

Almadina Language Charter Academy  
Combined Three-Year Plan 2011-2014 and  
Alberta Education Results Report  
2010-2011



Submitted: November 30, 2011

Message from the Board Chair

The Board of Directors of Almadina Language Charter Academy is pleased to present our combined Alberta Education Results Report and Three Year Education Plan for 2011-2014. Our recent charter school evaluation recognized many of the improvements that the school has made over the last several years. The volunteer board is appreciative of the efforts and dedication demonstrated by our stakeholders and the resulting achievements of our learning community. We are committed to ensuring all students continue to demonstrate successful achievement. The board is supportive of the initiatives of campus based administration and works as a focused team to further improve the school. As well, this plan details targets and strategies in addressing areas of strength and growth.

Our AISI project will focus on English Language Learners and strengthen our programming for ELL students while also respecting our student's first language.

Our Board of Directors and staff are pleased that we have a new five year charter that began in September 2011. The Almadina Language Charter Academy will be vacating the Franklin Campus in July 2012 and be moving to a new facility, the Harold W. Riley School. As well, our central office will be moving to a new facility although the exact location is not yet confirmed.

Our Accountability Results are excellent again this year and the Board and Community are very proud and appreciative of the efforts of our students and staff.

This year the Almadina School Society will be holding an election for the Board of Directors in November. The new Board will begin a three year term following the election.

Our Board of Directors anticipates an exciting and successful three years.

Mr. Mohamad Abbas,  
Board Chair

**Accountability Statement**

**Accountability Statement for the Combined Annual Education Results Report and Three-Year Education Plan**

Charter school that combine their AERR and 3YEP into a single document use the following Accountability Statement:

The Annual Education Results Report for the **2010/2011** school year and the Education Plan for the three years commencing September 1, **2011** for **Almadina Language Charter Academy** was prepared under the direction of the Board in accordance with its responsibilities under the *School Act* and the *Government Accountability Act*. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2010/2011 school year and three-year Education Plan for 2011–2014 on November 21, 2011.

\_\_\_\_\_ (original signed)

**Mr. Mohamad Abbas**

**Board Chair**

**Almadina School Society**

**Foundation Statements**

- *Vision*

Canada's best K-9 public school for students whose second or third language at home is English, to reach their full potential.

- *Mission*

The Almadina School Society, through its partnership with the Minister and all stakeholders, ensures that our students whose second or third language at home is English reach their full potential as they prepare to meet the challenges of high school, lifelong learning and citizenship in a dynamic, democratic, knowledge-based society that respects each child's special gifts and the commitment to promote diversity in shared values.

### **A Profile of the School Authority**

Almadina Language Charter Academy serves approximately 600 students and their families in two schools. The elementary (Mountain View campus) houses Grades 1 through 5. The middle school (Franklin campus) has Grade 6 through 9 students as well as a full time Kindergarten program with 60 children.

Our jurisdiction is committed to improving the achievement of students whose second or third language is English. Students are assessed for their language learning needs and provided support depending on their needs. Both schools have common Alberta Initiative for School Improvement projects. These focus on ELL Strategies and School Readiness across the grades. These projects are aligned with our charter mandate and school priorities.

We have a joint school council that is supportive of our school and current initiatives.

We have a school based project funded through Alberta Health and Wellness (Capacity Building) that addresses the social and emotional needs of our language learners. This program has just been approved for a second three year term (2011-2014).

As the only charter school dedicated to English language learning, we have a focused approach to ensuring students are successful with the outcomes from the Alberta Program of Studies and the language outcomes contained therein. This programming ensures students are prepared in transitioning to Grade 10-12 course loads, with ELL supports as necessary.

Almadina Language Charter Academy, with the support of all stakeholders, has demonstrated continuous improvement in student achievement. We have been increasingly recognized for our expertise in the area of ELL programming.

The objectives of our current and future plans are to ensure we maintain our strong foundation and also improve our school through continuous learning and growth to enable us to be the premier school in Calgary for meeting the needs of students whose primary language is other than English.

**October 2011 Accountability Pillar Overall Summary (Required for Public/Separate/Francophone/Charter School Authorities and Level 2 Private Schools)**

| Measure Category  | Measure Category Evaluation | Measure   | Almadina School Society |                  |                   | Alberta        |                  |                   | Measure Evaluation |             |           |
|---|-----------------------------|---|-------------------------|------------------|-------------------|----------------|------------------|-------------------|--------------------|-------------|-----------|
|   |                             |   | Current Result          | Prev Year Result | Prev 3 yr Average | Current Result | Prev Year Result | Prev 3 Yr Average | Achievement        | Improvement | Overall   |
| Safe and Caring Schools                                       | Good                        | Safe and Caring                                   | 87.6                    | 87.4             | 85.6              | 88.1           | 87.6             | 86.6              | High               | Maintained  | Good      |
| Student Learning Opportunities                                | n/a                         | Program of Studies                                | 69.8                    | 71.3             | 72.0              | 80.9           | 80.5             | 80.1              | Low                | Maintained  | Issue     |
|   |                             | Education Quality                                 | 91.2                    | 92.0             | 91.6              | 89.4           | 89.2             | 88.9              | Very High          | Maintained  | Excellent |
|   |                             | Drop Out Rate                                     | 0.5                     | 0.0              | 4.0               | 4.2            | 4.3              | 4.7               | Very High          | Maintained  | Excellent |
|   |                             | High School Completion Rate (3 yr)                | n/a                     | n/a              | n/a               | 72.6           | 71.5             | 71.1              | n/a                | n/a         | n/a       |
| Student Learning Achievement (Grades K-9)                     | Excellent                   | PAT: Acceptable                                   | 90.0                    | 95.4             | 84.1              | 79.3           | 79.1             | 78.0              | Very High          | Improved    | Excellent |
|   |                             | PAT: Excellence                                   | 32.0                    | 40.7             | 30.4              | 19.6           | 19.4             | 18.5              | Very High          | Maintained  | Excellent |
| Student Learning Achievement (Grades 10-12)                   | n/a                         | Diploma: Acceptable                               | n/a                     | n/a              | n/a               | 82.6           | 83.4             | 84.0              | n/a                | n/a         | n/a       |
|   |                             | Diploma: Excellence                               | n/a                     | n/a              | n/a               | 18.7           | 19.0             | 18.9              | n/a                | n/a         | n/a       |
|   |                             | Diploma Exam Participation Rate (4+ Exams)        | n/a                     | n/a              | n/a               | 54.9           | 53.5             | 53.5              | n/a                | n/a         | n/a       |
|   |                             | Rutherford Scholarship Eligibility Rate (Revised) | n/a                     | n/a              | n/a               | 59.6           | 56.9             | 57.0              | n/a                | n/a         | n/a       |
| Preparation for Lifelong Learning, World of Work, Citizenship | n/a                         | Transition Rate (6 yr)                            | n/a                     | n/a              | n/a               | 59.3           | 59.8             | 59.3              | n/a                | n/a         | n/a       |
|   |                             | Work Preparation                                  | 86.5                    | 85.3             | 86.2              | 80.1           | 79.9             | 79.8              | Very High          | Maintained  | Excellent |
|   |                             | Citizenship                                       | 78.9                    | 80.3             | 79.2              | 81.9           | 81.4             | 79.9              | High               | Maintained  | Good      |
| Parental Involvement  | Issue                       | Parental Involvement                              | 75.3                    | 82.3             | 81.4              | 79.9           | 80.0             | 79.4              | Intermediate       | Declined    | Issue     |
| Continuous Improvement  | Good                        | School Improvement                                | 79.3                    | 84.6             | 81.2              | 80.1           | 79.9             | 78.8              | High               | Maintained  | Good      |

Notes:

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

**Achievement Evaluation**

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 3 year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

| Measure   | Very Low      | Low           | Intermediate  | High          | Very High      |
|---|---------------|---------------|---------------|---------------|----------------|
| Safe and Caring                                   | 0.00 - 77.62  | 77.62 - 81.05 | 81.05 - 84.50 | 84.50 - 88.03 | 88.03 - 100.00 |
| Program of Studies                                | 0.00 - 66.31  | 66.31 - 72.65 | 72.65 - 78.43 | 78.43 - 81.59 | 81.59 - 100.00 |
| Education Quality                                 | 0.00 - 80.94  | 80.94 - 84.23 | 84.23 - 87.23 | 87.23 - 89.60 | 89.60 - 100.00 |
| Drop Out Rate                                     | 100.00 - 9.40 | 9.40 - 6.90   | 6.90 - 4.27   | 4.27 - 2.79   | 2.79 - 0.00    |
| High School Completion Rate (3 yr)                | 0.00 - 57.03  | 57.03 - 62.36 | 62.36 - 73.88 | 73.88 - 81.79 | 81.79 - 100.00 |
| PAT: Acceptable                                   | 0.00 - 65.53  | 65.53 - 78.44 | 78.44 - 85.13 | 85.13 - 89.49 | 89.49 - 100.00 |
| PAT: Excellence                                   | 0.00 - 9.19   | 9.19 - 11.96  | 11.96 - 17.99 | 17.99 - 22.45 | 22.45 - 100.00 |
| Diploma: Acceptable                               | 0.00 - 74.42  | 74.42 - 83.58 | 83.58 - 88.03 | 88.03 - 92.35 | 92.35 - 100.00 |
| Diploma: Excellence                               | 0.00 - 10.31  | 10.31 - 15.67 | 15.67 - 20.27 | 20.27 - 23.77 | 23.77 - 100.00 |
| Diploma Exam Participation Rate (4+ Exams)        | 0.00 - 31.10  | 31.10 - 44.11 | 44.11 - 55.78 | 55.78 - 65.99 | 65.99 - 100.00 |
| Rutherford Scholarship Eligibility Rate (Revised) | 0.00 - 43.18  | 43.18 - 49.83 | 49.83 - 59.41 | 59.41 - 70.55 | 70.55 - 100.00 |
| Transition Rate (6 yr)                            | 0.00 - 39.80  | 39.80 - 46.94 | 46.94 - 56.15 | 56.15 - 68.34 | 68.34 - 100.00 |
| Work Preparation                                  | 0.00 - 66.92  | 66.92 - 72.78 | 72.78 - 77.78 | 77.78 - 86.13 | 86.13 - 100.00 |
| Citizenship                                       | 0.00 - 66.30  | 66.30 - 71.63 | 71.63 - 77.50 | 77.50 - 81.08 | 81.08 - 100.00 |
| Parental Involvement                              | 0.00 - 70.76  | 70.76 - 74.58 | 74.58 - 78.50 | 78.50 - 82.30 | 82.30 - 100.00 |
| School Improvement                                | 0.00 - 65.25  | 65.25 - 70.85 | 70.85 - 76.28 | 76.28 - 80.41 | 80.41 - 100.00 |

Notes:

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

**Improvement Table**

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

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

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

**Overall Evaluation Table**

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

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

**Category Evaluation**

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g. 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern)

**Charter Goal One:** Almadina Language Charter Academy will provide opportunities for students to optimize their potential while focusing on English language learning.

Outcome: The academic success rate of ELL students will increase.

| Performance Measures  | Results (in percentages) |      |      |      |      | Target* | Targets |      |      |
|---|--------------------------|------|------|------|------|---------|---------|------|------|
|   | 2007                     | 2008 | 2009 | 2010 | 2011 | 2011    | 2012    | 2013 | 2014 |
| The average percentage of students in grades 3, 6, and 9 who achieve the Acceptable Standard in the Provincial Achievement Tests. | 70.2                     | 80.1 | 76.8 | 95.4 | 90.0 | 91%     | 92%     | 93%  | 94%  |

- Strategies
- Teachers will differentiate instruction to accommodate the unique needs of ELL students.
  - Offer the English Language Option program to support students.
  - Compose classes to include students of differing Benchmark levels to maximize opportunities for peer modelling and peer coaching.
  - Implement ELL bench mark assessment of students to inform practice.
  - Participation in PAT's will be strongly encouraged. Exemptions will only be given in extenuating circumstances with the appropriate approvals.
  - Incorporate PAT results for grades 3, 6 and 9 into the final subject area marks for the school year.
  - Discourage parents from removing their children for overseas travel during the school year.
  - Continue to support a mentoring program for first year teachers.
  - Increase opportunities for parent engagement in the areas of school readiness and literacy.
  - Collaborate with social agencies/community groups to support the social and emotional needs of the students.

