



**Northland School
Division No. 61**

**Annual Education Results Report
2008/2009 School Year**



2008/2009 Annual Results Report

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Chairman's Message:

The Board of Trustees takes pleasure in sharing the accomplishments of our students and staff through the Annual Education Results Report (AERR). Last year we exceeded most of our Accountability Pillar Targets and made some substantial gains in our PAT Exam Results.

The success of Northland School Division is a result of the combined effort of community members who work together to make sound educational decisions that have a direct impact on our learners.

We would like to thank everyone who has made Northland School Division No. 61 a jurisdiction which continues to strive toward achieving its goals and we are proud to share the accomplishments of our students and staff with you.

Steve Noskey, Chairman of the Board
Northland School Division No. 61

Mandate

The Board is responsible for ensuring that all students have the opportunity to acquire the knowledge, skills and attitudes needed to be self-reliant, responsible, caring and contributing members of their individual communities and the larger society.

Mission

Northland School Division will provide quality educational experiences and opportunities for all students.



2008/2009 Annual Results Report

Highlights

- Our 2008-2009 Accountability Pillar satisfaction survey confirms that the three greatest areas of improvement were in the area of Safe and Caring Schools, Citizenship and Improved Program of Studies. In recognition of this improvement, Northland was awarded the Minister's MERLA Award. Local school information initiatives and monthly student assemblies have had a particularly positive impact in meeting our goals.
- All our twenty-three schools have implemented basic literacy, numeracy and Read, Write, Gold programs as per our AISI project. These initiatives helped improve our basic writing and math skills in the elementary division, Grades 1 to 6.
- All twenty-three schools used the software for reporting, assessing and preparing IPPs for all our special education students that are coded. Deadlines for IPPs were met and enhanced special services by external consultants and specialists were provided far earlier than at any other previous year. Northland Special Education Coordinator worked closely with the various SHP Regions of Alberta Health, LSBC members and local administrations to deliver enhanced supports for students with severe behaviors and code 40s needs. In turn, this Divisional initiative helped strengthen our Safe and Caring Schools and lowered incidents of administrative need to deal with severe behaviors since a timeout room and counseling services were provided at some schools with the added SHP funds.

Student Health Partnership (SHP)

Northland School Division is a member of five Student Health partnerships. Each SHP partnership develops an annual service plan following the mandate of the provincial Student Health Partnership. There is some variability among the level of service provided by each partnership, but these SHP'S generally supply much needed supplementary supports for students in the areas of psychological services, speech language services, occupational therapy services and physical therapy services. Decrease in SHP funding would have a profound detrimental impact on our level of services to special needs students. Below are the partnerships with which we are associated and the Northland schools they serve:



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Peace Country SHP

SHP 15

Wood Buffalo SHP

Aspen SHP

Tri Parti SHP

Susa Creek
Little Buffalo
Pelican Mountain
Mistassiniy
St. Theresa
Red Earth Creek
Peerless Lake

Fort McKay
Anzac
Fr. R. Perin
Calling Lake
Elizabeth
J.F. Dion

Dr. Mary Jackson
Paddle Prairie
Kateri
Chipewyan Lake
Gift Lake
Bishop Routhier
Grouard Northland School

Conklin
Athabasca Delta Community School

- For details about the final cycle of our AISI Project see:

AISI Project Annual Report: www.northland61.ab.ca

Class Size Survey Report: www.northland61.ab.ca



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October 2009 Accountability Pillar Overall Summary

Goal	Measure Category	Measure Category Evaluation	Measure	Northland School Div No. 61			Alberta			Measure Evaluation		
				Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Goal 1: High Quality Learning Opportunities for All	Safe and Caring Schools	Good	Safe and Caring	77.7	71.0	71.8	86.9	85.1	84.6	Low	Improved Significantly	Good
	Student Learning Opportunities	Issue	Program of Studies	69.1	61.2	60.7	80.3	79.4	78.7	Low	Improved Significantly	Good
			Education Quality	78.3	74.4	75.3	89.3	88.2	87.8	Very Low	Improved	Issue
			Drop Out Rate	13.0	15.0	16.8	4.8	5.0	4.9	Very Low	Improved	Issue
			High School Completion Rate (3 yr)	19.6	19.1	20.3	70.7	71.0	70.6	Very Low	Maintained	Concern
Goal 2: Excellence in Learner Outcomes	Student Learning Achievement (Grades K-9)	Concern	PAT: Acceptable	40.4	35.8	39.0	76.8	75.3	75.6	Very Low	Maintained	Concern
			PAT: Excellence	3.0	2.2	2.3	19.2	18.3	18.3	Very Low	Maintained	Concern
	Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	40.5	51.6	46.2	84.4	84.4	84.5	Very Low	Maintained	Concern
			Diploma: Excellence	0.0	0.0	1.5	19.1	19.4	20.3	Very Low	Maintained	Concern
			Diploma Exam Participation Rate (4+ Exams)	5.6	0.0	1.7	53.3	53.6	53.6	Very Low	Improved	Issue
			Rutherford Scholarship Eligibility Rate (Revised)	16.4	20.0	24.2	57.3	56.8	55.8	Very Low	n/a	n/a
	Preparation for Lifelong Learning, World of Work, Citizenship	Issue	Transition Rate (6 yr)	34.8	53.0	47.1	60.7	60.3	59.1	Very Low	Declined	Concern
			Work Preparation	68.1	53.9	60.4	79.6	80.1	78.1	Low	Improved	Acceptable
			Citizenship	65.8	58.1	58.9	80.3	77.9	77.1	Very Low	Improved Significantly	Acceptable
	Goal 4: Highly Responsive and Responsible Jurisdiction (Ministry)	Parental Involvement	Concern	Parental Involvement	65.5	57.4	64.1	80.1	78.2	77.9	Very Low	Maintained
Continuous Improvement		Acceptable	School Improvement	69.7	66.0	66.3	79.4	77.0	76.7	Low	Improved	Acceptable

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), Science (Grades 6, 9), 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 writing each course.
- 3) Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- 4) Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).



Summary of Accomplishments

Our student successes included:

- Of the 16 Accountability Pillar categories, Northland registered the following improvements in most of the categories:

3 Improved Significantly: Safe & Caring, Program of Studies, Citizenship
Northland's Significant Improvement was recognized at the recent Minister's Education Leadership Recognition Awards (MERLA).

5 Improved: Education Quality:, Drop Out Rate, Diploma Exam (4+), Work Preparation, School Improvement

6 Maintained Level: HS Completion Rate (3Yrs), PAT Acceptable, PAT Excellent, Diploma Acceptable, Diploma Excellent, Parental Involvement.

1 Declined Rate: Transition Rate (6Yrs).

1 N/A: Rutherford Scholarship Eligibility

A contributing factor to the improvement is the Deputy Minister's letter challenging Northland to draft a strategy that promotes increased and continuous improvement. The result of this challenge was Trustee approval in January 2009 of a Seven Point Plan to raise Northland standards, achieve a projected 2% gain in most of the Accountability Pillar categories. .

In the following modified Overall Summary Table, Northland percentage gains/decreases, over the previous year scores in each of the 16 Accountability Pillars, are shown in column #7:



2008/2009 Annual Results

Accountability Pillar Overall Summary

Authority: 1280 Northland School Division No. 61

Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6	Col. 7	Col. 8.	
Goal	Measure Category	Measure Category Evaluation	Measure	Northland School Div No. 61				
				Current Result	Prev Year Result	Increase or Decrease	Current Provincial Result	
Goal 1: High Quality Learning Opportunities for All	Safe and Caring Schools	Good	Safe and Caring	77.7	71.0	6.70	86.9	
	Student Learning Opportunities	Issue	Program of Studies	69.1	61.2	7.90	80.3	
			Education Quality	78.3	74.4	3.90	89.3	
			Drop Out Rate	13.0	15.0	-2.00	4.8	
			High School Completion Rate (3 yr)	19.6	19.1	0.50	70.7	
Goal 2: Excellence in Learner Outcomes	Student Learning Achievement (Grades K-9)	Concern	PAT: Acceptable	40.4	35.8	4.60	76.8	
			PAT: Excellence	3.0	2.2	0.80	19.2	
	Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	40.5	51.6	-11.10	84.4	
			Diploma: Excellence	0.0	0.0	0.00	19.1	
			Diploma Exam Participation Rate (4+ Exams)	5.6	0.0	5.60	53.3	
				Rutherford Scholarship Eligibility Rate (Revised)	16.4	20.0	-3.60	57.3
	Preparation for Lifelong Learning, World of Work, Citizenship	Issue	Transition Rate (6 yr)	34.8	53.0	-18.20	60.7	
Work Preparation			68.1	53.9	14.20	79.6		
			Citizenship	65.8	58.1	7.70	80.3	
Goal 4: Highly Responsive and Responsible Jurisdiction (Ministry)	Parental Involvement	Concern	Parental Involvement	65.5	57.4	8.10	80.1	
	Continuous Improvement	Acceptable	School Improvement	69.7	66.0	3.70	79.4	

1. Column #12 shows how we did last June/09 compared to last June/08.
2. Column #5 has the June 2009 Results. If you compare #5 to #6 you know how much we improved last year.
3. Compare our results (#5) to the provincial results (#8)



2008/2009 Annual Results

A more detailed analysis of the school PAT data, revealed that of the twenty-three schools, those 10 schools with more than 100 students achieved the highest, those with over 200 students achieved second highest and those with under 100 students received the lowest PAT academic achievement levels. In fact, our average PAT Results declined among the schools with less than 100 students.

The breakdown of the data by school size results has been provided to each school for further local analysis. The breakdown into school size is invaluable to all stakeholders since it creates a more focused level of Divisional support services as well as providing local staff and stakeholders data to adjust their strategies to suit local circumstances. Last year, teachers in Grade 3,6,9 were brought in for a one day PAT orientation. This practice is to be repeated this year.



2008/2009 Annual Results

Goal One: High Quality Learning Opportunities for All

Outcome: Schools provide a safe and caring environment.

Performance Measure		Results (in percentages)					Target**	
		2005	2006	2007	2008	2009	2009	
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	Overall (required)	Authority	73.0	74.4	70.2	71.0	77.7	72.2
		Province	83.1	84.4	84.2	85.1	86.9	
	Teacher (optional)	Authority	91.1	86.3	81.0	80.2	83.7	
		Province	92.3	92.8	92.6	93.1	93.8	
	Parent (optional)	Authority	60.6	67.1	58.4	62.3	71.0	
		Province	79.9	82.1	81.7	83.2	85.3	
	Student (optional)	Authority	67.3	69.7	71.2	70.4	78.5	
		Province	77.2	78.4	78.5	79.1	81.7	

Comment on Results

Improved significantly.

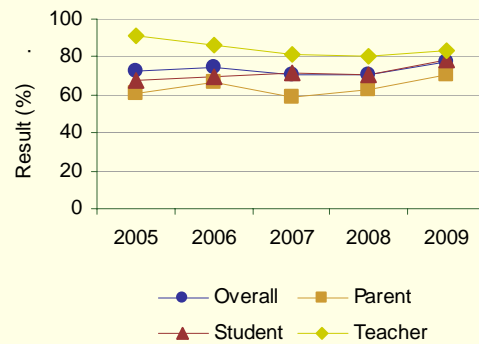
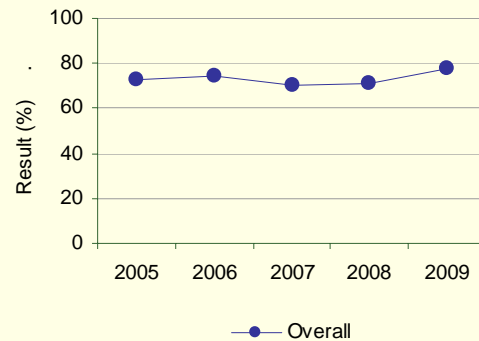
The target was exceeded by 5.5%. This was our best showing in the past five years! More detailed analysis of this data shows our under 100 student schools were the only group to exceed the provincial average!!

Both students and teachers arrived at a greater understanding of the need for both students and teachers to reflect on daily practices through local briefing sessions and student assemblies. Among our stakeholders, more work needs to be done with the parent stakeholder group.

Even after this local effort to increase awareness, over eight schools had less than adequate number of parents (6) filling or eligible to fill the survey. In 2009-2010, the Ministry will allow all parents of students from Grade 4 and up and at small schools of less than 100 students to participate in the February Satisfaction Survey of Stakeholders. These results should better reflect the satisfaction level of parents in the Division.

The key community link that we have not tapped are the over two hundred support staff that are community members but have not been part of a consistent Divisional effort to reach the community and parents.

Graph of Overall Authority Results (optional)



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



2008/2009 Annual Results

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

Performance Measure			Results (in percentages)					Target
			2005	2006	2007	2008	2009	2009
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.	Overall (required)	Authority	63.8	62.9	57.9	61.2	69.1	59.9
		Province	76.7	78.1	78.5	79.4	80.3	
	Teacher (optional)	Authority	72.5	74.6	64.8	67.4	75.5	
		Province	83.6	85.2	85.7	86.4	86.8	
	Parent (optional)	Authority	58.2	56.5	50.5	54.3	66.7	
		Province	75.0	76.6	76.9	77.6	78.7	
	Student (optional)	Authority	60.8	57.8	58.4	61.9	65.0	
		Province	71.5	72.6	72.9	74.1	75.3	

Comment on Results
Improved significantly.

