months of 2007. These starts are largely in Chestermere, Airdrie, Langdon, Springbank and Cochrane. Through 2006 the Division had 2,913 home starts with 1524 units built in Airdrie, 712 units in Chestermere and 318 in Cochrane. Langdon and Springbank also saw 359 units built in 2006.

This growth is directly related to the energy and mines based economy which continues to be healthy in Alberta. The growth experienced in the recent years, in addition to policy changes such as the Class Size Initiative, have resulted in full facilities throughout the jurisdiction. If sustained, this growth will accelerate the pressure our schools are experiencing.

The buoyant economy and resulting construction market have created construction costs that are significantly higher than the funding provided by Alberta Infrastructure and Transportation. This is resulting in delays in processing project submissions and approvals

for additional funding, and projects are not being completed on time to accommodate the increased student populations.

### **How are capital projects funded?**

All capital projects that change the gross area of a school or change the effective capacity of a school must be approved by the province. All funding for these projects also comes from the province.

Each year, we prepare a ten-year facility plan and a three-year capital plan that outlines the new schools, additions and renovations that are required to meet the accommodation needs within our Division. The three-year capital plan is reviewed by the province and individual projects are prioritized with all the capital needs, i.e. advanced education, hospitals, roads, and corrections, within the province to determine which projects will receive approval and funding.

School authorities also receive Infrastructure, Maintenance and Renewal (IMR) block funding from the province. This funding is intended for replacement of essential building components and systems and is not available for program or educational needs.

### **What are the challenges of gaining approval?**

In our experience, capital funding for the significant number of schools in our urban areas experiencing rapid growth is being severely challenged due to the volume of infrastructure needs across the province. As reported by the Auditor General, Alberta maintains a backlog of infrastructure projects, totalling over \$6 billion dollars. Given the critical nature of some of these projects, Rocky View's growth needs have not yet been adequately addressed and appear to remain lower on the government's priority list. It is hoped that funding will be received for the jurisdiction's priority projects in the next round of infrastructure project announcements.

**How are capital projects determined by Rocky View School Division?**

In essence our priorities are determined by the government. Alberta Infrastructure and Transportation prioritizes capital funding for projects that address:

1. Health and safety issues
2. Student growth
3. Programming needs
4. Comprehensive modernization or additional non-instructional spaces
5. Cost savings
6. Other school or community needs

We determine our growth needs by monitoring subdivision applications in our resident municipalities and through discussions with subdivision developers. Program needs are evaluated through consultation with administration and the Board.

From these reviews, capital needs are then identified and a list of priorities is drafted and approved by the Board.

**What building renewal and constructions projects were undertaken during the 2006/07 school year?**

During the 2006-2007 school year, Rocky View completed three major projects. In response to health and safety issues, the jurisdiction received \$9.75 million to build a replacement school for Edwards Elementary School in Airdrie. In response to increasing enrolments, we received \$7.3 million to construct Nose Creek Elementary in Airdrie and \$4.3 million to add seven classrooms and a gymnasium to Muriel Clayton Middle School, also in Airdrie. In 2006, we also received approval to add four modular classrooms to the Nose Creek Elementary School and to build a new elementary school in Chestermere. The new school's estimated value is \$12.2 million and is expected to open in 2008.

With IMR funding, we also undertook numerous projects to replace building components relating to:

- health and safety issues - \$85,000
- water and sanitary services - \$502,000
- heating and ventilation - \$436,000
- lighting and electrical - \$106,000
- sitework - \$69,000
- security - \$42,000
- roofing replacement - \$561,000
- flooring - \$356,000



*Ecole Edwards Elementary School*

**What are RVSD's current capital priorities?**

Currently we have 17 capital projects identified for approval. Listed in order of priority they are:

- |  |         |
|--|---------|
| 1. New Langdon K-4                                     | Pending |
| 2. New Sagewood Middle (Airdrie)                       | Pending |
| 3. New Airdrie Elementary (West Side)                  | Pending |
| 4. New Cochrane Elementary                             | Pending |
| 5. New Langdon Senior High                             | Pending |
| 6. Community Learning Centre (Airdrie)                 | Pending |
| 7. Elbow Valley Modernization & Portables (Springbank) | Pending |
| 8. Westbrook Modernization & Portables                 | Pending |
| 9. Chestermere High Portables                          | Pending |
| 10. Langdon K-8 Portables                              | Pending |
| 11. Elizabeth Barrett Portables (Cochrane)             | Pending |
| 12. Nose Creek Portables (Airdrie)                     | Pending |
| 13. New Airdrie Elementary (East Side)                 | Pending |
| 14. Chestermere High Woods/Fabrication                 | Pending |
| 15. R.J. Hawkey Library/classrooms (Airdrie)           | Pending |
| 16. Elizabeth Barrett Library/Classrooms (Cochrane)    | Pending |
| 17. W.G. Murdoch Classrooms (Crossfield)               | Pending |

