

Almadina Language Charter Academy
Combined Three-Year Plan 2012-2015 and
Alberta Education Results Report
2011-2012



Submitted: November 30, 2012

Message from the Board Chair

The Board of Directors of Almadina Language Charter Academy is pleased to present our combined Alberta Education Results Report 2011/2012 and Three Year Education Plan 2012/2015. 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 educational quality of the school. As well, this plan details targets and strategies in addressing areas of strength and growth.

Our AISI project will focus on 21st Century Learning Language Learners and strengthen our programming technology for ELL students while also respecting our student's first language.

Our Board of Directors and staff are pleased that we received a new five year charter that began in September 2011. The Almadina Language Charter Academy vacated the Franklin Campus in July 2012 and moved to a new facility, the Ogden Campus. The Ogden Campus will allow us to expand our programming for the students in grades five to nine. We are particularly focused on developing options now that we have a larger campus. As well, our central office moved to a new location close to both campuses.

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. Our main focus for the year will be to concentrate on our programs to support literacy for all of our students, which we have outlined in this planning document. We are delighted to be partnering with the Reading Foundation using Discover Reading and Discover Math at all grade levels, this year. We are hoping to expand this programming in the coming school year. We continue to place emphasis on citizenship and community building. We utilize the Virtues Program for K to Grade 9 to reduce the incidents of bullying throughout the system.

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

Mr. Mohamad Elrafih,
Board Chair

Accountability Statement

The Annual Education Results Report for the **2011-2012** school year and the Education Plan for the three years commencing September 1, **2012** 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 2011/2012 school year and the three-year Education Plan for 2012/2015 on November 21, 2012

Board Chair – Mohamad Elrafih

Foundation Statements

- *Vision*

Strive to operate as Canada's best Public Charter School by providing students whose second or third language is English with the opportunities 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 749 students and their families in two schools. Almadina Language Charter Academy was pleased that the Minister of Education increased the student cap from 600 to 979 students. As the school serves the needs of students from 35 countries, the increased cap will allow our school the opportunity to better serve the needs of our expanding community.

Almadina has two school campuses in East Calgary: [Mountain View Elementary Campus](#) with ECS to Grade 4, and [Ogden Middle School Campus](#) with Grades 5 - 9. This summer our Grade 5 – 9 was moved to the new facility at Ogden School. These two campus settings share one school standard while at the same time respecting unique approaches in individual school delivery of programs. Our students come from all parts of Calgary and most are transported through First Student Canada, operated by Cardinal Coach Lines Ltd.

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 specific needs. Both schools have common Alberta Initiative for School Improvement projects. The project looks at literacy through Project Based Learning (PBL). PBL will allow students to utilize the four C's of 21st Century Learning communication, collaboration, critical thinking, and creativity. Using ELL strategies and the 21st Century model, these projects are aligned with our charter mandate and school priorities.

The school is focused on the needs of English Language Learning (ELL) students and utilizes numerous programs to support Twenty First Century Learning. The school has incorporated an animated reading program for K-2. The school has started a pilot reading project for K-3 students using the Discover Reading Program and has partnered with the Reading Foundation to support our student's needs. Discover Math will be piloted early in 2013.

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 ELL, 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. We also focus on improving our school through continuous learning and growth. We believe this will enable us to become the premier school in Calgary for meeting the needs of students whose primary language is not English. This will be accomplished with a continued strong emphasis on character education and value development.

Combined 2012 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 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Good	Safe and Caring	86.1	87.6	86.8	88.6	88.1	87.5	High	Maintained	Good
Student Learning Opportunities	n/a	Program of Studies	65.6	69.8	70.4	80.7	80.9	80.6	Very Low	Declined	Concern
		Education Quality	90.4	91.2	91.8	89.4	89.4	89.3	Very High	Maintained	Excellent
		Drop Out Rate	0.0	0.5	3.6	3.2	4.2	4.4	Very High	Improved	Excellent
		High School Completion Rate (3 yr)	n/a	n/a	n/a	74.1	72.6	71.6	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	Excellent	PAT: Acceptable	89.4	90.0	87.4	79.1	79.3	78.9	High	Maintained	Good
		PAT: Excellence	29.2	32.0	31.2	20.9	19.6	19.1	Very High	Maintained	Excellent
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	83.5	82.6	83.5	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	18.6	18.7	18.7	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.2	54.9	53.9	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate (Revised)	n/a	n/a	n/a	61.5	59.6	58.0	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	58.4	59.3	59.5	n/a	n/a	n/a
		Work Preparation	80.6	86.5	86.0	79.7	80.1	79.9	High	Declined	Acceptable
		Citizenship	78.5	78.9	79.3	82.5	81.9	81.2	High	Maintained	Good
Parental Involvement	Good	Parental Involvement	80.7	75.3	78.7	79.7	79.9	80.0	High	Maintained	Good
Continuous Improvement	Excellent	School Improvement	86.6	79.3	81.9	80.0	80.1	79.8	Very High	Improved	Excellent

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, and 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 (*).

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		
	2008	2009	2010	2011	2012	2012	2013	2014	2015
The average percentage of students in grades 3, 6, and 9 who achieve the Acceptable Standard in the Provincial Achievement Tests.	80.1	76.8	95.4	90.0	89.4	92	93	94	95

<p>Strategies</p> <ul style="list-style-type: none"> • Teachers will continue to differentiate instruction to accommodate the unique needs of ELL students. • Continue to offer the English Language Option program to support students. • Continue to compose classes to include students of differing Benchmark levels to maximize opportunities for peer modelling and peer coaching. • Continue to implement ELL benchmark assessment of students to inform practice. • Continued support to participation in PAT's will be strongly encouraged. Exemptions will only be given in extenuating circumstances with the appropriate approvals. • Continue to incorporate PAT results for grades 3, 6 and 9 into the final subject area marks for the school year. • Continue to 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. • Train staff in the Discover Reading and Mathematics Programs. • Provide remedial assistance using the Discover Reading and Mathematics Programs in classrooms and small group settings. • Provision of Saturday classes to provide extra support from January until June.

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		
	2008	2009	2010	2011	2012	2012	2013	2014	2015
The average percentage of students in grades 3, 6, and 9 who achieve the Acceptable Standard in the Provincial Achievement Tests.	80.1	76.8	95.4	90.0	89.4	92%	93%	94%	95%

Strategies

- Incorporate two assessment days into the school calendar to allow teachers to better understand and assist their students.
- Assess students who require additional support and provide an appropriate instruction to meet their needs.
- Develop capacity to support new teachers by providing training in Discover Reading and Mathematics.
- Support staff in conducting action research using Discover Reading and Mathematics in K-3.
- Provide leadership training for administration through the Association of Charter Schools and the University of Calgary.
- Continue to support the PLC model through committed professional development.
- Ensure clarity of staff expectations and accountability through planning teams.
- Use standard ELL assessment tools to gauge each student’s language proficiency.
- Place assessment data in student’s ELL portfolio.
- Share promising practices for ELL with all stakeholders at the local, provincial and national level.
- Encourage teachers to reflect on their ELL strategies through the development of their professional growth plans.
- Maintain active participation on the provincial ELL Advisory Committee.
- Develop, coordinate and implement professional activities through a Professional Development Committee (consisting of teachers and ELL/AISI Coordinator).
- Encourage participation in the ATA ESL Specialist Council.
- Encourage and provide financial assistance in promoting lifelong learning for all staff.
- Continue to partner with the U of C to focus on teacher induction program, research, and professional development.

Performance Measures	Results (in percentages)					Target*	Targets		
	2007	2008	2009	2011	2012	2012	2013	2014	2015
<i>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.</i>				73%	90%	91%	92%	93%	94%

Comment on Results

- This is the second year that the Almadina Language Charter Academy has collected data on this performance measure.

Strategies

- Ability to determine individual teachers professional development opportunities (conventions, courses, university)

Goal One: Success for Every Student

Outcome: Students demonstrate proficiency in literacy and numeracy.

