



Aurora Charter School

Combined 3-Year Education Plan (2011/12 – 2013/14) and Annual Education Results Report (AERR) for 2010/11

(November 30, 2011)

Message from the Board Chair

Greetings for Aurora School

I am proud to say that our school continues to enjoy exceptional success. This past year, our students have again demonstrated tremendous results as measured by provincial achievement tests and parent satisfaction surveys. Because our student learning results are high, every year it is more difficult to improve upon our student provincial achievement tests results. Yet every year we are pleasantly surprised. In every tested subject area in grades 3, 6, and 9 for the June 2011 provincial examinations, our students were well above the provincial averages for both the acceptable standard and the standard of excellence. All of our results are outstanding and demonstrate direct evidence as to the success of our school's instructional program.

Our Board met in February, 2011 to reflect and identify Aurora's future goals and challenges. The most central issue discussed by the Board is our long standing vision to extend our educational program and establish a high school. We have always thought that our terrific school should culminate only after our students achieved a high school diploma here at Aurora. It is clear in our discussions that a high school will not be possible without significant growth in our student population. A high school would not be viable without 300 high school students. We could increase our student population quite easily. We have more than 750 students on our waiting list. We are turning away students and disappointing parents every year who would wish to enroll their children in Aurora. Although we could easily grow, we would need more school space and permission from Alberta Education to grow our school program. We believe that we are an exceptional school deserving of support. Our school successfully provides choice, is responsive to parents and provides excellent education.

Sincerely,

Don Wilson, Chairman
Aurora Charter School Board of Directors

Accountability Statement

The Annual Education Results for the 2010/2011 school year and the Education Plan for the three years commencing September 1, 2011 for Aurora Charter School was prepared under the direction of the Board in accordance with its responsibilities under the *School Act* and the *Government Organization Act*. This document was developed in the context of the provincial government's business and fiscal plans. The Charter 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 Charter Board approved this combined Annual Education Results Report for the 2009/2010 school year and the three-year Education Plan for 2011-2014 on December 12, 2011.

Mr. Don Wilson
Chairman, Board of Directors

Dr. Dale Bischoff
Superintendent of Schools

Foundation Statements

Vision

Aurora Charter School is the best choice for traditional public education in Alberta.

Mission

To provide an orderly and structured environment, with properly sequenced teacher-directed instruction and strong home/school partnerships, where average children can excel in an academically oriented program.

A Profile of the School Authority

The Aurora Charter School charter was granted on May 16, 1996 and the school opened September 9, 1996 to 280 Kindergarten to grade 8 students. The original school location was the former nurses' residence attached to the Misericordia Hospital in west Edmonton. In September 1997, the school extended their program to grade 9. The school successfully renewed their charter in 2001, 2006 and in 2011. The school moved to its present location, 12245 – 131 Street in Edmonton, in 2007. The facility is leased from Edmonton Public Schools. The facility is shared with Shumka Ukrainian Dance company.

The school employs 28 certificated teachers, a principal, an assistant principal, half time superintendent, four support staff and two contracted staff. The school facility has two computer labs, 2 gymnasiums, a library, two administration areas, an art room and 27 classrooms.

Trends and Issues

Aurora Charter School has established an excellent reputation due to strong parental support for its traditional instructional approach and excellent student learning results. Aurora Student Provincial Achievement Test (PAT) scores have continued to rise to exceptional levels. Since moving to its current Sherbrooke site in 2007 the school organization has refined their program and improved results. The current Board of Directors, the professional staff and Aurora parents are ready for new challenges.

Technology and school growth are the two central issues of discussions for the Board in the past year. The Board of Directors and the teaching staff are considering the future needs of technology and a five year technology plan will be developed.

The Board of Directors and the school community have also given considerable thought to the development of a high school program. However, student registrations would need to be significantly increased to provide sufficient enrollment to support a high school program. While the school has more than 750 students on a waiting list, there would need to be support from Alberta Education before Aurora Charter School could increase their enrollment cap and find additional school space. The Board is planning on submitting a new capital plan and making formal request to the Minister for support to grow registrations across all grades and develop a high school program.

PRIMARY CHARTER GOALS

**To Have an Enhanced Language Arts Program
To Have an Enhanced Mathematics Program**

Outcome 1: Students, on average, are reading above grade level in Language Arts.

Performance Measure	Results (in percentages)					Target*	Targets		
	2007	2008	2009	2010	2011	2011	2012	2013	2014
Percentage of students reading above grade level according to standardized test results (CTBS).	77	79	85	82	82	83	84	85	86

Performance Measure	Results (in percentages)					Target*	Targets		
	2007	2008	2009	2010	2011	2011	2012	2013	2014
Percentage of parents SATISFIED that student reading level has improved.	97	94	99	98	99	100	100	100	100

Assessment of Results

The first measure is maintained from last year. This remains a positive result as the majority of our students are well above reading grade level. We continue to notice a shift in our demographic with an increase in the number of students at our school who are from homes where English is the second language. This requires more time for us to initiate students fully to the phonics program. We continued to have ESL support as our AISI project, and we will also continue to utilize our phonics support program to bring students along to where we want them to be.

Strategies

- Continue with our successful Riggs phonics/spelling program and our phonics pullout support program.
- Continue with our multi-faceted professional development program that will directly affect improvement in classroom instruction.
- Provide parents with opportunities to participate in their own development of phonics skills so that they can assist their children at home.
- Provide ESL support for students and ESL instruction professional development for teachers through AISI.

Outcome 2: Students, on average, are achieving above grade level in mathematics.

Performance Measure	Results (in percentages)					Target	Targets		
	2007	2008	2009	2010	2011	2011	2012	2013	2014
Percentage of students achieving mathematics above grade level according to CTBS standardized test results	80	81	88	83	86	84	85	86	87

Performance Measure	Results (in percentages)					Target	Targets		
	2007	2008	2009	2010	2011	2011	2012	2013	2014
Percentage of parents who are SATISFIED that student mathematical skills have improved.	94	90	99	98	99	100	100	100	100

Assessment of Results

The results of the standardized tests this year met our expectations. After an exceptional year in 2009 our results dipped in 2010 and increased again in 2011. We are satisfied with the specialization in math teachers that we have from grades five to nine. We will continue with our yearly professional development program that will directly affect improvement in classroom instruction.

Strategies

- Continue with our professional development program that should provide improvement in classroom instruction.
- Focus on off-campus professional development that will target math instruction and teaching strategies.
- Continue to provide ESL support for students and ESL instruction professional development for teachers.

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	Aurora School Ltd.			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	Excellent	Safe and Caring	89.5	91.3	90.1	88.1	87.6	86.6	Very High	Maintained	Excellent
Student Learning Opportunities	n/a	Program of Studies	79.7	79.2	79.5	80.9	80.5	80.1	High	Maintained	Good
		Education Quality	95.9	97.0	95.8	89.4	89.2	88.9	Very High	Maintained	Excellent
		Drop Out Rate	0.0	0.0	0.0	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	99.6	98.6	99.2	79.3	79.1	78.0	Very High	Maintained	Excellent
		PAT: Excellence	47.7	43.1	39.2	19.6	19.4	18.5	Very High	Improved	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	93.8	89.3	90.8	80.1	79.9	79.8	Very High	Maintained	Excellent
		Citizenship	86.2	88.7	86.9	81.9	81.4	79.9	Very High	Maintained	Excellent
Parental Involvement	Excellent	Parental Involvement	88.2	94.4	92.3	79.9	80.0	79.4	Very High	Maintained	Excellent
Continuous Improvement	Acceptable	School Improvement	82.0	91.3	89.1	80.1	79.9	78.8	Very High	Declined Significantly	Acceptable

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 (*).

Goal One: Success for Every Student

Outcome: Students demonstrate proficiency in literacy and numeracy

This outcome replaces the following outcome from the 2010/11 – 2012/13 three year education plan:

- Students demonstrate high standards in learner outcomes (K-9 portion only)

Performance Measure	Results (in percentages)					Target ¹	Evaluation			Targets ²		
	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).	96.8	100.0	99.0	98.6	99.6	99	Very High	Maintained	Excellent	100	100	100
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	36.1	41.1	33.5	43.1	47.7	44	Very High	Improved	Excellent	45	46	47

Comment on Results

We are pleased with our continued success on this goal. Our PAT acceptable level is 20.3% higher than the provincial result. Our PAT excellence level is 28.1% higher than the provincial excellence level. Our PAT results are central to our measures of success and our parents look to these scores with confidence. An analyses of our PAT scores can be found in the appendix.