The target was achieved and the results were the highest in the past five years! The four schools with over 250 students had the highest score due to their ability to have more offerings in the program of study.

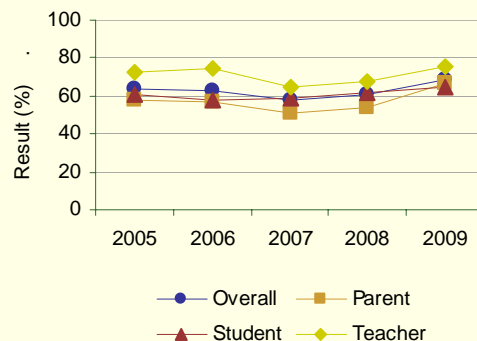
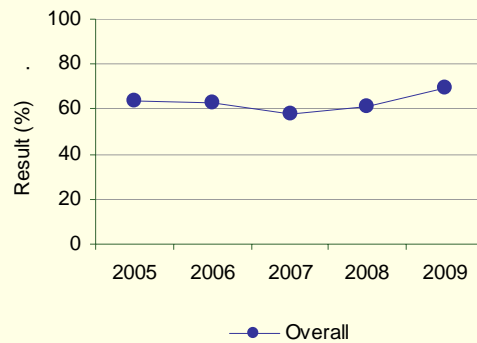
The significant improvement is due to a myriad of Divisional and school based initiatives: more CTS electives, new literacy, numeracy approaches, improved special education IPP supports and enhanced SHP services and greater use of instructional technologies.

Over 125 new Smart Boards were installed and training provided to school staff. Teachers who wanted to take on mentoring and local PD duties were identified and received Smart Board training.

Also, the various School Reviews during the year helped stakeholders identify success and challenges among all school stakeholders.

In the 2009-2010 school year, we are encouraging our staffs to step forward as part of our distributed leadership strategy. We are initiating a Mentoring Program and bringing together our high school administrations to see how we can increase our program of study electives and delivery systems.

Graph of Overall Authority Results (optional)



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



2008/2009 Annual Results

Outcome: *The education system meets the needs of all K – 12 students, society and the economy. (continued)*

Performance Measure		Results (in percentages)					Target	
		2005	2006	2007	2008	2009	2009	
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	Overall (required)	Authority	73.7	79.6	71.9	74.4	78.3	73.9
		Province	86.1	87.7	87.6	88.2	89.3	
	Teacher (optional)	Authority	82.8	85.9	74.0	75.6	79.7	
		Province	93.9	94.8	94.7	94.9	95.3	
	Parent (optional)	Authority	58.6	71.4	59.8	64.7	69.8	
		Province	78.9	81.6	81.8	83.0	84.4	
	Student (optional)	Authority	79.6	81.4	81.9	82.7	85.6	
		Province	85.6	86.6	86.4	86.6	88.3	

Comment on Results Improved

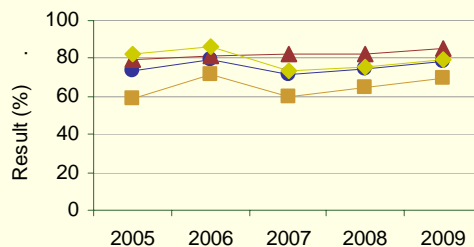
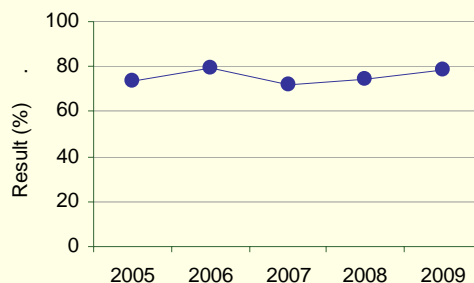
We exceeded our target but fell just short of a five year high.. The ten less than 100 pupil schools scored the highest in this category although they had actually declined in their PAT Results.

The least dissatisfaction was with the over 250 student group. This concern about the quality of programs is matched by our dismal high school academic and diploma results.

The small schools were the most responsive to local stakeholder groups. Generally, both students and teachers have taken to the enhanced use of instructional technologies in daily practices. The new strategy to call in local classroom teachers for input into AISI or local initiatives has paid dividends in increasing satisfaction levels.

A major challenge for next year is improved communication with parents. As a group, parents remain the most detached, least informed and most dissatisfied stakeholders. We need to do better work to get them to see the changes that are taking place in all programs. Next year, the Ten Month Template of the Program of Studies and planning for changes in the high school programs should help to improve the level of discussion and sharing at parent-teacher and school-community sessions.

Graph of Overall Authority Results (optional)



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



2008/2009 Annual Results

Outcome: *The education system meets the needs of all K – 12 students, society and the economy. (continued)*

Performance Measure		Results (in percentages)					Target	
		2005	2006	2007	2008	2009	2009	
Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.	Overall (required)	Authority	52.8	58.9	50.8	51.3	60.5	52.8
		Province	67.2	68.5	68.2	69.2	70.3	
	Teacher (optional)	Authority	52.1	61.3	50.4	48.1	62.9	
		Province	70.0	71.5	72.0	73.4	74.5	
	Parent (optional)	Authority	41.9	49.2	38.2	38.6	44.4	
		Province	54.9	56.9	55.9	56.5	58.1	
	Student (optional)	Authority	64.4	66.2	63.7	67.2	74.2	
		Province	76.7	77.1	76.8	77.7	78.4	

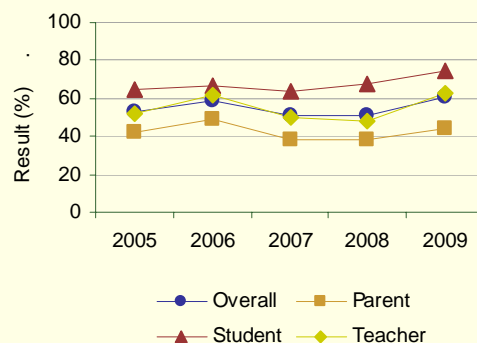
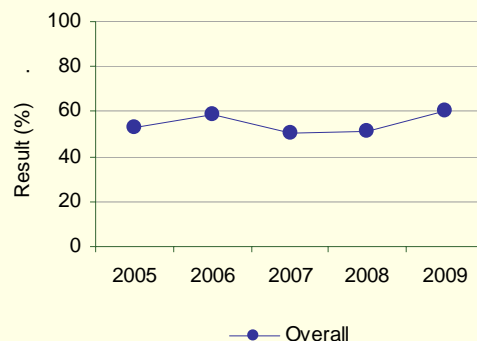
Comment on Results Improved

The target was exceeded by 8.3% and the result was the highest in the last five years!

As with other satisfaction items, parents remain the least satisfied group. There were major issues at some of our bigger schools that were resolved but at great cost in social capital. The School Reviews, key commitments to the Seven Point Plan and new administrative practices all helped us exceed our historic levels of satisfaction.

Our Learning Services Team will promote enhanced PD and use of instructional technologies, Learn Alberta Program of Studies, during the coming year.

Graph of Overall Authority Results (optional)



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



2008/2009 Annual Results

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

Performance Measure		Results (in percentages)					Target
		2004	2005	2006	2007	2008	2009
Drop Out Rate - annual dropout rate of students aged 14 to 18 (required).	Authority	15.3	16.7	18.6	15.0	13.0	13
	Province	5.3	5.0	4.7	5.0	4.8	
Returning Rate (optional)	Authority	35.0	26.4	26.4	16.0	12.7	
	Province	23.0	21.3	21.2	21.3	19.8	

Comment on results
Improved

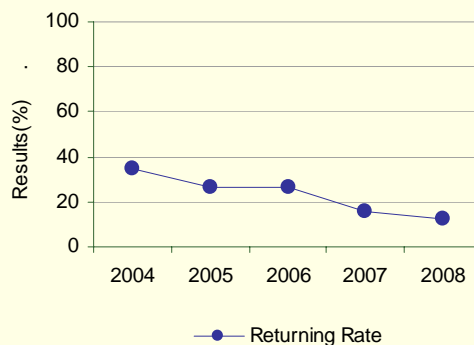
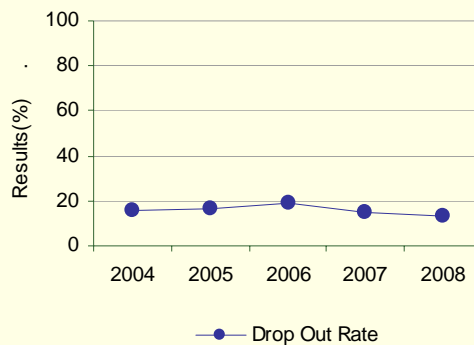
The target was achieved and we had the lowest high school drop out rate in five years.

Our high school administrators worked with LSBC members and staff to track high school attendance patterns and then follow up with calls to the home. SHP funding helped to provide much needed counseling and support services to deal with severe behavioral management needs.

In the 2009-2010 year, high school principals shall examine our current practices and new ways to provide enhanced support and differentiated delivery services and program offerings. Also, school staffs and LSBC members are committed to strategies aimed at improving our daily attendance levels.

Our average of just over 80% attendance contributes to drop out levels and below average math and science skill development.

Graph of Overall Authority Results (optional)



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



2008/2009 Annual Results

Outcome: Children and youth at risk have their needs addressed through effective programs and supports. (continued)

Performance Measure		Results (in percentages)					Target	
		2005	2006	2007	2008	2009	2009	
Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.	Overall (required)	Authority	68.9	71.2	62.4	70.2	75.9	52.8
		Province	76.9	78.6	78.3	79.5	81.4	
	Teacher (optional)	Authority	84.3	87.7	76.7	84.4	88.9	
		Province	90.6	91.6	91.2	91.9	92.5	
	Parent (optional)	Authority	54.2	53.0	40.6	51.4	58.1	
		Province	63.8	67.0	66.8	68.5	71.3	
	Student (optional)	Authority	68.3	73.0	70.1	74.8	80.6	
		Province	76.1	77.1	77.0	78.0	80.3	

Comment on results Improved

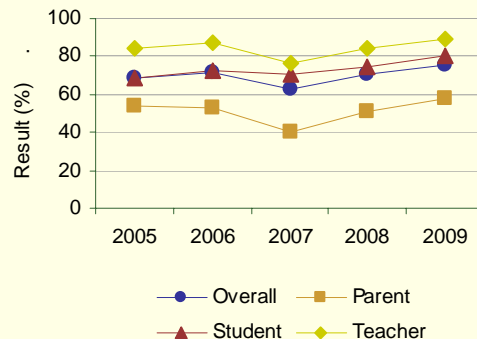
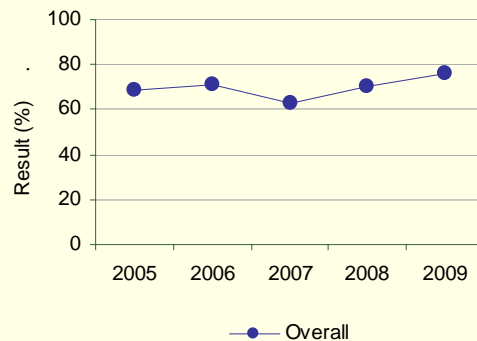
The target was exceeded and stakeholder satisfaction was the highest in the past five years.

The SHIP program and more efficient delivery of special educational services contributed to improved results. The high school Outreach Program at Mistassiniy helped relieve the pressure off the main school campus. At ADCS, administration worked closely with community services and programs to provide a support net for at risk students.

In 2009-2010, we are building on the SHP counseling initiatives and soliciting support for more services to at risk students. The Métis Grand Council Association has an Education Committee that promotes information sharing as well as enhanced supports for at risk students.

The new Ten Month Templates, Student Notebook, and Five Paragraph, enhanced CTS offerings, more diverse student assessment initiatives all provide for more differentiated approaches that should be beneficial to our at risk students.

Graph of Overall Authority Results (optional)



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



2008/2009 Annual Results

Outcome: Students complete programs.

Performance Measure			Results (in percentages)					Target
			2004	2005	2006	2007	2008	2009
High School Completion Rate – percentages of students who completed high school within three, four and five years of entering Grade 10.	Within 3 Years	Authority	24.3	18.9	22.9	19.1	19.6	24.0
		Province	69.3	70.4	70.4	71.0	70.7	
	Within 4 Years	Authority	32.6	43.8	29.1	37.0	30.5	if set
		Province	73.4	75.1	76.2	76.3	76.5	
	Within 5 Years	Authority	51.4	51.4	55.5	38.0	47.1	if set
		Province	75.5	77.4	78.6	79.5	79.2	

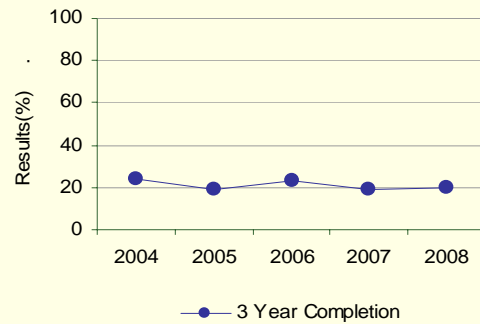
Comment on Results Maintained

Target was not achieved by 4.4%.

