



Three Year Education Plan 2007 - 2010



~ Kyla Shenko, Grade 12,
Bert Church High School

For more information about Rocky View School Division's 2007-2010
Three Year Plan, Capital Plan or Budget, contact:

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MESSAGE FROM THE BOARD CHAIR

Above all else, Rocky View School Division is a public education system dedicated to the development of its students. Over the past 12 months, our Board has witnessed tremendous progress towards providing a quality education for every student in a caring and innovative environment.

When it comes to student achievement, our students continue to do very well. Our Board is thrilled with the accomplishments and dedication exhibited by our students, not only academically, but artistically and socially.

Of course behind many of our students' success stories is our staff. It is with their dedication, commitment and expertise our students have access to a wealth of learning opportunities which meet their needs. Our parents and communities, too, continue to enhance our school environments through their participation as volunteers, advisors, fundraisers and most importantly as our partners in education.

Our school board places significant importance on planning for the next three years, and on honouring our obligation to our education plan for the Minister of Education and our school communities. This past spring we embarked on a comprehensive planning process, engaging almost 200 stakeholders in identifying long term priorities for our jurisdiction. This process will continue in the fall 2007 and, with our 2007-2010 Three Year Plan to guide our work, we hope to define a common vision and direction for the years to come.

On behalf of our Board of Trustees, I would like to take this opportunity to say "thank you". It has been very rewarding for our members, as elected representatives, to serve the students of Rocky View School Division. As we end our three year term, our Board is confident the best interests of our students are being served and the wheels are in motion towards a successful and bright future.

Thank-you.

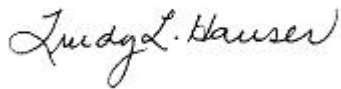
Trudy Hauser
Board Chair



~ Brittany Fraser, Grade 10
Bow Valley High School

STATEMENT OF SCHOOL BOARD RESPONSIBILITY

The Education Plan for Rocky View School Division for the three years commencing September 1, 2007 was prepared under the direction of the Board in accordance with the responsibilities under the School Act and the Government Accountability Act. This Education Plan was developed in the context of the provincial government's business and fiscal plans. The Board is committed to achieving the results laid out in this plan.



Trudy Hauser
Board Chair



Greg Bass
Superintendent of Schools



~ Charlotte Hemstock, Grade 9
Springsbank Community High



~ Julie Sitter, Grade 10
Cochrane High School

FOUNDATION STATEMENTS

VISION

The Rocky View school system expects its students to be the best-educated young people in the Province of Alberta. The Board of Trustees guarantees its students an opportunity to:

1. Realize personal success in school,
2. Develop the skills required to compete in a global market, and
3. Foster a desire for life-long learning.

Our graduates will be able to solve problems, adapt to change, and see opportunity in uncertainty.

The Rocky View school system focuses on providing equal opportunity and access to learning opportunities for students, exclusive of income, proximity to schools, and special needs.

Our schools and staff will continually focus on delivering programs and services that:

1. Promote academic excellence,
2. Develop a strong character ethic, and
3. Prepare young Albertans for the workplace and further studies.

Our school system is committed to achieving this kind of future for our young people.

MISSION

Rocky View School Division No. 41 will provide quality education for every student in a caring and innovative environment.

BELIEF STATEMENTS

We believe:

- Each person creates and makes his or her own choices.
- The family is the primary support for the individual in society.
- All people have equal, inherent value.
- Each person is responsible for his or her actions.
- Each person has unlimited potential.
- Honesty is the basis for trust.
- Communication is essential to understanding, and understanding is essential to communication.
- Education is life-long learning.
- Each person has the right to seek success by his or her definition of success.
- Each person is entitled to be treated in a manner that gives preference to fairness over justice.
- Each person deserves the unrestricted opportunity to learn.
- Each person can make a contribution to the good of society.
- High achievement results from high expectations.