Action on Inclusion (Special Education)

Inclusion at both campuses focuses on making each individual feeling accepted in a school community setting while achieving optimal academic success. In alignment with the Almadina's Charter focus on literacy, the Lindamood Bell program has been implementing in small group settings at both Mountain View and Franklin. This program was chosen because research demonstrates its effectiveness in improving reading, writing and spelling in English Language Learners. 2-4 students have been recommended by teachers in each class from ECS to grade 9. ECS and grades 1-5 students receive the Lindamood Bell program throughout the school day 4 times in a 6 day cycle. Grades 6-9 receive the program during lunch hour 4 times a week. The long term plan is to have the classroom teachers from ECS to grade 4 implement the program, with training and support, in a class wide setting next year. Students with higher needs with continue to receive small group support. In year 3 the program is used school wide from ECS to grade 9 with higher needs students still receiving small group support. ECS candidates for upcoming years will be assessed in 3 different areas prior to making a decision regarding student readiness for the full day ECS program. These three areas deal with (1)phonemic awareness, (2)fine motor skills an (3)behaviour and functioning in a group setting. Inclusion teacher team teaching with individual teachers. Year 2 some groups of teachers pilot



the team teaching model. Year 3 all teachers use the team teaching approach during 1 or more classes a day.

There has also been a shift in the role of educational assistants. They have taken an active role in the implementation of the Lindamood program. They also now work directly with higher needs students under the direction of the Inclusion leader instead of under classroom teacher direction. Next year and during year 3 they will continue to work directly with students under an Inclusion leader's direction.

Partnership with Renfrew involving student health and wellness programs. 6 and 9 boys and girls groups developed to promote a positive school atmosphere and enable all students to feel a sense of belonging.

Partnership with Westmount to share strategies of effective differentiated teaching and formative assessment. The goals for year 2 and 3 are to visit partnering school's classrooms and sharing of professional development time.

**Charter Goal Two:** Almadina Language Charter Academy will support the staff in acquiring the knowledge and skills for ELL instruction.

Outcome: Improved student outcomes.

| Performance Measures  | Results (in percentages) |      |      |      |      | Target* | Targets |      |      |
|---|--------------------------|------|------|------|------|---------|---------|------|------|
|   | 2007                     | 2008 | 2009 | 2010 | 2011 | 2011    | 2012    | 2013 | 2014 |
| The average percentage of students in grades 3, 6, and 9 who achieve the Acceptable Standard in the Provincial Achievement Tests. | 70.2                     | 80.1 | 76.8 | 95.4 | 90.0 | 91%     | 92%     | 93%  | 94%  |

|   |
|---|
| <p>Strategies</p> <ul style="list-style-type: none"> <li>• Incorporate two assessment days into the school calendar to allow teachers to better understand and assist their students.</li> <li>• Continue to support the PLC model through committed professional development.</li> <li>• Ensure clarity of staff expectations and accountability through planning teams.</li> <li>• Use standard ELL assessment tools to gauge each student’s language proficiency.</li> <li>• Place assessment data in student’s ELL portfolio.</li> <li>• Share promising practices for ELL with all stakeholders at the local, provincial and national level.</li> <li>• Encourage teachers to reflect on their ELL strategies through the development of their professional growth plans.</li> <li>• Maintain active participation on the provincial ELL Advisory Committee.</li> <li>• Develop, coordinate and implement professional activities through a Professional Development Committee (consisting of teachers and ELL/AISI Coordinator).</li> <li>• Encourage participation in the ATA ESL Specialist Council.</li> <li>• Continue to partner with the U of C to focus on teacher induction program, research, and professional development.</li> </ul> |
|---|

| Performance Measures   | Results (in percentages) |      |      |      |      | Target* | Targets |      |      |
|--|--------------------------|------|------|------|------|---------|---------|------|------|
|  | 2007                     | 2008 | 2009 | 2010 | 2011 | 2011    | 2012    | 2013 | 2014 |
| The average number of teachers who feel that their professional development opportunities provided the support they required to assist students in meeting their learning needs. |                          |      |      |      | 73%  | 80%     | 85%     | 90%  | 90%  |

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| <p><b>Comment on Results</b></p> <ul style="list-style-type: none"> <li>• This is the first year that the Almadina Language Charter Academy has collected data on this performance measure.</li> </ul> |
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## Goal One: Success for Every Student

*Outcome: Students demonstrate proficiency in literacy and numeracy*

| Performance Measure   | Results (in percentages) |      |      |      |      | Target <sup>1</sup> | Evaluation  |             |           | Targets <sup>2</sup> |      |      |
|---|--------------------------|------|------|------|------|---------------------|-------------|-------------|-----------|----------------------|------|------|
|   | 2007                     | 2008 | 2009 | 2010 | 2011 | 2011                | Achievement | Improvement | Overall   | 2012                 | 2013 | 2014 |
| Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).    | 70.2                     | 80.1 | 76.8 | 95.4 | 90.0 |                     | Very High   | Improved    | Excellent |                      |      |      |
| Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results). | 22.1                     | 29.5 | 20.9 | 40.7 | 32.0 |                     | Very High   | Maintained  | Excellent |                      |      |      |

### Strategies

- Provide a full time ELL/AISI coordinator to support teachers in delivering the Program of Studies to ELLs.
- Invite Alberta Education to present an overview of the Accountability Pillar process to assist staff in understanding the results to support program development.
- Provide a workshop on the analysis of PAT results to enhance planning.
- Continue an orientation program so that teachers understand how to effectively plan for successful learning and meeting language learning needs through our Almadina Unit Planner.
- Strengthen ELL strategies and build student literacy through the two AISI projects.
- Provide opportunities for students needing additional assistance to access the English Language Option.
- Continue our membership with the AAC and encourage teachers to use AAC resources.
- Compose classes to include students of differing Benchmark levels to maximize opportunities for peer modelling and peer coaching.
- Provide professional development to assist teachers in differentiating instruction.
- Develop consistent reading and writing strategies across divisions.
- Provide professional development opportunities as needed to address new curriculum.
- Continue to provide additional instructional time in all core subject areas.

Outcome: *Students achieve educational outcomes*

| Performance Measure  | Results (in percentages) |      |      |      |      | Target | Evaluation |             |             | Targets |      |      |
|--|--------------------------|------|------|------|------|--------|------------|-------------|-------------|---------|------|------|
|  | 2006                     | 2007 | 2008 | 2009 | 2010 |        | 2011       | Achievement | Improvement | Overall | 2012 | 2013 |
| High School Completion Rate - percentages of students who completed high school within three years of entering Grade 10. | n/a                      | n/a  | n/a  | n/a  | n/a  |        | n/a        | n/a         | n/a         |         |      |      |
| Drop Out Rate - annual dropout rate of students aged 14 to 18  | 9.7                      | 1.6  | 10.2 | 0.0  | 0.5  |        | Very High  | Maintained  | Excellent   |         |      |      |
| High school to post-secondary transition rate of students within six years of entering Grade 10.                         | n/a                      | n/a  | n/a  | n/a  | n/a  |        | n/a        | n/a         | n/a         |         |      |      |
| Percentage of Grade 12 students eligible for a Rutherford Scholarship.   | n/a                      | n/a  | n/a  | n/a  | n/a  |        | n/a        | n/a         | n/a         |         |      |      |
| Percentage of students writing four or more diploma exams within three years of entering Grade 10.                       | n/a                      | n/a  | n/a  | n/a  | n/a  |        | n/a        | n/a         | n/a         |         |      |      |

| Strategies   |
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| <ul style="list-style-type: none"> <li>• Continue to support a counsellor at each campus (Wellness Empowerment Program) and an Occupational Therapist offering services to both campuses.</li> <li>• Continue building teacher capacity (Wellness Empowerment Program) to ensure that students are aware of support and resources beyond the school.</li> <li>• Continue to offer a structured transition program in cooperation with CBE for all students transitioning into high school.</li> <li>• Continue to have students involved in the <i>Tell Them From Me</i> project.</li> <li>• Continue to invite former Almadina students who are currently attending high school to share experiences with current students.</li> <li>• Continue to promote Do Your “PART” Peer Mediation and Buddies Program.</li> <li>• Offer support through the Respect Room for students needing additional assistance.</li> <li>• Maintain proactive, open and timely communication with parents.</li> <li>• Contract educational/psychological test services and assessments as required to assist teachers in developing programs to meet the unique needs of the students.</li> </ul> |

*Outcome: Students are prepared for the 21<sup>st</sup> century*

| Performance Measure   | Results (in percentages) |      |      |      |      | Target<br>2011 | Evaluation  |             |           | Targets |      |      |
|---|--------------------------|------|------|------|------|----------------|-------------|-------------|-----------|---------|------|------|
|   | 2007                     | 2008 | 2009 | 2010 | 2011 |                | Achievement | Improvement | Overall   | 2012    | 2013 | 2014 |
| Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.                                  | 78.8                     | 78.7 | 78.7 | 80.3 | 78.9 |                | High        | Maintained  | Good      |         |      |      |
| 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. | 75.0                     | 86.9 | 86.3 | 85.3 | 86.5 |                | Very High   | Maintained  | Excellent |         |      |      |

| Strategies   |
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| <ul style="list-style-type: none"> <li>• Continue to utilize the Borba “Values/Virtues” character education program.</li> <li>• Provide a set of 25 lap top computers at each campus.</li> <li>• Assist classroom teachers with additional collegial support from knowledgeable computer teachers.</li> <li>• Encourage teachers to integrate computer technology into core subjects.</li> <li>• Encouraging the use of Google Apps.</li> <li>• Promote the use of SIRS Discoverer as an online research tool.</li> <li>• Implement the use of Super 3 and the Big 6 as an information literacy tool.</li> </ul> |

Outcome: *Students are prepared for the 21<sup>st</sup> century (continued)*

| Performance Measure  | Results (in percentages) |      |      |      |      | Target | Evaluation  |             |         | Targets |      |      |
|--|--------------------------|------|------|------|------|--------|-------------|-------------|---------|---------|------|------|
|  | 2007                     | 2008 | 2009 | 2010 | 2011 | 2011   | Achievement | Improvement | Overall | 2012    | 2013 | 2014 |
| Percentage of teacher and parent satisfaction that high school graduates demonstrate the knowledge, skills and attitudes necessary for lifelong learning. <i>(This measure is required for charter and private school authorities with only K-9 schools)</i> | 63.7                     | 69.4 | 69.4 | 66.2 | 70.8 |        | n/a         | n/a         | n/a     |         |      |      |

| Strategies   |
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| <ul style="list-style-type: none"> <li>• Continue with the Wellness Empowerment Program. (Almadina is currently in the first year of the second three year phase)</li> <li>• Emphasize the transition program from Grade nine to high school.</li> <li>• Continue to utilize peer mediation and student leadership programs.</li> <li>• Continue to utilize the Learning Clicks program at the junior high level.</li> <li>• Junior High students are involved in a program that requires twenty hours of volunteer work.</li> </ul> |