Northland's high school completion rates are dismal. However, there is a renewed commitment among our administration to focus increased attention on improving our rate of diploma student success. For the first time a Divisional member is assigned to pay particular attention to our junior high and high school programs.

Last year, the focus at our two major high schools was general attendance and improving general at risk services to students. Administration had to deal with major re-assignment of staff due to a variety of internal personnel challenges.

Graph of Overall Authority Results (optional)



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



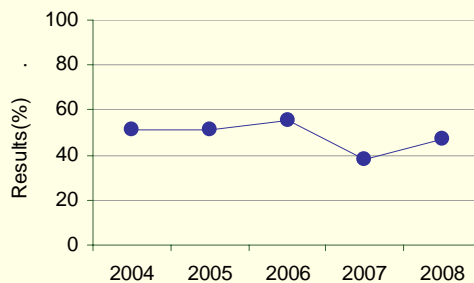
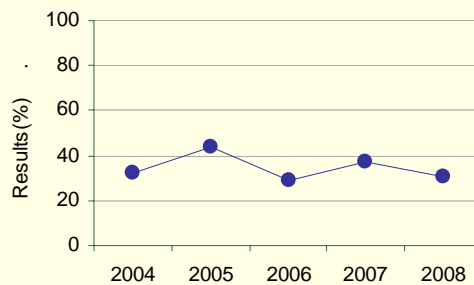
2008/2009 Annual Results

Comment on Results

In 2009-2010, high school administrators shall meet a minimum of four times per year to share strategies and partner with local colleges or online providers to enhance CTS and credit offerings to our students.

The new TL 33 desktop video conferencing units will improve our abilities to coordinate discussion and implementation of new strategies. Further, we shall examine our current Outreach Program and explore the feasibility of a tri-semester or quad semester system, and delivery of courses or mentoring supports via a local college.

Graph of Overall Authority Results (optional)



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



2008/2009 Annual Results

Goal Two: Excellence in Student Learning Outcomes

Outcome: Students demonstrate high standards in learner outcomes.

Performance Measure		Results (in percentages)**												Target	
		2005		2006		2007		2008		2009		2009			
		A	E	A	E	A	E	A	E	A	E	A	E		
Grade 3	English Language Arts 3	Authority	62.9	2.1	64.0	1.6	68.1	1.3	60.8	2.7	63.8	2.9	62.8	4.7	
		Province	82.2	16.2	81.3	14.1	80.3	17.7	80.1	16.1	81.3	18.2			
	Mathematics 3	Authority	58.6	11.4	62.8	7.4	61.8	8.8	55.9	4.1	64.2	6.6	57.9	6.1	
		Province	80.3	26.1	82.0	26.9	79.9	23.5	78.7	23.9	79.7	26.8			
	Grade 6	English Language Arts 6	Authority	47.8	0.8	40.2	1.5	44.8	2.8	41.4	1.2	49.8	5.1	43.4	3.2
			Province	77.3	15.5	79.0	15.9	80.3	19.8	81.1	21.0	81.8	18.9		
Mathematics 6		Authority	50.4	4.9	36.9	1.1	38.0	2.4	31.8	2.9	34.6	2.7	33.8	4.9	
		Province	78.2	18.1	75.2	15.6	74.0	14.5	74.6	15.9	76.6	16.8			
Science 6		Authority	49.2	4.1	41.2	3.0	41.6	3.6	30.5	3.3	34.1	2.7	32.5	5.3	
		Province	79.8	26.0	78.1	27.7	75.2	26.6	74.8	24.1	76.5	24.8			
Social Studies 6		Authority	45.7	2.9	38.2	2.6	34.4	3.6	34.6	2.5	18.2	0.0	36.6	4.5	
		Province	78.4	21.5	78.6	22.9	77.4	22.3	77.9	23.8	84.8	27.6			
Grade 9	English Language Arts 9	Authority	36.6	0.7	21.2	0.0	28.3	0.5	18.2	0.7	29.9	1.1	20.2	2.7	
		Province	77.9	14.1	77.4	13.6	77.5	14.8	76.5	14.8	78.7	14.7			
	Mathematics 9	Authority	24.7	2.0	17.5	0.0	10.2	0.5	12.9	0.7	10.1	0.0	14.9	2.7	
		Province	68.0	19.7	67.4	17.4	66.3	18.3	65.7	18.5	67.0	18.6			
	Science 9	Authority	18.0	2.0	18.0	0.0	12.8	0.5	11.5	0.0	18.0	0.6	13.5	2	
		Province	67.5	12.8	67.4	13.3	69.6	14.7	69.3	13.0	72.2	15.8			
	Social Studies 9	Authority	27.3	2.0	18.6	1.1	19.6	1.0	15.0	0.0	*	*	17	2	
		Province	71.3	18.3	72.5	18.9	71.4	18.7	71.7	18.9	82.6	26.4			

		Results (in percentages)										Target	
		2005		2006		2007		2008		2009		2009	
		A	E	A	E	A	E	A	E	A	E	A	E
Overall***	Authority	46.3	3.8	41.2	2.1	39.9	2.7	35.8	2.2	40.4	3.0	41.7	4.9
	Province	76.4	18.4	76.0	17.9	75.5	18.6	75.3	18.3	76.8	19.2		

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

** "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.



2008/2009 Annual Results

Comment on Results

Acceptable Improved - Excellence Maintained

The target was not achieved. However, we did marginally better than the 2007-2008 school year.

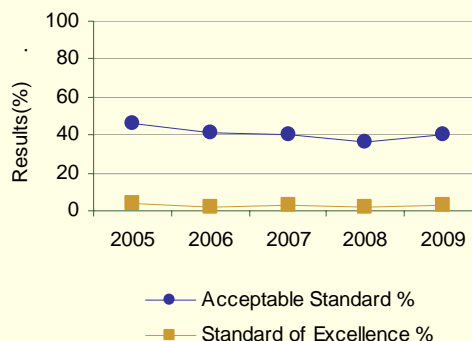
It is worth noting that

- *We improved in Grade 3 Math and LA over last year's results*
- *In Grade 6 LA we scored higher at the Acceptable level than at any time during the past 5 years. In SS grade 6, however, we scored the lowest ever!*
- *In Grade 6 Science and Math we scored Higher than the previous year but results are low.*
- *In Grade 9 all PAT Results are extremely low. However, we improved in Grade 6 LA over last year. We matched our all time high Science score but had our lowest ever Grade 6 Math score.*

Overall, we maintained our level of PAT results but we continue to have dismal results by the time of the Grade 9 PATs. The most dramatic decline in PAT Results was among our ten under 100 student schools. There was a mix up with the wrong exam being sent to one of our schools. Further, our Grade 6 Social Studies results were particularly dismal.

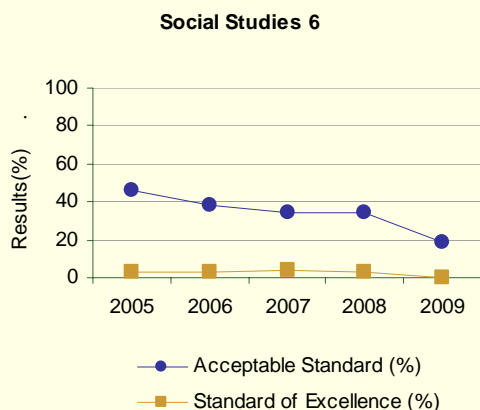
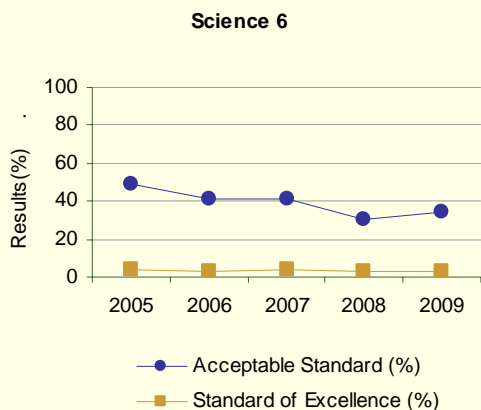
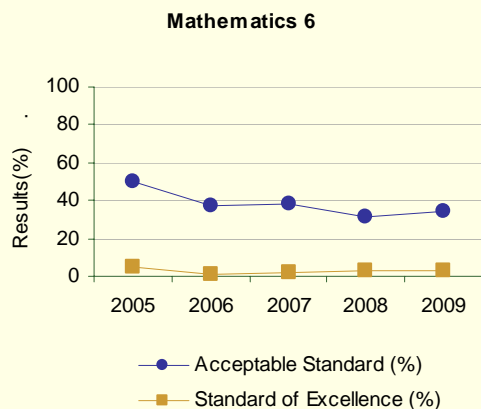
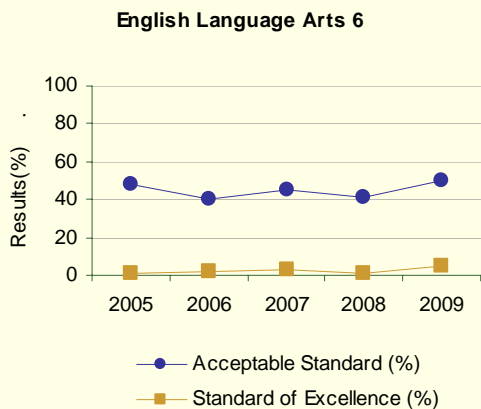
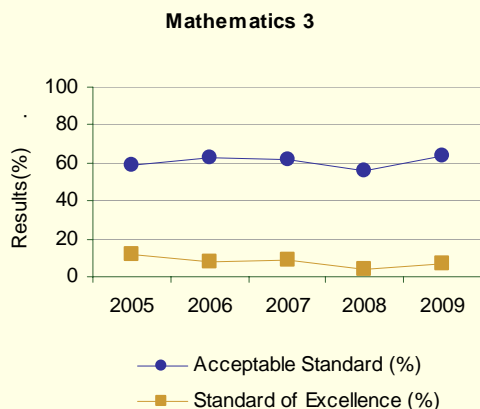
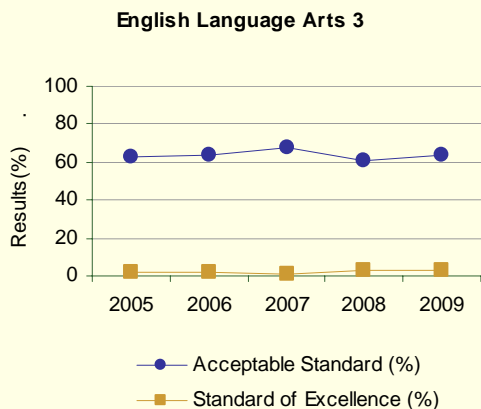
Next year we expect improved results due to new Ten Month Template, enhanced and differentiated instructional and distributed leadership approaches, staff mentors and PD focus on our four goals, five paragraph essay and student notebooks standard.

Graph of Overall Authority Results (optional)



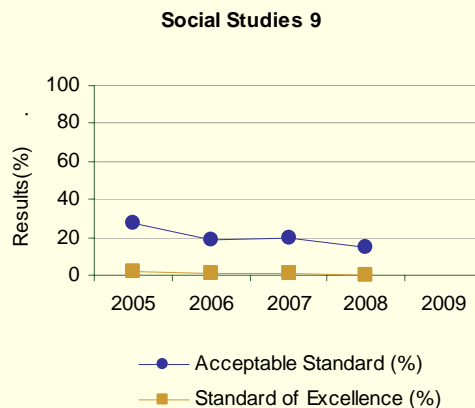
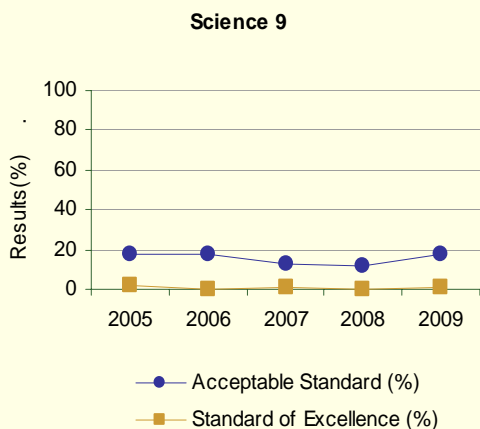
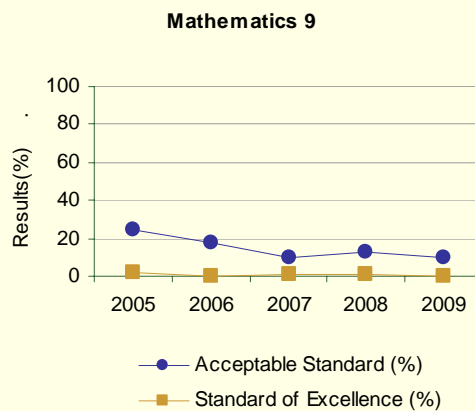
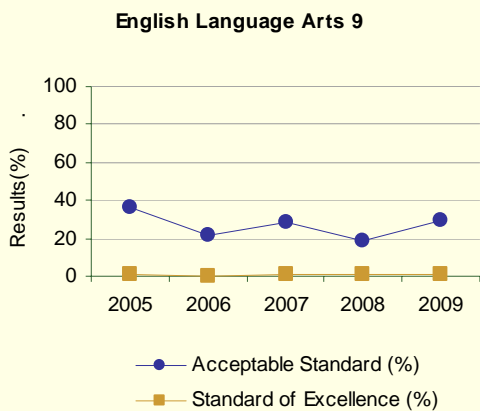
Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Graph of Provincial Achievement Test Results by Course (optional)