JURISDICTIONAL PROFILE

Bordering the City of Calgary like a “horseshoe” to the north, west, and east, Rocky View School Division serves the educational needs of approximately 15, 200 student within 39 schools, located in the City of Airdrie, the Town of Cochrane, the Town of Chestermere and the Municipal District of Rocky View.

As stewards of the system, Rocky View’s seven member board promotes an open and transparent learning system, taking very seriously its responsibility for setting directions, allocating resources, monitoring and reporting student and operational achievements. A superintendent of schools reports directly to the Board. The Superintendent works collaboratively with stakeholders with the assistance of three associate superintendents, a secretary-treasurer and 104 Education Centre staff. This team provides support to 66 school-based administrators, 1042 teachers,

550 support staff and 39 school councils in the areas of curriculum and instruction, professional development, student transportation, human resources, communication, capital planning and facility maintenance.



~ Jade Boisjoli, Grade 7
Muriel Clayton Middle School

Rocky View’s educational programs are designed to meet the needs of all learners: The jurisdiction’s basic education focuses on the core competencies in Language Arts, Math, Science, Social Studies, Fine Arts and Physical Education. The jurisdiction expands its basic programming require-

ments with a wide variety of programs, designed to meet the individual needs and interests of students. Complementary and alternate programming includes: Early Childhood Services, Kindergarten, French Immersion, English as a Second Language, Information and Communication Technology, Registered Apprenticeship Program, Knowledge and Employability Program, Advance Placement, Gifted, International Studies, Aboriginal Education, Off-Campus, Virtual and Distance Education, Career Development, Christian Programming and Home Education. Students also have many enrichment opportunities outside of the classroom through clubs and athletic team sports.

Students with special learning needs are provided the opportunity to participate with their student peers through Rocky View’s Inclusive Education Program. Supported by a School Resource Group, each student has an individual program plan that modifies or adapts the curriculum to his/her needs. Rocky View also offers intervention programs such as its Child Development Program, to ensure all students have the opportunity to become successful learners.

TRENDS

Student Population Growth

Rocky View School Division has and will continue to experience student population growth in its major urban centres – usually ranging annually from one to two percent to as high as four percent in select communities. The first three months of 2007 saw a total of 344 housing starts in Rocky View’s urban communities. It is expected that as this growth occurs, there will be pressure on the system to provide additional facilities and resources, while maintaining a high standard of educational service.

Programs for Gifted and Talented Students

Several goals have been established in the area of gifted education. One focus will be increased awareness among all staff and parents of the research in gifted education. Another focus will be on improving the identification process and expanding programming for gifted students. Programming will emphasize effective differentiation approaches such as clustering, acceleration, mentorship, and enrichment.

Focus on Student Achievement in Mathematics

Identified as a key area by Alberta Education, improved achievement in mathematics at the Grade 9 level is a priority for Rocky View. Both provincially and locally, scores are consistently lower than in other subject areas. Emphasis is being placed on problem solving in curriculum, authentic evaluation, and inservice for teachers to meet this challenge.

First Nations, Metis and Inuit Learners

Alberta Education’s First Nations, Metis and Inuit (FNMI) Education Policy Framework requires that school boards increase and strengthen knowledge and understanding among all Albertans of FNMI people, governance, history, rights, and culture. It also emphasizes excellence in FNMI learner achievement and high quality learning opportunities. Considerable development of resources and support has been undertaken by the province to support the goals of the Framework. It is the jurisdiction’s responsibility to build awareness of the policy goals and to ensure implementation.

Building Leadership Capacity

With the anticipated retirement of the baby boomer generation approaching, succession planning is more important than ever before. Boards need to promote and support building leadership capacity within their systems to ensure the continuing success of Alberta’s Education system in the future.

P3 Partnerships

Based on a mid-April government announcement, it appears the fate of future capital projects for Rocky View lies in the hand of boards to establish Private-Public Partnerships. Three-hundred million dollars have been reserved by the province for P3 Partner-



~ Lindsay Wells, Art 35
Springsbank Community High School

ship over the next years. Boards across the province are currently awaiting the procedures and processes to be followed to establish this seed funding.