Performance Measure	Results (in percentages)					Target ¹	Evaluation			Targets ²		
	2008	2009	2010	2011	2012	2012	Achievement	Improvement	Overall	2013	2014	2015
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	80.1	76.8	95.4	90.0	89.4		High	Maintained	Good			
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	29.5	20.9	40.7	32.0	29.2		Very High	Maintained	Excellent			

Strategies

- Provide a full time ELL/AISI coordinator to support teachers in delivering the Program of Studies with emphasis on 21st Century Learning thus satisfying the needs of ELL students.
- Continue to 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 using project based learning as outlined by the AISI project.
- 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 schools including Animated Literacy and Discover Reading.
- Provide professional development opportunities as needed to address new curriculum.
- Continue to provide additional instructional time in all core subject areas.
- Provide training for Staff in Discover Reading (LA) and Discover Math.

Outcome: Students achieve student learning outcomes.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2007	2008	2009	2010	2011	2012	Achievement	Improvement	Overall	2013	2014	2015
High School Completion Rate - Percentage 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	1.6	10.2	0.0	0.5	0.0		Very High	Improved	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
<ul style="list-style-type: none"> • Continue to support a counsellor at each campus (Wellness Empowerment Program) and an Occupational Therapist offering services to both campuses. • Continue building teacher capacity (Wellness Empowerment Program) to ensure that students are aware of support and resources beyond the school. • Continue to offer a structured transition program in cooperation with CBE for all students transitioning into high school. • Continue to have students involved in the <i>Tell Them From Me</i> project. • Continue to invite former Almadina students who are currently attending high school to share experiences with current students. • Continue to promote Do Your “PART” Peer Mediation and Buddies Program. • Offer support through the Respect Room for students needing additional assistance. • Maintain proactive, open and timely communication with parents. • Contract educational/psychological test services and assessments as required to assist teachers in developing programs to meet the unique needs of the students. • Research the possibility of expanding Almadina to include a high school program.

Outcome: Students develop competencies for success as engaged thinkers and ethical citizens with an entrepreneurial spirit.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2008	2009	2010	2011	2012	2012	Achievement	Improvement	Overall	2013	2014	2015
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	78.7	78.7	80.3	78.9	78.5		High	Maintained	Good			
Percentage of teachers and parents who agree that students are taught attitudes and behaviors that will make them successful at work when they finish school.	86.9	86.3	85.3	86.5	80.6		High	Declined	Acceptable			

Strategies

- Continue to emphasize the Borba “Values/Virtues” character education program.
- Continue to increase the number and use of lap top computers.
- Upgrade the technology infrastructure.
- Develop the capacity of staff by providing expertise in the area of integrating technology into the classroom.
- Encourage teachers to integrate computer technology into core subjects.
- Research and integrating the most promising practices in using technologies effectively in the classroom.
- Create opportunities for teachers to collaborate more effectively on the use of technology.

Outcome: Students develop competencies for success as engaged thinkers and ethical citizens with an entrepreneurial spirit. (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2008	2009	2010	2011	2012	2012	Achievement	Improvement	Overall	2013	2014	2015
Percentage of teacher and parent satisfaction that students 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>	69.4	69.4	66.2	70.8	65.5	71	n/a	n/a	n/a			

Strategies

- Continue with the Wellness Empowerment Program.
- Emphasize the transition program from Grade nine to high school.
- Continue to utilize peer mediation and student leadership programs.
- Continue to utilize the Learning Clicks program at the junior high level.
- Junior High students are involved in a program that requires twenty hours of volunteer work.
- Provide mandatory professional development by the Alberta School Council Association for the all parents interested in becoming school council members.
- Teachers, administration and Board Office will continue to use innovative communication tools to keep parents informed and involved.
- Increase opportunities for parents to visit the school communities.
- Increase opportunities for teachers to showcase student successes.
- Recognize and respond to the needs of parents.

Goal Two: High Quality Education through Collaboration and Innovation

Outcome: Effective learning and teaching within caring, respectful, safe and healthy environments.

Performance Measure	Results (in percentages)					Target 2012	Evaluation			Targets		
	2008	2009	2010	2011	2012		Achievement	Improvement	Overall	2013	2014	2015
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.	74.5	70.1	71.3	69.8	65.6	75	Very Low	Declined	Concern	78	80	82
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	90.6	92.1	92.0	91.2	90.4		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.	84.0	85.3	87.4	87.6	86.1		High	Maintained	Good			

Strategies

- As a result of increased space, enhance the option program at Ogden Campus.
- Invite specialist instructors to Ogden Campus to enhance the options program.
- Increase exposure to a wide variety of options with an emphasis on Arts Education.
- Restructure the timetable to allow for more student choice.
- Plan a Career Day for middle school students (Ogden 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.
- Develop a partnership with the Reading Foundation to enhance student literacy and learning.
- Modify and enhance the website to improve communication to the school community.
- Utilize a variety of communication methods to inform and encourage parents to attend school functions.
- 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.
- Continue to partner with the Girls’ Cultural Club to empower female students to actively participate in all school and community activities.

Outcome: The education system demonstrates leadership and collaboration.

Performance Measure	Results (in percentages)					Target 2012	Evaluation			Targets		
	2008	2009	2010	2011	2012		Achievement	Improvement	Overall	2013	2014	2015
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	83.5	78.4	82.3	75.3	80.7		High	Maintained	Good			
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	77.2	81.8	84.6	79.3	86.6		Very High	Improved	Excellent			

Strategies

- Continue to encourage parents to attend parent teacher interviews by modifying the school calendar to accommodate parents.
- Continue to keep parents informed of innovative programming through e-newsletters available on the school website.
- Continue to update the school website so that current information is readily available, interactive, and provides feedback opportunities.
- Continue to provide website orientation workshops for parents.
- Continue to survey parents and students in regards to AISI programming.
- Continue to develop, implement and monitor a Strategic Communications Plan.
- Promote community use of schools to establish schools as community learning Hubs
- Develop strategies to engage, educate and increase involvement of our parent community.
- Develop a framework and policies to gather feedback from each and every parent whose child attends Almadina Language Charter Academy into decisions impacting their child's education.
- Increase attendance at monthly School Council Meetings by inviting all parents.
- Encourage parent volunteers.
- Design and implement a recognition plan for parent volunteers.
- Continue to improve open communication between staff and parents.
- Continue to communicate student progress of language acquisition through the Language Benchmark system and interim progress report in addition to regular report cards.
- Continue to partner with the University of Calgary on a research project entitled "An Evaluation of the Progress of the Educational Programs: Past, Present and Future".
- Continue to share information collected from the U of C research project with stakeholders.
- 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.

- Collaborate with Alberta Education and arrange for junior high students to participate in the high school completion Student Engagement Project.
- Continue to invite post-secondary institutions to place practicum students at Almadina.
- Encourage alignment of teacher professional growth plans with Charter and AISI goals.
- 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.
- Provide opportunity for input from school staff into decisions impacting their work and education through the Collegial Committee.
- Continue to contribute to professional associations and provide opportunities for staff attendance.
- Continue to plan for organizational and professional development days.

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

Outcome: FNMI students are engaged in learning.

Strategies

- Continue to encourage field trips to First Nations schools and historical and cultural sites to promote an awareness of FNMI.
- Continue to invite guest speakers to discuss FNMI cultures.
- Continue to participate in a culturally diverse athletic league.
- Continue to provide and utilize culturally diverse resources in the library and classrooms
- Incorporate FNMI art, dance and information sessions into the school year.

Future Challenges

With the student cap increased in September 2012 from 600 students to 979, Almadina Language Charter Academy (ALCA) will face future challenges in delivering an exceptional junior high option programs. We will be challenged to make the very best use of the current junior high facilities at the Ogden Campus . The Discover Reading Program and the Discover Math program will provide excellent baseline information on our students' learning needs; the challenge will be to design a robust program of support and consistent follow-up that ensures every child's success.

As of September 2012, Mountain View Elementary houses ECS to grade 4; the 2013 planned basement renovation and the eventual replacement of the four deteriorating attached portables will ensure that our environment is safe and efficient.