Strategies

Our school administration monitors program delivery with review of long range teacher plans.
Our teachers completed annual analysis of all PAT exam results.
Our ESL students are provided support and teachers are provided PD to support ESL students.

Provincial Achievement Test Results – Measure Details

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	97.8	28.9	100.0	23.9	97.5	30.0	100.0	24.0	100.0	39.2		
	Province	80.3	17.7	80.1	16.1	81.3	18.2	81.6	19.5	81.8	17.5		
Mathematics 3	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	98.0	56.9		
	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	100.0	47.7	100.0	62.5	97.4	33.3	97.9	55.3	98.0	28.6		
	Province	80.3	19.8	81.1	21.0	81.8	18.9	83.3	18.9	83.0	18.5		
Mathematics 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	100.0	69.4		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	73.7	17.8		
Science 6	Authority	93.2	43.2	100.0	55.0	100.0	33.3	95.7	55.3	100.0	67.3		
	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	93.6	27.7	100.0	28.6		
	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	95.3	25.6	100.0	15.6	100.0	34.1	100.0	32.4	100.0	37.2		
	Province	77.5	14.8	76.5	14.8	78.7	14.7	79.3	15.0	79.1	16.3		
Mathematics 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	97.7	58.1		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	66.1	17.3		
Science 9	Authority	97.7	34.9	100.0	46.9	100.0	36.6	100.0	48.6	100.0	67.4		
	Province	69.6	14.7	69.3	13.0	72.2	15.8	73.6	17.7	74.9	20.8		
Social Studies 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	91.9	35.1	95.3	41.9		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	68.9	18.8	67.2	19.0		

¹ If authority had set a target for 2010/11 in the three year education plan 2010/11 – 2012/13, include it in the space provided for each required measure.

² Targets are required for each year of the plan for Accountability Pillar measures with an overall evaluation of "Issue" or "Concern" and must reflect reasonable progress toward or moving into the next higher achievement level, as defined by the evaluation methodology, over the plan period.

Outcome: *Students achieve educational outcomes*

Note – This outcome combines the following outcomes from the 2010/11 – 2012/13 three year education plan:

- *Students demonstrate high standards in learner outcomes (high school portion only)*
- *High school completion rates are showing continual improvement*
- *Children and youth with at risk factors have their needs addressed through timely and effective programs and supports*
- *Students are well prepared for lifelong learning*

[No Data for Diploma Exam Results]

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2011	Achievement	Improvement	Overall	2012	2013	2014
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	0.0	0.0	0.0	0.0	0.0		Very High	Maintained	Excellent	0	0	0
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

Aurora School is committed to parental choice. The Aurora administration is also committed to working with families to retain enrollment of students experiencing difficulty.

Notes:

1. Aggregated 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. The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
2. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
3. Please note that the rules for Rutherford Scholarships changed in 2008, which increased the number of students eligible for Rutherford Scholarships. The history for the measure has been re-computed to allow for trends to be identified.
4. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Outcome: *Students are prepared for the 21st century*

Note – This outcome combines the following outcomes from the 2010/11 – 2012/13 three year education plan:

- *Students model the characteristics of active citizenship*
- *Students are well prepared for employment*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	87.0	86.8	85.2	88.7	86.2	89	Very High	Maintained	Excellent	90	91	92
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.	89.2	88.2	94.9	89.3	93.8	90	Very High	Maintained	Excellent	91	92	93

Comment on Results (OPTIONAL)

*Commentary on results, such as contextual information, analysis of results, factors affecting performance including, **actions taken by the authority (or schools) that may have contributed to evaluations of "Improved" or "Improved significantly"** on Accountability Pillar measures, may be included.*

Strategies

The school will continue to develop and offer the Character Education program. The staff will also be provided with in-service from The Society for Safe and Caring Schools and Communities. Our students have opportunity to be involved in a student council and develop leadership skills.

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

Outcome: *Students are prepared for the 21st 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>	61.8	64.8	67.3	67.4	67.4	69	n/a	n/a	n/a	70	71	71

<p>Comment on Results (OPTIONAL) <i>Commentary on results, such as contextual information, analysis of results, factors affecting performance may be included.</i></p> <p><i>Our school staff employs strategies that support this outcome. However, it is difficult to comment on the knowledge, skills and attitudes that students have three years after they leave our school. Some of the knowledge, skills and attitudes may have been developed here at Aurora, others may have been developed at the high school.</i></p>
<p>Strategies</p> <p><i>Our school administration tracks trends in discipline incidents and works with staff to ameliorate these incidents. We continue to offer Character Education, Student Council and an ESL program. Our administrative staff and Board of Directors are actively examining the possibility of expansion of our program with a High School program of studies.</i></p>

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

Also report targets and results for all local measures related to Goal 1 (minimum one year of results – authorities are encouraged to provide multi-year results for trend analysis).

Goal Two: Transformed Education Through Collaboration

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

Note – This outcome combines the following outcomes from the 2010/11 – 2012/13 three year education plan:

- *The education system meets the needs of all K–12 students and supports our society and the economy*
- *School environments are safe and caring*

Performance Measure	Results (in percentages)					Target 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.	82.5	79.0	80.4	79.2	79.7	81	High	Maintained	Good	82	83	84
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	95.6	94.1	96.3	97.0	95.9	97	Very High	Maintained	Excellent	98	99	99
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.	90.8	89.6	89.3	91.3	89.5	92	Very High	Maintained	Excellent	93	94	94

Comment on Results (OPTIONAL)

*Commentary on results, such as contextual information, analysis of results, factors affecting performance including, actions taken by the authority (or schools) that **may have contributed to evaluations** of “Improved” or “Improved significantly” on Accountability Pillar measures, may be included.*

The school has increased levels of supervision at recess break and noon break to address concerns about play ground activities.

Strategies

The school administration, in consultation with the staff members, has reviewed and refined school emergency policies (epi-pens, lock down procedures, fire drill evacuation policy etc.)The school has introduced anti-bullying strategies and enhanced access to speech therapy, occupational therapy and psycho-educational testing for students. The school is collaborating with parents by presenting workshops for them on phonics, reading and mathematics so that parents can help their children with home work. Teacher collaboration is enhanced by PD in collaboration, stress management and technology implementation.

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

Note – This outcome combines the following outcomes from the 2010/11 – 2012/13 three year education plan:

- *The jurisdiction demonstrates effective working relationships*
- *The jurisdiction demonstrates leadership, innovation and continuous improvement*

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.	84.8	90.8	91.7	94.4	88.2	95	Very High	Maintained	Excellent	96	97	97
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.	80.5	85.9	89.9	91.3	82.0	92	Very High	Declined Significantly	Acceptable	93	94	94

Comment on Results (OPTIONAL)

Commentary on results, such as contextual information, analysis of results, factors affecting performance including, actions taken by the authority (or schools) that may have contributed to evaluations of "Improved" or "Improved significantly" on Accountability Pillar measures, may be included.

This goal will be targeted for improvement in the next year. While parents generally were supportive, both teachers and student input shows decreased perception that the school had improved.

Strategies

For each outcome, authorities must develop and include strategies (at least one strategy for each outcome) in the plan to address Accountability Pillar results.

The school will make better use of email communication and collaboration with the School Council to inform our parents and students of school goals. Teachers will be provided opportunities to participate in meaningful PD opportunities and staff meetings will examine this goal to ensure improvement.

School Improvement – Measure Details

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.