## Goal Two: Transformed Education Through Collaboration

Outcome: *Students have access to programming and supports to enable their learning*

| Performance Measure  | Results (in percentages) |      |      |      |      | Target<br>2011 | Evaluation  |             |           | Targets |      |      |
|--|--------------------------|------|------|------|------|----------------|-------------|-------------|-----------|---------|------|------|
|  | 2007                     | 2008 | 2009 | 2010 | 2011 |                | Achievement | Improvement | Overall   | 2012    | 2013 | 2014 |
| Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education. | 70.2                     | 74.5 | 70.1 | 71.3 | 69.8 |                | Low         | Maintained  | Issue     | 75      | 78   | 80   |
| Percentage of teachers, parents and students satisfied with the overall quality of basic education.  | 87.6                     | 90.6 | 92.1 | 92.0 | 91.2 |                | Very High   | Maintained  | Excellent |         |      |      |
| 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. | 83.0                     | 84.0 | 85.3 | 87.4 | 87.6 |                | High        | Maintained  | Good      |         |      |      |

### Strategies

- **Enhance the option program at Franklin Campus.**
- **Invite specialist instructors to Franklin Park Campus to enhance the options program.**
- **Restructure the timetable to allow for more student choice.**
- **Plan a Career Day for middle school students (Franklin Park Campus).**
- **Continue to support the Three Year Plan for CTS Evergreening.**
- **Continue to enhance the DPA programming through the introduction of the “Positive Playgrounds” program.**
- **Continue to partner with the University of Calgary in projects such as the dual language books.**
- Continue to improve communication with parents regarding the program of studies.
- Connect with curriculum based Junior Achievement programming across both campuses.
- Connect the character education program to meaningful humanitarian fundraising projects.
- Incorporate the Wellness Empowerment Program at all grade levels.
- Focus on recognizing and addressing bullying behaviour in a proactive manner.
- Promote safety on school buses by supporting and communicating regularly with the drivers.
- Continue to collect discipline data in school and on buses to improve student behaviour.
- Continue to promote “Diversity in Shared Values” through assemblies and newsletters.
- Continue to incorporate teacher intervention and support through the “Respect Room” process.
- Target “at risk” students for early intervention.

# **Bolded** strategies outline the action plan to improve the first performance measure

*Outcome: The education system demonstrates openness to new and innovative ideas, leadership and collaboration*

| Performance Measure   | Results (in percentages) |      |      |      |      | Target | Evaluation   |             |         | Targets |      |      |
|---|--------------------------|------|------|------|------|--------|--------------|-------------|---------|---------|------|------|
|   | 2007                     | 2008 | 2009 | 2010 | 2011 | 2011   | Achievement  | Improvement | Overall | 2012    | 2013 | 2014 |
| Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.  | 81.4                     | 83.5 | 78.4 | 82.3 | 75.3 |        | Intermediate | Declined    | Issue   | 80      | 85   | 88   |
| 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. | 74.6                     | 77.2 | 81.8 | 84.6 | 79.3 |        | High         | Maintained  | Good    |         |      |      |

| Strategies   |
|--|
| <ul style="list-style-type: none"> <li>• <b>Continue to encourage parents to attend parent teacher interviews.</b></li> <li>• <b>Continue to keep parents informed of innovative programming through e-newsletters available on the school website.</b></li> <li>• <b>Update the school website so that current information is readily available, interactive, and provides feedback opportunities.</b></li> <li>• <b>Provide website orientation workshops for parents.</b></li> <li>• <b>Continue to survey parents and students in regards to AISI programming.</b></li> <li>• <b>Develop, implement and monitor a Strategic Communications Plan.</b></li> <li>• <b>Enhance the role of School Council including growth and development opportunities with a framework for meaningful input.</b></li> <li>• <b>Develop strategies to engage, educate and increase involvement of our parent community.</b></li> <li>• <b>Develop a framework to gather input from School Council into decisions impacting their child's education.</b></li> <li>• <b>Increase attendance at monthly School Council Meetings by inviting all parents using Synrevoice and email.</b></li> <li>• <b>Encourage parent volunteers at the K-3 level.</b></li> <li>• Continue to maintain open communication between teachers, campus based administration and parents.</li> <li>• Continue to communicate student progress of language acquisition through the Language Benchmark system and interim progress report in addition to regular report cards.</li> <li>• Partner with the University of Calgary on a research project entitled "An Evaluation of the Progress of the Educational Programs: Past, Present and Future".</li> <li>• Share information collected from the U of C research project with stakeholders.</li> <li>• Continue to communicate to all stakeholders the unique focus of Almadina in delivering the Alberta Program of Studies with an enhanced focus on language acquisition.</li> <li>• Collaborate with Alberta Education and arrange for junior high students to participate in the high school completion Student Engagement Project.</li> <li>• Continue to invite post secondary institutions to place practicum students at Almadina.</li> <li>• Encourage alignment of teacher professional growth plans with Charter and AISI goals.</li> <li>• Continue to advocate for students with language learning needs through memberships in the ATA ELL Specialist Council, membership on the Provincial Advisory Committee for ELL and sharing our expertise in this area with other charter schools and educational stakeholders.</li> <li>• Provide opportunity for input from school staff into decisions impacting their work and education.</li> <li>• Continue to contribute to professional associations and provide opportunities for staff attendance.</li> <li>• Plan for organizational and professional development days.</li> </ul> |

# **Bolded** strategies outline the action plan to improve the first performance measure.



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

Outcome: *FNMI students are engaged in learning*

**Strategies**

- Encourage field trips to First Nations schools and historical and cultural sites to promote an awareness of FNMI.
- Invite guest speakers to discuss FNMI cultures.
- Participate in a culturally diverse athletic league.
- Provide and utilize culturally diverse resources in the library and classrooms

### Future Challenges

Almadina Language Charter Academy (ALCA) faces future challenges with facilities and the student cap. Relocating ECS to Grade 4 elementary programs to the H.W. Riley School and Grades 6 to 9 to Mountain View School in the summer of 2012 will require 2 school moves. Planning for these moves is just beginning in the fall of 2011.

The major challenge with the H.W. Riley location is that three portables are necessary for ALCA to finally combine the kindergarten and the elementary programs into one unified school.

Both locations require some retrofitting to adequately house a modern learning program. One area that ALCA consistently shows as needing improvement is in the options available to the middle school students. Planning for comprehensive middle school programs at Mountain View will require some classroom renovation during the summer of 2012. Careful use of surplus funds will be applied to this.

### Summary of Financial Results

An overall revenue increase of 183 K (2%) was offset by growth of Grades 1 to 9 instructional expenses of 194 K. Conservative spending for 2011 resulted in a healthy surplus of \$253 K that will support a well-organized move to very adequate facilities in 2012.

The largest single contributor to the surplus for 2011 was the decision to reduce ECS enrolment from 5 classes to 3. This resulted in saving \$186 K over the year and dramatically reduced the per funded child cost. The program is only funded for half time, but providing full time ECS is a crucial language development support for English Language Learners. The loss for this program in 2011 was a manageable <\$71 K> compared to the <\$206 K> in 2010.

Although ALCA has a policy of keeping student transportation fees low due to the socioeconomic status of our parents, a small increase in the fee of \$50 and reducing the fleet by one bus for the last half of 2011 has cut the loss in transportation by almost half to <\$47 K> in 2011 from <\$83 K> in 2010. A moderate increase in parent fees will be necessary over the next three years. Transportation software funded by Alberta Education in 2011 will support the efficiency of this program in the future.

At the cost of some efficiency in operation, spending on Board office support salaries was reduced in 2011. Advertising and Legal costs are down compared to the year before. The overall surplus in Board and System was \$101 K in 2011 (\$19 K in 2010).

School Generated Funds are collected to support extracurricular activities and special field trips. Activity in this area has returned to a typical \$28 K in 2011 from the previous exceptional year, \$41 K in 2010.

Detailed information on financial results for the 2011 school year may be viewed on:

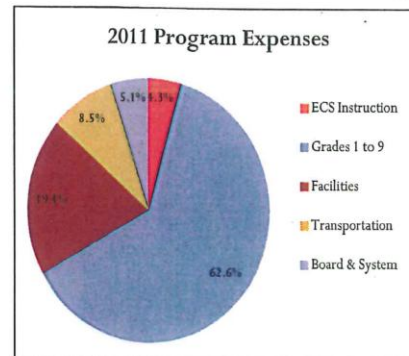
- Page 18 of this document
- Audited Financial Statements and Unaudited Schedules:  
[http://www.esl-almadina.com/index.php?option=com\\_content&view=article&id=24&Itemid=18&lang=en](http://www.esl-almadina.com/index.php?option=com_content&view=article&id=24&Itemid=18&lang=en)
- By contacting Janice LeDuc CMA, Secretary Treasurer, at 403-543-5078 or [jleduc@esl-almadina.com](mailto:jleduc@esl-almadina.com)

Comparative information on jurisdiction Audited Financial Statements is available in a provincial report at:

- <http://education.alberta.ca/admin/funding/audited.aspx>

**Audited Financial Information**

|  | 2009             | 2010             | 2011             |
|--|------------------|------------------|------------------|
| <b>Enrollment</b>                          |                  |                  |                  |
| Funded Children                            | 90               | 88               | 60               |
| Funded Students                            | 613              | 598              | 608              |
|  | <b>703</b>       | <b>686</b>       | <b>668</b>       |
| <b>Revenue</b>                             |                  |                  |                  |
| Alberta Education                          | 7,215,421        | 7,369,113        | 7,516,930        |
| Transportation Fees                        | 90,555           | 89,882           | 123,457          |
| School Generated Funds                     | 26,161           | 41,253           | 28,473           |
| Other                                      | 17,326           | 30,218           | 44,528           |
|  | <b>7,349,463</b> | <b>7,530,466</b> | <b>7,713,388</b> |
| <b>Expenses by Programs</b>                |                  |                  |                  |
| ECS Instruction                            | 577,236          | 509,664          | 323,439          |
| Grades 1 to 9                              | 4,360,025        | 4,478,772        | 4,672,416        |
| Facilities                                 | 1,381,825        | 1,428,533        | 1,447,162        |
| Transportation                             | 642,112          | 662,259          | 637,710          |
| Board & System                             | 372,241          | 462,373          | 378,834          |
|  | <b>7,333,439</b> | <b>7,541,601</b> | <b>7,459,561</b> |
| <b>Program Expenses per Funded Student</b> |                  |                  |                  |
| ECS Instruction                            | 12,827           | 11,583           | 7,351            |
| Grades 1 to 9                              | 7,113            | 7,490            | 7,685            |
| Facilities                                 | 2,100            | 2,218            | 2,247            |
| Transportation                             | 976              | 1,028            | 990              |
| Board & System                             | 566              | 718              | 588              |
|  | <b>23,582</b>    | <b>23,037</b>    | <b>18,861</b>    |
| <b>Surplus by Programs</b>                 |                  |                  |                  |
|  | 2009             | 2010             | 2011             |
| ECS Instruction                            | (267,039)        | (205,941)        | (71,130)         |
| Grades 1 to 9 Instruction                  | 216,991          | 182,183          | 214,513          |
| Facilities                                 | 67,893           | 76,744           | 56,165           |
| Transportation                             | (44,429)         | (83,326)         | (46,966)         |
| Board & System                             | 42,607           | 19,205           | 101,245          |
| <b>Operations Total (AFS)</b>              | <b>16,024</b>    | <b>(11,135)</b>  | <b>253,827</b>   |
| <b>Accumulated Operating Surplus</b>       |                  |                  |                  |
|  | 894,644          | 909,304          | 1,146,723        |



**2012 Budget Summary**

Almadina Language Charter Academy has a student cap of 600, budget numbers are based on the September 30, 2011 grade enrolment.

Negotiations with the Alberta Teachers Association are in progress and reasonable estimates have been included in the budget.

For the 2012 budget estimates, salaries have been increased by the 4.54% base funding increase.

One administrative position has been eliminated due to retirement attrition.

The lease cost and support received for Mountain View School has been reduced to \$1.