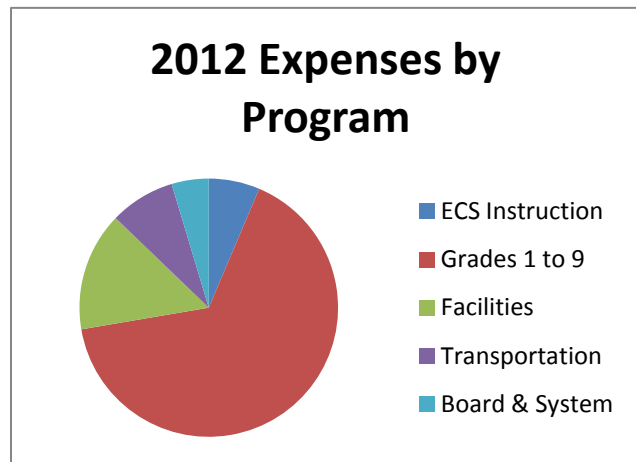
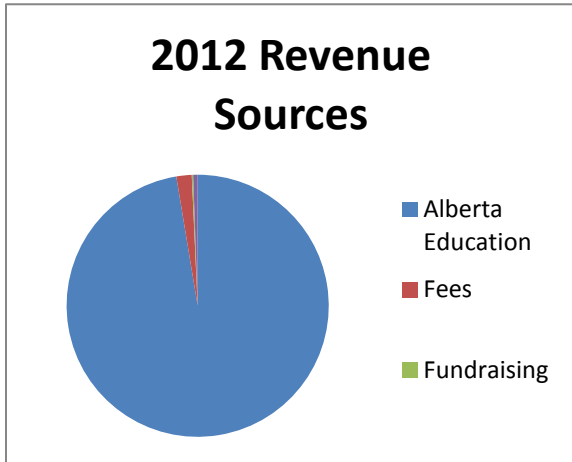
As of September 2012, Ogden Middle School houses grades 5 to 9. The welcome challenge at this campus is to design a truly responsive options program that exposes our students to a useful range of engaging career choices and visual and performing arts.

The feasibility of a high school and the possibility of bringing bus transportation in house are two areas where parent surveys and thorough analysis will guide our future plans.

SUMMARY OF FINANCIAL RESULTS 2011/2012

Revenue		Program Details	Revenue Allocated	Program Expenses	Program Surplus
Alberta Education	\$ 7,630,565				
Fees	\$ 147,957				
Fundraising	\$ 13,754	ECS Instruction	\$ 370,828	\$ 494,323	(\$ 123,495)
Other Revenue	<u>\$ 42,876</u>	Grades 1 - 9	\$5,325,375	\$4,101,651	\$ 223,723
Total Revenue	\$ 7,835,152	Facilities	\$1,061,417	\$1,150,965	(\$ 89,548)
Expenses	<u>\$ 7,738,173</u>	Transportation	\$ 629,600	\$ 631,799	(\$ 2,199)
Surplus	\$ 96,979	Board & System	<u>\$ 447,932</u>	<u>\$ 359,435</u>	<u>\$ 88,497</u>
			\$7,835,152	\$7,738,173	\$ 96,978
		Ending Accumulated Surplus			\$ 1,276,470

Full day ECS instruction supports consistency of learning and early acquisition of language. This program is again in deficit by \$123 K for the 2012 year.



The Grades 1 to 9 Instruction Program ended the year with a healthy surplus of almost \$224 K.

The Facilities Program spending deficit of \$90 resulted from the move to the new Ogden campus for grades 5 to 9 and the move to Mountain View for ECS. Note that Alberta Education provided an additional \$40 K for the move.

Reducing the bus fleet to twelve for most of the school year brought the Transportation deficit down to a manageable \$2 K.

Lower salaries in Board and System have resulted in a program surplus of \$88 K.

The overall surplus and the move to the new facility have positioned us well to provide an excellent middle school program. The synergies now available at the elementary level will enhance our ability to provide consistent language learner follow up in the critical early grades.

The Audited Financial Statements for August 31, 2012 are available on the Almadina website at www.esl-almadina.com or by following

http://www.eslalmadina.com/documents/board/reports/financialreports_2012.pdf

Program details may be viewed in the Unaudited Schedules by following this link

http://www.eslalmadina.com/documents/board/reports/financialreports_2012_unaudited.pdf . The

provincial roll up of Audited Financial Statement information is available at

<http://education.alberta.ca/admin/funding/audited.aspx>. The presentation of school generated funds has changed this year and further information is available in the Audited Financial Statements Note 13 available on the website.

2012 / 2013 BUDGET SUMMARY

AB Education	\$ 7,680,514
Bus Fees	\$ 142,000
Capital Allocations	\$ 20,250
Other	\$ 45,900
	<u>\$7,888,684</u>
Certified Salaries & Benefits	\$4,746,266
Non-Certified Salaries & Benefits	\$ 975,300
Services, Contracts & Supplies	\$2,082,445
Amortization	\$ 56,250
Projected 2013	\$7,860,261

The student cap was raised to 979 students in September 2012. The budget numbers are based on 63 ECS children and 683 students as of September 30, 2012.

The educational needs of this increased enrollment have been met by hiring two additional certified teachers and 8 additional education assistants.

The current Alberta Teachers' Association agreement links teachers' salaries to the Calgary Board of Education (CBE) pay grid. Due to ATA / CBE negotiations, reasonable estimates for teacher salaries are included in the budget.

Under the new Alberta Infrastructure lease provisions, both the Mountain View (July, 2016) and Ogden (July, 2017) school leases from CBE are at \$1.00 per year. Moving the middle school to Ogden campus will result in a reduction of lease funding and expense of \$580,000.

Board spending initiatives will include the Discover Reading and Discover Math assessments and support program.

The primary budget was approved by the board.

www.esl-almadina.com

2013 Budget Link:

http://www.esl-almadina.com/documents/board/reports/financialreports_2013_budget.pdf

2013 Budget - Fall Update Link:

http://www.eslalmadina.com/documents/board/reports/financialreports_2013_budget_update.pdf

Facility and Capital Plans

This plan is intended to forecast the facility requirements of the school for the next school year under the current Charter (expires August 31, 2017) we have renewed our lease for Mountain View Elementary for a further 5 years expiring July 2016. Middle Years campus relocated from Franklin School to Ogden School, August 2012, lease expires July 2017. **We have numerous upgrades and renovations that will be required immediately at the Mountain View Campus (see list below).**

2012/2013

Mountain View Elementary – lease expiry date July 2016

1. Interior Modernization Mountain View Elementary

Ceiling tile removal & replacement throughout the school (these tiles are no longer made, so replacement of existing tiles individually is very difficult and is not now esthetically pleasing as the tiles do not match)

Upgrade core service areas and provide additional staff toilets

Removal & replacement of wall between Grade 1 and Resource room – to bring to code

Replacement of all interior basement walls to bring to code

Replacement of all basement doors attached to temporary walls

Build washrooms for the detached portable

Replacement of computer lab carpet

Replace south exit doors due to rotting at the bottom

Interior painting throughout the school

Electrical infrastructure upgrade

2. Exterior Renovations Mountain View Elementary

Staff parking lot asphalt replaced due to variation in level and large holes (health and safety)

Asphalt replacement at outdoor play area uneven and unsafe (health and safety)

Peeling paint around the entire exterior of the school, painting required (health and safety)

Window replacement required due to rotting window sills

Flashing replacement above gym and portables due to wind and snow damage

Replace present wooden steps with metal mesh to reduce slippage from ice build up

3. Replacement of Attached Portables Mountain View Elementary

The attached portables are in such poor shape that while we will attempt upgrading it is not feasible. While these portables are usable for now, this project will necessarily move up our priority ranking each year.

Middle School Campus – Ogden School lease expiry date July 2017

1. Interior Modernization Ogden

Carpet replacement with tiles throughout the school

Interior painting throughout the school

2012/2013

1. Renewal Lease Costs

Middle School Campus – Ogden renewal of lease

Mountain View Elementary – renewal of lease or new facility

For further information please contact:

Janice LeDuc, Secretary Treasurer

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jleduc@esl-almadina.com

http://www.esl-almadina.com/board/3_Year_Capital_Plan_2010-2013.pdf

Parental Involvement

The Almadina Language Charter Academy has outlined numerous strategies to keep parents informed and involved in the school. As noted in the results, 80.7% of teachers and parents felt their involvement in the decisions that effected children was at a satisfactory level.