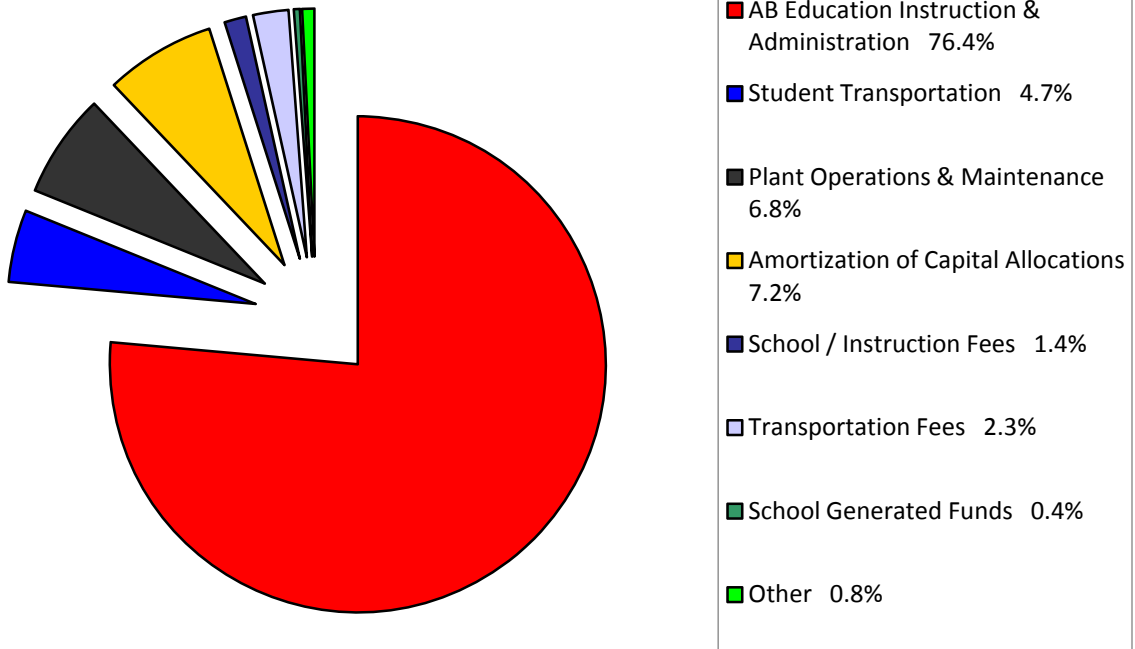
	Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	80.5	85.9	89.9	91.3	82.0	76.3	77.0	79.4	79.9	80.1
Teacher	71.4	90.5	90.0	95.2	76.5	74.5	75.6	78.2	80.8	80.1
Parent	87.6	87.7	95.7	93.7	90.9	75.1	75.9	78.1	77.0	77.3
Student	82.6	79.6	84.0	85.2	78.5	79.3	79.5	81.8	81.8	82.9

Budget Highlights 2011-2012

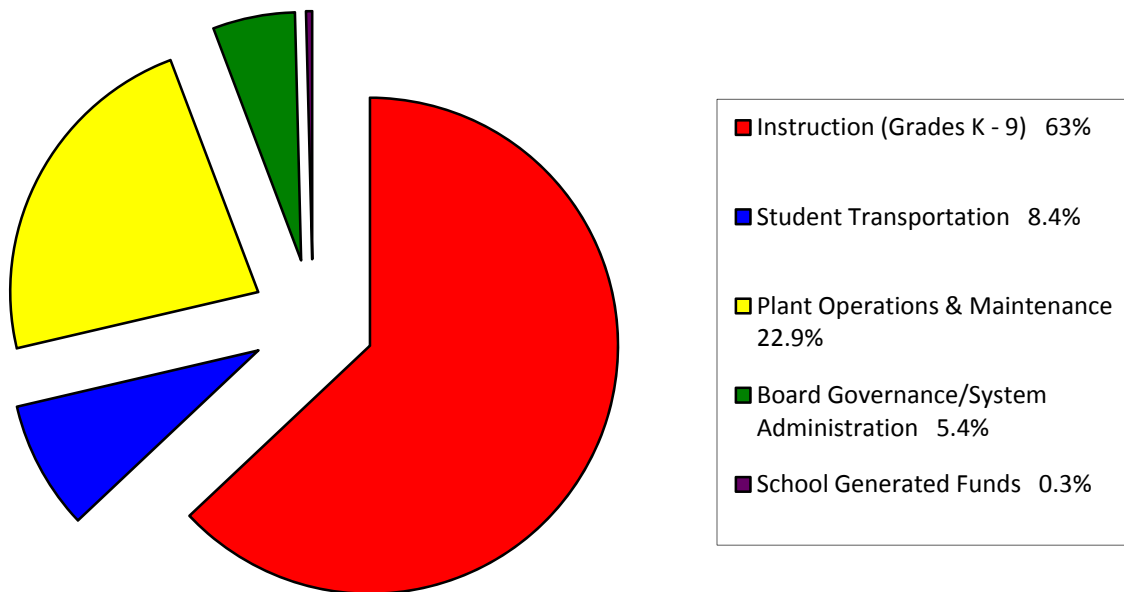
REVENUE SUMMARY		2011-2012	
		Budget	% of Total
		(\$000)	
Alberta Education Funding			
	Instruction & Administration	3,880	76.4
	Student Transportation	239	4.7
	Plant Operations & Maintenance	345	6.8
	Amortization of Capital Allocations	364	7.2
		4,828	95.1
Other Revenue			
	School / Instruction Fees	72	1.4
	Transportation Fees	117	2.3
	School Generated Funds	20	0.4
	Other	40	0.8
TOTAL		249	4.9
		5,077	100.0

EXPENSE SUMMARY		2011-2012	
		Budget	% of Total
		(\$000)	
	Instruction (Grades K - 9)	3,172	63.0
	Student Transportation	422	8.4
	Plant Operations & Maintenance	1,153	22.9
	Board Governance/System Administration	270	5.4
	School Generated Funds	20	0.3
TOTAL		5,037	100.0
	Surplus/Deficit	40	