**Where can residents look for more information?**

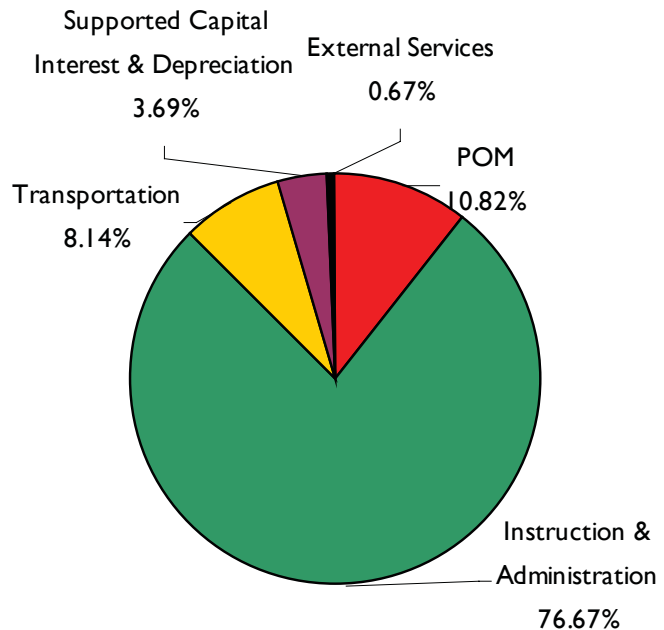
Residents wanting more information on Rocky View's Capital Plan can access a copy on its public website at <<http://www.rockyview.ab.ca>> under General Information/Planning. They may also call Director of Facility Planning, John Wheatly, at (403) 945-4010.

# 2006/07 FINANCIAL RESULTS

## Impacting Factors

- Increased number of students eligible for transportation funding.
- Increased demand to serve greater number of students with special needs.

**Revenue -  
\$132,651,632**



- Based on a September 30, 2006, enrolment of 15,480 students, Rocky View School Division revenues for the 2006/07 school year totalled \$132,651,632, an increase of 3.3 percent over the previous year.

- Revenue by category totalled:

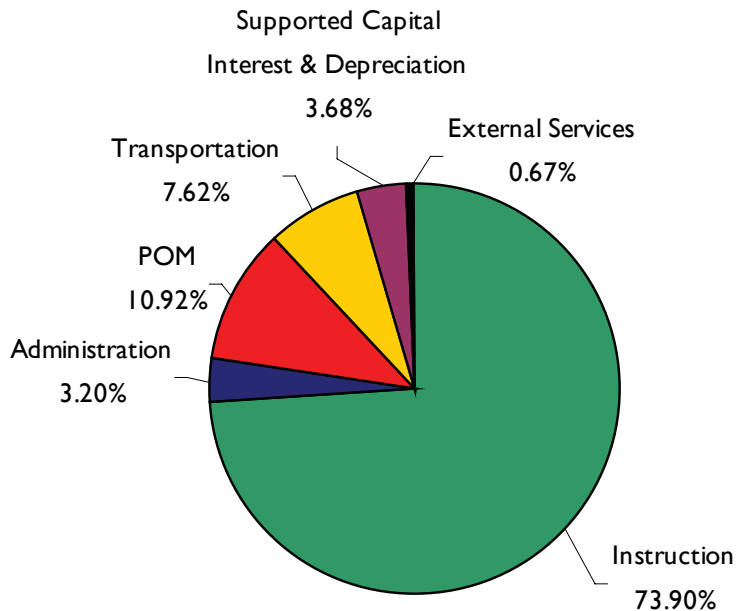
Instruction & Administration	\$ 101,706,515
Plant Operations & Maintenance	\$ 14,359,329
Transportation	\$ 10,799,497
Capital Interest & Depreciation	\$ 4,895,978
<b>SUB-TOTAL</b>	<b>\$ 131,761,319</b>
External Services	\$ 890,313
<b>TOTAL</b>	<b>\$ 132,651,632</b>

- Based on total revenues, the cost to educate one student equalled:

Instruction	\$ 6,595.91
Administration	\$ 288.24
Plant Operations & Maintenance	\$ 971.93
Transportation	\$ 730.98

- Approximately \$126,865,341 or 80.16 percent of Rocky View's total funds (which includes Instruction, School Generated Funds, and System Instruction) was spent directly on students in the classroom.

## Program Expenditures - \$132,907,405



- The largest expenditure was for teacher salaries and benefits, totalling \$71,666,606. Support staff salaries and benefits totalled \$23,656,372.
- The cost for Board and System Administration was below the province's cap of 4 percent for a total of 3.2 percent (\$4,258,501).
- Expenses over revenues resulted in a deficit of \$255,773 for the 2006/07 school year, depleting the jurisdiction's accumulated operating reserves to \$229,821.
- Capital reserves at the end of the year totalled \$706,010 and unrestricted net assets were \$0.

### For more information:

- Rocky View School Division's 2006-2007 Audited Financial Statement is located on its website at: <<http://www.rockyview.ab.ca>> under General Information/Divisional Documents.
- Information on the jurisdiction's source of generated funds and their use are contained in its Audited Financial Statement.
- For comparative financial information see Alberta Education's provincial Audited Financial Statements roll up at: <<http://www.education.gov.ab.ca/funding/afs/>>.
- Questions regarding Rocky View's Financial Statement should be forwarded to its Associate Superintendent Business and Operations Darrell Couture at (403) 945-4008.