Occupational Health and Safety (OH&S)

The Alberta government is working with businesses and professional, trade, and community organizations to build a healthier, more productive workforce. There are a number of OH&S legislative requirements with which boards must comply. As well, boards are being encouraged to integrate workplace health and safety concepts into the curriculum, developed by Alberta Education Workplace Health and Safety Education initiative.

ISSUES

New Curriculum Implementation

New curriculum implementation is identified as a key issue by teachers and administrators. Staff members indicated that additional resources and professional development related to new programs, beliefs and strategies are needed for successful implementation of new programs and initiatives. During the 2007/08 school year, Rocky View will need to prepare for the implementation of new programs of study in social studies, mathematics and a second language initiative for Grades 4 - 9.

Speech Services

Speech services in the Calgary region continue to be inadequate. There are many students who are missing an essential part of being able to communicate due to speech needs. There is not a sufficient number of trained staff to provide for all the needs of Rocky View students.

Ability to Hire Specialized Teaching Staff

Rocky View schools offer a full complement of courses in both the English and French language streams. Being adjacent to the City of Calgary, Rocky View must compete with both major urban school boards to hire teachers to offer all these courses. It is challenging to find teachers whose specialties are CTS, Special Education, Gifted, Guidance and Counselling, French Immersion, Math and Science. The Universities do not graduate sufficient numbers of teachers in the subject areas most needed. All indicators point toward a continued shortage of qualified teachers in these areas. In addition, with the present hot economy, Rocky View is faced with the significant challenge of recruiting specialized support staff due to the competing employment opportunities in the Calgary area particularly as it relates to competition with the private sector wages and benefits.

Inflation & Provincial Grants

Grant revenue increases from Alberta Education are not keeping pace with instructional and support service cost increases, in particular grants

are well below Calgary's current inflation rate of 6 percent. Over the past number of years, service levels have been reduced in an endeavour to remain within the grants provided.

Class Size Initiative

Alberta Education's class size initiative grant has not recognized Rocky View's student population growth over the past three years. In 2007/08, the jurisdiction's CSI grant will be short \$1.6 million. Grant shortfall, coupled with Calgary's inflation rate, is making it impossible for Rocky View to achieve the province's class size guidelines in the K-6 levels.

School Facilities

Rocky View 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.

Provision of Support to Parents as Partners

With increasing emphasis on the role of parents in support of their children in schools, clarity on the role of parents and specific strategies to provide opportunity for parental involvement at the school and jurisdiction level is required. As well, parents are looking to the schools to help them develop their capacity to serve as parent support to their child.

Calgary Annexation

The City of Calgary has applied to annex a significant portion of the Municipal District of Rocky View School land. If the Calgary Board of Education boundaries are extended by Alberta Education to match the area annexed by the City of Calgary, Rocky View School Division will lose students who wish to continue their education in our schools. A permanent boundary must be established between Rocky View and Calgary Board of Education so that the education of students is not disrupted.

2006/07 RESULTS

ACCOUNTABILITY PILLAR

Annually, Alberta Education collects data, calculates and provides results to school boards regarding their performance related to the province's goals, outcomes and performance measures. The pillar aims to enhance performance across the province by emphasizing a common set of measures, using a common evaluation methodology.

Each measure is evaluated on two bases, achievement and improvement, then given an overall evaluation that combines the achievement and improvement evaluations.