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

Graph of Provincial Achievement Test Results by Course (optional)



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



2008/2009 Annual Results

PAT Results Course By Course Summary By Enrolled With Measure Evaluation (optional)

		Northland School Div No. 61							Alberta			
Course	Measure	Achievement	Improvement	Overall	2009		Prev 3 Yr Avg		2009		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Language Arts 3	Acceptable Standard	Very Low	Maintained	Concern	243	63.8	239	64.3	41,722	81.3	42,041	80.6
	Standard of Excellence	Very Low	Maintained	Concern	243	2.9	239	1.8	41,722	18.2	42,041	16.0
Mathematics 3	Acceptable Standard	Very Low	Maintained	Concern	243	64.2	239	60.1	41,720	79.7	42,053	80.2
	Standard of Excellence	Very Low	Maintained	Concern	243	6.6	239	6.7	41,720	26.8	42,053	24.8
English Language Arts 6	Acceptable Standard	Very Low	Improved	Issue	257	49.8	255	42.1	43,327	81.8	44,326	80.1
	Standard of Excellence	Very Low	Improved Significantly	Acceptable	257	5.1	255	1.8	43,327	18.9	44,326	18.9
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,183	91.5	2,220	87.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,183	15.9	2,220	12.1
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	434	92.6	406	93.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	434	18.7	406	18.2
Mathematics 6	Acceptable Standard	Very Low	Maintained	Concern	257	34.6	255	35.6	43,328	76.6	44,327	74.6
	Standard of Excellence	Very Low	Maintained	Concern	257	2.7	255	2.1	43,328	16.8	44,327	15.3
Science 6	Acceptable Standard	Very Low	Maintained	Concern	255	34.1	252	37.8	43,216	76.5	44,209	76.0
	Standard of Excellence	Very Low	Maintained	Concern	255	2.7	252	3.3	43,216	24.8	44,209	26.1
English Language Arts 9	Acceptable Standard	Very Low	Improved	Issue	174	29.9	175	22.6	43,675	78.7	44,685	77.1
	Standard of Excellence	Very Low	Maintained	Concern	174	1.1	175	0.4	43,675	14.7	44,685	14.4
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,262	81.8	2,286	83.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,262	10.3	2,286	12.1
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	333	85.6	285	84.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	333	12.9	285	13.0
Mathematics 9	Acceptable Standard	Very Low	Maintained	Concern	169	10.1	173	13.5	43,118	67.0	44,317	66.5
	Standard of Excellence	Very Low	Maintained	Concern	169	0.0	173	0.4	43,118	18.6	44,317	18.0
Science 9	Acceptable Standard	Very Low	Maintained	Concern	172	18.0	173	14.1	43,560	72.2	44,505	68.8
	Standard of Excellence	Very Low	Maintained	Concern	172	0.6	173	0.2	43,560	15.8	44,505	13.7

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

Too few jurisdictions offer Français (Grades 6, 9) for an Achievement Evaluation to be calculated. However, the results from Français (Grades 6, 9) are included in the aggregation of all PAT courses. Achievement Evaluations for Social Studies 6 and Social Studies 9 are not calculated due to the change in the tests.



2008/2009 Annual Results

Outcome: Students demonstrate high standards in learner outcomes. (continued)

Performance Measure		Results (in percentages)**										Target	
		2005		2006		2007		2008		2009		2009	
		A	E	A	E	A	E	A	E	A	E	A	E
Diploma Exam Results by Students Writing – percentages of students who achieve the acceptable standard and the percentages who achieve the standard of excellence on diploma examinations.													
English Lang Arts 30-1	Authority	66.7	0.0	42.9	14.3	14.3	0.0	18.2	0.0	50.0	0.0	20.2	2
	Province	89.1	17.8	88.0	19.3	87.7	19.0	87.1	15.5	86.1	12.3		
English Lang Arts 30-2	Authority	78.9	0.0	44.4	0.0	61.5	0.0	76.5	0.0	71.4	0.0	78.5	2
	Province	89.4	10.1	86.1	8.1	88.7	9.7	88.9	8.8	88.2	8.5		
	Province	95.0	16.3	94.8	28.1	97.2	24.6	98.5	25.4	94.7	33.1		
Pure Mathematics 30	Authority	30.0	0.0	*	*	*	*	*	*	*	*	n/a	n/a
	Province	80.6	25.7	82.8	26.5	81.1	24.6	81.3	25.8	82.1	26.3		
Applied Mathematics 30	Authority	*	*	*	*	*	*	*	*	33.3	0.0	n/a	n/a
	Province	87.6	21.8	77.5	11.8	77.6	12.1	76.4	10.7	79.4	13.5		
Social Studies 30	Authority	44.4	0.0	*	*	*	*	42.9	0.0	5.0	0.0	44.9	2
	Province	85.2	24.3	85.5	23.9	86.1	24.6	84.7	21.5	84.2	21.4		
Social Studies 33	Authority	58.3	0.0	42.9	4.8	31.0	2.4	66.7	0.0	46.2	0.0	68.7	2
	Province	85.0	17.6	83.5	19.0	84.8	19.6	85.3	18.9	85.6	20.2		
Biology 30	Authority	57.1	21.4	n/a	n/a	28.6	0.0	*	*	31.3	0.0	30.6	2
	Province	81.9	26.6	81.4	26.4	83.5	27.4	82.3	26.3	83.0	26.6		
Chemistry 30 Old	Authority	n/a	n/a	71.4	28.6	n/a	n/a	*	*	n/a	n/a	n/a	n/a
	Province	88.2	33.4	88.4	37.1	89.3	37.9	89.2	39.2	77.6	19.5		
Chemistry 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*	n/a	n/a
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	76.3	27.7		
Physics 30 Old	Authority	n/a	n/a	*	*	n/a	n/a	n/a	n/a	n/a	n/a	if set	if set
	Province	84.2	27.8	84.4	30.0	86.1	29.3	85.7	32.0	74.4	25.6		
Physics 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	79.3	23.1		
Science 30	Authority	*	*	*	*	*	*	n/a	n/a	*	*	n/a	n/a
	Province	88.1	22.1	82.8	17.3	87.1	18.0	88.6	21.6	86.0	20.9		



2008/2009 Annual Results

		Results (in Percentages)										Target	
		2005		2006		2007		2008		2009		2009	
		A	E	A	E	A	E	A	E	A	E	A	E
Overall***	Authority	58.9	3.3	48.2	3.6	38.8	1.0	51.6	0.0	40.5	0.0	40.8	3
	Province	85.5	21.2	84.2	20.7	84.8	20.9	84.4	19.4	84.4	19.1		

** "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

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

Comment on Results

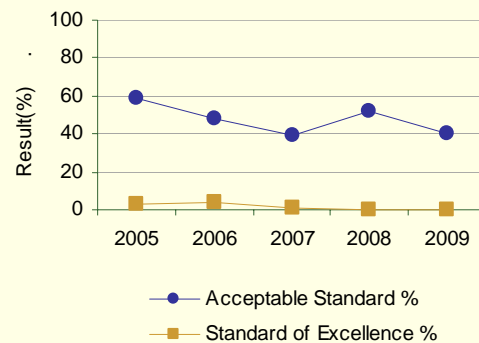
Maintained

Overall we just fell below (40.5%) our target of 40.8% Acceptable level. However our Diploma Courses results are dismal when compared to the provincial average of 84.4%

Contributing to low diploma exam scores is the cumulative impact of low annual attendance rates, lack of adequate supports to ensure student course readiness, reluctance to change to more flexible differentiated delivery systems, seek outside PD and student mentoring supports, lack of a trimester, quad system or more academic counseling.

In 2009-2010, administrators are looking into better transitioning strategies from Grade 9 to High School, teacher mentors, differentiated delivery systems, enhanced distributive learning, CTS, certificate programs and Outreach Program delivery systems., An increased focus on the five paragraph essay and student notebooks, with provision of learning key academic vocabulary in a discipline, will substantially contribute to improved results. In general, the greater the student's vocabulary, the greater their capacity to learn new information and new ideas.

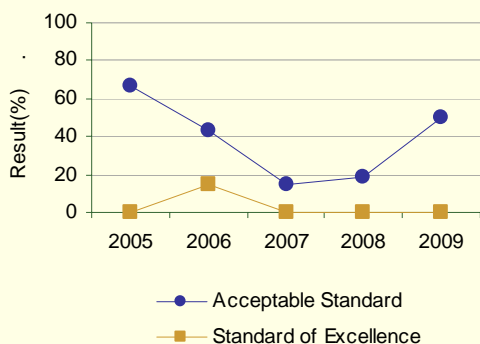
Graph of Overall Authority Results (optional)



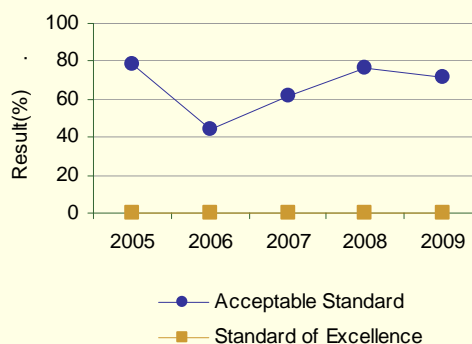
Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Diploma Exam Results By Course (Optional)

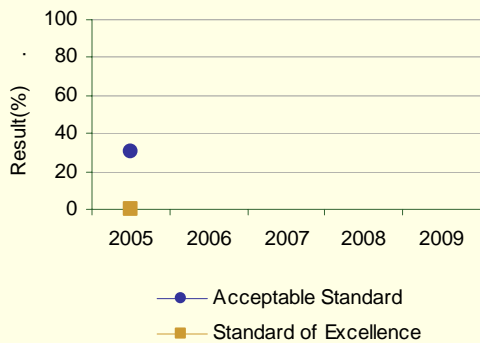
English Lang Arts 30-1



English Lang Arts 30-2



Pure Mathematics 30



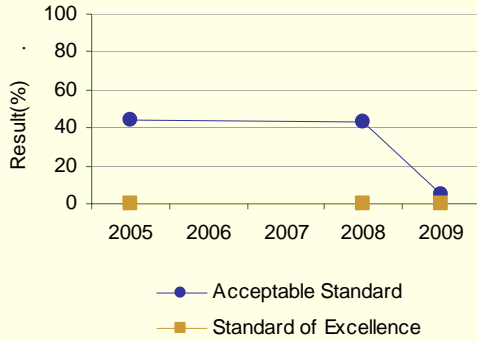
Applied Mathematics 30



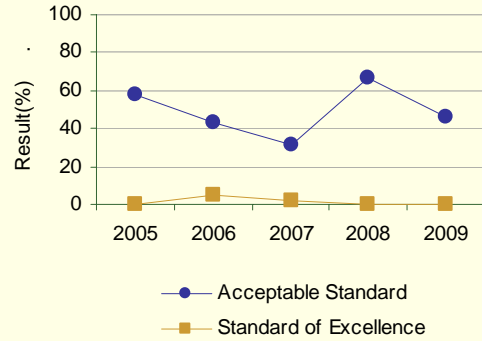
Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Diploma Exam Results By Course (Optional)

Social Studies 30



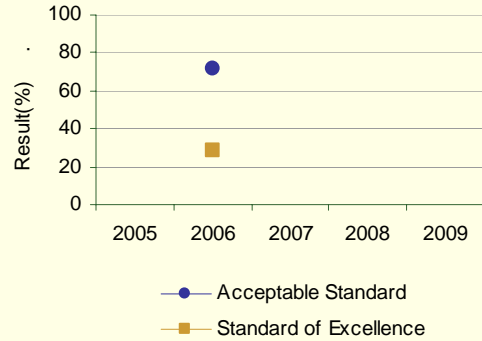
Social Studies 33



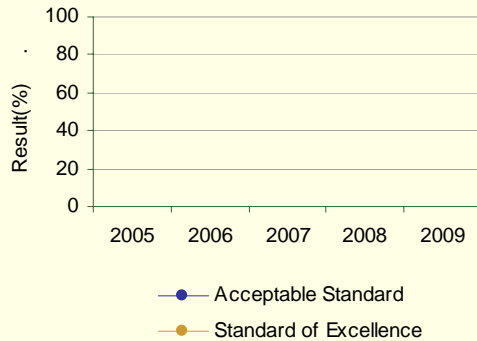
Biology 30



Chemistry 30 Old



Chemistry 30



Science 30



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



2008/2009 Annual Results

Diploma Exam Results Course By Course Summary With Measure Evaluation (optional)