Timelines and Communication

- October 10, 2012 – Superintendent forwarded a draft copy to school principals to share and obtain input.
- October 16, 2012 – Administration team reviewed and made changes to the plan.
- October 31, 2012-Each campus reviewed the draft document.
- November 11, 2012 – Document was shared with the Board of Directors for review and additions.
- November 21, 2012- Approved by the Board.

- November 26, 2012 – 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

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%204%20project%20summaries-public-zones%201-6-jan%202010.pdf>

This combined plan and report was approved by the board and is available at

www.esl-almadina.com

Class size reports can be found on our website and are available at

http://www.esl-almadina.com/documents/board/reports/2010-2012_class_size_core.pdf
http://www.esl-almadina.com/documents/board/reports/2010-2012_class_size_all.pdf

Obligation to Share Effective Practices and Innovative Approaches

Objectives: To share our most effective practices and innovative approaches for the benefit of Alberta's Education system.

Audiences: Parents and children attending Almadina as well as teachers and other Charter Schools and Public Schools

Key Message: We will share our most innovative, effective ELL strategies and success with literacy. We will also focus on character education successes.

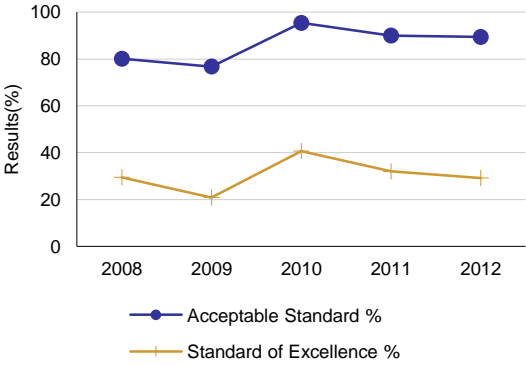
Action Plan: We will use a variety of communication strategies which include but are not limited to the following; synervoice (when needed), website updates (when needed), newsletters (monthly), presentations to other school systems (when requested)

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2008		2009		2010		2011		2012		2012	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 3	Authority	83.3	37.9	71.8	37.6	92.8	62.3	88.6	26.6	84.8	32.9		
	Province	80.1	16.1	81.3	18.2	81.6	19.5	81.8	17.5	81.9	20.4		
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	83.8	15.8	84.1	16.3	80.6	15.8	82.1	14.5		
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	82.5	16.3	86.4	16.3	84.2	18.6	82.3	12.5		
Mathematics 3	Authority	n/a	n/a	n/a	n/a	n/a	n/a	77.2	39.2	88.6	39.2		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	77.4	26.0	76.8	25.5		
English Language Arts 6	Authority	67.2	6.9	78.3	5.8	98.2	14.0	88.1	37.3	86.7	21.3		
	Province	81.1	21.0	81.8	18.9	83.3	18.9	83.0	18.5	82.7	17.8		
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	87.7	14.2	91.5	15.9	88.3	15.9	89.4	17.1	89.3	17.2		
Français 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	94.3	17.1	92.6	18.7	91.3	18.3	92.2	17.6	91.0	21.9		
Mathematics 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	69.5	16.9	80.0	18.7		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	73.7	17.8	74.7	16.6		
Science 6	Authority	77.6	44.8	72.5	24.6	98.2	43.9	86.4	16.9	92.0	32.0		
	Province	74.8	24.1	76.5	24.8	76.8	26.4	76.2	25.0	77.8	28.2		
Social Studies 6	Authority	n/a	n/a	n/a	n/a	64.9	19.3	66.1	8.5	74.7	18.7		
	Province	n/a	n/a	n/a	n/a	71.0	16.4	71.1	18.5	73.2	19.5		
English Language Arts 9	Authority	87.5	12.5	81.1	8.1	92.2	19.6	93.6	23.4	92.0	12.0		
	Province	76.5	14.8	78.7	14.7	79.3	15.0	79.1	16.3	77.4	16.4		
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	66.8	7.8	67.2	7.9	61.4	5.8		
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	84.5	12.4	81.8	10.3	86.1	12.4	88.8	15.0	87.5	12.2		
Français 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	84.8	11.7	85.6	12.9	84.3	12.7	90.2	15.8	84.6	16.1		
Mathematics 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	89.4	42.6	74.0	28.0		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	66.1	17.3	66.5	17.8		
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	65.6	15.3	64.9	14.9	62.4	15.4		
Science 9	Authority	89.7	43.6	89.2	16.2	96.1	58.8	95.7	61.7	94.0	48.0		
	Province	69.3	13.0	72.2	15.8	73.6	17.7	74.9	20.8	74.2	22.4		
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	67.2	14.3	69.5	15.3	67.9	17.3		
Social Studies 9	Authority	n/a	n/a	n/a	n/a	88.2	39.2	93.6	29.8	92.0	8.0		
	Province	n/a	n/a	n/a	n/a	68.9	18.8	67.2	19.0	68.9	19.1		
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	64.6	15.7	61.9	13.6	63.5	13.9		

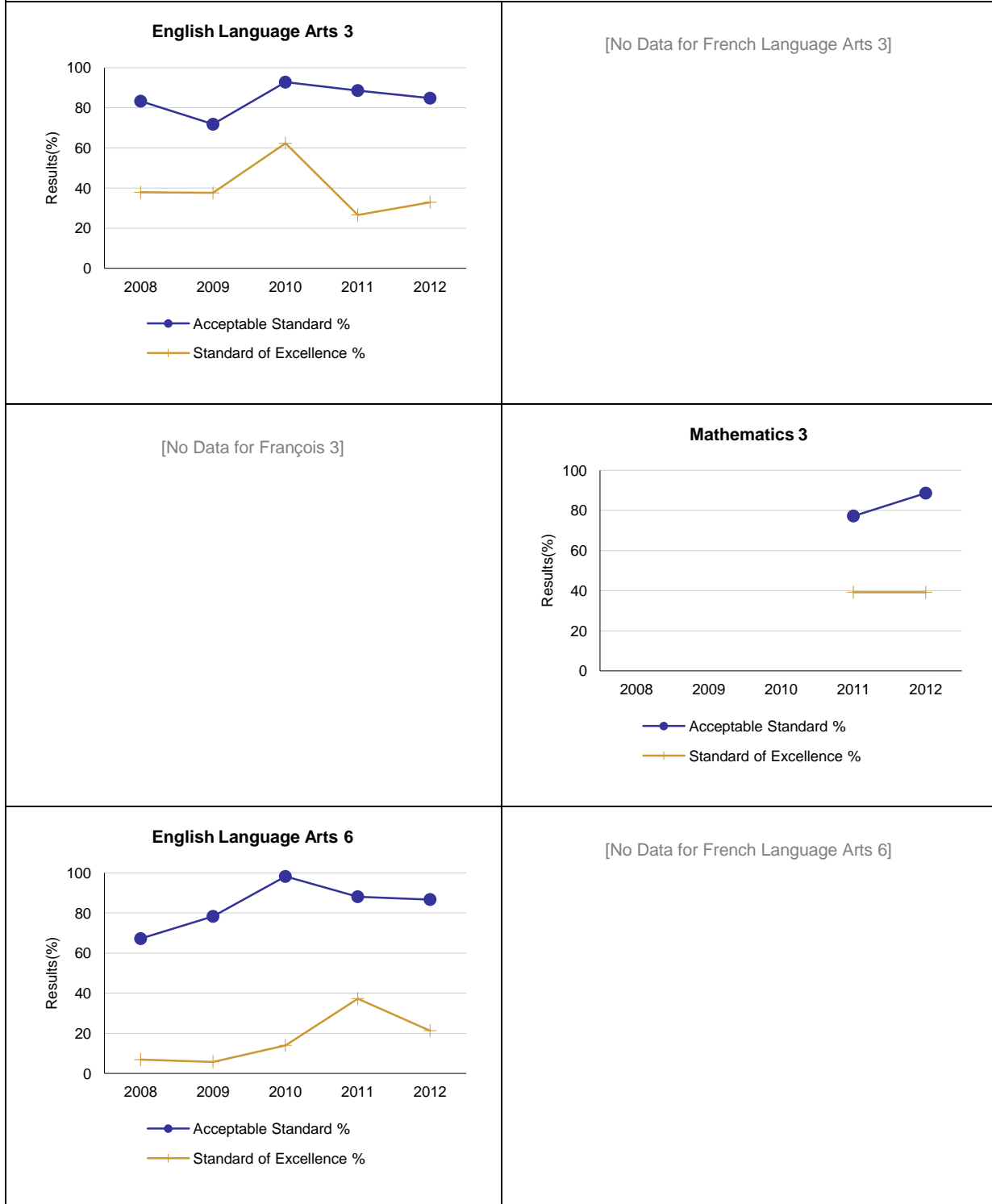
Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