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)	Acceptable	PAT: Acceptable	81.3	81.3	81.8	76.9	77.0	77.3	Intermediate	Maintained	Acceptable
			PAT: Excellence	17.2	17.6	17.6	19.1	19.4	19.4	Intermediate	Maintained	Acceptable
	Student Learning Achievement (Grades 10-12)	Good	Diploma: Acceptable	89.4	90.0	89.3	84.7	85.7	85.6	High	Maintained	Good
			Diploma: Excellence	28.1	26.3	24.7	23.0	23.0	22.0	Very High	Improved Significantly	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	71.8	75.9	71.2	77.1	77.0	74.7	Low	Maintained	Issue
			Citizenship	73.0	73.8	72.1	76.6	76.8	74.8	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	74.6	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	n/a	68.2	68.5	n/a
		In-service Jurisdiction Needs	76.1	73.0	n/a	78.8	78.2	n/a

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) Jurisdiction/Provincial Previous 3 year averages: Measures without enough data to calculate this average have been marked as 'n/a'.
- 4) Evaluations of improvement can only be calculated if there are 4 or more years of data. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- 5) 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.
- 6) Data values have been suppressed where the number of respondents is less than 6.

See Appendix A for Results of Rocky View's 2005/06 Provincial Achievement Test and Diploma Exam Results.

GOAL ONE

HIGH QUALITY LEARNING OPPORTUNITIES FOR ALL

OUTCOMES	PERFORMANCE MEASURE*	STRATEGIES	TARGETS		
			2007/08	2008/09	2009/10
1. Schools provide a safe and caring environment for students	Percentage of teachers, parents & 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.	<ol style="list-style-type: none"> 1. Monitor the impact of policies aimed at ensuring interactions with each child are fair, caring and safe. 2. Promote the implementation of “anti-bullying programs”, such as Character Education, Peaceable Schools, and Rainbow Program Peer Counselling. 3. Monitor and assess the extent to which “Safe and Caring Curriculum” is embedded in the core subjects. 	90%	90%	90%
2. The education system meets the needs of all K-12 students, society and the economy	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.	<ol style="list-style-type: none"> 1. Pursue responsive alternative program delivery modes (i.e., IOP, Virtual School, French Immersion). 2. Engage stakeholders in a long-range planning process aimed at identifying common priorities and goals. 3. Enhance First Nation, Metis and Inuit and gifted programming. 	80%	80%	80%
	Percentage of teachers, parents and students satisfied with the overall quality of basic education.	<ol style="list-style-type: none"> 1. Enhance the monitoring and evaluation of schools. 2. Expand student learning opportunities through the use of technology. 3. Expand use of locally developed courses to accelerate student interest and learning. 	90%	90%	90%
	Percentage of teachers, parents, and students satisfied with the accessibility, effectiveness and efficiency of programs and services for students in their community.	<ol style="list-style-type: none"> 1. Monitor and improve the quality of: academic and career counselling; media services; special needs services; staff wellness programs. 2. Develop a formal communication plan, aimed at building awareness of Rocky View’s programs & services. 	80%	80%	80%
3. Children at risk have their needs addressed through effective programs and supports	Annual dropout rate of students aged 14 to 18.	<ol style="list-style-type: none"> 1. Increase awareness of alternate programs, such as Outreach. 2. Continue to provide staff with professional development in the area of differentiated instruction and individual program planning. 	2%	1%	1%
4. Students complete programs	Percentage of students who complete high school within three years of entering Grade 10.	<ol style="list-style-type: none"> 1. Continue to identify barriers to high school completion and establish appropriate interventions. 2. Increase awareness of FNMI framework and work with schools to enhance high quality learning opportunities for Aboriginal learners. 	80%	80%	80%

* Current results and previous three year average results for goal one performance measures are listed on page 10