REVENUE SUMMARY BUDGET 2011-2012



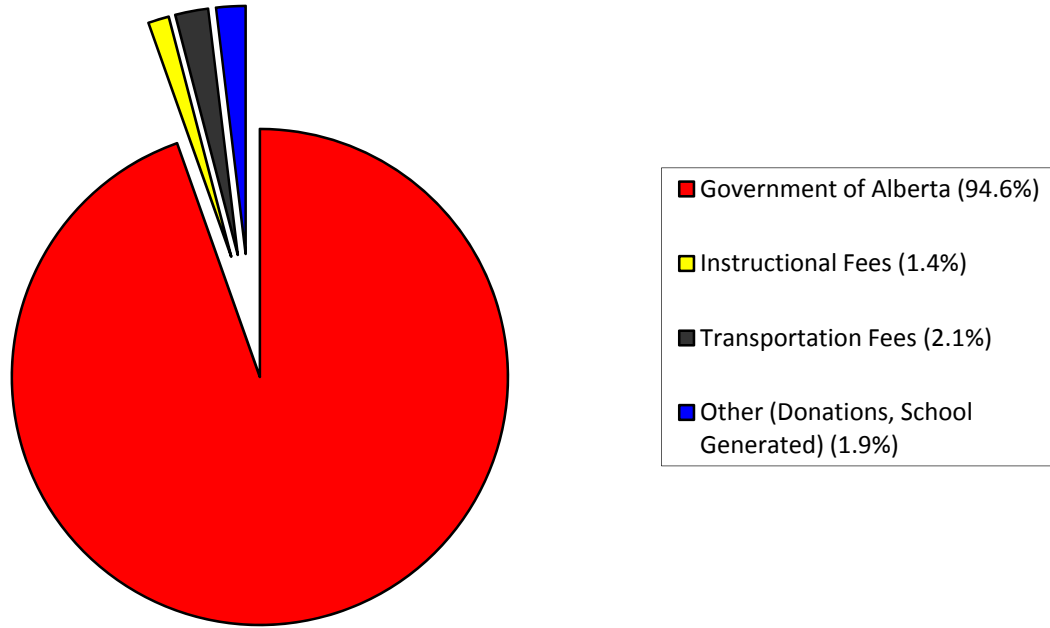
EXPENSE SUMMARY BUDGET 2011-2012



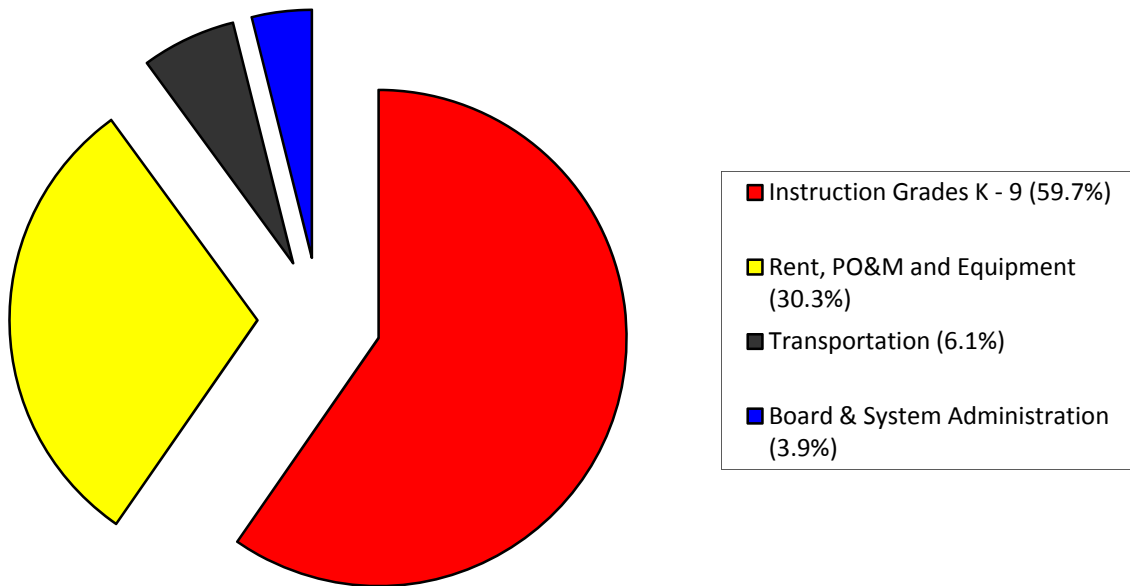
Summary of Financial Results

Revenue Summary by Source			
(in thousands of dollars)	2010-11	2009-10	Change (%)
Government of Alberta	\$ 5,152	\$ 4,546	13.3%
Instructional Fees	74	38	94.7%
Transportation Fees	117	119	-1.7%
Other (Donations, School Generated)	104	96	8.3%
	\$ 5,447	\$ 4,799	13.5%
Program Expenditures			
(in thousands of dollars)	2010-11	2009-10	Change (%)
Instruction Grades K - 9	\$ 2,781	\$ 2,967	-6.3%
Rent, PO&M and Equipment	1,413	1,448	-2.4%
Transportation	286	263	8.7%
Board & System Administration	182	166	9.6%
	\$ 4,662	\$ 4,844	-3.8%
Surplus (Deficit)	\$ 785	\$ (45)	
Accumulated Operating Surplus	as at August 31		
(in thousands of dollars)	2011	2010	
Unrestricted net assets	\$ 2,978	\$ 1,862	
Operating reserves	-	-	
Total	\$ 2,978	\$ 1,862	
Revenue Summary by Source			
(in thousands of dollars)	2010-11		
Government of Alberta (94.6%)	\$ 5,152		
Instructional Fees (1.4%)	74		
Transportation Fees (2.1%)	117		
Other (Donations, School Generated) (1.9%)	104		
	\$ 5,447		
Expenditures by Program			
(in thousands of dollars)	2010-11		
Instruction Grades K - 9 (59.7%)	\$ 2,781		
Rent, PO&M and Equipment (30.3%)	1,413		
Transportation (6.1%)	286		
Board & System Administration (3.9%)	182		
	\$ 4,662		

Revenue by Source 2010-11



Expenditures by Program 2010-11



Capital and Facilities Projects

The Aurora capital plan, in 2010-2011, consisted of facility lease costs and limited facility improvement costs. With the expiry of the current facility lease (August 2011) the purchase of Aurora School from EPSB is being pursued. Projections of future costs are difficult as a purchase agreement is not yet negotiated. The Aurora Board of Directors is preparing a new capital plan and a request of the Minister to increase the Aurora enrollment cap to accommodate inclusion of a high school program. This anticipated school program growth will require to acquisition of another school facility and associated modernization. This plan for organizational growth and the required budgetary development is a work in progress.

2010-11 Budget

Lease costs	\$ 419,969
Modernization/Improvements	50,000
Total	\$469,969

2011-12

Aurora facility purchase cost (in discussion with EPSB)	\$1,500,000
Modernization/Improvements	\$50,000
Total	\$1,550,000

2012-13

Facility lease costs (2 nd campus)	\$200,000
Modernization/Improvements	\$2,500,000
Total (estimated)	\$2,700,000

Information on the school's Capital Plan can be obtained by phoning the school office or by looking at our website at <http://www.auroraschool.com/pc/capitalplan.pdf>.

Parental Involvement

As per section 13 of the School Councils Regulation, the Aurora School Council was provided a copy of the Education Plan for discussion and input. This fall, Aurora School has just elected a new parent council. The new Parent Council reviewed and discussed the Education Plan on December 6, 2011. Parent Council feedback will be considered at the Board of Directors meeting of December 12, 2011.

Communication Plan

Objectives:

- To ensure that parents, community members, and professional organizations are aware of Aurora School's program and its successes.
- To fulfill the Minister's requirements to communicate Aurora School's program and successes to the community.
- To share Aurora School's best practices and ideas with the community.

Key Messages

- Aurora's desire is to be an active participant and contributor to the educational community in Edmonton.

Audience	Strategy	Timeline
Parents, Community	Aurora's vision and mission will be prominently displayed in the school. All visitors will be able to see immediately the core values of our school.	Complete
Parents, Community	Aurora School will make available an informational brochure that outlines its vision, mission, and purpose. The brochure will also communicate the school's philosophy and its approach to instruction. This brochure will be available to all prospective parents and to the general public.	Complete
Parents, Community	Aurora School will produce a monthly newsletter that informs the public of the latest news and activities from the school. These will include updates from the principal, professional development news, student activities, and upcoming events. The newsletter will be available on the school's website.	Monthly
Parents, Community, Alberta Ed	Aurora School's Annual Education Plan and Annual Education Results Report will be posted on the school's website.	Ongoing
Parents	Aurora School will host a Phonics Evening information session for parents who wish to know about the school's unique LA focus.	1 time per year
Community	Aurora School will engage local television, radio, and print media regarding the school and special events that take place.	As needed
Professional Community	Aurora School will take part in activities and events along with other schools. This will enable students and staff from other schools to have direct contact with our own students and staff. Understanding, awareness, and acceptance of charter schools in the public school realm will be fostered through these activities.	As needed
Professional Community	Aurora School will foster a relationship with post-secondary institutions by accepting student teachers. This will give new teachers exposure to Aurora's instructional style.	Annually
Community	Aurora School will encourage research and inquiry about Aurora as a charter school and the educational successes we are enjoying.	When able
Professional Community	Aurora School staff will communicate our successful educational successes/ practices of our school to teacher organizations.	Ongoing
Community	Aurora School will foster relationships with local community stakeholders. We will encourage participation in school activities, use of our facility, and cooperation in areas of joint interest.	Ongoing

Contact Information

School Website: www.auroraschool.com

This website contains information on how to contact us, our current newsletter, and other pertinent school information.

This report was presented to the School Council for review and discussion. The report will be communicated to the public by being posted on the Aurora School website at:

www.auroraschool.com/pc/3yearplan.pdf

Copies may be obtained by contacting the school office.