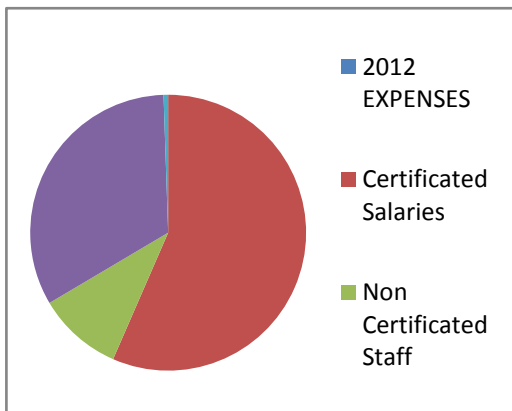
The lease support received for Franklin School has been reduced by the Board Office space portion of \$16,283.

Board spending initiatives will include support for ESL PD district workshops to support Charter outreach goals.

During the summer of 2012, both schools will move to new locations and the Board office will relocate to commercial space. The operating surplus planned for the year is expected to be applied to ensuring that the schools are well prepared for opening in September 2012.

[http://www.esl-almadina.com/index.php?option=com\\_content&view=article&id=24&Itemid=18&lang=en](http://www.esl-almadina.com/index.php?option=com_content&view=article&id=24&Itemid=18&lang=en)

| <b>2012 Revenues</b>           |                   |
|--------------------------------|-------------------|
| AB Education                   | 7,652,803         |
| Bus Fees                       | 122,000           |
| Capital Allocations            | 20,250            |
| Other                          | <u>36,400</u>     |
|                                | 7,831,453         |
| <b>2012 Expenses</b>           |                   |
| Certificated Salaries          | 4,343,024         |
| Non Certificated Staff         | 765,070           |
| Services, Contracts & Supplies | 2,533,018         |
| Amortization                   | <u>41,229</u>     |
|                                | <u>7,682,341</u>  |
| Projected 2012 Surplus         | <u>\$ 149,112</u> |



**Capital and Facilities Projects**

No major projects were undertaken for the school year 2011.

**Highlights of Facility and Capital Plans**

The following priorities have been identified to meet the projected capital needs of our school over the next three years:

- **Critical Need**

**Addition of Three Portables to H.W. Riley school for September 2012**

Adding three portable classrooms to the new elementary school site would enable the ECS program to move with the elementary grades. Almadina would be able to maximise the positive teaching synergies of a single location for the early grades. Families with young children now in two schools would appreciate the efficiencies of one location.

- **Priority #1**

**Continue leases of Franklin Campus (1 year only) and Mountain View Elementary**

**Franklin Campus Middle School**

Estimated Cost: \$563,717      Location: 225 28 St SE Calgary      Expiry: July 2012

**Mountain View Elementary**

Cost: \$1 / year      Location: 2031 Sable Drive SE Calgary      Expiry: July 2016  
Renewed lease with the Calgary Board of Education

- **Priority #2**

**Retrofitting of both schools to properly house the middle school program at Mountain View and the elementary program with ECS at H.W. Riley**

Planning is underway for moving both campuses in the summer of 2012. The budget for these projects will be developed over the Dec 2011 to Feb 2012 with input from the relocation committee.

- **Priority #3**

**Waterproof the basement at Mountain View Elementary**

Estimated Cost: \$35,000      Timeline: 2010 / 2011

Water soaks down the east basement walls during heavy rain and puddles in storage areas and classrooms. This is a critical issue of safety and health for students and staff. Calgary Board of Education has made some progress with basement leaks, and Almadina is prepared to contribute to a good final solution.

- **Priority #4**

**Mountain View refits - 2 major projects that will become higher priority over the term of this lease:**

Window frame replacement on the Cottonwood Crescent wall.

Replacement of the attached portables.

### Parental Involvement

Almadina Language Charter Academy had lower than expected results regarding parent involvement. In September 2011, Almadina hosted a Welcome Back To School event that had an exceptional turn out. Information sessions were planned for parents and activities for students. To also increase parent involvement, Almadina has changed its School Council format. This year, general meetings will be held in the hope of attracting more parents. In past years, the main participants have been the school council executive members.

More family contact will be made through emails and we are trying to attract more parents to view the website regularly to keep informed about what is happening at Almadina.

Two days in September were set aside for individual student testing. Parents were asked to bring their child to school at a prescribed time for testing and the information was shared with the parents.

### Timelines and Communication

- October 13, 2011 – Superintendent forwarded a draft copy to school principals to share and obtain input.
- October 25, 2011 – Administration team reviewed and made changes to the plan.
- November 14, 2011 – The superintendent reviewed the plan with the entire staff during a PD Day.
- November 21, 2011 – Document was shared with the Board of Directors for review and additions.
- November 21, 2011- Approved by the Board.
- November 22, 2011 – A copy was sent to Alberta Education and the document was posted on the website at:  
[http://www.esl-almadina.com/index.php?option=com\\_content&view=article&id=24&Itemid=18&lang=en](http://www.esl-almadina.com/index.php?option=com_content&view=article&id=24&Itemid=18&lang=en)

The following link will provide information on AISI Projects in Alberta including a description of the Almadina Language Charter Academy's projects.

<http://education.alberta.ca/media/1190954/cycle%20%20project%20summaries-public-zones%201-6-jan%202010.pdf>

### Communication Plan

The main method of communicating information about Almadina is on our Website. Information is added weekly to keep the community informed about the school. Information is also shared with the School Council as required by the principals and superintendent.

In October 2012, the Almadina Charter School presented an outline of the school's program and current research projects at the Charter School Meetings which are held three times each year.

The Charter Schools' Association has posted all current research projects that are being undertaken and Almadina's most current project is included.

The most current research project conducted by the University of Calgary will be presented to the Board and then posted on the website for the community.

Each year the Almadina Language Charter Academy volunteers to present at the Annual AISI Conference. During the last two years Almadina has presented with the latest presentation being presented in February 2012 in Edmonton.

Almadina takes every opportunity to share information on current research or practices being used to assist ELL's. Almadina presented two workshops on ESL Benchmarks at the Charter School Conference held in Calgary in October 2011. As well, Almadina encourages visitors to our school so that information can be shared.

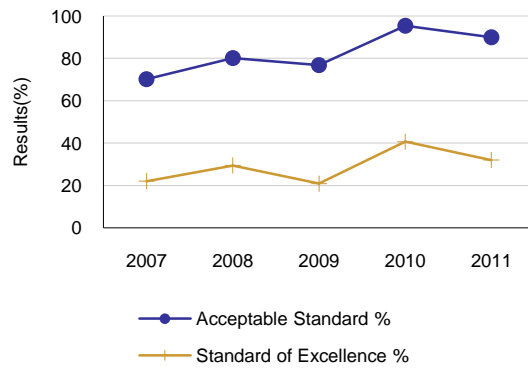
**Provincial Achievement Test Results – Measure Details (OPTIONAL)**

| PAT Course by Course Results by Number Enrolled. |           |                          |      |      |      |      |      |      |      |      |      |        |   |
|--|-----------|--------------------------|------|------|------|------|------|------|------|------|------|--------|---|
|  |           | Results (in percentages) |      |      |      |      |      |      |      |      |      | Target |   |
|  |           | 2007                     |      | 2008 |      | 2009 |      | 2010 |      | 2011 |      | 2011   |   |
|  |           | A                        | E    | A    | E    | A    | E    | A    | E    | A    | E    | A      | E |
| English Language Arts 3                          | Authority | 69.2                     | 29.2 | 83.3 | 37.9 | 71.8 | 37.6 | 92.8 | 62.3 | 88.6 | 26.6 |        |   |
|  | Province  | 80.3                     | 17.7 | 80.1 | 16.1 | 81.3 | 18.2 | 81.6 | 19.5 | 81.8 | 17.5 |        |   |
| French Language Arts 3                           | Authority | n/a                      | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  |        |   |
|  | Province  | n/a                      | n/a  | n/a  | n/a  | 83.8 | 15.8 | 84.1 | 16.3 | 80.6 | 15.8 |        |   |
| Français 3                                       | Authority | n/a                      | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  |        |   |
|  | Province  | n/a                      | n/a  | n/a  | n/a  | 82.5 | 16.3 | 86.4 | 16.3 | 84.2 | 18.6 |        |   |
| Mathematics 3                                    | Authority | n/a                      | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  | 77.2 | 39.2 |        |   |
|  | Province  | n/a                      | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  | 77.4 | 26.0 |        |   |
| English Language Arts 6                          | Authority | 68.3                     | 16.7 | 67.2 | 6.9  | 78.3 | 5.8  | 98.2 | 14.0 | 88.1 | 37.3 |        |   |
|  | Province  | 80.3                     | 19.8 | 81.1 | 21.0 | 81.8 | 18.9 | 83.3 | 18.9 | 83.0 | 18.5 |        |   |
| French Language Arts 6                           | Authority | n/a                      | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  |        |   |
|  | Province  | 88.1                     | 11.0 | 87.7 | 14.2 | 91.5 | 15.9 | 88.3 | 15.9 | 89.4 | 17.1 |        |   |
| Français 6                                       | Authority | n/a                      | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  |        |   |
|  | Province  | 93.0                     | 18.0 | 94.3 | 17.1 | 92.6 | 18.7 | 91.3 | 18.3 | 92.2 | 17.6 |        |   |
| Mathematics 6                                    | Authority | n/a                      | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  | 69.5 | 16.9 |        |   |
|  | Province  | n/a                      | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  | 73.7 | 17.8 |        |   |
| Science 6  | Authority | 63.3                     | 38.3 | 77.6 | 44.8 | 72.5 | 24.6 | 98.2 | 43.9 | 86.4 | 16.9 |        |   |
|  | Province  | 75.2                     | 26.6 | 74.8 | 24.1 | 76.5 | 24.8 | 76.8 | 26.4 | 76.2 | 25.0 |        |   |
| Social Studies 6                                 | Authority | n/a                      | n/a  | n/a  | n/a  | n/a  | n/a  | 64.9 | 19.3 | 66.1 | 8.5  |        |   |
|  | Province  | n/a                      | n/a  | n/a  | n/a  | n/a  | n/a  | 71.0 | 16.4 | 71.1 | 18.5 |        |   |
| English Language Arts 9                          | Authority | 78.0                     | 8.0  | 87.5 | 12.5 | 81.1 | 8.1  | 92.2 | 19.6 | 93.6 | 23.4 |        |   |
|  | Province  | 77.5                     | 14.8 | 76.5 | 14.8 | 78.7 | 14.7 | 79.3 | 15.0 | 79.1 | 16.3 |        |   |
| English Lang Arts 9 KAE                          | 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  | 66.8 | 7.8  | 67.2 | 7.9  |        |   |
| French Language Arts 9                           | Authority | n/a                      | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  |        |   |
|  | Province  | 81.3                     | 12.9 | 84.5 | 12.4 | 81.8 | 10.3 | 86.1 | 12.4 | 88.8 | 15.0 |        |   |
| Français 9                                       | Authority | n/a                      | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  |        |   |
|  | Province  | 81.6                     | 12.6 | 84.8 | 11.7 | 85.6 | 12.9 | 84.3 | 12.7 | 90.2 | 15.8 |        |   |
| Mathematics 9                                    | Authority | n/a                      | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  | 89.4 | 42.6 |        |   |
|  | Province  | n/a                      | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  | 66.1 | 17.3 |        |   |
| Mathematics 9 KAE                                | 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  | 65.6 | 15.3 | 64.9 | 14.9 |        |   |
| Science 9  | Authority | 74.0                     | 14.0 | 89.7 | 43.6 | 89.2 | 16.2 | 96.1 | 58.8 | 95.7 | 61.7 |        |   |
|  | Province  | 69.6                     | 14.7 | 69.3 | 13.0 | 72.2 | 15.8 | 73.6 | 17.7 | 74.9 | 20.8 |        |   |
| Science 9 KAE                                    | 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  | 67.2 | 14.3 | 69.5 | 15.3 |        |   |
| Social Studies 9                                 | Authority | n/a                      | n/a  | n/a  | n/a  | n/a  | n/a  | 88.2 | 39.2 | 93.6 | 29.8 |        |   |
|  | Province  | n/a                      | n/a  | n/a  | n/a  | n/a  | n/a  | 68.9 | 18.8 | 67.2 | 19.0 |        |   |
| Social Studies 9 KAE                             | 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  | 64.6 | 15.7 | 61.9 | 13.6 |        |   |