		Northland School Div No. 61							Alberta			
		Achievement	Improvement	Overall	2009		Prev 3 Yr Avg		2009		Prev 3 Yr Avg	
Course	Measure				N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	Very Low	Improved	Issue	14	50.0	8	25.1	28,330	86.1	28,021	87.6
	Standard of Excellence	Very Low	Maintained	Concern	14	0.0	8	4.8	28,330	12.3	28,021	17.9
English Lang Arts 30-2	Acceptable Standard	Low	Maintained	Issue	28	71.4	25	60.8	13,473	88.2	12,858	87.9
	Standard of Excellence	Low	Maintained	Issue	28	0.0	25	0.0	13,473	8.5	12,858	8.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	133	33.1	123	26.1
Pure Mathematics 30	Acceptable Standard	*	*	*	2	*	n/a	n/a	22,197	82.1	22,435	81.7
	Standard of Excellence	*	*	*	2	*	n/a	n/a	22,197	26.3	22,435	25.7
Applied Mathematics 30	Acceptable Standard	Very Low	n/a	n/a	12	33.3	n/a	n/a	10,429	79.4	9,994	77.1
	Standard of Excellence	Very Low	n/a	n/a	12	0.0	n/a	n/a	10,429	13.5	9,994	11.5
Social Studies 30	Acceptable Standard	Very Low	Declined Significantly	Concern	20	5.0	7	42.9	22,845	84.2	23,756	85.4
	Standard of Excellence	Very Low	Maintained	Concern	20	0.0	7	0.0	22,845	21.4	23,756	23.3
Social Studies 33	Acceptable Standard	Very Low	Maintained	Concern	26	46.2	27	46.8	15,101	85.6	15,045	84.5
	Standard of Excellence	Very Low	Maintained	Concern	26	0.0	27	2.4	15,101	20.2	15,045	19.1
Biology 30	Acceptable Standard	Very Low	Maintained	Concern	16	31.3	7	28.6	21,088	83.0	20,835	82.4
	Standard of Excellence	Very Low	Maintained	Concern	16	0.0	7	0.0	21,088	26.6	20,835	26.7
Science 30	Acceptable Standard	*	*	*	3	*	n/a	n/a	4,476	86.0	3,721	86.2
	Standard of Excellence	*	*	*	3	*	n/a	n/a	4,476	20.9	3,721	19.0

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



2008/2009 Annual Results

Outcome: Students demonstrate high standards in learner outcomes. (continued)

Performance Measure		Results (in percentages)					Target
		2004	2005	2006	2007	2008	2009
Diploma examination participation rate: Percentages of students who have written four or more diploma exams by the end of their third year of high school.	Authority	8.9	3.0	2.1	0.0	5.6	2
	Province	52.4	53.5	53.7	53.6	53.3	

Comment on Results

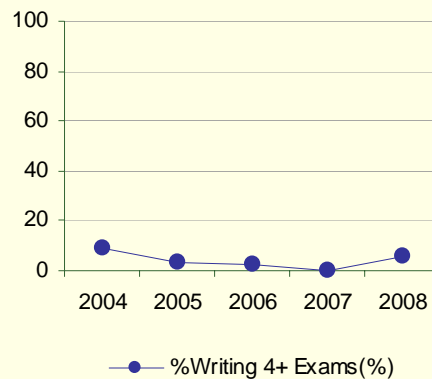
Improved

The target was achieved and far exceed results of the last three years; However, our participation rates are exceedingly low

There was an effort during the past year to focus on those students who were near or at a skill level to pass a diploma exam. This is due to the 2007 year in which no students wrote 4 diploma exams.

During the 2009-2010 year, administration is monitoring students more closely and providing greater supports for those who seek to write four diploma exams by the end of their third school year,

Graph of Overall Authority Results (optional)



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

Percentage of students writing 0 to 6 or more Diploma Examinations by the end of their 3rd year of high school (optional)

	Northland School Div No. 61					Alberta				
	2004	2005	2006	2007	2008	2004	2005	2006	2007	2008
N	93	137	98	149	111	43,221	43,032	43,930	44,661	45,432
% Writing 0 Exams	71.2	76.7	74.0	74.7	79.4	18.3	18.1	17.8	18.0	18.4
% Writing 1+ Exams	28.8	23.3	26.0	25.3	20.6	81.7	81.9	82.2	82.0	81.6
% Writing 2+ Exams	25.4	21.1	22.9	20.5	16.8	77.9	78.3	78.5	78.6	78.0
% Writing 3+ Exams	17.7	8.3	6.2	2.7	8.4	64.1	65.6	65.6	65.6	64.9
% Writing 4+ Exams	8.9	3.0	2.1	0.0	5.6	52.4	53.5	53.7	53.6	53.3
% Writing 5+ Exams	5.5	0.0	2.1	0.0	1.9	33.9	34.5	34.6	34.7	34.3
% Writing 6+ Exams	1.1	0.0	2.1	0.0	0.0	12.8	12.8	13.0	13.2	12.7



2008/2009 Annual Results

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

	Northland School Div No. 61					Alberta				
	2004	2005	2006	2007	2008	2004	2005	2006	2007	2008
N	93	137	98	149	111	43,221	43,032	43,930	44,661	45,432
English 30/30-1	17.2	7.3	5.1	3.4	6.3	53.4	54.4	54.7	54.5	53.8
English 33/30-2	6.5	12.4	18.4	19.5	11.7	24.4	23.7	23.5	23.6	24.0
Total of 1 or more English Diploma Exams	23.7	19.0	23.5	22.1	17.1	76.6	76.9	77.1	77.0	76.7
Social 30	16.1	5.1	4.1	2.7	5.4	47.8	49.1	49.5	49.3	48.1
Social 33	7.5	13.9	19.4	19.5	13.5	30.3	29.1	28.8	28.8	29.5
Total of 1 or more Social Diploma Exams	23.7	18.2	23.5	22.1	18.9	76.9	77.0	77.2	77.2	76.7
Math 30/Pure	7.5	5.8	2.0	0.0	1.8	39.5	41.1	41.9	41.7	41.1
Math 33/Applied	5.4	2.9	1.0	1.3	1.8	20.0	19.9	19.5	19.5	19.1
Total of 1 or more Math Diploma Exams	11.8	8.8	3.1	1.3	3.6	58.9	60.4	60.7	60.7	59.7
Biology 30	14.0	7.3	3.1	1.3	6.3	38.7	39.4	39.6	39.8	39.1
Chemistry 30	4.3	0.0	4.1	0.7	1.8	33.9	34.4	34.2	34.3	34.5
Physics 30	4.3	0.0	2.0	0.0	0.9	21.5	21.6	21.6	21.5	20.4
Science 30	3.2	0.7	1.0	0.0	2.7	6.7	7.0	7.0	7.0	7.4
Total of 1 or more Science Diploma Exams	19.4	8.0	6.1	2.0	8.1	55.5	56.6	56.7	56.5	56.1
Français 30	0.0	0.0	0.0	0.0	0.0	0.2	0.2	0.2	0.2	0.2
French Language Arts 30	0.0	0.0	0.0	0.0	0.0	2.3	2.4	2.7	2.7	2.7
Total of 1 or more French Diploma Exams	0.0	0.0	0.0	0.0	0.0	2.5	2.6	2.9	2.9	2.9

Note:

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

Results are based upon a cohort of grade 10 students who are tracked over time. The table shows the percentage of students in this cohort who complete diploma exams by the end of their third year of high school.



2008/2009 Annual Results

Outcome: Students demonstrate high standards in learner outcomes. (continued)

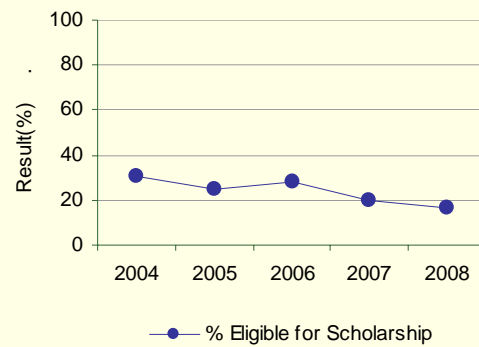
Performance Measure		Results (in percentages)					Target
		2004	2005	2006	2007	2008	2009
Percentages of Grade 12 students who meet the Rutherford Scholarship eligibility criteria.	Authority	30.4	25.0	27.7	20.0	16.4	9.7
	Province	52.9	54.6	56.1	56.8	57.3	

Comment on Results

N/A Even if they were eligible, none of our student had applied.

n/a

Graph of Overall Authority Results (optional)



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



2008/2009 Annual Results

Outcome: Students are well prepared for lifelong learning.

Performance Measure			Results (in percentages)					Target
			2004	2005	2006	2007	2008	2009
High school to post-secondary transition rate within four and six years of entering Grade 10.	Within 6 Years	Authority	38.5	43.7	44.5	53.0	34.8	55.0
		Province	54.4	57.5	59.5	60.3	60.7	
	Within 4 Years	Authority	11.3	30.4	17.1	20.8	16.1	
		Province	34.0	37.0	39.5	40.7	40.3	

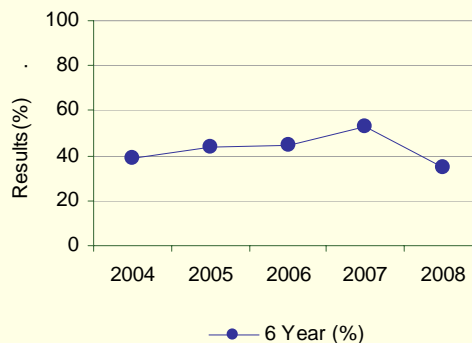
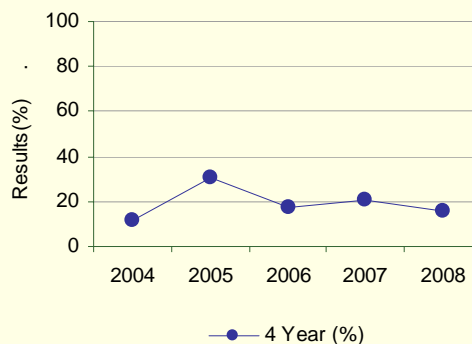
Comment on Results

Declined

Target was not met. We declined to a new low in the number of students who went on to a post-secondary institution.

In 2009-2010, high school administrations plan to do more work in the area of transitions to college or post-secondary training. The principals are due to meet at Northern Lakes College Campus in December 2009. High school Principals should have a clearer strategy as to how to improve our high school results and from transitions from junior high to high school and high school to college.

Graph of Overall Authority Results (optional)



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

Include a note indicating that the 6 year rate is the Accountability Pillar measure, which is evaluated and reported in the Accountability Pillar Summary.



2008/2009 Annual Results

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

Performance Measure			Results (in percentages)					Target
			2005	2006	2007	2008	2009	2009
Percentage of teacher and parent satisfaction that high school graduates demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	Overall (required)	Authority	46.5	53.9	45.1	45.6	55.5	
		Province	64.4	66.1	65.6	66.7	67.4	
	Teacher (optional)	Authority	56.7	58.4	51.0	49.5	56.8	
		Province	73.7	74.2	74.1	73.8	74.0	
	Parent (optional)	Authority	36.4	49.5	39.3	41.7	54.2	
		Province	55.1	57.9	57.1	59.5	60.8	

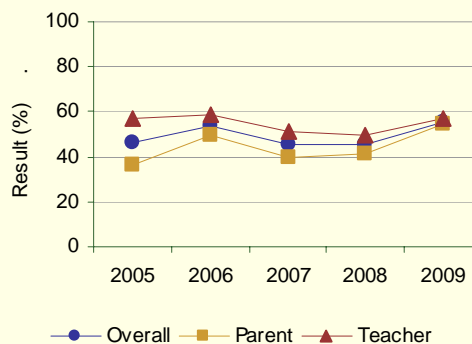
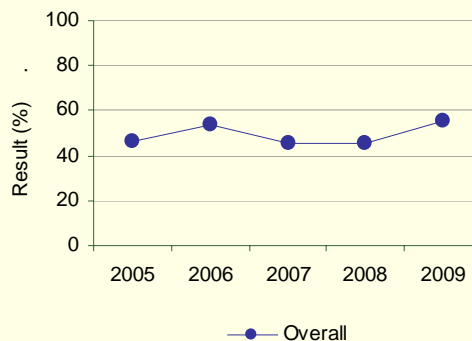
Comment on Results Improved

Teachers and parents have scored the highest satisfaction level (55.5%) of the past five years that our current high school graduates have the necessary lifelong learning traits

The reforms that took place at our two major high schools have created a renewed optimism as to the quality of our programs.

During the next school year, increased strategies promoting transition from high school to college should impact in increased enrollments and improved academic goal attainment. Also principals are devising student tracking and counseling strategies to promote greater success with CTS and academic courses.