"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)



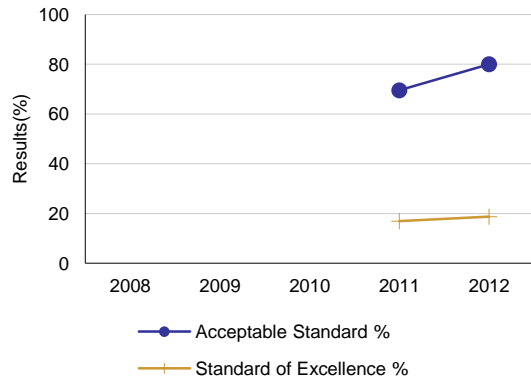
Graph of Provincial Achievement Test Results by Course (optional)



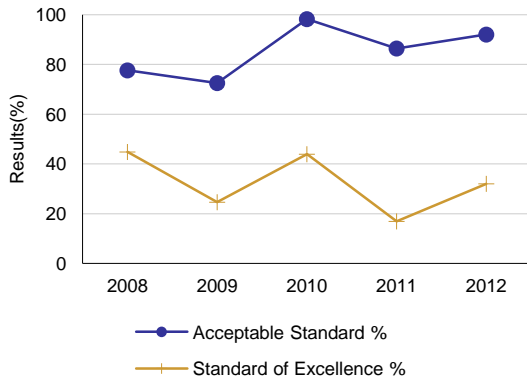
Graph of Provincial Achievement Test Results by Course (optional)

[No Data for François 6]

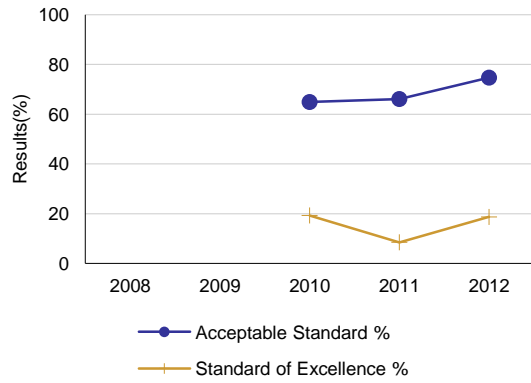
Mathematics 6



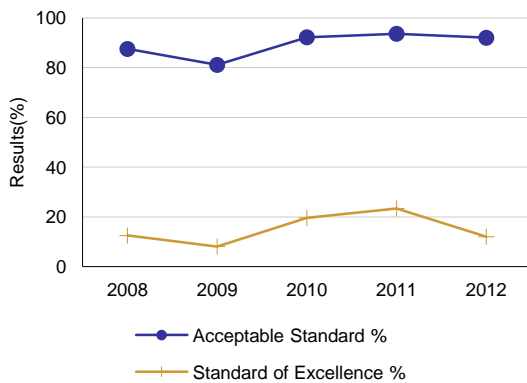
Science 6



Social Studies 6



English Language Arts 9



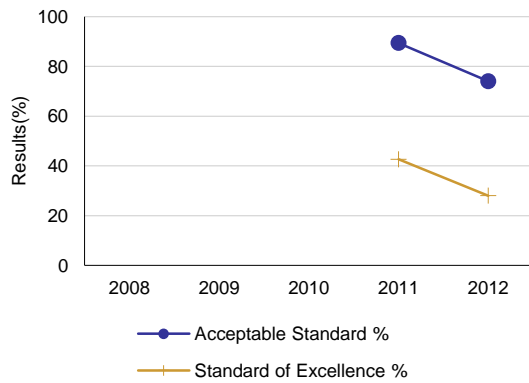
[No Data for English Lang Arts 9 KAE]

Graph of Provincial Achievement Test Results by Course (optional)

[No Data for French Language Arts 9]

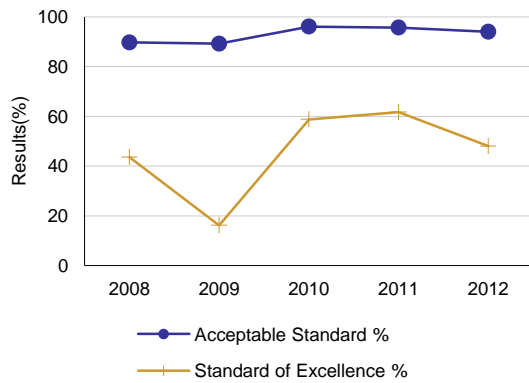
[No Data for Français 9]

Mathematics 9



[No Data for Mathematics 9 KAE]

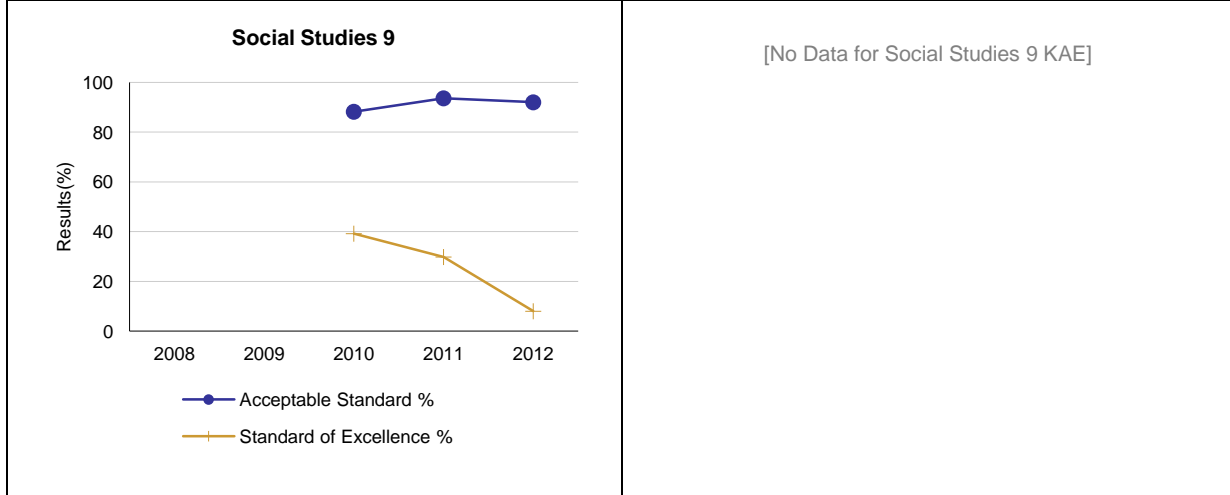
Science 9



[No Data for Science 9 KAE]