## 2006/07 FINANCIAL RESULTS

### Spending Priorities

- Continued reduction in the average class size at the elementary level.
- Increased demand for skilled workers necessitated implementation of a job evaluation review, resulting in a cost increase of \$1 million during the 2006/07 school year.

# Amendments

The following outlines the changes made to Rocky View School Division's measurements, and subsequently, results included or deleted in its 2006/07 Annual Education Results Report.

## COMPONENT

### Goal Two

Deleted – Percentage of students in the seven special programs who achieve satisfactory standard:

- English As A Second Language
- Native, Métis and Inuit Children
- Students with Special Needs
- Academically At Risk
- Home Education
- Online Programs
- Outreach Programs

### Goal Three

Deleted – Percentage parents who are satisfied that their school council does influence decisions made at their child's school.

# The Branding Accident

A short story by:  
Jesse Marangoni, Gr. 12, Springbank Composite High School

Six o'clock am. I had stayed up 'till midnight doing English homework, but I knew I had to get up; I knew I had a long day ahead of me and I needed an early start if I wanted to get it done. It was branding day on my family's ranch. It's tough work but I was up for the challenge. I have never missed my family branding in my entire life. Even when I was little, and the calves I was trying to wrestle were five times the size of me, I went, and I enjoyed it. The best part of being a kid was the lunch that we would get after the work was done (I was a pack rat for the cherry tarts). But now I was older and I had experience working on a ranch so I could help a lot more.

Six-fifteen passed, 6:30, it wasn't until 6:45 that I decided to get out of bed. I wasn't too worried at the time because we weren't starting until 7:00. I quickly put my old work jeans on and rushed down the stairs to the kitchen which was on my way to the door. Now I remembered why I wanted to get up earlier as my stomach let out a menacing growl. I stared dispiritedly at an empty coffee pot and the frying pan with no hot, bubbling bacon waiting to be eaten. I checked the time: 6:50. I had neither the time nor the abilities to cook myself something so I grabbed a glass of milk and a half a loaf of bread and headed to the garage. Not a rancher's breakfast, but it tied me over for the time being. I looked at my ATV and saw my chainsaw; still on it from a previous day work. I quickly untied it and set it aside. I wouldn't want it to get hit by a cow after all. The gas gauge warned me that I wasn't going to make it very far so I filled it up as fast as I could, which wasn't very fast. Finally I hopped on the quad, started it and checked the time: 7:00.

I didn't think I could go so fast on this quad before this morning but I quickly discovered that it can go 120 km through the fields. I decided that if I was going to make it there on time I would have to take the road so I got out of the field and headed down the highway. There weren't any cars out yet and I expected the police to still be ordering their doughnuts so I wasn't concerned about my rash decision. Plus the ranch is only two miles from my house so it wouldn't be a problem. Just as I turned in the rest of the workers turned out and headed down the road, exactly the way I just came from.

When we got to the field, one of the workers asked why I was so late. I explained that I was early since I was the first one at this gate. It was true; I had passed by it on my way to the ranch. So I finally went to work, after about

(continued next page)



Robyn Braunwarth, Gr. 8  
Rocky View Learning Connections

two hours or so we had all of the cows and calves in the corral and sorted so that the calves were separated from their moms. The air was filled with the stench of manure and the awful sound of calves belting out for their mothers and their mothers belting back. My stomach began to growl again but it wasn't lunch time yet, it was barely even 9 o'clock.

Most of the caves were small compared to me, now, not too much I couldn't handle. But I saw one calf in there that was huge. I hearkened back to the days where the calves were five times the size of me. I thought they must have inadvertently let a cow in with the calves. I knew that I had to wrestle that one: it was my challenge, my Everest.

They let the first batch in and the monster came charging through the gates. For the brief moment that it wasn't bucking around, I noticed a glimpse of red on its ear - a red tag. This meant it would be a bull. I figured as much though since they always pick the wildest one. My partner and I went straight for this wild beast. He grabbed the rear legs and I grabbed the front. The bull had different plans, however: My partner got kicked off of the back and I had a short moment to think about what I should do.

I had two choices: to let go and live but face the laughing and mocking of the people standing around the corral. That didn't seem fair, maybe they should come in and wrestle this thing but alas these were the times. My second choice was to hang on and try to slow it down long enough for my partner to regain consciousness. Of course, I chose the second. I grabbed its neck and actually brought it down for a few seconds but it was a lot more resilient than my partner was and quickly got its feet back. I was being dragged around the corral in a constant struggle to bring it down. The people around the corral were laughing any ways but at least they weren't mocking - yet. It was a lost cause, I had my accident. I let go and, to add insult to injury (or rather injury to injury), the bull gave me a good hard kick square in the chest. I was down for the count and, looking up, realized my error.

~ the end