Information about Aurora School's **class size report** can be found on the Aurora School website at:

www.auroraschool.com/pc/allsubjectclasssize.pdf

The **AISI** (Alberta Initiative for School Improvement) Annual Report can be found on the Aurora School website at:

www.auroraschool.com/pc/AISI.pdf

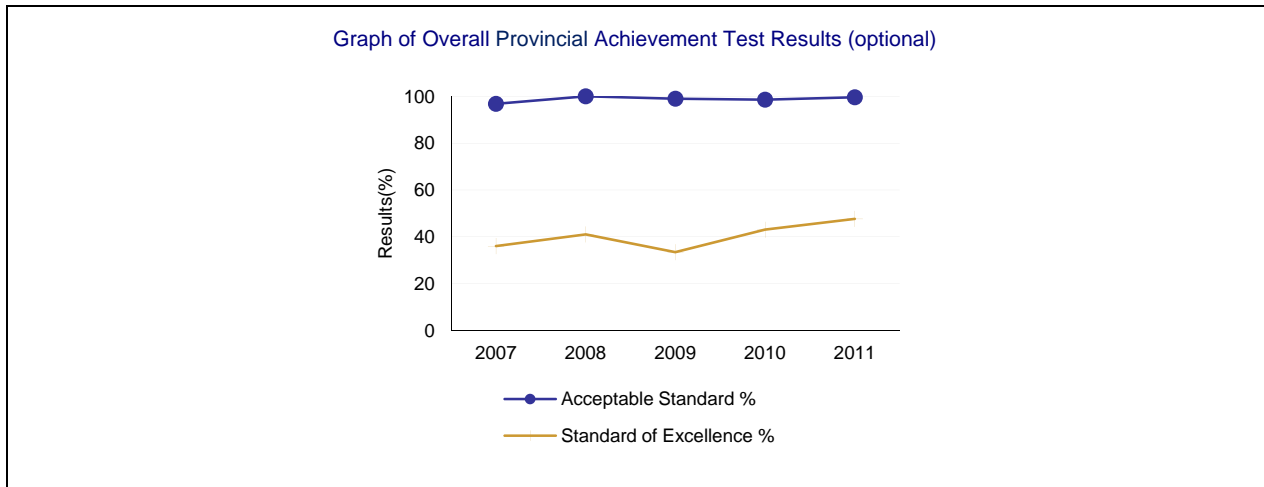
APPENDIX – Measure Details (OPTIONAL)

The following pages include tables and graphs that provide detailed data for the performance measures. Authorities may include these under each measure/outcome to provide context and help in interpreting the results.

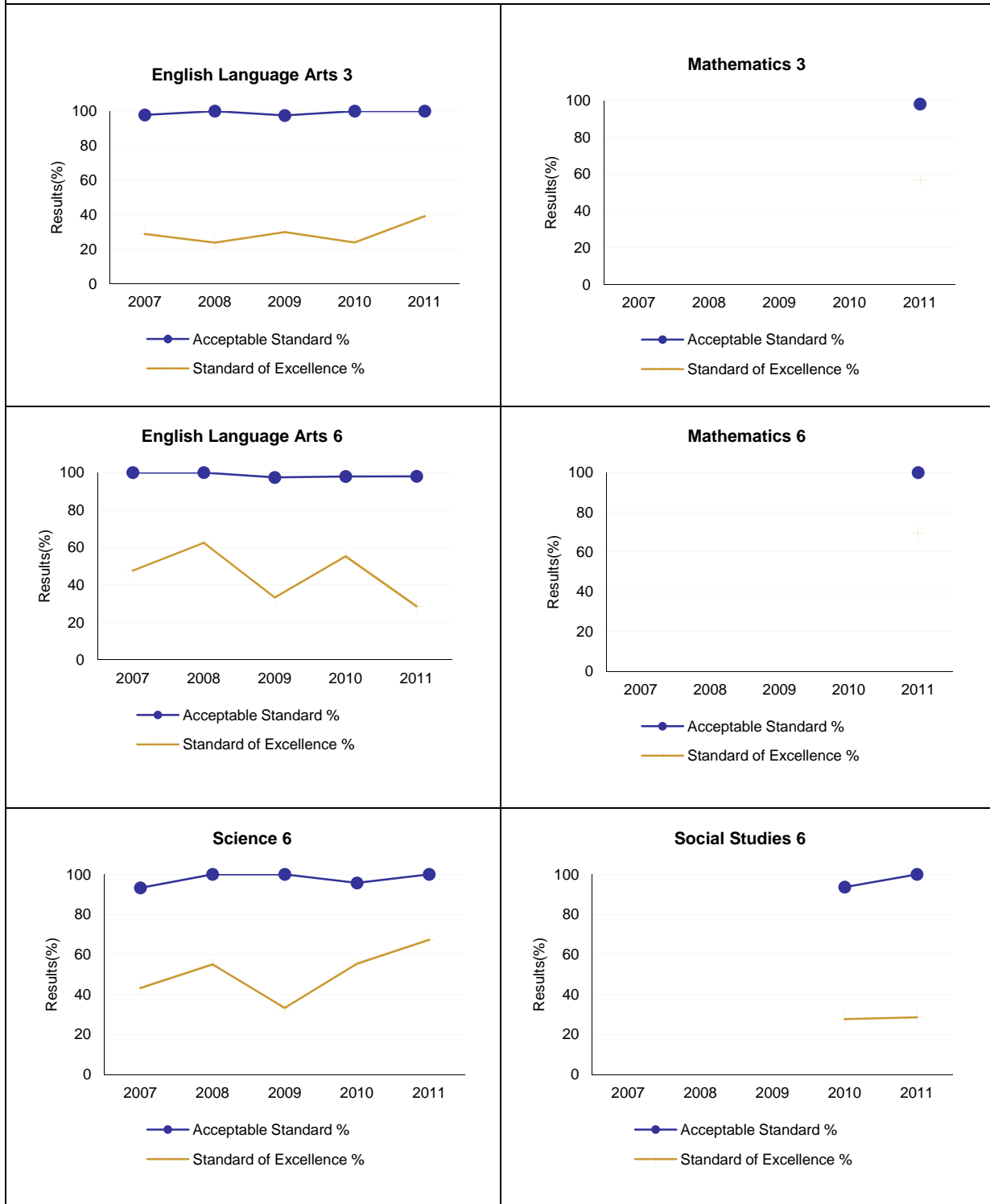
Provincial Achievement Test Results – Measure Details

		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	97.8	28.9	100.0	23.9	97.5	30.0	100.0	24.0	100.0	39.2		
	Province	80.3	17.7	80.1	16.1	81.3	18.2	81.6	19.5	81.8	17.5		
Mathematics 3	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	98.0	56.9		
	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	100.0	47.7	100.0	62.5	97.4	33.3	97.9	55.3	98.0	28.6		
	Province	80.3	19.8	81.1	21.0	81.8	18.9	83.3	18.9	83.0	18.5		
Mathematics 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	100.0	69.4		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	73.7	17.8		
Science 6	Authority	93.2	43.2	100.0	55.0	100.0	33.3	95.7	55.3	100.0	67.3		
	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	93.6	27.7	100.0	28.6		
	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	95.3	25.6	100.0	15.6	100.0	34.1	100.0	32.4	100.0	37.2		
	Province	77.5	14.8	76.5	14.8	78.7	14.7	79.3	15.0	79.1	16.3		
Mathematics 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	97.7	58.1		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	66.1	17.3		
Science 9	Authority	97.7	34.9	100.0	46.9	100.0	36.6	100.0	48.6	100.0	67.4		
	Province	69.6	14.7	69.3	13.0	72.2	15.8	73.6	17.7	74.9	20.8		
Social Studies 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	91.9	35.1	95.3	41.9		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	68.9	18.8	67.2	19.0		