Graph of Overall Authority Results (optional)



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



2008/2009 Annual Results

Outcome: *Students are well prepared for employment.*

Performance Measure			Results (in percentages)					Target
			2005	2006	2007	2008	2009	2009
Percentages of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	Overall (required)	Authority	63.4	73.7	53.7	53.9	68.1	55.7
		Province	74.9	77.0	77.1	80.1	79.6	
	Teacher (optional)	Authority	78.1	86.6	75.0	72.7	78.0	
		Province	89.1	89.4	89.2	89.3	88.9	
	Parent (optional)	Authority	48.7	60.9	32.4	35.1	58.1	
		Province	60.8	64.6	65.1	70.9	70.2	

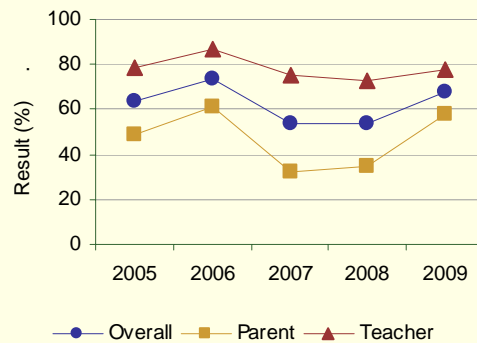
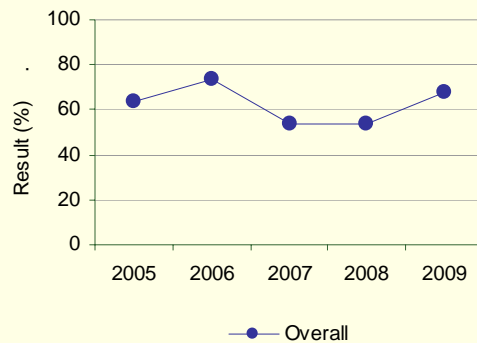
Comment on Results Improved

Target exceeded by 12.4%.

The new distributed leadership model and increased commitment to hold more meetings with parents and community leaders should result in improved results in the coming school year. Also, there is a strategy to have a greater presence of college recruiters and career fairs within the Division.

New CTS initiatives and work experiences are planned for the 2009-2010 year.

Graph of Overall Authority Results (optional)



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



2008/2009 Annual Results

Outcome: Students model the characteristics of active citizenship.

Performance Measure			Results (in percentages)					Target
			2005	2006	2007	2008	2009	2009
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	Overall (required)	Authority	59.4	62.6	56.0	58.1	65.8	58.0
		Province	75.3	76.8	76.6	77.9	80.3	
	Teacher (optional)	Authority	79.9	78.7	66.5	67.9	73.4	
		Province	89.5	90.3	89.9	90.6	91.8	
	Parent (optional)	Authority	44.0	53.2	47.4	51.9	58.5	
		Province	70.3	72.4	72.6	74.7	77.4	
	Student (optional)	Authority	54.4	55.9	54.0	54.5	65.5	
		Province	66.1	67.5	67.1	68.5	71.8	

Comment on Results

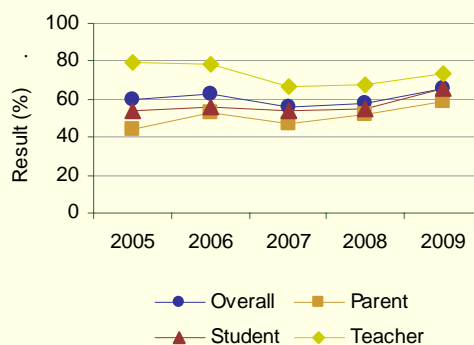
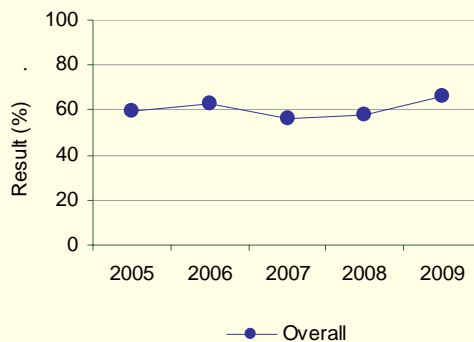
Improved significantly

The target was exceeded by 7.8% and is at an all time five year high mark.

The commitment to deal with major disciplinary issues and the added support from the SHP program to deal with the more severe social and emotional issues faced by students has helped. Also, schools have ensured that students contribute to community fund-raising and clean-up initiatives.

The values in the Lion's Quest and character programs are helping increase the citizenship satisfaction score.

Graph of Overall Authority Results (optional)



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

Also report results on all local authority Goal Two measures from the authority's Three-Year Education Plan 2008/09 – 2010/11 in relation to Goal 2, Goal 2 outcomes and targets for 2008/09. Minimum one year of results – Authorities are encouraged to provide multi-year results for trend analysis.



2008/2009 Annual Results

Attendance

SCHOOL	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	CHANGE
Anzac Community School	91.00%	89.00%	86	96	90	-6
Athabasca Delta Community	84.00%	81.00%	78.00	80	81	1
Bishop Routhier School	86.00%	85.00%	81.00	85	87	2
Calling Lake School	78.00%	76.00%	73.00	71	71	0
Chipewyan Lake School	87.00%	86.00%	87.00	85	79	-6
Conklin Community School	89.00%	86.00%	90.00	0	80	80
Dr. Mary Jackson School	86.00%	85.00%	77.00	81	89	8
Elizabeth School	89.00%	87.00%	87.00	86	84	-2
Father R. Perin School	81.00%	80.00%	77.00	78	83	5
Fort McKay School	83.00%	74.00%	75.00	82	83	1
Gift Lake School	79.00%	77.00%	77.00	81	77	-4
Grouard Northland School	85.00%	84.00%	83.00	81	80	-1
Hillview School					90	90
J. F. Dion School	61.00%	88.00%	90.00	87	84	-3
Kateri School	79.00%	56.00%	86.00	86	80	-6
Little Buffalo School	80.00%	76.00%	82.00	82	84	2
Mistassiniy School	72.00%	66.00%	71.00	68	64	-4
Paddle Prairie School	88.00%	73.00%	75.00	0	83	83
Peerless Lake School	82.00%	82.00%	87.00	86	83	-3
Pelican Mountain School	90.00%	90.00%	84.00	82	82	0
Pine Ridge Public School	86.00%	-	0.00			0
Red Earth Creek School	85.00%	89.00%	85.00	89	87	-2
St. Theresa School	85.00%	87.00%	84.00	82	84	2
Susa Creek School	91.00%	87.00%	82.00	78	82	4
Division Wide	83.30%	81.00%	81.70	82	80	-2



2008/2009 Annual Results

Goal Three: Highly Responsive and Responsible Jurisdiction

Outcome: *The authority demonstrates effective working relationships.*

Performance Measure			Results (in percentages)					Target
			2005	2006	2007	2008	2009	2009
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	Overall (required)	Authority	70.7	75.0	59.8	57.4	65.5	61.8
		Province	76.1	77.9	77.5	78.2	80.1	
	Teacher (optional)	Authority	81.0	79.0	68.2	66.5	71.5	
		Province	87.0	87.6	87.1	87.5	88.0	
	Parent (optional)	Authority	60.4	71.0	51.3	48.4	59.5	
		Province	65.2	68.1	67.9	69.0	72.2	

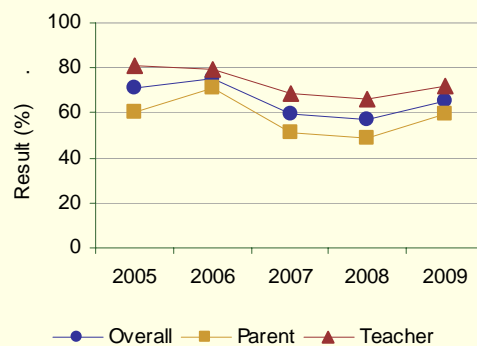
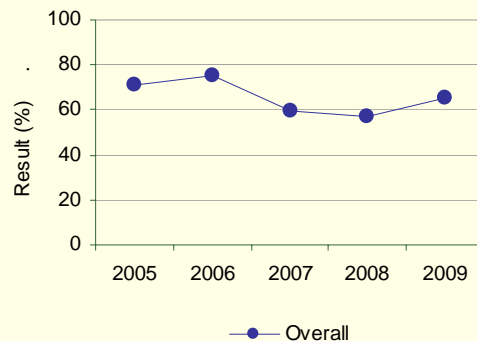
Comment on Results

Maintained

Target was exceeded by 3.7%.

As with most of the school related satisfaction measures, our parents are the least satisfied group. Local public meetings and more information sharing needs to occur. The Ten Month Program of Study Template, better reporting of assessments and student activities may improve stakeholder satisfaction levels to a new high.

Graph of Overall Authority Results (optional)



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



2008/2009 Annual Results

Outcome: The authority demonstrates leadership and continuous improvement.

Performance Measure			Results (in percentages)					Target
			2005	2006	2007	2008	2009	2009
Percentages of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	Overall (required)	Authority	66.6	65.3	67.6	66.0	69.7	69.6
		Province	73.9	76.8	76.3	77.0	79.4	
	Teacher (optional)	Authority	73.3	72.0	68.7	67.6	61.3	
		Province	73.1	75.5	74.5	75.6	78.2	
	Parent (optional)	Authority	57.5	64.6	70.1	67.6	76.7	
		Province	70.9	75.4	75.1	75.9	78.1	
	Student (optional)	Authority	68.8	59.5	63.8	62.8	71.0	
		Province	77.9	79.4	79.3	79.5	81.8	

Comment on Results Improved

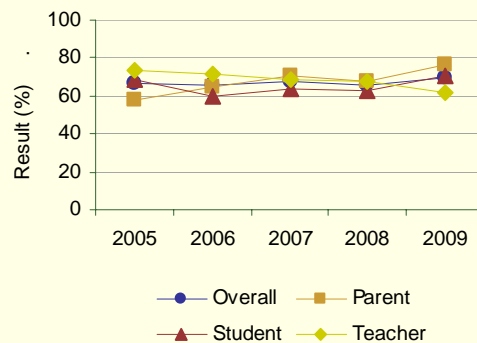
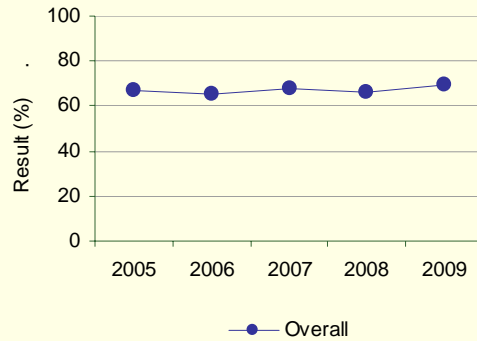
The target is met and represents an all time five year high mark.

Parents and LSBC members have taken note of the changes and the proposed Seven Point Plan to improve student and staff success.

The LSBC members and administration have a priority to involve and inform parents about our need to improve daily attendance, especially at the junior high and high school levels. Public forums and meetings are due to increase next year. Currently most schools have awards and recognition activities every month.

This year we are planning ways to enhance training and information services to our community based teacher support staffs. The added training via the teacher trainee program as well as local PD options should demonstrate our commitment to build community-based capacities.

Graph of Overall Authority Results (optional)



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



2008/2009 Annual Results

Outcome: The authority demonstrates leadership and continuous improvement. (continued)

Performance Measure			Results (in percentages)					Target
			2005	2006	2007	2008	2009	2009
The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.	Overall (required)	Authority	73.8	73.5	74.3	72.5	71.9	76.3
		Province	76.5	78.2	78.8	80.4	81.5	
	Teacher (optional)	Authority	73.8	73.5	74.3	72.5	71.9	
		Province	76.5	78.2	78.8	80.4	81.5	

Comment on Results

Target was not met. We fell short by 4.5%.

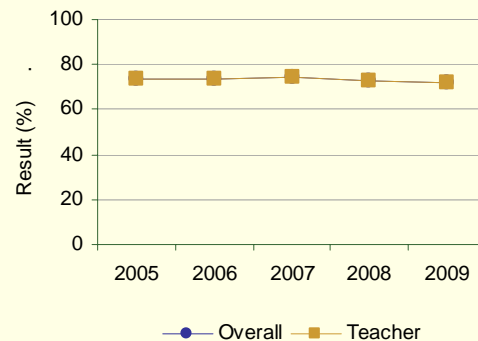
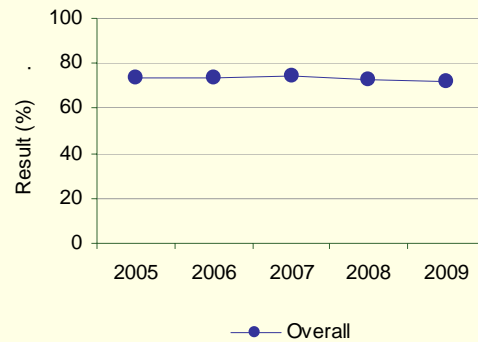
This result is troubling due to the hundreds of thousands of dollars spent on ongoing PD.

It has been noted that a more focused approach is needed if results for students and staff members are to improve.

This 2009-2010 school year we unveiled the new distributed leadership and mentorship approach and held five days of orientation for both the twelve new administrators and over forty-five school teachers. Both the mentorship and enhanced PD leadership training via AISI should enhance satisfaction and skill levels of our professional staff.

The new P.D. Request/Report Form may help inject new practices at our school sites. It asks those attending PD sessions to commit to sharing the new learnings.

Graph of Overall Authority Results (optional)



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

Also report:

- results on all local authority Goal Three measures from the authority's Three-Year Education Plan 2008/09 – 2010/11 in relation to Goal 3, Goal 3 outcomes and targets for 2008/09. Minimum one year of results – Authorities are encouraged to provide multi-year results for trend analysis.
- 2008/09 results for measures and targets for local goals and outcomes in the Authority's Three-Year Education Plan for 2008/09 – 2010/11. Minimum one year of results – Authorities are encouraged to provide multi-year results for trend analysis.