GOAL TWO

EXCELLENCE IN STUDENT LEARNING OUTCOMES

OUTCOMES	PERFORMANCE MEASURE*	STRATEGIES	TARGETS		
			2007/08	2008/09	2009/10
1. Students demonstrate high standards	Percentage of students who achieve the acceptable standard and the standard of excellence on Grades 3, 6, and 9 Provincial Achievement Tests (cohort results).	<ol style="list-style-type: none"> Continue to analyze provincial achievement test results to determine areas of improvement and appropriate instructional strategies. Continue to provide professional development inservices on effective assessment practices. Minimize the number of students excused from writing PAT tests; maximize supports i.e., scribes. 	See Appendix A.		
	Percentage of students who achieve the acceptable standard and the standard of excellence on diploma exams.	<ol style="list-style-type: none"> Continue to analyze diploma exam results to determine areas of improvement and appropriate instructional strategies. Continue to provide professional development inservices on effective assessment practices. Minimize the number of students excused from writing exams; maximize supports i.e. scribes. 	See Appendix A.		
	Percentage of students who have written four or more diploma exams by the end of their third year of high school.	<ol style="list-style-type: none"> Review middle to high school transitioning processes to ensure students enter the appropriate academic stream. Help schools identify at-risk students and plan appropriate interventions. 	56%	57%	58%
	Percentage of students who meet the Rutherford Scholarship eligibility criteria.	<ol style="list-style-type: none"> Continue to build awareness among students of scholarship program. Provide inservices on the identification/support of gifted learners. 	40%	40%	40%
2. Students are well prepared for lifelong learning	High school to post-secondary transition rate within four years of entering Grade 10.	<ol style="list-style-type: none"> Monitor and improve the quality of academic and career counselling. 	40%	41%	42%
3. Students are well prepared for employment	Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish high school.	<ol style="list-style-type: none"> Increase accessibility to the Registered Apprenticeship Program initiative. Monitor and assess the use of the Conference Board of Canada's "Employability Skills" in career development programs. <p>Note: These strategies aim to address RVSD's Accountability Pillar Work Place result, which identified the area as an "Issue".</p>	75%	77%	80%
4. Students model the characteristics of active citizenship	Percentage of teachers, parents and students who agree that students model the characteristics of active citizenship.	<ol style="list-style-type: none"> Identify standards that illustrate positive citizenship in students. Celebrate and promote student citizenship and community service. 	80%	80%	80%

* Current results and previous three year average results for goal two performance measures are listed on page 10 and in Appendix A.

GOAL THREE

HIGHLY RESPONSIVE AND RESPONSIBLE JURISDICTION

OUTCOMES	PERFORMANCE MEASURE*	STRATEGIES	TARGETS		
			2007/08	2008/09	2009/10
1. The jurisdiction demonstrates effective working relationships with parents and stakeholders	Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	<ol style="list-style-type: none"> 1. Continue to pursue and support "Agency Partnerships", involving local business and community organizations. 2. Continue to strike jurisdictional working committees to review all areas of operations, i.e., budget and allocation committee. 3. Invite parents to participate in Rocky View's long-range planning process. 	80%	80%	80%
2. The jurisdiction demonstrates leadership and continuous improvement	Percentage of teachers and parents indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	<ol style="list-style-type: none"> 1. Continue to build leadership capacity through Rocky View's Leadership Development Program. 2. Continue to build awareness of and use of Alberta Teacher Quality Standards and Principal Quality Standards. 3. Enhance the monitoring and evaluation of schools. 	80%	80%	80%
	Percentage of teachers reporting that in the past 3 to 5 years the professional development and inservicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.	<ol style="list-style-type: none"> 1. Monitor and assess professional development activities of the school for alignment with school education plan. 2. Continue to offer professional development inservices relating to RVSD Three Year Plan. 	80%	80%	80%
3. School councils fulfil their advisory role	Percentage of school councils that influence decisions made at their child's school and at the jurisdictional level.	<ol style="list-style-type: none"> 1. Monitor the number of school councils who participate in the development of education plans. 2. Organize two jurisdictional opportunities for school councils to provide feedback on critical issues. 	90%	90%	90%

* Current results and previous three year average results for goal three performance measures are listed on page 10

CAPITAL PLAN HIGHLIGHTS

Population Growth

Over the past six years the robust Alberta economy has driven a significant population growth in the Calgary metro area. The smaller communities around Calgary offer a wide range of affordable housing and a desirable quality of life; therefore, they are attracting 17% 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 Rocky View School Division is struggling to provide adequate educational facilities in the growth communities in the Division.