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

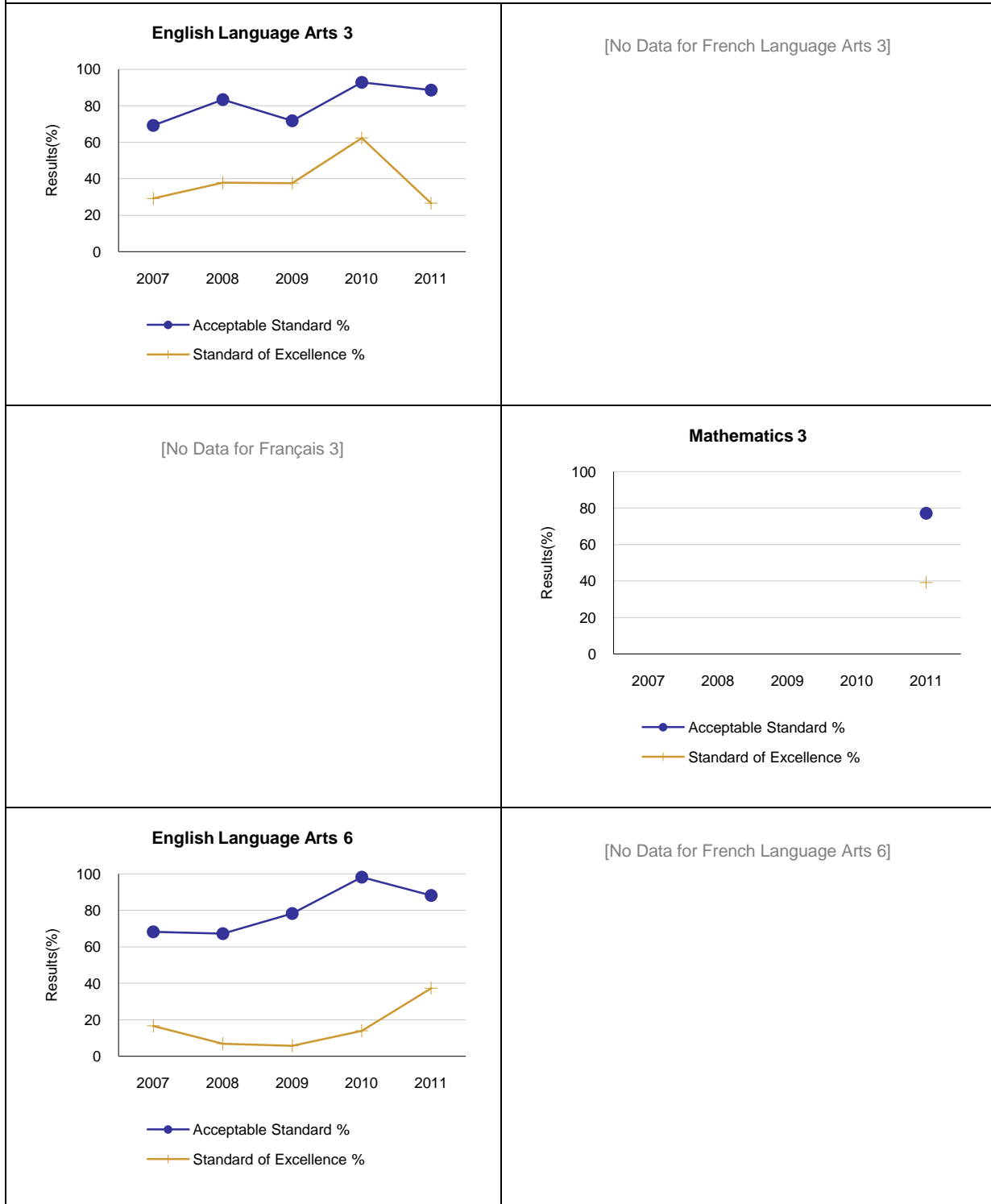
\*\* "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

Graph of Overall Provincial Achievement Test Results (optional)



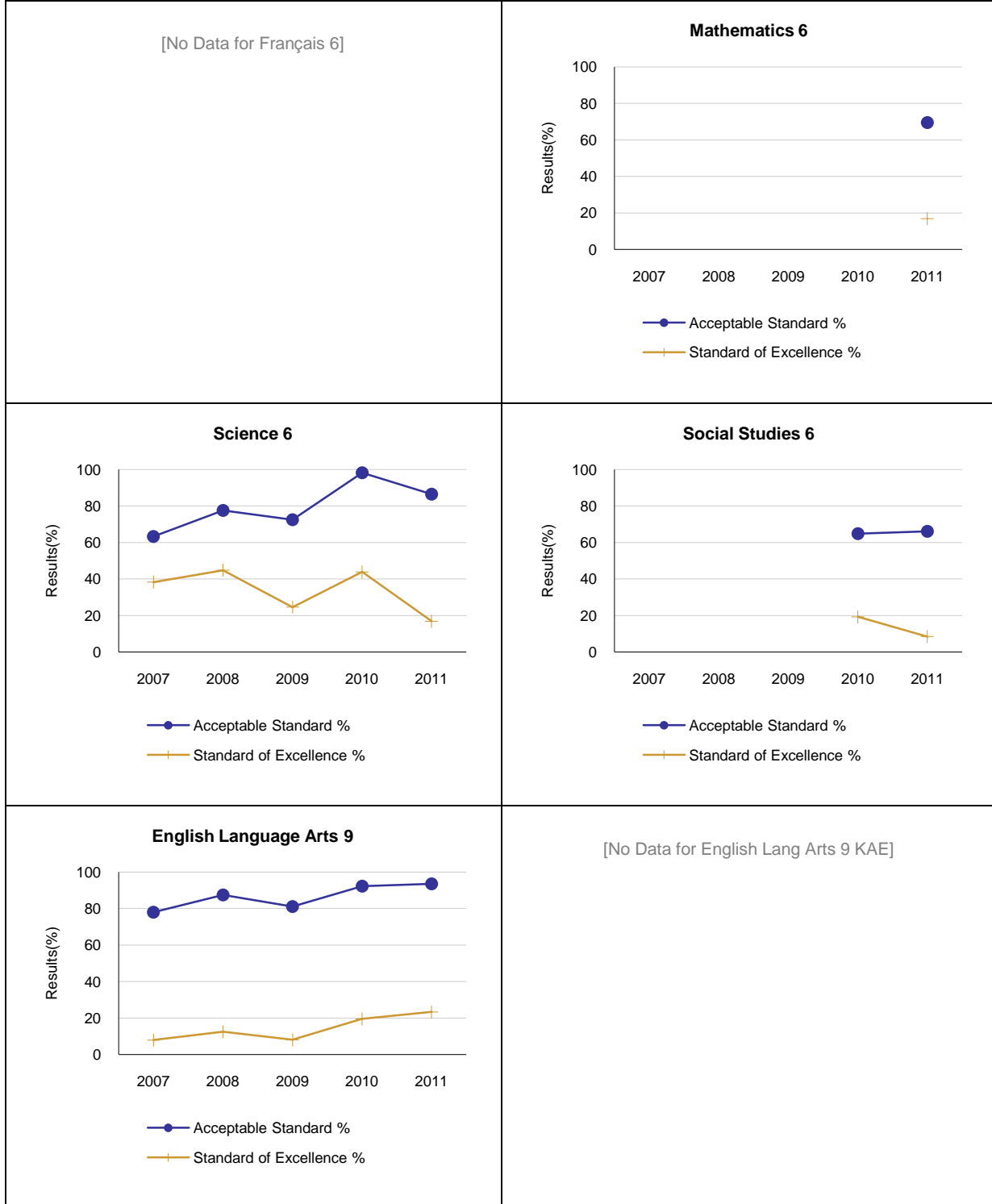


Graph of Provincial Achievement Test Results by Course (optional)



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)



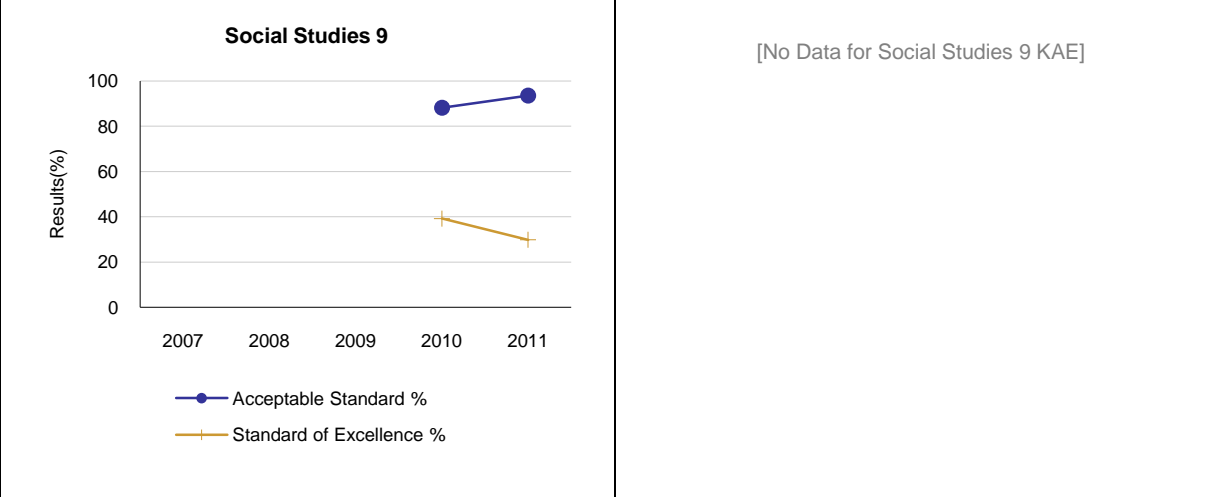
Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