Future Challenges

1. Lobbying for political and financial strategies to address the education gap within Aboriginal communities and students. The current teacher training at NLC is a grand start to redress northern needs.
2. Recognition of the continued need for funding our teacher housing needs.
3. Transfer or eliminate infrastructure services such as sewage lagoons and water plants.
4. The recruitment and retention of quality professional staff is extremely difficult particularly in the areas of Science, Mathematics and Physical Education. We need to create partnerships with local colleges and other northern tier school divisions.
5. PAT & Diploma Results: creating a more collaborative and distributed team approach that entrenches strategies into the local School Program Plans.
6. Northland administration needs a more dynamic strategy to train and involve the local community members via its support staffs. The disconnect between school and community needs to be bridged in the area of PD offerings, home visits and improved communication.
7. Continue to develop strategies (student notebooks, increased assessments, five paragraph essay) to increase academic standards of students.
8. Parents need to be brought into the picture as active volunteers, cheerleaders and informed citizens. The gap between the school and parents is unacceptably wide. The new provision for Grade 4 and up parent participation in surveys should contribute significantly to an informed constituency.
9. Increased attendance and lower drop out rate via all stakeholder efforts.
10. Collaboratively, develop strategies and programs to increase the number of students graduating.
11. Technology –Implement the Wireless and Smart Board Technology Plan and increase the use of the Supernet and local tech mentors or leaders.
12. Cut the high costs of travel and services and increase the use of the TL 33 and VC conferencing units.
13. Infrastructure requirements: meet the growing need for new schools, permanent additions to existing schools to meet student needs. Effective lobbying with government.
14. Occupational Health & Safety is a costly initiative with no monetary support from Alberta Education.



2008/2009 Annual Results

School Facilities/Maintenance

During the 2007-2008 year we received funding for a new modular classroom in Peerless Lake. Construction of the new school at Peavine was substantially complete in April, 2009 but students had still not attained access to the building for the start of the 2009-2010 school year. Construction of the new school in Anzac (Bill Woodward School) was approximately 40% complete at year end with a revised substantial completion date of mid June 2010. No further word had been received for the new provincial K-6 schools in Trout Lake and Peerless Lake. The new Capital Plan was resubmitted but no further notification of funding for projects was received. We continue to update and inform Alberta Infrastructure, Alberta Education and the Northern MLA's on the status of our facilities.

IMR (Infrastructure Maintenance and Renewal funding) projects completed or in process include the partial re-roof and the installation of courtyard curtains at Red Earth Creek School; floor upgrading in Peerless Lake; Furnace replacements in two schools, completion of the site fence and door replacements at Fort Chipewyan; T8 lighting upgrade at Grouard; repair to the parking lot area steps at Kateri School in Trout Lake. The allocation of the 2009-2010 funding was not allocated to projects as of year end.

Plant Operations and Maintenance funding still remains a significant concern especially with the shortage of trades, manpower, escalating utility and construction costs. We continue to strive to find the balance between a balanced budget and the outstanding maintenance issues in our facilities. The spring and summer of 2009 continued to be challenging with a further transition of staff which appears will continue for at least the short term (this time in key positions).

Transportation Department

Northland School Division No. 61 operates 65 bus routes, of which 24 are contract operated covering a total of 100,000 sq kilometers of unorganized territory in northern Alberta. Approximately 3200 students are transported daily to 43 schools in Alberta, British Columbia and the Northwest Territories by bus or by Conveyance Allowance. The service area of the Transportation Department is 1752.0 square miles; and the daily kilometers traveled are 8,014 or 1,602,800 kilometers yearly. A fleet of 85 buses are maintained throughout the Division to serve the needs of the community.

The transportation department operates on a budget of approximately \$4,047,398.

The Transportation Department continues to try and bring costs of Student Transportation within the amount of our block funding formula.



2008/2009 Annual Results

Housing

Northland Housing Services operates as a separate service within Northland School Division, with the primary objective of providing affordable accommodation to members of the teaching staff in those communities where housing is not readily available from alternative sources.

Operating with a budget of approximately \$1,000,000 (one million dollars), Northland Housing Services maintained 143 residences throughout 18 communities during the 2008 – 2009 school year. Gains were realized in the area of furnace replacement, flooring upgrades, painting and re-roofing in several communities, along with the continuing upgrading of major appliances as per the 3 year Housing Services action plan. The emergence of several large unplanned Maintenance projects again required that operational dollars be directed away from scheduled maintenance upgrading and redirected toward these projects. Efforts will be continued, subject to available operational funds, to upgrade infrastructure while still maintaining the day to day repair requirements.

Housing Services continued to:

- 1) Be client focused with professional staff as clients.
- 2) Provide quality maintenance service to tenants within the budget constraints of housing rental income.
- 3) Work toward the establishment of a functional preventative maintenance program.
- 4) Pursue a policy of continuous improvement in the provision of housing services.

School Food Services

School Food Services operates as a separate division of Northland School Division No. 61 and had an annual budget of approximately 3.2 million dollars for the 2008-2009 school year.

A central administrative staff complement of 4 positions worked with twenty-three Local School Board Committees, three Non-profit Associations and one School Division to provide nutritionally sound school lunch programs to approximately 3,500 registered students. School Food Services also employs a driver who delivered groceries over a wide geographic area. Students participated in lunches at twenty nine service sites in Northern Alberta. Local administration was provided by Local School Board Committees acting as agents for Northland School Division and by Non-Profit Associations acting in a catering capacity under contract to Northland School Division. One School Division provided complete administration for two of its school service sites. Local responsibility included personnel management, financial administration, and the community interaction necessary for each lunch program's delivery. Local people are employed exclusively as kitchen staff.



2008/2009 Annual Results

A daily morning nutrition break is provided, which is designed to enhance student performance, improve attendance and reduce the number of students arriving late. The nutrition breaks were funded through the generous contribution of an external source, TransCanada Pipelines Ltd., and existing funds

During the 2008-2009 school year Hillview School in East Prairie opened which has a new hot lunch kitchen. The students were very excited as they had previously taken bag lunches to school in High Prairie. Automatic dishwashers were installed in six other hot lunch kitchens and one kitchen had renovations which improved the appearance and functionality of the kitchen.

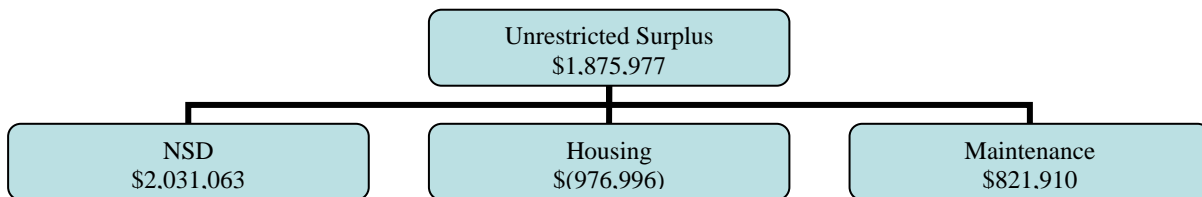


2008/2009 Annual Results

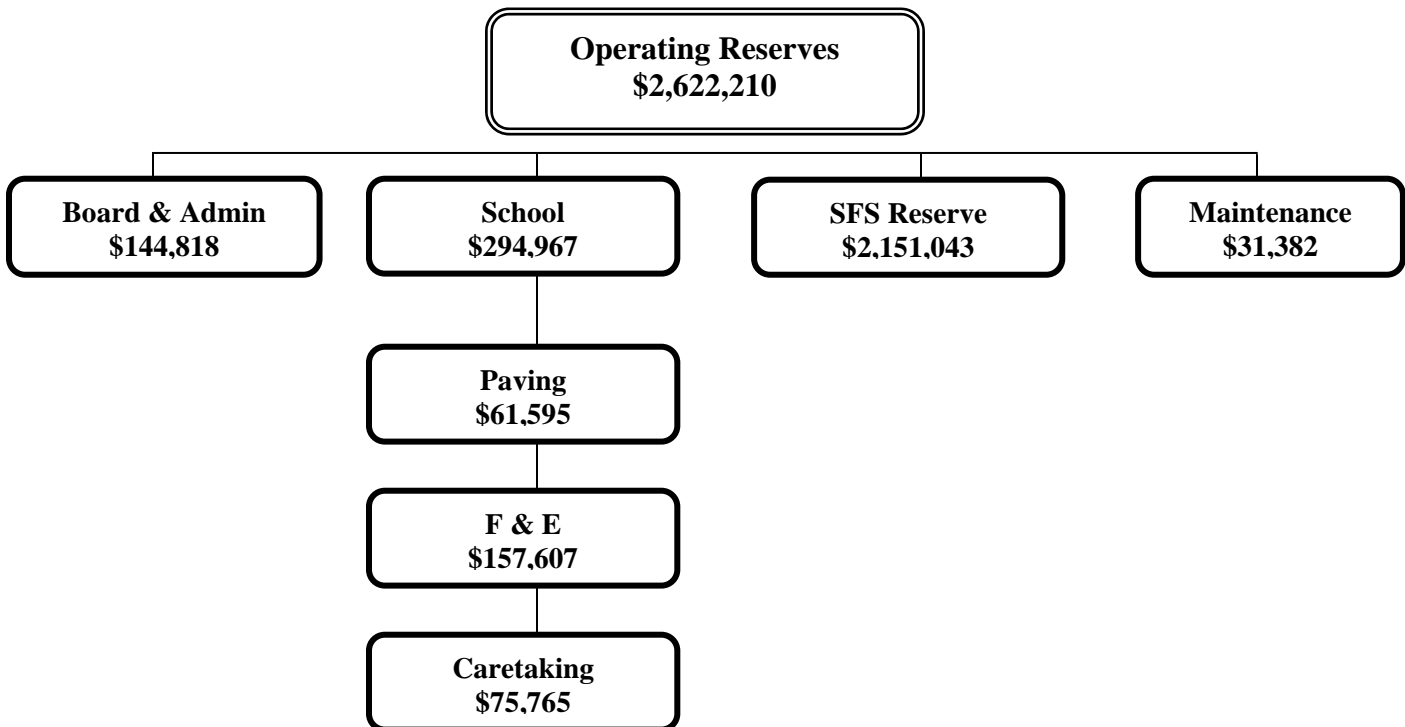
Finance

The following pages outline the finances of the Division. More information on the sources of school generated funds and their uses, as well as a copy of the Audited Financial Statement can be requested by contacting the Secretary-Treasurer of the Division. Phone: 1-800-362-1360 or by visiting our website www.nsd61.org Comparative information is available in a provincial report at the following website: www.education.gov.ab.ca/funding/afs