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	2012		Prev 3 Yr Avg		2012		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Language Arts 3	Acceptable Standard	Intermediate	Maintained	Acceptable	79	84.8	78	84.4	44,689	81.9	42,242	81.6
	Standard of Excellence	Very High	Declined	Good	79	32.9	78	42.2	44,689	20.4	42,242	18.4
French Language Arts 3	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,378	82.1	3,091	82.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,378	14.5	3,091	16.0
Français 3	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	502	82.3	524	84.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	502	12.5	524	17.1
Mathematics 3	Acceptable Standard	n/a	Improved	n/a	79	88.6	79	77.2	44,689	76.8	42,957	77.4
	Standard of Excellence	n/a	Maintained	n/a	79	39.2	79	39.2	44,689	25.5	42,957	26.0
English Language Arts 6	Acceptable Standard	High	Maintained	Good	75	86.7	62	88.2	43,170	82.7	43,453	82.7
	Standard of Excellence	High	Maintained	Good	75	21.3	62	19.0	43,170	17.8	43,453	18.8
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,592	89.3	2,435	89.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,592	17.2	2,435	16.3
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	465	91.0	443	92.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	465	21.9	443	18.2
Mathematics 6	Acceptable Standard	n/a	Improved	n/a	75	80.0	59	69.5	43,170	74.7	43,539	73.7
	Standard of Excellence	n/a	Maintained	n/a	75	18.7	59	16.9	43,170	16.6	43,539	17.8
Science 6	Acceptable Standard	Very High	Improved	Excellent	75	92.0	62	85.7	43,073	77.8	43,389	76.5
	Standard of Excellence	High	Maintained	Good	75	32.0	62	28.5	43,073	28.2	43,389	25.4
Social Studies 6	Acceptable Standard	n/a	Improved	n/a	75	74.7	58	65.5	43,170	73.2	43,569	71.1
	Standard of Excellence	n/a	Maintained	n/a	75	18.7	58	13.9	43,170	19.5	43,569	17.5
English Language Arts 9	Acceptable Standard	Very High	Maintained	Excellent	50	92.0	45	89.0	42,309	77.4	43,450	79.0
	Standard of Excellence	Intermediate	Maintained	Acceptable	50	12.0	45	17.0	42,309	16.4	43,450	15.3
English Lang Arts 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,654	61.4	1,597	67.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,654	5.8	1,597	7.8
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,344	87.5	2,332	85.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,344	12.2	2,332	12.6
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	311	84.6	331	86.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	311	16.1	331	13.8
Mathematics 9	Acceptable Standard	n/a	Declined	n/a	50	74.0	47	89.4	41,909	66.5	42,538	66.1
	Standard of Excellence	n/a	Declined	n/a	50	28.0	47	42.6	41,909	17.8	42,538	17.3
Mathematics 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,941	62.4	1,915	65.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,941	15.4	1,915	15.1
Science 9	Acceptable Standard	Very High	Maintained	Excellent	50	94.0	45	93.7	42,307	74.2	43,288	73.6
	Standard of Excellence	Very High	Maintained	Excellent	50	48.0	45	45.6	42,307	22.4	43,288	18.1
Science 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,574	67.9	1,556	68.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,574	17.3	1,556	14.8
Social Studies 9	Acceptable Standard	n/a	Maintained	n/a	50	92.0	49	90.9	42,429	68.9	43,449	68.1
	Standard of Excellence	n/a	Declined Significantly	n/a	50	8.0	49	34.5	42,429	19.1	43,449	18.9

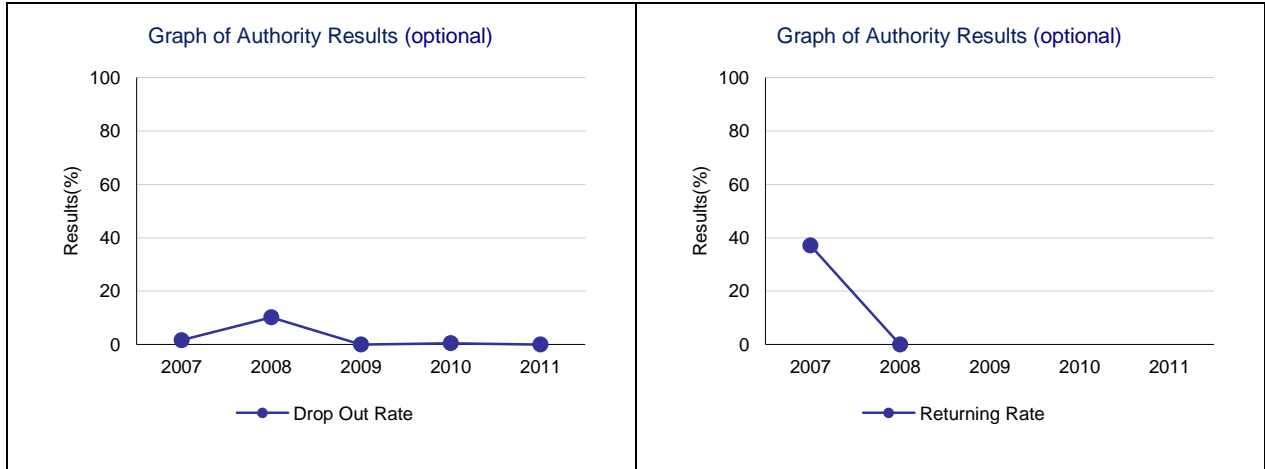
Social Studies 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,588	63.5	1,565	63.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,588	13.9	1,565	14.6

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.

Drop Out Rate – Measure Details (OPTIONAL)

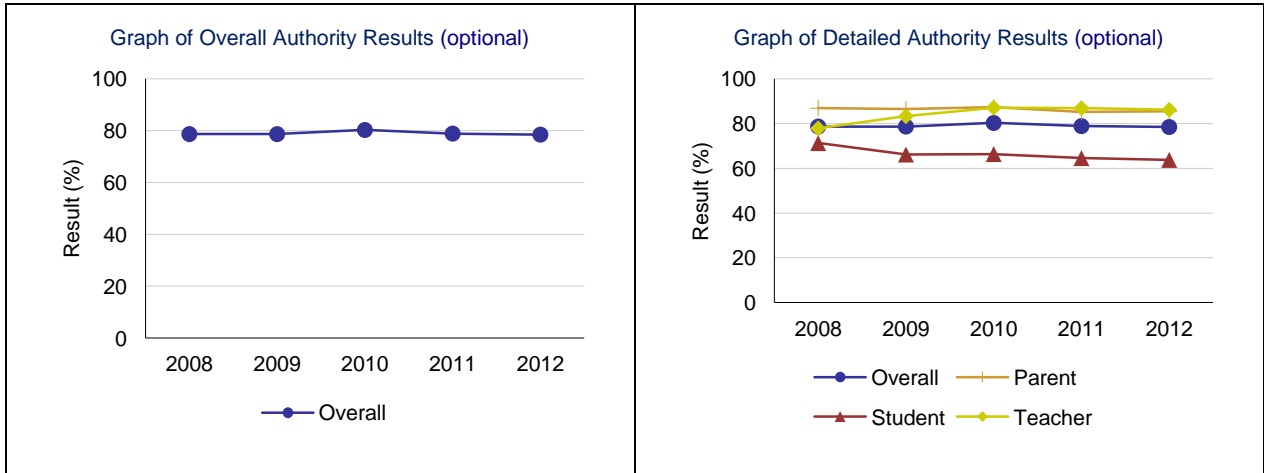
Drop Out Rate - annual dropout rate of students aged 14 to 18										
	Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Drop Out Rate	1.6	10.2	0.0	0.5	0.0	5.0	4.8	4.3	4.2	3.2
Returning Rate	37.1	0.0	*	*	*	21.3	19.8	23.5	27.9	23.4



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

Citizenship – Measure Details (OPTIONAL)