Graph of Provincial Achievement Test Results by Course (optional)

| <p>[No Data for French Language Arts 9]</p>  | <p>[No Data for Français 9]</p> |                          |                          |      |    |    |      |    |    |      |    |    |      |    |    |      |    |    |  |
|--|---------------------------------|--------------------------|--------------------------|------|----|----|------|----|----|------|----|----|------|----|----|------|----|----|--|
| <p style="text-align: center;"><b>Mathematics 9</b></p> <table border="1"> <caption>Mathematics 9 Data</caption> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2007</td> <td></td> <td></td> </tr> <tr> <td>2008</td> <td></td> <td></td> </tr> <tr> <td>2009</td> <td></td> <td></td> </tr> <tr> <td>2010</td> <td></td> <td></td> </tr> <tr> <td>2011</td> <td>90</td> <td>42</td> </tr> </tbody> </table>         | Year                            | Acceptable Standard %    | Standard of Excellence % | 2007 |    |    | 2008 |    |    | 2009 |    |    | 2010 |    |    | 2011 | 90 | 42 | <p>[No Data for Mathematics 9 KAE]</p> |
| Year   | Acceptable Standard %           | Standard of Excellence % |                          |      |    |    |      |    |    |      |    |    |      |    |    |      |    |    |  |
| 2007   |                                 |                          |                          |      |    |    |      |    |    |      |    |    |      |    |    |      |    |    |  |
| 2008   |                                 |                          |                          |      |    |    |      |    |    |      |    |    |      |    |    |      |    |    |  |
| 2009   |                                 |                          |                          |      |    |    |      |    |    |      |    |    |      |    |    |      |    |    |  |
| 2010   |                                 |                          |                          |      |    |    |      |    |    |      |    |    |      |    |    |      |    |    |  |
| 2011   | 90                              | 42                       |                          |      |    |    |      |    |    |      |    |    |      |    |    |      |    |    |  |
| <p style="text-align: center;"><b>Science 9</b></p> <table border="1"> <caption>Science 9 Data</caption> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2007</td> <td>75</td> <td>15</td> </tr> <tr> <td>2008</td> <td>90</td> <td>45</td> </tr> <tr> <td>2009</td> <td>88</td> <td>18</td> </tr> <tr> <td>2010</td> <td>95</td> <td>60</td> </tr> <tr> <td>2011</td> <td>95</td> <td>62</td> </tr> </tbody> </table> | Year                            | Acceptable Standard %    | Standard of Excellence % | 2007 | 75 | 15 | 2008 | 90 | 45 | 2009 | 88 | 18 | 2010 | 95 | 60 | 2011 | 95 | 62 | <p>[No Data for Science 9 KAE]</p>     |
| Year   | Acceptable Standard %           | Standard of Excellence % |                          |      |    |    |      |    |    |      |    |    |      |    |    |      |    |    |  |
| 2007   | 75                              | 15                       |                          |      |    |    |      |    |    |      |    |    |      |    |    |      |    |    |  |
| 2008   | 90                              | 45                       |                          |      |    |    |      |    |    |      |    |    |      |    |    |      |    |    |  |
| 2009   | 88                              | 18                       |                          |      |    |    |      |    |    |      |    |    |      |    |    |      |    |    |  |
| 2010   | 95                              | 60                       |                          |      |    |    |      |    |    |      |    |    |      |    |    |      |    |    |  |
| 2011   | 95                              | 62                       |                          |      |    |    |      |    |    |      |    |    |      |    |    |      |    |    |  |

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 (\*).

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

| Course                  | Measure                | Almadina School Society |                        |            |      |      |               |      |        | Alberta |               |      |  |
|-------------------------|------------------------|-------------------------|------------------------|------------|------|------|---------------|------|--------|---------|---------------|------|--|
|                         |                        | Achievement             | Improvement            | Overall    | 2011 |      | Prev 3 Yr Avg |      | 2011   |         | Prev 3 Yr Avg |      |  |
|                         |                        |                         |                        |            | N    | %    | N             | %    | N      | %       | N             | %    |  |
| English Language Arts 3 | Acceptable Standard    | Intermediate            | Improved               | Good       | 79   | 88.6 | 73            | 82.6 | 42,944 | 81.8    | 42,052        | 81.0 |  |
|                         | Standard of Excellence | Very High               | Declined Significantly | Acceptable | 79   | 26.6 | 73            | 45.9 | 42,944 | 17.5    | 42,052        | 17.9 |  |
| French Language Arts 3  | Acceptable Standard    | n/a                     | n/a                    | n/a        | n/a  | n/a  | n/a           | n/a  | 3,180  | 80.6    | 3,046         | 83.9 |  |
|                         | Standard of Excellence | n/a                     | n/a                    | n/a        | n/a  | n/a  | n/a           | n/a  | 3,180  | 15.8    | 3,046         | 16.1 |  |
| Français 3              | Acceptable Standard    | n/a                     | n/a                    | n/a        | n/a  | n/a  | n/a           | n/a  | 532    | 84.2    | 520           | 84.4 |  |
|                         | Standard of Excellence | n/a                     | n/a                    | n/a        | n/a  | n/a  | n/a           | n/a  | 532    | 18.6    | 520           | 16.3 |  |
| English Language Arts 6 | Acceptable Standard    | High                    | Improved               | Good       | 59   | 88.1 | 61            | 81.2 | 43,433 | 83.0    | 43,646        | 82.1 |  |
|                         | Standard of Excellence | Very High               | Improved Significantly | Excellent  | 59   | 37.3 | 61            | 8.9  | 43,433 | 18.5    | 43,646        | 19.6 |  |
| French Language Arts 6  | Acceptable Standard    | n/a                     | n/a                    | n/a        | n/a  | n/a  | n/a           | n/a  | 2,635  | 89.4    | 2,307         | 89.2 |  |
|                         | Standard of Excellence | n/a                     | n/a                    | n/a        | n/a  | n/a  | n/a           | n/a  | 2,635  | 17.1    | 2,307         | 15.3 |  |
| Français 6              | Acceptable Standard    | n/a                     | n/a                    | n/a        | n/a  | n/a  | n/a           | n/a  | 460    | 92.2    | 442           | 92.7 |  |
|                         | Standard of Excellence | n/a                     | n/a                    | n/a        | n/a  | n/a  | n/a           | n/a  | 460    | 17.6    | 442           | 18.0 |  |
| Science 6               | Acceptable Standard    | Intermediate            | Maintained             | Acceptable | 59   | 86.4 | 61            | 82.8 | 43,441 | 76.2    | 43,534        | 76.0 |  |
|                         | Standard of Excellence | Low                     | Declined Significantly | Concern    | 59   | 16.9 | 61            | 37.8 | 43,441 | 25.0    | 43,534        | 25.1 |  |
| Social Studies 6        | Acceptable Standard    | n/a                     | Maintained             | n/a        | 59   | 66.1 | 57            | 64.9 | 43,537 | 71.1    | 43,601        | 71.0 |  |
|                         | Standard of Excellence | n/a                     | Declined               | n/a        | 59   | 8.5  | 57            | 19.3 | 43,537 | 18.5    | 43,601        | 16.4 |  |
| English Language Arts 9 | Acceptable Standard    | Very High               | Improved               | Excellent  | 47   | 93.6 | 43            | 86.9 | 43,024 | 79.1    | 43,763        | 78.2 |  |
|                         | Standard of Excellence | Very High               | Improved               | Excellent  | 47   | 23.4 | 43            | 13.4 | 43,024 | 16.3    | 43,763        | 14.8 |  |
| English Lang Arts 9 KAE | Acceptable Standard    | n/a                     | n/a                    | n/a        | n/a  | n/a  | n/a           | n/a  | 1,606  | 67.2    | 1,587         | 66.8 |  |
|                         | Standard of Excellence | n/a                     | n/a                    | n/a        | n/a  | n/a  | n/a           | n/a  | 1,606  | 7.9     | 1,587         | 7.8  |  |
| French Language Arts 9  | Acceptable Standard    | n/a                     | n/a                    | n/a        | n/a  | n/a  | n/a           | n/a  | 2,331  | 88.8    | 2,324         | 84.1 |  |
|                         | Standard of Excellence | n/a                     | n/a                    | n/a        | n/a  | n/a  | n/a           | n/a  | 2,331  | 15.0    | 2,324         | 11.7 |  |
| Français 9              | Acceptable Standard    | n/a                     | n/a                    | n/a        | n/a  | n/a  | n/a           | n/a  | 336    | 90.2    | 324           | 84.9 |  |
|                         | Standard of Excellence | n/a                     | n/a                    | n/a        | n/a  | n/a  | n/a           | n/a  | 336    | 15.8    | 324           | 12.4 |  |
| Mathematics 9 KAE       | Acceptable Standard    | n/a                     | n/a                    | n/a        | n/a  | n/a  | n/a           | n/a  | 1,936  | 64.9    | 1,894         | 65.6 |  |
|                         | Standard of Excellence | n/a                     | n/a                    | n/a        | n/a  | n/a  | n/a           | n/a  | 1,936  | 14.9    | 1,894         | 15.3 |  |
| Science 9               | Acceptable Standard    | Very High               | Maintained             | Excellent  | 47   | 95.7 | 42            | 91.7 | 42,932 | 74.9    | 43,553        | 71.7 |  |
|                         | Standard of Excellence | Very High               | Improved Significantly | Excellent  | 47   | 61.7 | 42            | 39.5 | 42,932 | 20.8    | 43,553        | 15.5 |  |
| Science 9 KAE           | Acceptable Standard    | n/a                     | n/a                    | n/a        | n/a  | n/a  | n/a           | n/a  | 1,586  | 69.5    | 1,526         | 67.2 |  |
|                         | Standard of Excellence | n/a                     | n/a                    | n/a        | n/a  | n/a  | n/a           | n/a  | 1,586  | 15.3    | 1,526         | 14.3 |  |
| Social Studies 9        | Acceptable Standard    | n/a                     | Maintained             | n/a        | 47   | 93.6 | 51            | 88.2 | 43,128 | 67.2    | 43,769        | 68.9 |  |
|                         | Standard of Excellence | n/a                     | Maintained             | n/a        | 47   | 29.8 | 51            | 39.2 | 43,128 | 19.0    | 43,769        | 18.8 |  |
| Social Studies 9 KAE    | Acceptable Standard    | n/a                     | n/a                    | n/a        | n/a  | n/a  | n/a           | n/a  | 1,573  | 61.9    | 1,557         | 64.6 |  |
|                         | Standard of Excellence | n/a                     | n/a                    | n/a        | n/a  | n/a  | n/a           | n/a  | 1,573  | 13.6    | 1,557         | 15.7 |  |

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

Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.

Evaluations for Mathematics (Grades 3, 6, 9) are not calculated due to the changes in the tests in 2010.

### Measure Evaluation Reference - Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 3 year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th, and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

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

Notes:

The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.

Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.

Evaluations for Mathematics (Grades 3, 6, 9) are not calculated due to the changes in the tests in 2010.

### Improvement Table

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

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

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

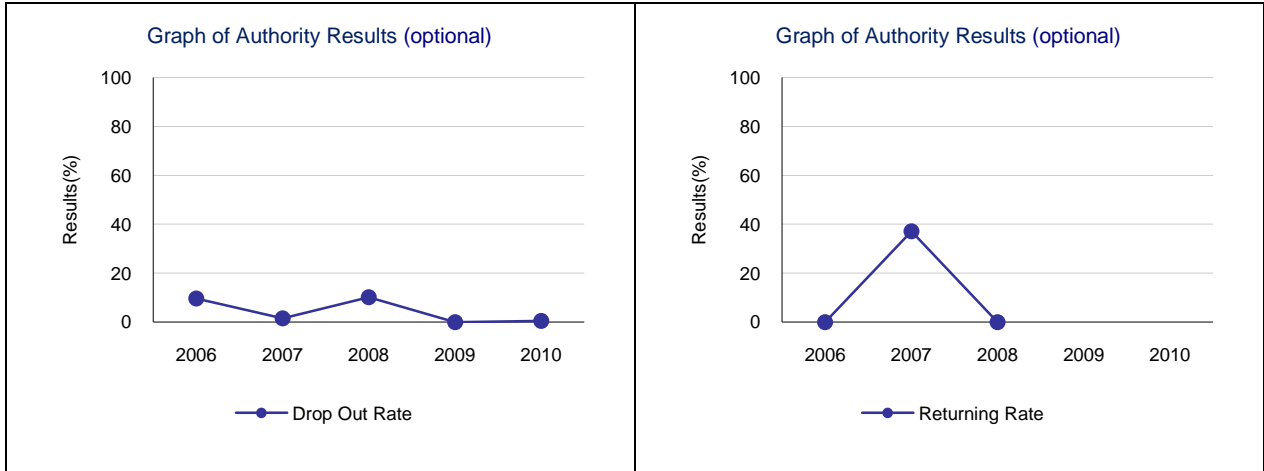
### Overall Evaluation Table

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

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

**Drop Out Rate – Measure Details (OPTIONAL)**

| Drop Out Rate - annual dropout rate of students aged 14 to 18 |           |      |      |      |      |          |      |      |      |      |
|---|-----------|------|------|------|------|----------|------|------|------|------|
|   | Authority |      |      |      |      | Province |      |      |      |      |
|   | 2006      | 2007 | 2008 | 2009 | 2010 | 2006     | 2007 | 2008 | 2009 | 2010 |
| Drop Out Rate   | 9.7       | 1.6  | 10.2 | 0.0  | 0.5  | 4.7      | 5.0  | 4.8  | 4.3  | 4.2  |
| Returning Rate  | 0.0       | 37.1 | 0.0  | *    | *    | 21.2     | 21.3 | 19.8 | 23.5 | 27.9 |