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

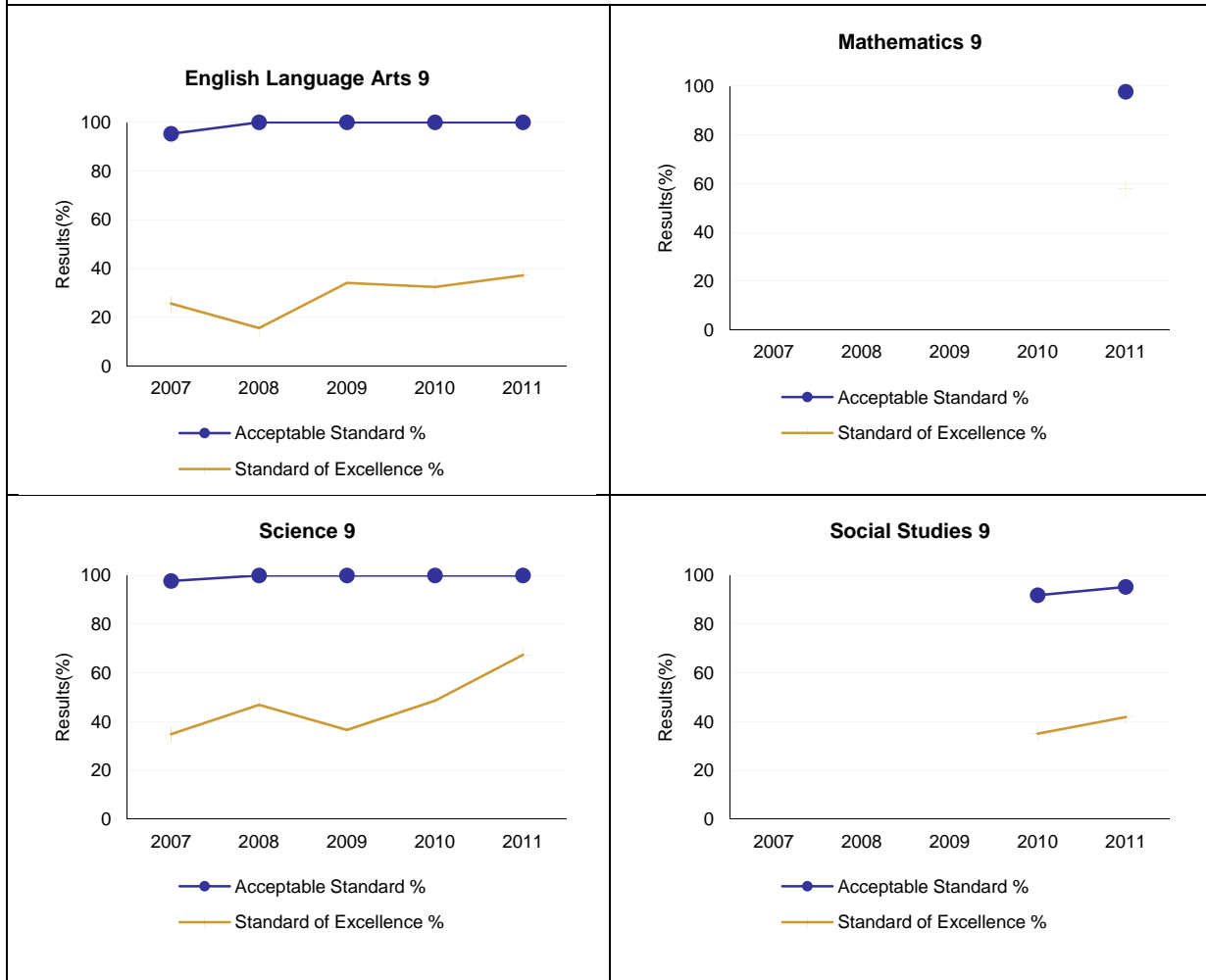


Graph of Provincial Achievement Test Results by Course (optional)



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 (*).

AURORA SCHOOL ANALYSIS OF ACHIEVEMENT TEST RESULTS 2010-2011

Grade Three Language Arts

An Analysis of Results Including Strengths, Weaknesses, and Trends:

1. Ideas and details in the Informational Strand
 - Identify the purpose of an information passage.
 - Alphabetically order a group of words from an informational passage by first and second letters.

2. Ideas and details in the Poetic/Narrative Strand
 - Recognize the meaning of a word within a specific phrase in a poem.
 - Identify the purpose of quotation marks a narrative passage.
 - Make an inference about a character's feelings in a narrative passage.
 - Draw a conclusion about a character's actions in a poem.

Areas to Work on for Achieving Improved Results:

1. Information Strand
 - Recognize the meaning of a word from a phrase in an information passage.
 - Draw a conclusion about the facts presented in an information passage.
2. Narrative Poetic
 - Recognize examples of repeated humour in a poem.
 - Locates specific detail in a poem.

Strategies and Resources Which Will be Applied to Improving Results:

1. Analyze poetry with repeated humour and focusing on specific details within the poem.
2. More guided practice with reading text and answering questions requiring higher levels of thinking and response; focusing on student abilities.
3. Identify meaning of words using context through guided practice and modeling.

Mrs. M. Healy, Mrs. C. Fawcett, Mrs. H. Rosal

Grade Three Mathematics

An Analysis of Results Including Strengths, Weaknesses, and Trends:

Strengths

Students scored higher in all four of the strands as compared to the provincial student average scores.

1. Number Strand
 - Identify number expression that represents a three digit number.
 - Solve problems related to equal sharing and grouping.
 - Calculate difference between one and two digit numbers.
 - Count forward by 100 from a random starting point.

Areas to Work on for Achieving Improved Results:

- Number strand – find the difference between two three-digit numbers using symbols and or pictures.
- Patterns and Relations – complete a subtraction equation by determining the unknown number.
- Shape and Space strand – understand and use the relationship between cm and m to determine the length of an object.

Strategies and Resources Which Will be Applied to Improving Results:

- ***Increase teacher guided practice using manipulatives, symbols, and/or pictures to improve student understanding of standard measurement three-digit subtraction.***
- Use supplemental worksheets, in addition to text, to improve student skills and refine strategies for solving multi-step problems.

Mrs. M. Healy, Mrs. C. Fawcett, Mrs. H. Rosal

Grade Six Language Arts

An Analysis of Results Including Strengths, Weaknesses, and Trends:

The Grade 6 English Language Arts results this year were extremely good. A total of 49 students wrote the examination, resulting in a 100% participation rate, compared to a provincial rate of 90.8% participation. Out of the 49 students, 98% of the students achieved the Acceptable Standard, which is 15% above the provincial average. As well, 28.6% achieved the Standard of Excellence on the whole test, which is 10.1% above the provincial average. One student was assessed as Below Acceptable Standard. Eight students out of 49 were identified as ESL.

Strengths

1. 73.5% of the students achieved the Standard of Excellence on the reading portion of the test (including 98% of students who achieved the Acceptable Standard).
2. 98% of students achieved the Acceptable Standard in Writing, with 6.1% achieving the Standard of Excellence.
3. Results for evaluating information to identify a character's purpose in a cartoon were well above the provincial average.
4. Results for analyzing and classifying text according to genre in an informational article were above average.
5. Results for identifying contextual meanings of words in an excerpt from a novel were above average.
6. Results for reading, functional, and narrative writing were similar, indicating that students displayed similar abilities/strengths in all areas.
7. Results for being able to integrate information to identify the main idea in an informational article were 23.3% above provincial average.
8. Out of 50 reporting categories on the reading portion of the exam, results were above provincial average in all but eight categories.
9. In the narrative writing category, all students scored Satisfactory or higher in all five categories.
10. In the functional writing category, all but four students scored Satisfactory or higher in both categories; four were Limited in Content and one was Limited in Content Management.
11. Out of the 49 students who wrote the test, two students were new to the Aurora Charter School program. Neither of these students scored below the Acceptable Standard.

Weaknesses

1. Analyzing key details to determine a character's feelings in an excerpt from a novel was slightly lower than the provincial average.
2. Students had some difficulty identifying the connotative meaning in a statement from a novel, as well as identifying figurative language in a novel, and identifying the main idea in an excerpt from a novel.
3. The informational portion of the reading test was slightly lower than other areas, including recognizing meaning or a word from context, identifying synonyms, identifying the implicit meaning of a phrase, and inferring the target audience of an informational article.
4. Inferring a character's feelings and statement from a cartoon was slightly lower than other areas.
5. Recognizing an author's attempt to establish a connection with the audience in a poem was slightly lower than the provincial average.
6. No students received the Standard of Excellence in Content in functional writing, and only two students reached it in Content Management.

Areas to Work on for Achieving Improved Results:

1. Identify students early who need remedial help; offer remedial work. Closely monitor students who are new to the school.
2. Send those identified as experiencing difficulties to the phonics resource teacher for assistance.
3. More time spent on informational articles and cartoons to enhance reading scores.
4. More time spent on planning in functional writing to enhance content scores.
5. More time and resources are needed for reading comprehension, especially identifying poor readers and / or ESL students, and have these students work with the resource teacher or with a tutor.

Strategies and Resources Which Will be Applied to Improving Results:

1. More time spent on both functional and narrative writing in order to close the gap in test scores between writing and reading (73.5% achieved excellence in reading as compared to 6.1% in writing). While our results for standard of excellence in reading are nearly double the province's (73.5% compared to 41.3%), our results for standard of excellence in writing are just over half (6.1% at Aurora compared to 12% in the province).
2. Meaningful, timely assessment of the class's unique strengths and weaknesses in order to properly address their needs.

Miss M. Wilson

Grade Six Mathematics

An Analysis of Results Including Strengths, Weaknesses, and Trends:

Part 1.