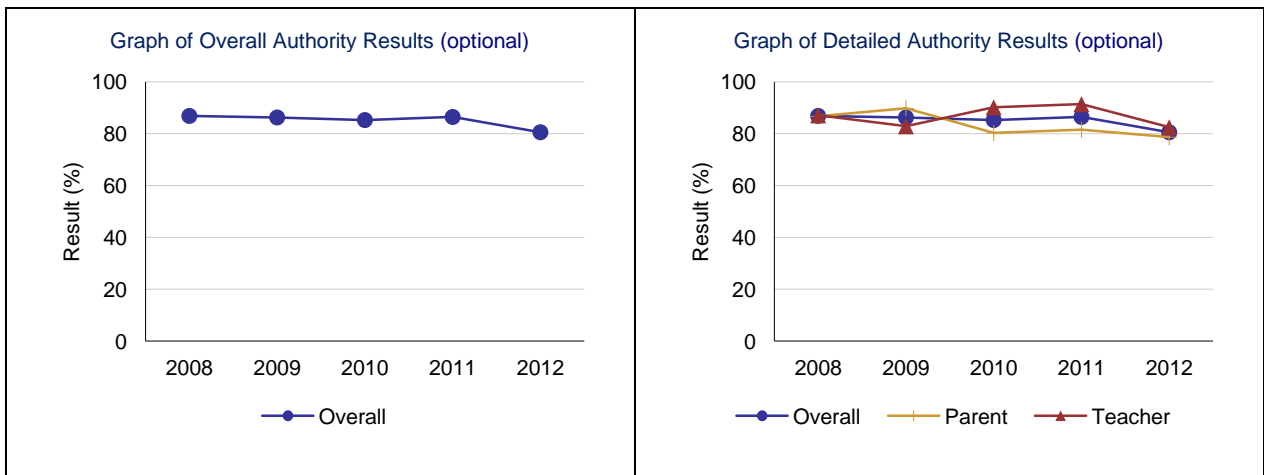
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.										
	Authority					Province				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Overall	78.7	78.7	80.3	78.9	78.5	77.9	80.3	81.4	81.9	82.5
Teacher	77.9	83.3	87.1	86.9	86.2	90.6	91.8	93.0	92.7	93.1
Parent	86.9	86.5	87.4	85.2	85.5	74.7	77.4	78.5	78.6	79.4
Student	71.3	66.2	66.4	64.6	63.8	68.5	71.8	72.7	74.5	75.0



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)

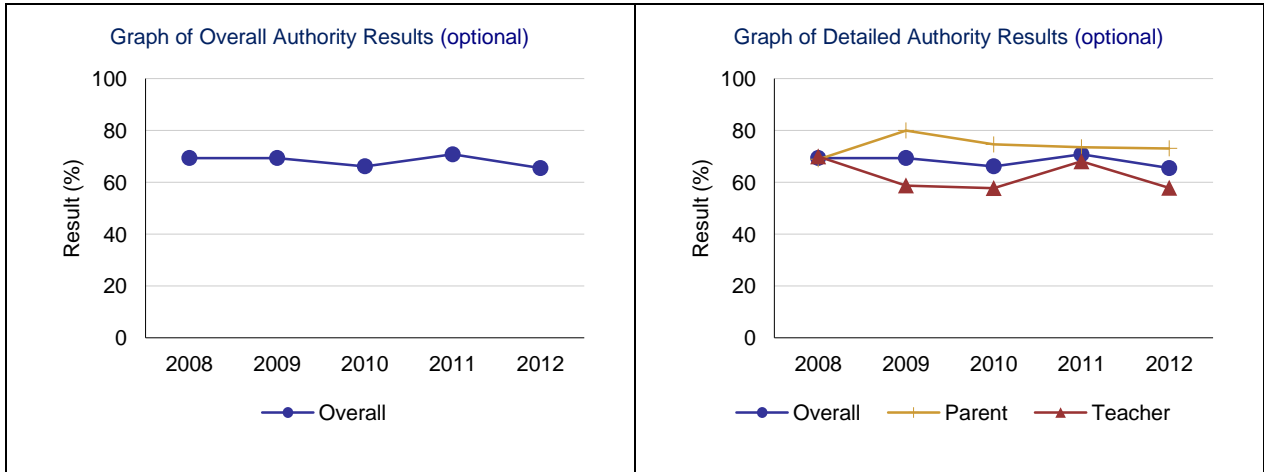
Percentage of teachers and parents who agree that students are taught attitudes and behaviors that will make them successful at work when they finish school.										
	Authority					Province				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Overall	86.9	86.3	85.3	86.5	80.6	80.1	79.6	79.9	80.1	79.7
Teacher	87.1	82.9	90.2	91.4	82.5	89.3	88.9	90.0	89.6	89.5
Parent	86.7	89.8	80.3	81.6	78.7	70.9	70.2	69.8	70.6	69.9



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)

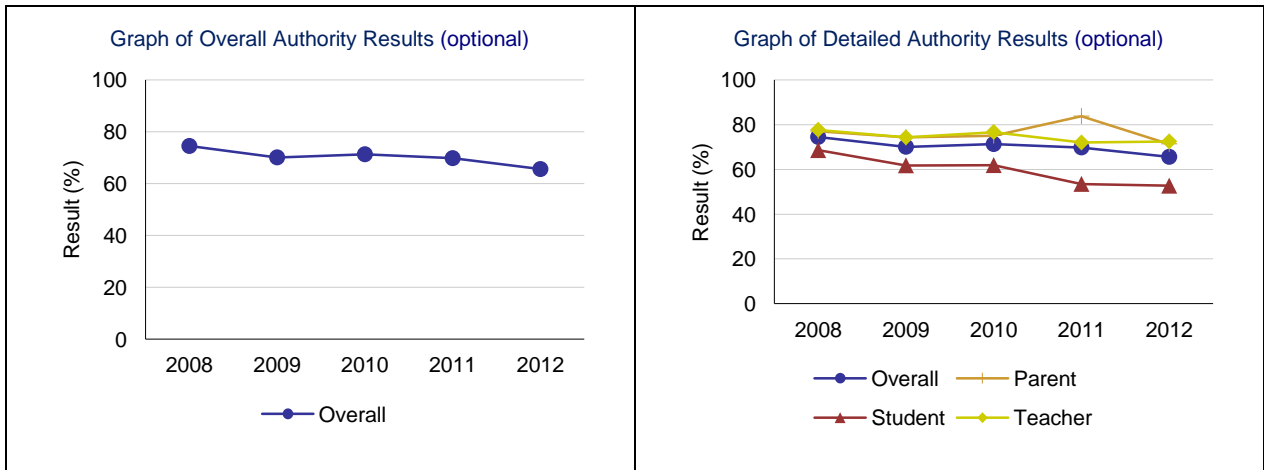
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.										
	Authority					Province				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Overall	69.4	69.4	66.2	70.8	65.5	66.7	67.4	67.6	67.9	68.0
Teacher	70.0	58.8	57.8	68.1	57.9	73.8	74.0	75.4	75.3	75.8
Parent	68.9	80.0	74.6	73.5	73.1	59.5	60.8	59.8	60.6	60.2



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)

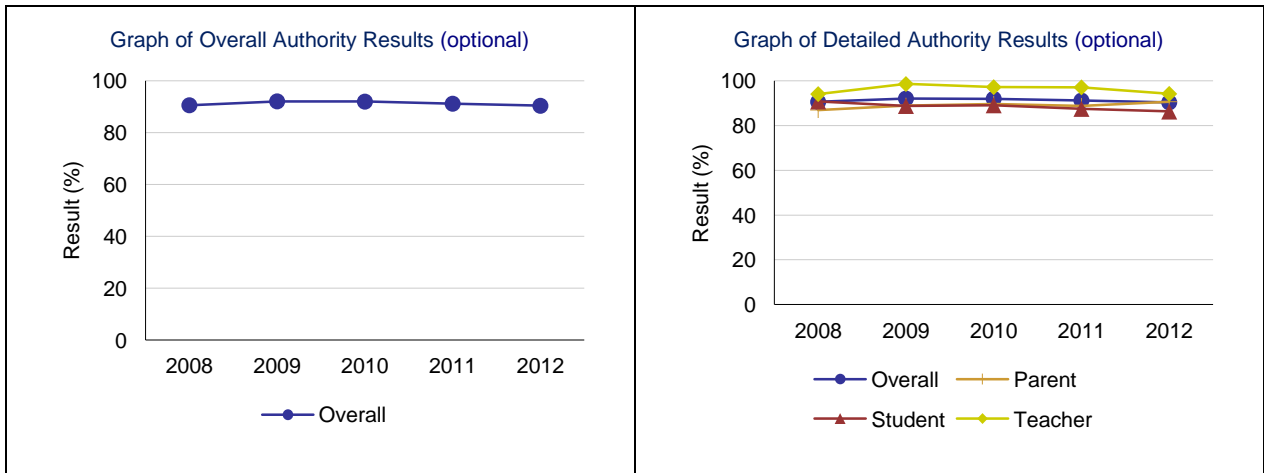
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.										
	Authority					Province				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Overall	74.5	70.1	71.3	69.8	65.6	79.4	80.3	80.5	80.9	80.7
Teacher	77.7	74.3	76.7	72.0	72.5	86.4	86.8	87.7	87.6	87.3
Parent	77.1	74.3	75.1	83.8	71.4	77.6	78.7	78.0	78.3	78.1
Student	68.6	61.8	61.9	53.5	52.7	74.1	75.3	75.9	76.9	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)