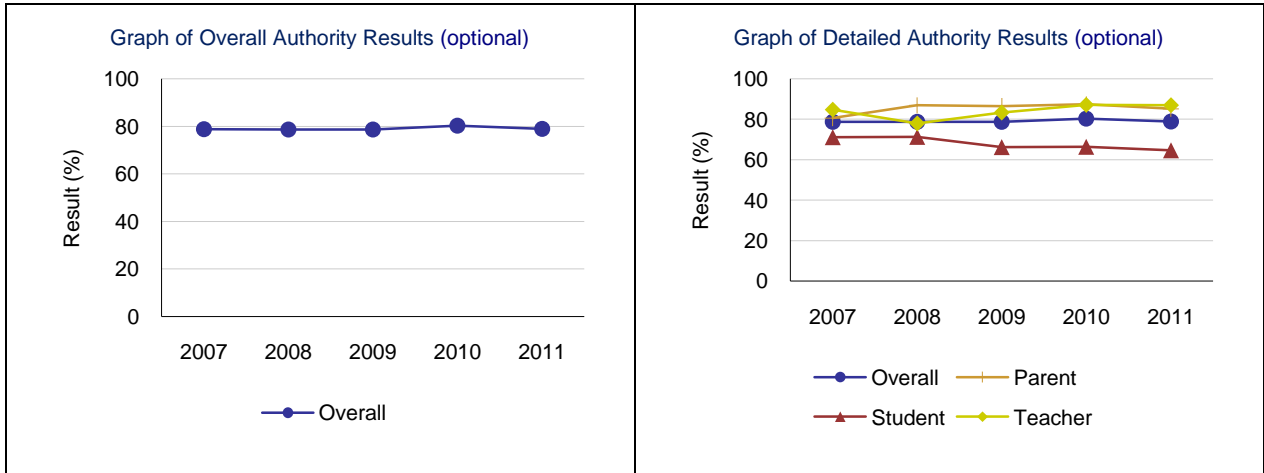


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

**Citizenship – Measure Details (OPTIONAL)**

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

|         | Authority |      |      |      |      | Province |      |      |      |      |
|---------|-----------|------|------|------|------|----------|------|------|------|------|
|         | 2007      | 2008 | 2009 | 2010 | 2011 | 2007     | 2008 | 2009 | 2010 | 2011 |
| Overall | 78.8      | 78.7 | 78.7 | 80.3 | 78.9 | 76.6     | 77.9 | 80.3 | 81.4 | 81.9 |
| Teacher | 84.7      | 77.9 | 83.3 | 87.1 | 86.9 | 89.9     | 90.6 | 91.8 | 93.0 | 92.7 |
| Parent  | 80.6      | 86.9 | 86.5 | 87.4 | 85.2 | 72.6     | 74.7 | 77.4 | 78.5 | 78.6 |
| Student | 71.1      | 71.3 | 66.2 | 66.4 | 64.6 | 67.1     | 68.5 | 71.8 | 72.7 | 74.5 |

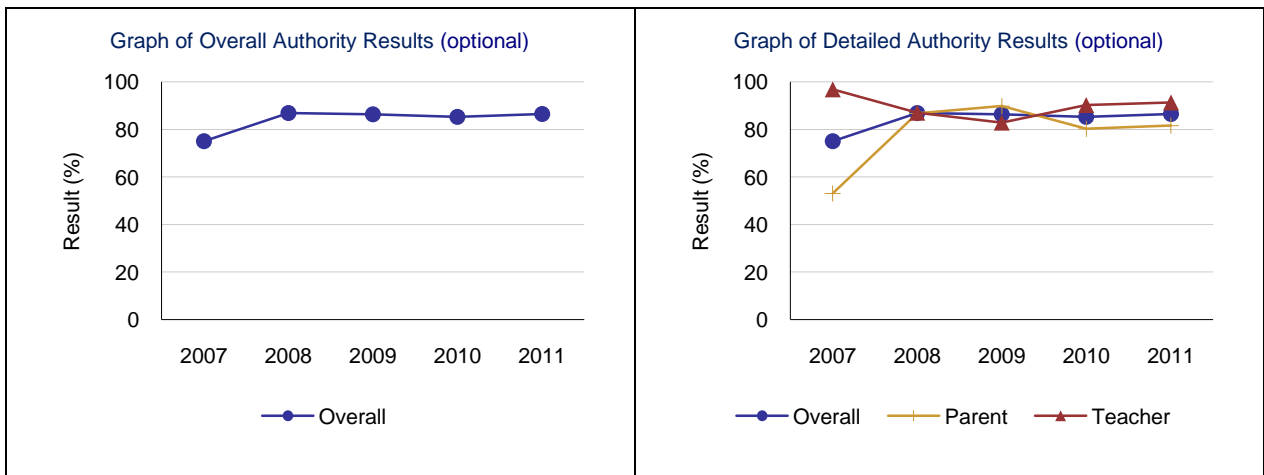


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

**Work Preparation – Measure Details (OPTIONAL)**

Percentages of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.

|         | Authority |      |      |      |      | Province |      |      |      |      |
|---------|-----------|------|------|------|------|----------|------|------|------|------|
|         | 2007      | 2008 | 2009 | 2010 | 2011 | 2007     | 2008 | 2009 | 2010 | 2011 |
| Overall | 75.0      | 86.9 | 86.3 | 85.3 | 86.5 | 77.1     | 80.1 | 79.6 | 79.9 | 80.1 |
| Teacher | 96.9      | 87.1 | 82.9 | 90.2 | 91.4 | 89.2     | 89.3 | 88.9 | 90.0 | 89.6 |
| Parent  | 53.1      | 86.7 | 89.8 | 80.3 | 81.6 | 65.1     | 70.9 | 70.2 | 69.8 | 70.6 |



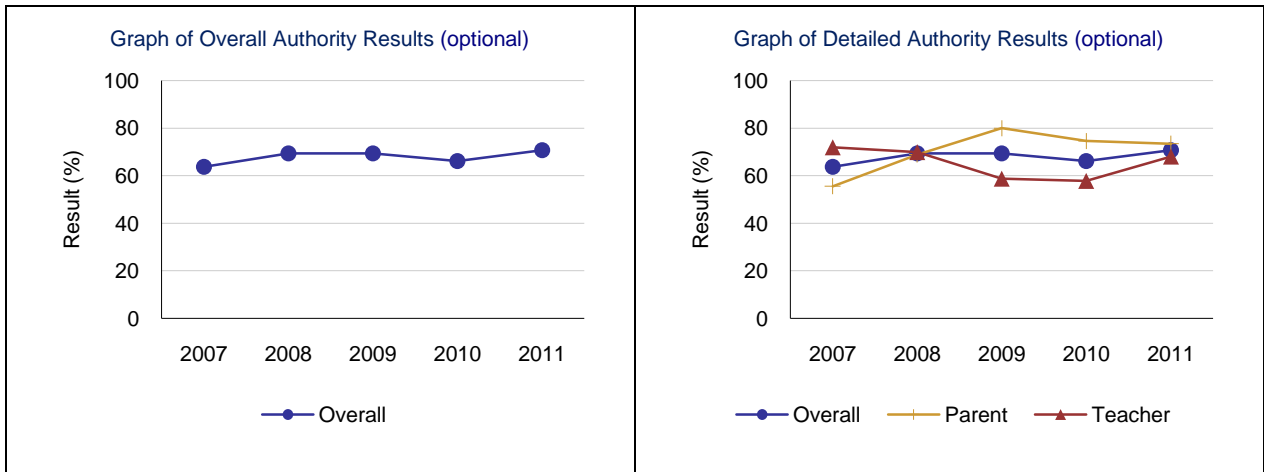
Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).



**Lifelong Learning – Measure Details (OPTIONAL)**

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

|         | Authority |      |      |      |      | Province |      |      |      |      |
|---------|-----------|------|------|------|------|----------|------|------|------|------|
|         | 2007      | 2008 | 2009 | 2010 | 2011 | 2007     | 2008 | 2009 | 2010 | 2011 |
| Overall | 63.7      | 69.4 | 69.4 | 66.2 | 70.8 | 65.6     | 66.7 | 67.4 | 67.6 | 67.9 |
| Teacher | 71.9      | 70.0 | 58.8 | 57.8 | 68.1 | 74.1     | 73.8 | 74.0 | 75.4 | 75.3 |
| Parent  | 55.6      | 68.9 | 80.0 | 74.6 | 73.5 | 57.1     | 59.5 | 60.8 | 59.8 | 60.6 |

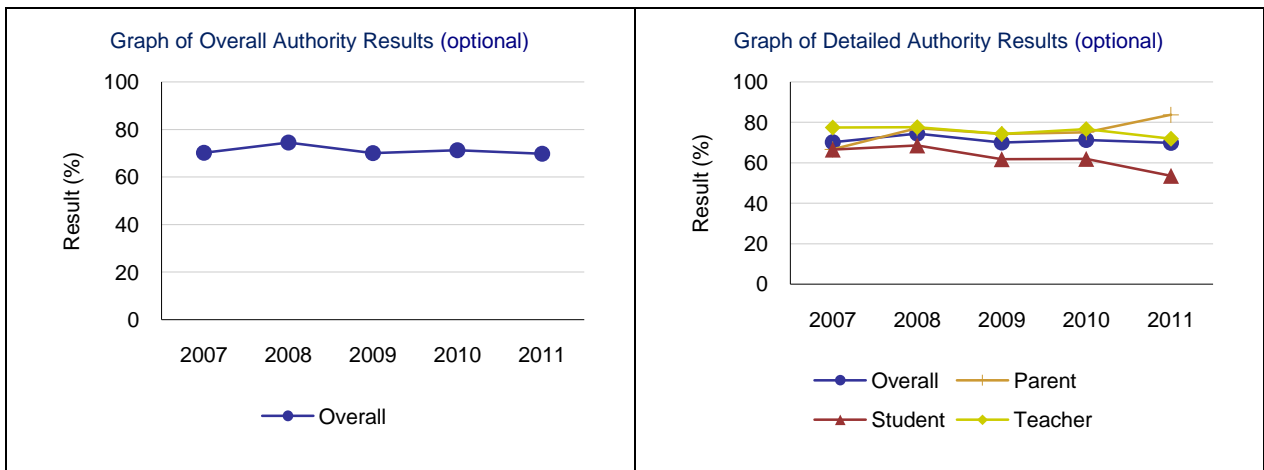


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

**Program of Studies – Measure Details (OPTIONAL)**

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.

|         | Authority |      |      |      |      | Province |      |      |      |      |
|---------|-----------|------|------|------|------|----------|------|------|------|------|
|         | 2007      | 2008 | 2009 | 2010 | 2011 | 2007     | 2008 | 2009 | 2010 | 2011 |
| Overall | 70.2      | 74.5 | 70.1 | 71.3 | 69.8 | 78.5     | 79.4 | 80.3 | 80.5 | 80.9 |
| Teacher | 77.5      | 77.7 | 74.3 | 76.7 | 72.0 | 85.7     | 86.4 | 86.8 | 87.7 | 87.6 |
| Parent  | 66.7      | 77.1 | 74.3 | 75.1 | 83.8 | 76.9     | 77.6 | 78.7 | 78.0 | 78.3 |
| Student | 66.5      | 68.6 | 61.8 | 61.9 | 53.5 | 72.9     | 74.1 | 75.3 | 75.9 | 76.9 |