In reviewing the test it is apparent that strengths exist in the areas of number sense, patterns and relations, shape and space, and statistics and probability.

Our Weaknesses are evident in specific small areas of Shape and Space (classifying and measuring angles). There was improvement in the area of solving multi-step problems and number sense (ratios and common multiples).

Areas to Work on for Achieving Improved Results:

Continue to work in all areas toward the goal of higher achievement. Specifically:

1. continue word problem solving with multiple steps and operations including decimal numbers and fractions.
2. build in a 'self-check' step in the problem solving model using the question, "Does my answer make sense?" Also, stress checking calculations by using the opposite operation on all assignments from homework to tests.
3. use manipulatives whenever possible especially in building 2D and 3D models to extend patterns and to find volume as well as to illustrate fractions.
4. continue mental math.
5. use manipulatives to demonstrate solutions to problems.
6. use released PAT exam questions as regular test items in May and June.
7. employ oral work in reviewing homework to encourage students to communicate their problem solving strategies aloud.

Strategies and Resources Which Will be Applied to Improving Results:

Use the Saxon Math for its incremental system of presenting lessons and practicing concepts. Continue to the practice of using the five most commonly used strategies in solving problems in everyday work. Build up and identify new strategies as they are discovered by the students and as they are used in my teaching. Also add the use of calculators with the focus being the ease of which questions with large numbers can be worked, the usefulness of calculators as a tool for basic facts practice, and the reference to the use of calculators in the work world.

Continue using:

1. Math Problem Solving – Level F
2. Math Minders Graphing 6 and 7
3. Eduguide Math 6
4. Math Key 6
5. Math to the Max 6
6. Hake Saxon 76
7. Active Learners Problem Solving 6

The students performed extremely well on this new style of exam. They were able to answer numerical response questions mixed in with multiple choice questions. The students were well prepared to write the exam and succeeded in obtaining better grades than they achieved in Term 3. They were also able to beat the rest of the province on all but two of the questions. I am proud of their efforts!

Mrs. L. Williams

Grade Six Science

An Analysis of Results Including Strengths, Weaknesses, and Trends

These results are based on 49 students (100%) participation.

Introduction:

The Science 6 results this year are strong with students achieving above the provincial average in both meeting the Acceptable Standard and meeting a Standard of Excellence. 100% of students achieved the Acceptable Standard compared with 84.3% of students from across the province. 67.3% of students achieved the Standard of Excellence compared with 28.1% of students from across the province. These results are fairly consistent with those from the previous years with both the percentage of students achieving the Acceptable Standard and the percentage of students achieving the Standard of Excellence. Further class related information is not available due to the change in teaching staff from 2010-11 to 2011-12.

Strengths

1. Determining processes related to the scientific method.
2. Identifying the four forces of flight and the purposes of design features on flight vehicles.
3. Evaluating wing design in regard to the creation of lift.
4. Identifying sources of emitted and reflected light.
5. Interpreting data presented in chart form to accurately determine a correct statement.
6. Recognize the importance of chlorophyll and the exchange of gases in photosynthesis.

Weaknesses

1. The units Sky Science and Air and Aerodynamics presented some concept challenges for the students due to the abstract nature of the content.
2. Identifying methods to determine the reliability of an experiment.
3. Identifying the variables in an experiment.
4. Determining modifications to improve upon previous designs.
5. Recognizing the phases of the moon.

Areas to Work on for Achieving Improved Results

1. Determining variables within an experiment.
2. Working with the experimental process to construct, complete and reflect upon experiments.
3. Working with the phases of the moon in different contexts using different models.

Strategies and Resources That Will Be Applied to Improving Results:

1. Build more cumulative review into the regular Grade 6 science program.
2. Continue to use task related and application questions in class and in exams including hands on assessment.
3. Model thinking through a concept to come to an inference based on the evidence verbally, with drawings, and using the evidence provided on a consistent basis.
4. Enhance the Sky Science unit with further examples and models of the phases of the moon.
5. Incorporate more experimental design, completion, and reflection into each of the Grade 6 units.

Discussion: Each year the Sky Science unit and the application of the properties of air and Bernoulli's Principle are a challenge for the Grade 6 students. Moving the order of the units may help to allow time for review throughout the year and further examination of the concepts to build upon prior learning. This year, several of the difficulties revolved around experimental process and design which can be addressed throughout the year. Overall, the results are reflective of the past Grade 6 science PAT results.

Conclusion: In conclusion, the results for the last Grade 6 Science Achievement Test reflect the hard work of the students. These results also reflect the hard work done by students new to the Aurora program to catch up with their peers and for the students as a whole to learn the concepts in Grade 6 science. The curriculum objectives for Grade 6 Science include a number of abstract sections that are difficult for the student body to grasp. With each year, the experiments and ways to reinforce difficult objectives expand and I am confident that this year will be as successful as the last.

Mrs. A. Joblinski

Grade Six Social Studies

An Analysis of Results Including Strengths, Weaknesses, and Trends

Strengths

1. 100% of our students wrote the exam, while the provincial average is only 90%.
2. 100% got acceptable standard or above (71% in province)
3. 29% got standard of excellence (19% in province)
4. It is interesting to note that if ESL students aren't included in the total, 32% achieved excellence.
5. Some areas of strength included telling facts from opinion, synthesizing information, analyzing multiple sources, analyzing information and interpreting information. Generally, the eight students who were coded ESL scored lower than students who weren't coded ESL, although seven got acceptable, while one got a standard of excellence

Weaknesses

1. Questions about community involvement.
2. Iroquois Confederacy - Who were involved in the Grand Paix of Montreal.
3. Democratic Principles. Specifically, the Charter of Rights and Freedoms.

Areas to Work on for Achieving Improved Results

1. Continue to encourage students to set high and attainable educational goals.
2. Continue to work on skills about inference.
3. Practice many different types of questions with answers in May before the exams. Make sure the students know the inquiry method of issue-based Social Studies, especially stressing local current events.
4. Teach Provincial Government during the election this spring.
5. Use the resource from Alberta Education: School Boards.
6. Spend more time studying the Charter of Rights and Freedoms.

Strategies and Resources Which Will be Applied to Improving Results

1. Make better use of the textbook and internet sources
2. Make extensive use of the Key 2011 which came out last year.
3. Encourage students to use The Key 2011.
4. Use Building Communities, a resource about local government put out by Alberta Education, as well as City of Edmonton information.
5. Order a class set of the other Grade 6 text called Taking Part in our Democracy.
6. Invite a member of a school board to come for a visitation.

Ms. J. Bebensee

Grade Nine Language Arts

An Analysis of Results Including Strengths, Weaknesses and Trends

The English Language Arts program demands two final exams: the written exam (in two sections) was completed May 19, 2011; the Reading exam was completed June 22 2011. 100% of Aurora students completed both exams, compared with 88.9% provincially. The results for Aurora were very strong, showing 100% of Aurora students meeting the Acceptable Standard and 37.2% achieving the Standard of Excellence. Aurora had no students below the Acceptable Standard. The provincial averages were notably lower: 79.1% meeting the Acceptable Standard; 16.3% achieving Standard of Excellence; and 9.8% below the Acceptable Standard. In this subject area, Aurora's students demonstrate the effectiveness of a consistent, cohesive, long-term program.

This year, as last year, Aurora had a significant percentage of "English as a Second Language" learners (ESL). Aurora had 14.0% ESL compared with 8.9% across the average.

Writing: Narrative; Narrative Essay

In the written exam, 46.5%, met the requirements for the Standard of Excellence overall. All students met the Acceptable Standard.

Strengths

1. 100% of students wrote the exam. 88.9% of students across the province wrote the exam.
2. All students achieved the acceptable standard or higher for the narrative/essay writing.
3. 46.5% approached or achieved Excellence; 24.3% Achieved Excellence provincially.
4. *Content*: 62.8% approached or achieved Excellence; 34.9% Achieved Excellence in Aurora.
5. *Organization*: 60.5% approached or achieved Excellence; 44.2% Achieved Excellence in Aurora.
6. *Sentence Structure*: 65.1% approached or achieved the Standard of Excellence; 39.5% achieved Excellence in Aurora.
7. *Vocabulary*: 60.4% approached or achieved Excellence; 39.5% Achieved Excellence in Aurora.
8. *Conventions*: 46.6% approached or Achieved Excellence; 32.6% Achieved Excellence in Aurora.
The 'Conventions' will need some attention. This will be further addressed under "Strategies".