~Joel Smith, Grade 8
Manachaban Middle School

The data from CMHC 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 school division had 2913 home starts (CMHC data) with activity concentrated in Airdrie (1524 dwelling units), Chestermere (712 dwelling units) and Cochrane (318 dwelling units). Langdon and Springbank are part of the MD Rocky View data (359 dwelling units).

This growth is directly related to the energy and mines based economy which continues to be healthy in Alberta. The growth experience 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 RVSD schools in these communities 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.

Needs in Rocky View School Division

There continues to be a need in Rocky View to:

- (a) expand present core school accommodation
- (b) refurbish and renew several aging school buildings to serve present and future student needs
- (c) ensure equitable access to high quality learning environments in all Rocky View Schools

CAPITAL PLAN HIGHLIGHTS Con't

Capital Plan Proposal for 2007- 2009

<i>Project</i>	<i>Status</i>	<i>Approval to Completion</i>
New Schools		
• New Chestermere Elementary	Approved Oct. 2006	20-24 months
• New Langdon K-4	Pending	--
• New Sagewood Middle (Airdrie)	Pending	--
• New Airdrie Elementary (West Side)	Pending	--
• New Airdrie Elementary (East Side)	Pending	--
• New Cochrane Elementary	Pending	--
• New Langdon Senior High	Pending	--
• CTS Centre for Excellence (Airdrie)	Pending	--
Portables		
• Chestermere High Portables	Pending	--
• Nose Creek Portables (Airdrie)	Approved January 2007	6 to 10 months
• George McDougall Portables (Airdrie)	Approved January 2007	6 to 10 months
• Elbow Valley Modernization Portables (Cochrane)	Pending	--
• Westbrook Modernization & Portables	Pending	--
• Elizabeth Barrett Portables (Cochrane)	Pending	--
• Langdon K-8 Portables	Pending	--
• Nose Creek Portables (Airdrie)	Pending	--
Renovations		
• Chestermere High Woods/Fabrication	Pending	--
• R.J. Hawkey Library/classrooms (Airdrie)	Pending	--
• Elizabeth Barrett Library/Classrooms (Cochrane)	Pending	--
• W.G. Murdoch Classrooms (Crossfield)	Pending	--

Access a copy of Rocky View School Division's Capital Plan on its public website at <http://www.rockyview.ab.ca> under General Information/Planning. For more information, contact Director of Planning John Wheatly at (403) 945-4000.