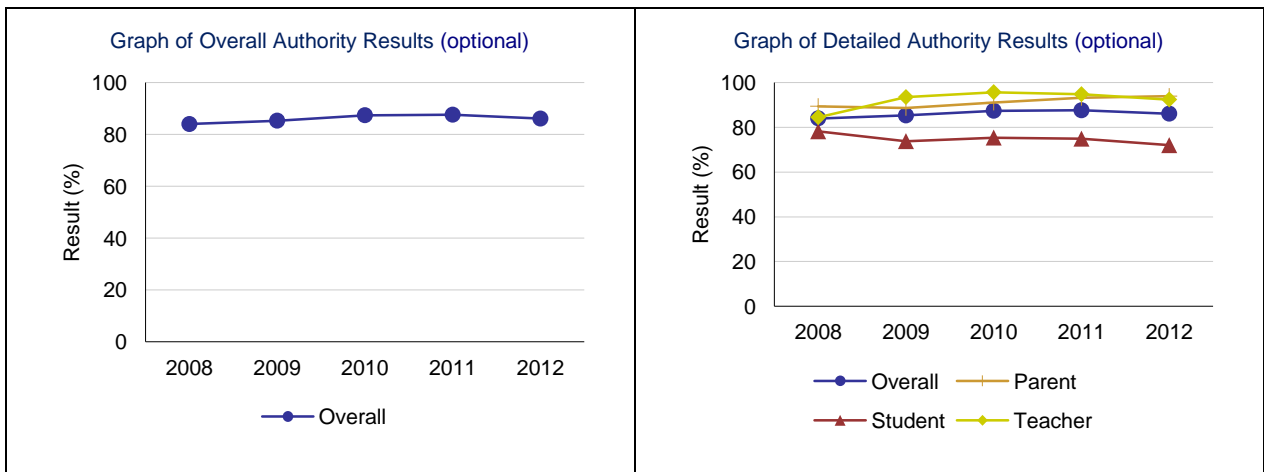
Percentage of teachers, parents and students satisfied with the overall quality of basic education.										
	Authority					Province				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Overall	90.6	92.1	92.0	91.2	90.4	88.2	89.3	89.2	89.4	89.4
Teacher	94.1	98.6	97.2	97.1	94.2	94.9	95.3	95.6	95.5	95.4
Parent	87.0	88.9	89.7	88.8	90.7	83.0	84.4	83.9	84.2	84.2
Student	90.8	88.8	89.1	87.5	86.3	86.6	88.3	88.2	88.5	88.6



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				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Overall	84.0	85.3	87.4	87.6	86.1	85.1	86.9	87.6	88.1	88.6
Teacher	84.5	93.5	95.7	94.8	92.4	93.1	93.8	94.4	94.5	94.8
Parent	89.4	88.7	91.1	93.2	93.9	83.2	85.3	86.1	86.6	87.4
Student	78.2	73.8	75.4	74.9	72.0	79.1	81.7	82.2	83.3	83.7

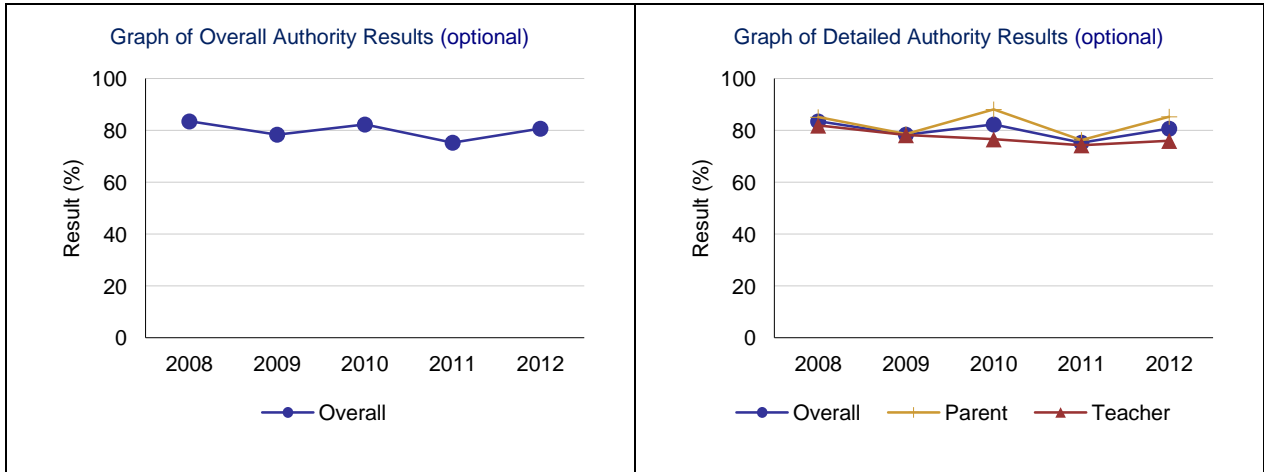


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Parental Involvement – Measure Details (OPTIONAL)

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

	Authority					Province				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Overall	83.5	78.4	82.3	75.3	80.7	78.2	80.1	80.0	79.9	79.7
Teacher	81.9	78.2	76.6	74.3	76.0	87.5	88.0	88.6	88.1	88.0
Parent	85.1	78.6	88.1	76.3	85.3	69.0	72.2	71.3	71.7	71.4

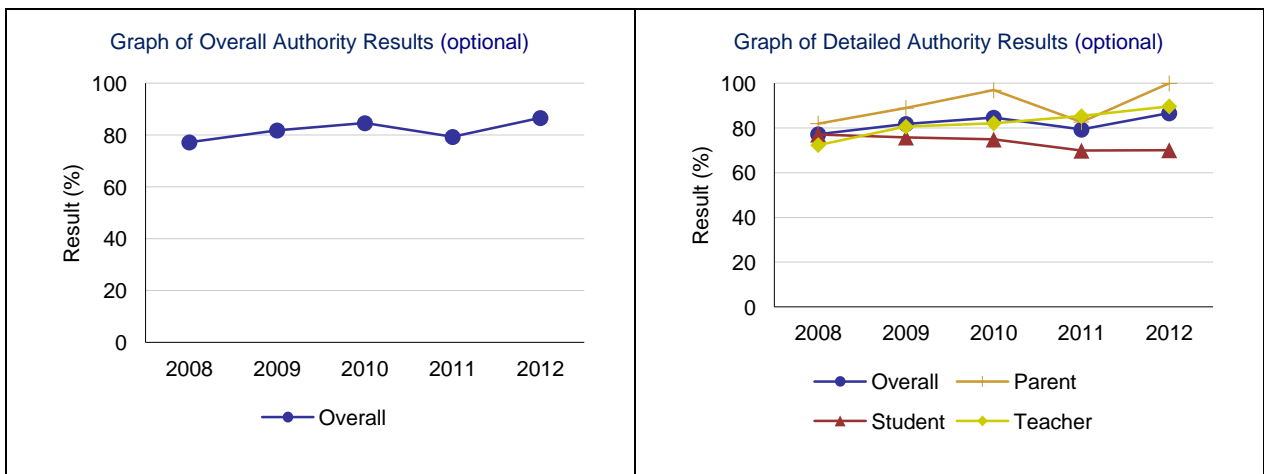


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

School Improvement – Measure Details (OPTIONAL)

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

	Authority					Province				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Overall	77.2	81.8	84.6	79.3	86.6	77.0	79.4	79.9	80.1	80.0
Teacher	72.4	80.6	82.1	85.3	89.7	75.6	78.2	80.8	80.1	81.1
Parent	82.0	88.9	96.9	82.7	100.0	75.9	78.1	77.0	77.3	76.2
Student	77.1	75.8	74.9	69.9	70.1	79.5	81.8	81.8	82.9	82.7



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