Unrestricted Surplus



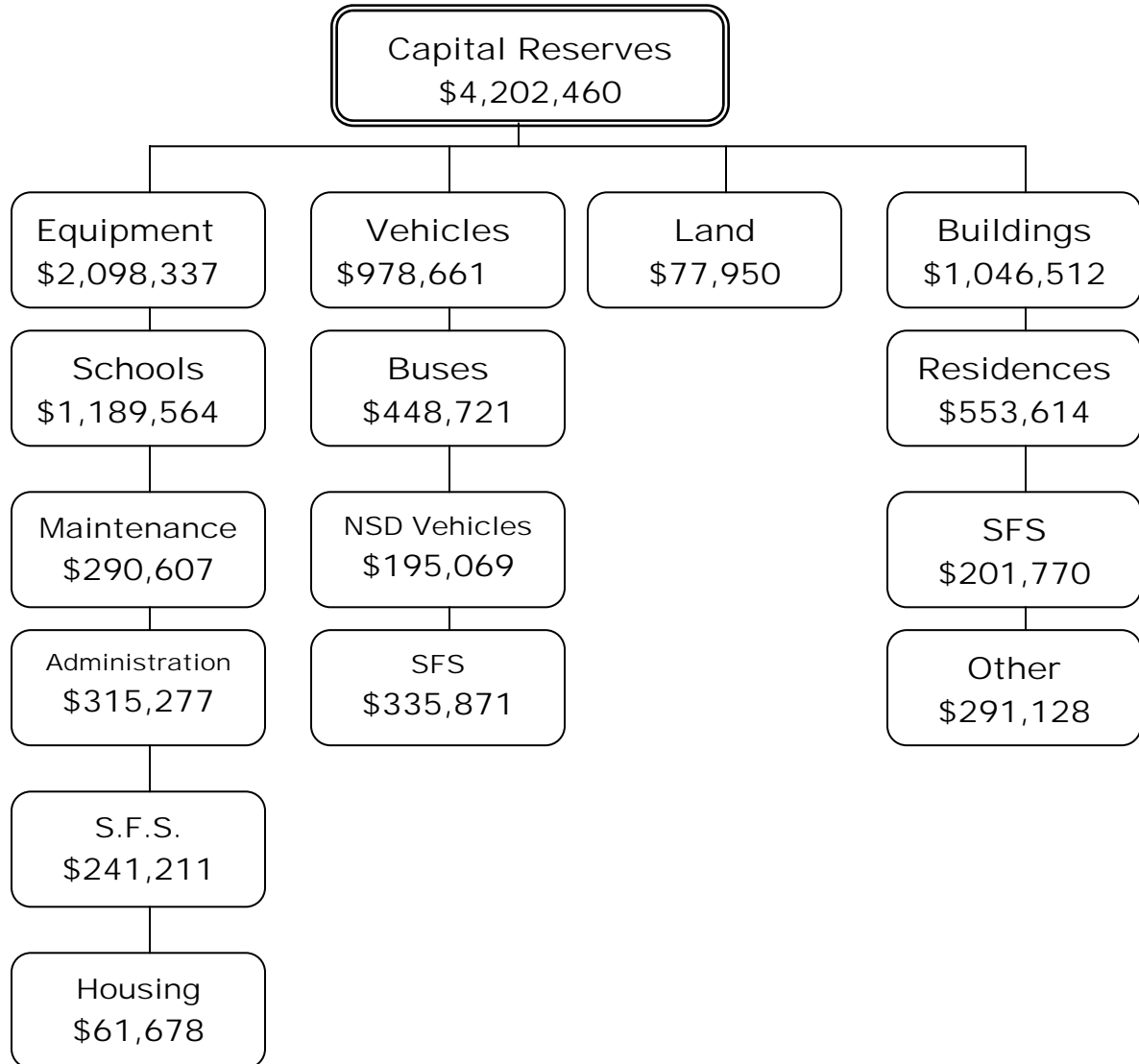
OPERATING RESERVES



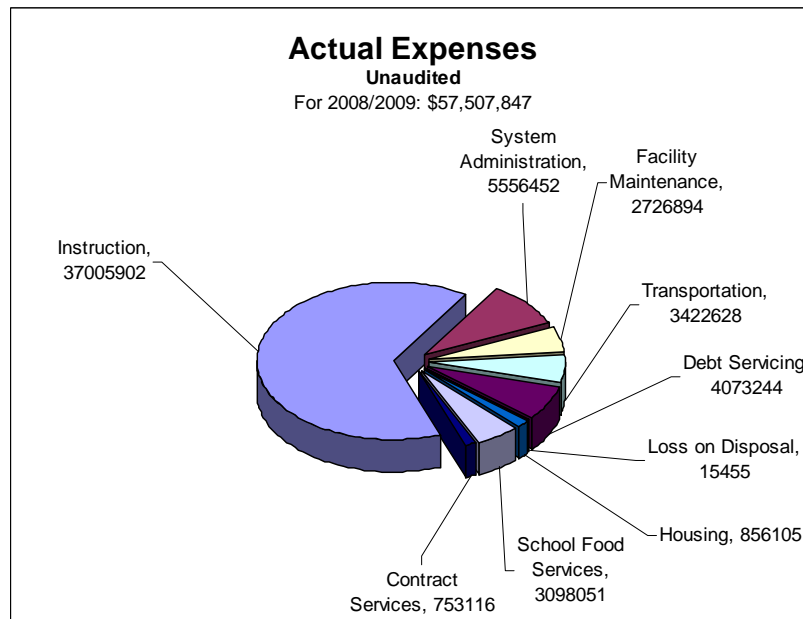
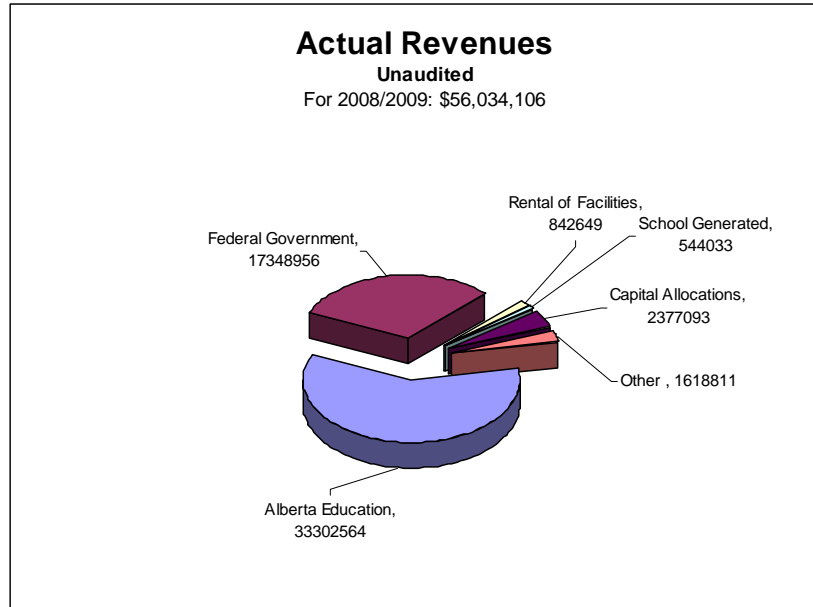


2008/2009 Annual Results

CAPITAL RESERVES



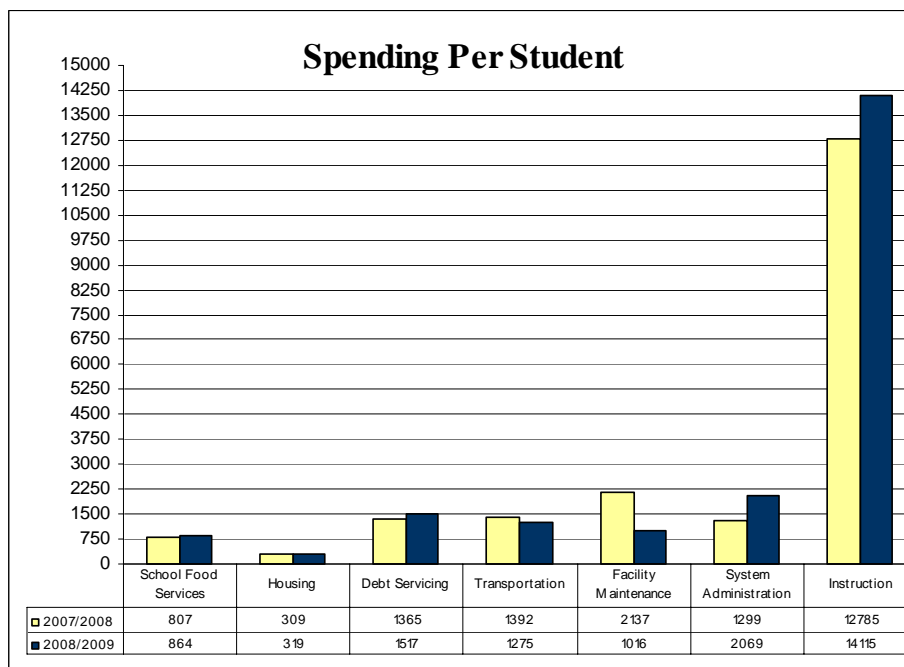
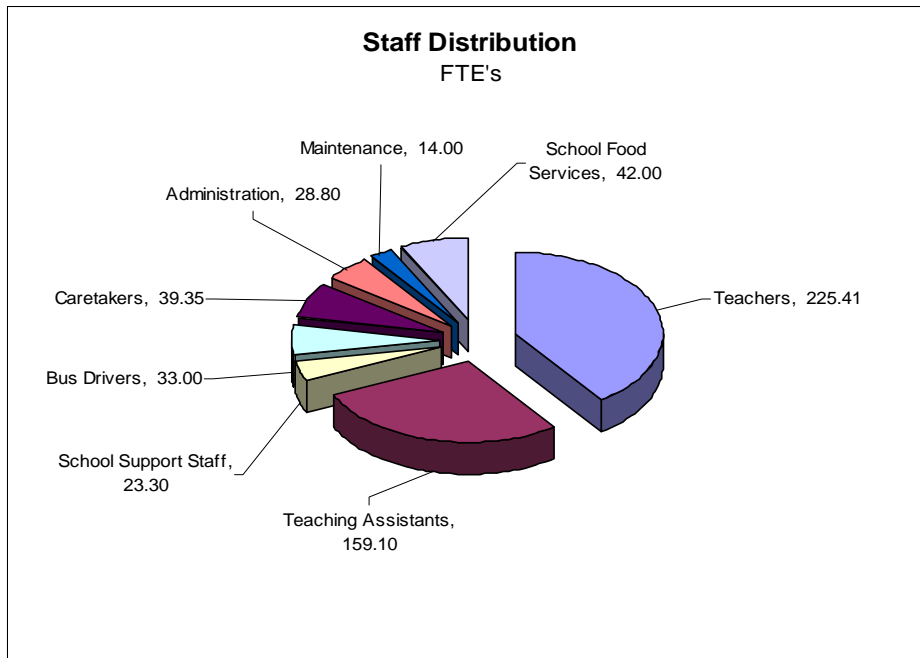
Actual Revenues/Actual Expenses





2008/2009 Annual Results

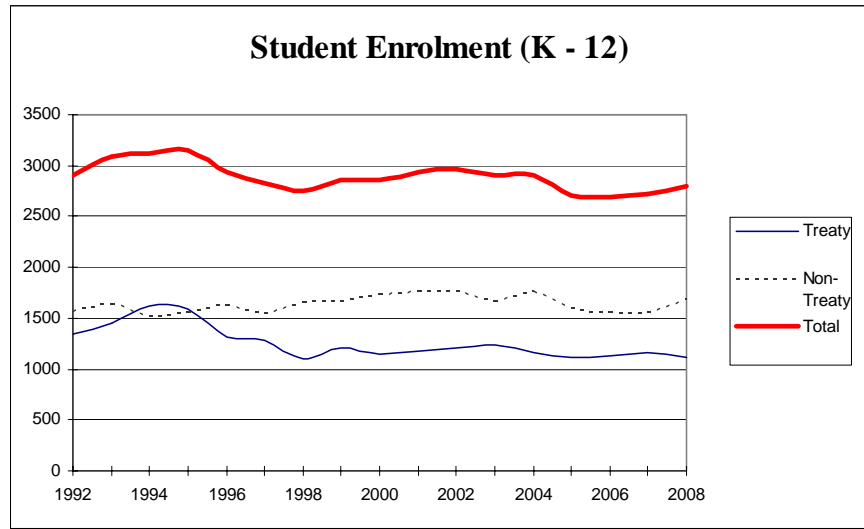
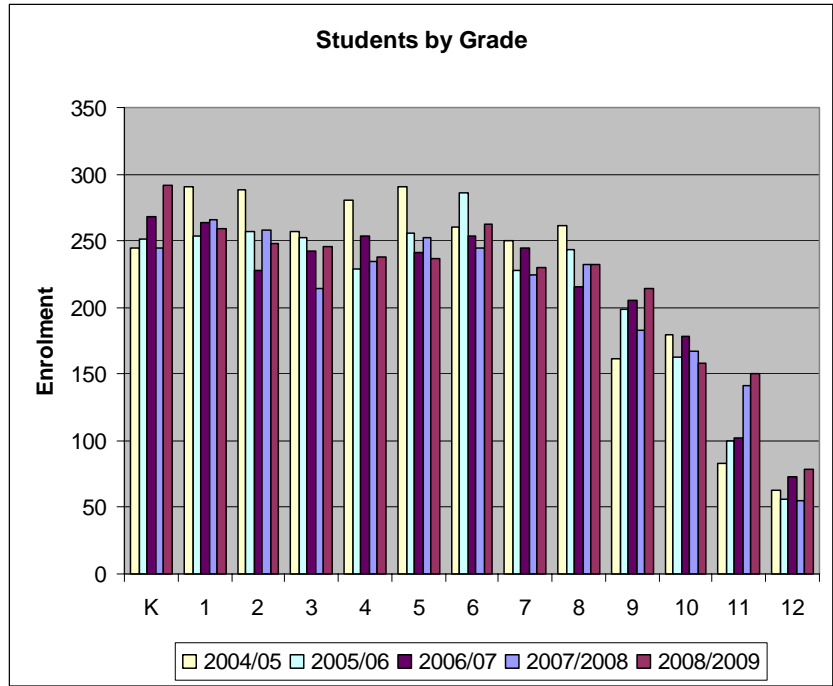
Staff Distribution and Spending Per Student





2008/2009 Annual Results

Students By Grade and Student Enrolment





2008/2009 Annual Results

Steve Noskey, Chairman of the Board

Pier DePaola, Superintendent of Schools

Shelley Willier, Assistant Supt. of Schools

Dennis Walsh, Secretary-Treasurer (Director of Finance)

Richard Baier, Director of Business Affairs

Anzac Community School	K-7
Athabasca Delta Community School	K-12
Bishop Routhier School	K-6
Calling Lake School	K-12
Chipewyan Lake School	K-9
Conklin Community School	K-9
Dr. Mary Jackson School	K-12
Elizabeth Community School	K-8
Fort McKay School	K-9
Fr. R. Perin School	K-9
Gift Lake School	K-9
Grouard Northland School	K-9
Hillview School	K- 6
J.F. Dion School	K-6
Kateri School	K-12
Little Buffalo School	K-12
Mistassiniy School	6-12
Paddle Prairie School	K-12
Peerless Lake School	K-12
Pelican Mountain School	K-6
Red Earth Creek School	K-11
St. Theresa School	K-5
Susa Creek School	K-8