~ Sarah Stortebom, Grade 12
Cochrane High School

2007/08 BUDGET HIGHLIGHTS

Impacting Factors

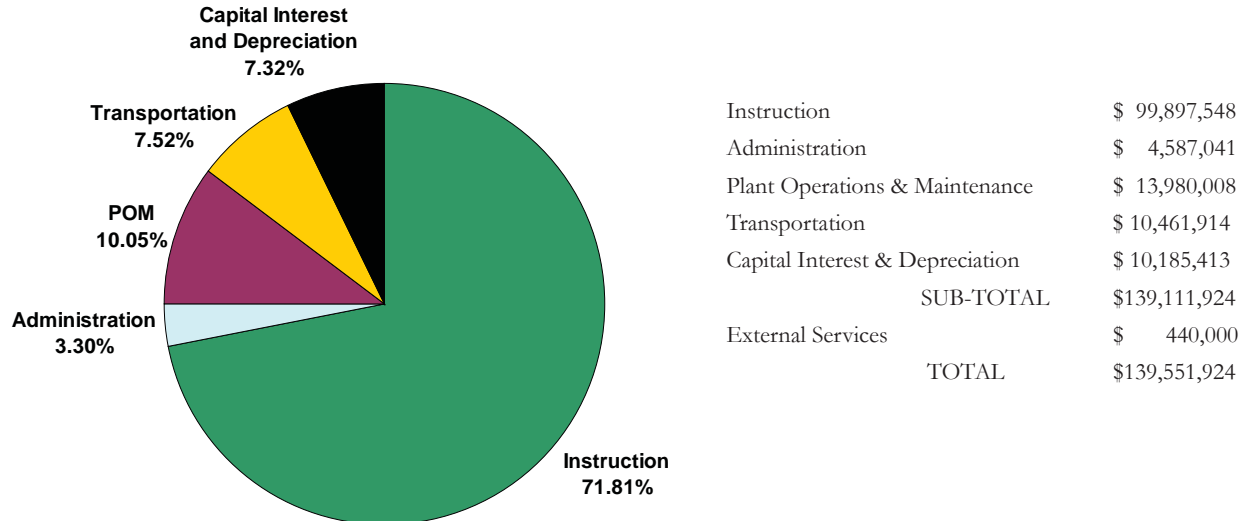
- Provincial operating grant increase of 3 percent well below Calgary inflation rate of 6 percent (April '06 - April '07)
- Increasing demand for skilled workers necessitated implementation of job evaluation review, resulting in an unbudgeted cost increase of \$1 million during the 2006/07 school year
- Increase in teaching and support staff compensation of approximately \$4.5 million for 2007/08 school year
- Alberta Education class size initiative grant to short-change jurisdiction an anticipated \$1.6 million due to grant based on September 2003 enrolments

Budget Priorities

- Program supports for gifted and First Nation, Metis and Inuit (FNMI) learners; integration of FNMI framework
- Equity among all schools
- Increase monitoring and evaluation of schools
- Retention of qualified & competent staff
- Compliance with OH&S standards
- Greater leadership capacity; development of enhanced service delivery model for all students
- Development of revenue generation opportunities

Budget Highlights

(Total expenditures reflect the reduction of 34 teaching & 11 support staffs positions, results in larger class sizes.)



Financial Planning Principles

Rocky View School Division allocates its revenues in accordance to the following beliefs and guiding principles:

- Equitable distribution of funds
- Maximum flexibility to provide for school/community decisions
- Public accountability for use of resources and results achieved
- Primary consideration given to learning needs of students
- Balanced expenditures within available revenues.

Detailed financial information is available on Rocky View's public website at <<http://www.rockyview.ab.ca>> under General Information/Divisional Documents. For more information contact Secretary Treasure Darrell Couture at (403) 945 - 4000.

APPENDIX A

2005/06 Provincial Achievement Test Cohort Results

Cohort Results: Percentage of students in grades 3, 6 and 9 (cohort results) who achieved the acceptable standard, and the percentage who achieved the standard of excellence on each provincial achievement test.

<i>Grade Level</i>	<i>Subject</i>	<i>Standard</i>	Results 2005/2006		Previous 3 Yr Average		Target	
			<i>RVSD</i>	<i>Prov.</i>	<i>RVSD</i>	<i>Prov.</i>	<i>RVSD</i>	<i>Prov.</i>
Grade 3	Language Arts	Acceptable	84.4%	81.3%	86.5%	82.1%	88%	84%
		Excellence	11%	14.1%	14.2%	15.7%	19%	19%
	Mathematics	Acceptable	84.7%	82.0%	86.2%	81.5%	87%	83%
		Excellence	26.0%	26.9%	26.9%	27.8%	32%	30%
Grade 6	Language Arts	Acceptable	85.3%	79.0%	83.7%	79.2%	87%	82%
		Excellence	11.8%	15.9%	13.3%	16.1%	19%	18%
	Mathematics	Acceptable	79.9%	75.2%	81.5%	78.3%	83%	80%
		Excellence	12.6%	15.6%	16.0%	19.0%	21%	21%
	Science	Acceptable	81.7%	78.1%	85.4%	80.1%	86%	82%
		Excellence	26.4%	27.7%	23.1%	25.4%	27%	27%
	Social Studies	Acceptable	84.9%	78.6%	82.8%	78.7%	83%	80%
		Excellence	21.4%	22.9%	16.8%	20.5%	22%	22%
	Fr. Lang Arts	Acceptable	89.1%	87.5%	89.2%	86.0%	85%	85%
		Excellence	6.5%	11.2%	14.5%	11.6%	15%	15%
Grade 9	Language Arts	Acceptable	81.7%	77.4%	82.9%	77.8%	84%	80%
		Excellence	11.5%	13.6%	11.1%	13.3%	16%	16%
	Mathematics	Acceptable	73.0%	67.4%	71.6%	65.9%	70%	70%
		Excellence	18.4%	17.4%	20.2%	18.7%	21%	21%
	Science	Acceptable	69.9%	67.4%	74.6%	68.4%	70%	68%
		Excellence	10.3%	13.3%	11.7%	12.6%	15%	13%
	Social Studies	Acceptable	76.7%	72.5%	77.6%	72.3%	80%	75%
		Excellence	17.2%	18.9%	18.3%	19.0%	21%	21%
	Fr. Lang Arts	Acceptable	81.0%	83.3%	81.8%	86.2%	85%	85%
		Excellence	12.7%	10.9%	10.5%	14.5%	15%	15%