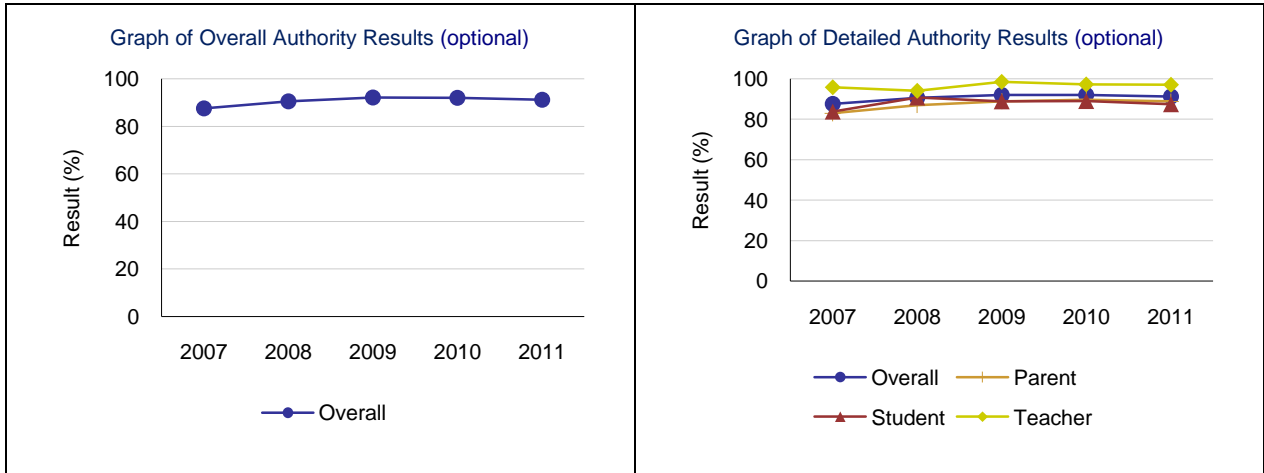


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

**Education Quality – Measure Details (OPTIONAL)**

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

|         | Authority |      |      |      |      | Province |      |      |      |      |
|---------|-----------|------|------|------|------|----------|------|------|------|------|
|         | 2007      | 2008 | 2009 | 2010 | 2011 | 2007     | 2008 | 2009 | 2010 | 2011 |
| Overall | 87.6      | 90.6 | 92.1 | 92.0 | 91.2 | 87.6     | 88.2 | 89.3 | 89.2 | 89.4 |
| Teacher | 95.9      | 94.1 | 98.6 | 97.2 | 97.1 | 94.7     | 94.9 | 95.3 | 95.6 | 95.5 |
| Parent  | 83.0      | 87.0 | 88.9 | 89.7 | 88.8 | 81.8     | 83.0 | 84.4 | 83.9 | 84.2 |
| Student | 83.8      | 90.8 | 88.8 | 89.1 | 87.5 | 86.4     | 86.6 | 88.3 | 88.2 | 88.5 |

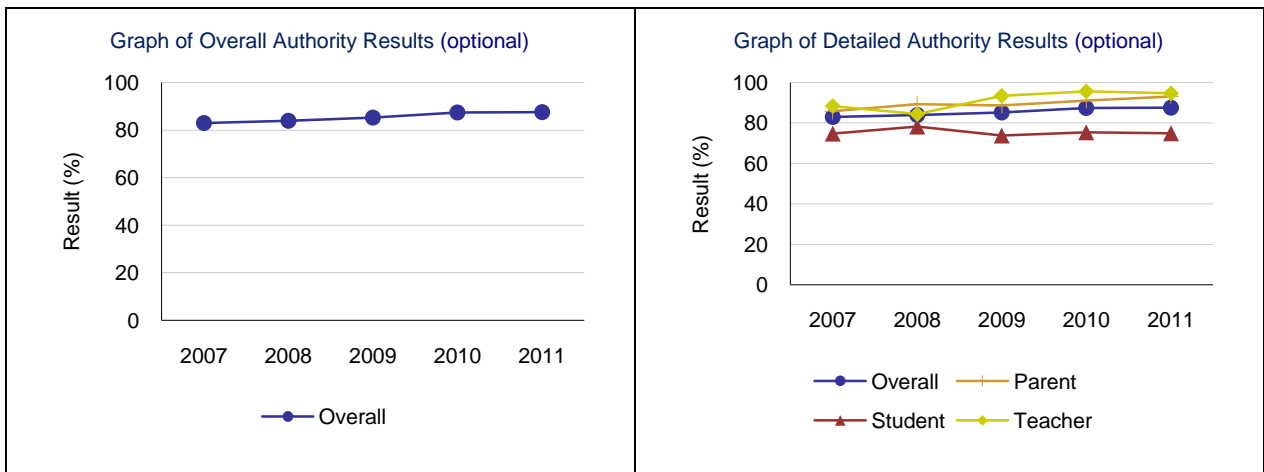


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

**Safe and Caring – Measure Details (OPTIONAL)**

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

|         | Authority |      |      |      |      | Province |      |      |      |      |
|---------|-----------|------|------|------|------|----------|------|------|------|------|
|         | 2007      | 2008 | 2009 | 2010 | 2011 | 2007     | 2008 | 2009 | 2010 | 2011 |
| Overall | 83.0      | 84.0 | 85.3 | 87.4 | 87.6 | 84.2     | 85.1 | 86.9 | 87.6 | 88.1 |
| Teacher | 88.4      | 84.5 | 93.5 | 95.7 | 94.8 | 92.6     | 93.1 | 93.8 | 94.4 | 94.5 |
| Parent  | 85.8      | 89.4 | 88.7 | 91.1 | 93.2 | 81.7     | 83.2 | 85.3 | 86.1 | 86.6 |
| Student | 74.8      | 78.2 | 73.8 | 75.4 | 74.9 | 78.5     | 79.1 | 81.7 | 82.2 | 83.3 |

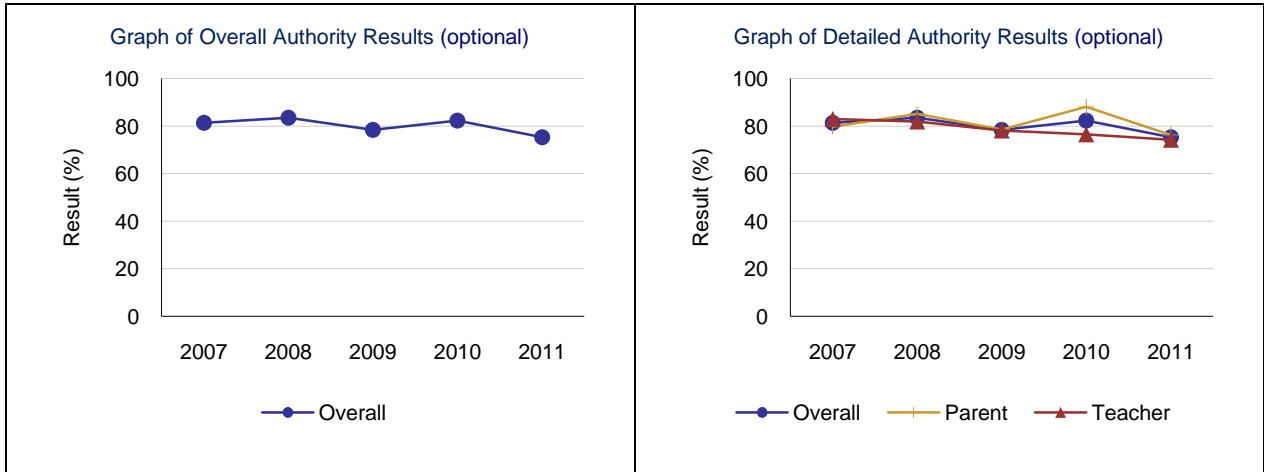


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

**Parental Involvement – Measure Details (OPTIONAL)**

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

|         | Authority |      |      |      |      | Province |      |      |      |      |
|---------|-----------|------|------|------|------|----------|------|------|------|------|
|         | 2007      | 2008 | 2009 | 2010 | 2011 | 2007     | 2008 | 2009 | 2010 | 2011 |
| Overall | 81.4      | 83.5 | 78.4 | 82.3 | 75.3 | 77.5     | 78.2 | 80.1 | 80.0 | 79.9 |
| Teacher | 83.0      | 81.9 | 78.2 | 76.6 | 74.3 | 87.1     | 87.5 | 88.0 | 88.6 | 88.1 |
| Parent  | 79.8      | 85.1 | 78.6 | 88.1 | 76.3 | 67.9     | 69.0 | 72.2 | 71.3 | 71.7 |

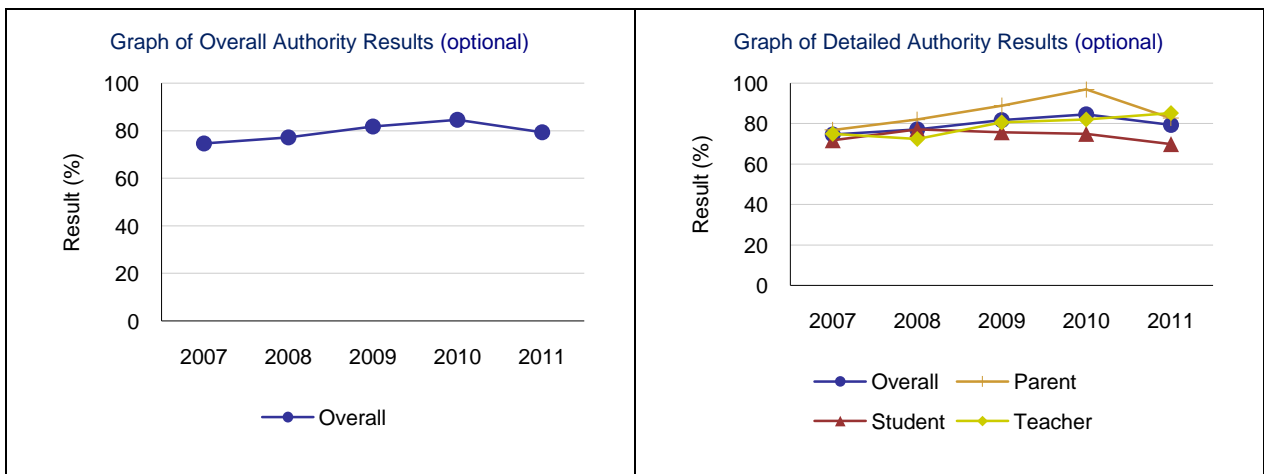


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

**School Improvement – Measure Details (OPTIONAL)**

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

|         | Authority |      |      |      |      | Province |      |      |      |      |
|---------|-----------|------|------|------|------|----------|------|------|------|------|
|         | 2007      | 2008 | 2009 | 2010 | 2011 | 2007     | 2008 | 2009 | 2010 | 2011 |
| Overall | 74.6      | 77.2 | 81.8 | 84.6 | 79.3 | 76.3     | 77.0 | 79.4 | 79.9 | 80.1 |
| Teacher | 75.0      | 72.4 | 80.6 | 82.1 | 85.3 | 74.5     | 75.6 | 78.2 | 80.8 | 80.1 |
| Parent  | 76.9      | 82.0 | 88.9 | 96.9 | 82.7 | 75.1     | 75.9 | 78.1 | 77.0 | 77.3 |
| Student | 71.8      | 77.1 | 75.8 | 74.9 | 69.9 | 79.3     | 79.5 | 81.8 | 81.8 | 82.9 |



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

Almadina Language Charter Academy

The most recent information about the Almadina Language Charter Academy can be accessed at:  
<http://esl-almadina.com/>