APPENDIX A

2005/06 Diploma Exams

Diploma Results: Percentage of students in grade 12 who achieved the acceptable standard and the percentage who achieved the standard of excellence on each diploma exam.

<i>Subject</i>	<i>Standard</i>	Results 2005/2006		Previous 3 Yr Average		Target	Participation Rate	
		<i>RVSD</i>	<i>Prov.</i>	<i>RVSD</i>	<i>Prov.</i>	<i>RVSD</i>	<i>RVSD</i>	<i>Prov.</i>
English 30-1	Acceptable	98.1%	97.3%	92.9%	90.6%	88%	65.0%	59.8%
	Excellence	24.5%	22.2%	18.9%	18.3%	19%		
English 30-2	Acceptable	97.9%	94.4%	91.3%	87.3%	88%	28.0%	26.0%
	Excellence	5.3%	5.1%	12.0%	8.6%	15%		
French 30	Acceptable	97.3%	99.1%	91.3%	95.2%	88%	3.0%	3.0%
	Excellence	18.9%	30.0%	8.6%	17.1%	15%		
Pure Math 30	Acceptable	95.7%	92.5%	86.6%	82.9%	85%	45.7%	46.3%
	Excellence	40.6%	29.8%	32.6%	28.3%	15%		
App. Math 30	Acceptable	91.4%	89.4%	89.3%	86.0%	88%	27.6%	21.6%
	Excellence	10.1%	10.0%	20.1%	16.7%	20%		
Social Studies 30	Acceptable	96.7%	96.6%	85.5%	85.9%	88%	52.9%	54.0%
	Excellence	28.8%	25.7%	25.7%	23.4%	20%		
Social Studies 33	Acceptable	95.0%	93.4%	90.1%	83.1%	88%	39.8%	31.9%
	Excellence	17.4%	11.5%	24.7%	15.2%	20%		
Biology 30	Acceptable	93.6%	93.0%	82.9%	81.5%	85%	40.1%	43.6%
	Excellence	32.8%	29.9%	24.7%	25.0%	20%		
Chemistry 30	Acceptable	96.3%	95.1%	91.0%	86.1%	88%	33.5%	39.1%
	Excellence	46.3%	36.2%	32.6%	28.6%	20%		
Physics 30	Acceptable	95.8%	94.0%	89.9%	84.1%	85%	23.2%	24.3%
	Excellence	35.0%	34.1%	31.8%	30.0%	20%		
Science 30	Acceptable	98.3%	93.5%	91.2%	86.9%	85%	9.7%	7.8%
	Excellence	16.5%	15.9%	21.2%	19.4%	20%		

NOTE: Results are based on a cohort of grade 10 students who are tracked over time, and who complete diploma exams by the end of their third year of high school.