Writing: Functional

Strengths

1. *Content*: 37.2 % approached or achieved Excellence; 11.6% achieved Excellence.
2. *Content Management*: 69.8% approached or achieved Excellence; 37.2% achieved Excellence.

The areas of Vocabulary and Conventions are connected to Aurora's Curriculum Enhancements. Our Writing program serves our students well, and the emphasis on technical skills frees the students to concentrate on expressing ideas – the content component - more convincingly.

Two of the ESL students posed interesting challenges within our program. One student was identified in Grade 7; the other arrived in Aurora for the grade eight year. In the first case, no additional help outside of the classroom was sought or provided. In the second case, the student met with a tutor for approximately one and a half years. From my understanding, this student worked especially on reading skills and on reinforcing basic grammar parts-of-speech. Both of these students passed all parts of the PAT.

Reading:

In the reading exam, 37.2% of Aurora students met the requirements for excellence; one student was below the acceptable standard.

Strengths

1. This year, Aurora students scored higher than the provincial average on all questions but one.
2. Reading skills relevant to "Main Ideas and Detail" are very strong.
3. Reading Skills testing "Text Organization" are very strong.
4. Reading Skills "Associating Meaning" with reference to Informational Texts is very strong.
5. Reading Skills that require "Synthesizing Ideas" are very strong.
6. Reading Skills that require inferences and identification of figurative language in Narrative Poetic texts are very strong.

Unlike last year, the ESL students did not show a significant difference between writing and reading test scores. (Last year, the reading scores were lower in comparison with the writing scores.) While only six of the Grade 9 class qualified as ESL learners during this PAT testing time, this may not accurately represent the number of students who entered Aurora as ESL students. Several students scoring in the Standard of Excellence range live in homes where English is not the language spoken in the home. With the AISI project that began last year, we may be better able to track those ESL students during the Grade 9 PAT tests.

The reading results suggest some interesting points with respect to the program at Aurora. First, they positively reflect the English program's initiative of mandating independent reading in each year of junior high. Students are required to report on their chosen readings in a variety of ways. Those students who demonstrate reluctance or incompleteness in this area win extra time and attention, and parents are also involved. Secondly, ESL teaching strategies have been applied in the ELA classrooms over the past year and a half, and these strategies have benefitted all students with respect to reading skills. Finally, it shall be noted that most of the reading in the Aurora classroom (this past year) involved a printed paper version, and a quiet, electronic-free ambience. Deliberate practice of reading promotes imaginative communication. At the junior high level, students are encouraged to use electronic readers (or other personal devices) for independent reading projects.

Areas to Work on for Achieving Improved Results

1. Content for the Functional writing - focus on Persuasive Writing.
2. Conventions for Narrative / Essay writing: Specific punctuation units of study and deliberate focus on editing skills.
3. Analyzing literary techniques (this had a positive effect from last year).
4. Inferring meaning from text clues.
5. Synthesizing elements for Main Idea and Theme (carried over from last year).

Strategies and Resources That Will Be Applied to Improving Results

1. For ESL students: visual clues throughout the classroom as prompts for reading/writing. Punctuation models on the walls.
2. Conversations with parents of ESL students including strategies to be tried at home to encourage language development and acquisition.
3. Sequential practice of writing techniques for content development: descriptive, argumentative, persuasive, [expository, factual are simultaneously built in Social and Science].
4. From January through June: practice of reading samples with multiple choice questions focusing on literary techniques: identification, interpretation and implementation.
5. Analyzing characterization techniques in literary passages and then modeling them in personal samples of writing. (a second strategy for addressing conventions).
6. Monthly practice of letter writing and addressing the envelope: December through April.
7. Individual help for students who demonstrate measurable weaknesses in reading skills or for students who neglect written content. (Working with a tutor as an option.)
8. Revising: The Weekly Edit (a third strategy for conventions as well as for writing).

Mrs. C. Bartel Nickel

Grade Nine Mathematics

An Analysis of Results Including Strengths, Weaknesses, and Trends:

The results are based on 43 students' participation on the 2010-2011 Provincial Achievement Test. 97.7% of the students achieved Acceptable Standard compared to 65.1% of the students from across the province. 58.1% of the students achieved Standard of Excellence compared to 17.2% of the students across the province and one student (2.3%) from Aurora achieved below acceptable standard compared to 23.9% of the students in the province.

Strengths

The test results show the average of students scoring correctly on questions reported by category is higher than the provincial average in all categories. Of the 50 questions, 40 multiple choice and 10 numerical responses, there were 2 that the class's success rate was more than 40% higher than the provincial average. They were:

1. Determine the difference in surface area of two 3-D objects that are similar (41.8% above average).
2. Solve a problem involving the circle property in which the perpendicular from the center of a circle to a chord bisects the chord (44.4% above average).

Weaknesses

From the 50 questions, the class scored lower than the provincial average (2.4% lower) on only one question:

1. Represent a given context as a single variable linear inequality with a rational coefficient.

Areas to Work on for Achieving Improved Results

Focus on Equations and Inequalities (Grade 9 Program of Studies Patterns and Relations Strand 4) to assist students in representing algebraic expressions in multiple ways.

Strategies and Resources Which Will be Applied to Improving Results

1. Build more cumulative review of concepts covered throughout the year.
2. Ensure that students who need additional help are identified early and assistance is provided to them.

Grade Nine Science

An Analysis of Results Including Strengths, Weaknesses, and Trends

Strengths

1. Identify advantages and disadvantages of various forms of reproduction.
2. Knowledge-based questions were almost all well-done, showing mastery of facts.
3. Questions based on Unit 1: Biological Diversity were all well done. Overall, the best performance of all five units once again.
4. Interpreting graphical information and using that knowledge to predict outcomes.
5. Able to identify the manipulated, responding, and controlled variables in an experiment.
6. Questions dealing with applying knowledge to societal applications and technology were done well with 90% correct.
7. Four out of the five numerical responses were above acceptable level.
8. Ability to identify chemicals based on diagrams and/or molecular formulas.
9. Recognition of the technological advantages of triangulation and GPS.
10. Evaluate the construction of a motor and identify its advantages.
11. Comparison of the major characteristics of the planets.

Weaknesses

1. Analyzing four examples of variation and determining which example demonstrates diversity within a species.
2. Identifying the propulsion method used to launch the space shuttle.
3. Indicating ways in which the resistance of a wire can be induced.
4. General knowledge of the Electricity Unit is lower than the other units.
5. Comparing relative sizes of celestial objects.
6. Designs of a St. Louis Motor.
7. Calculation of efficiency of various electrical devices.
8. Analyzing a Hertzprung-Russell diagram to determine the relative brightness and temperature of stars.

Strategies and Resources Which Will be Applied to Improving Results

1. Spend more time on Unit 5: Electricity, especially on the St. Louis Motor and generators and learning parts/functions of the motors. This year, more focus on calculations of power and efficiency.
2. Bring in an expert guest speaker for the electricity unit.
3. Design more labs for students to do lab reports. Writing skills, vocabulary and reinforcement of the scientific method will be included.
4. Explore the telescope in more detail and spend more time on parts and function of types of telescopes.
5. Give more daily mini-quizzes than last year. I have found that they are more practical in forcing students to keep up with materials than tests that were spread out.

Mr. P. Dang

Grade Nine Social Studies

An Analysis of Results Including Strengths, Weaknesses, and Trends

Strengths

1. Political and Judicial System: Regarding skills and processes of the Political and Judicial System, the students seemed to have a firm grasp analyzing, synthesizing and identifying the federal government, federal elections and Canada's Parliament. In the knowledge and understating category, the students were able to make inferences based on their background knowledge of the facts learned in class. With regard to knowing the qualifications required to serve on a jury, 93% know this information compared to only 75.7% for the Province.
2. Individual and Collective Rights: With regard to skills and processes, the students were able to draw conclusions from newspaper articles regarding the safety of Canadians and form a generalization from three sources pertaining to the rights guaranteed in the Charter of Rights and Freedoms. The results were also strong for identifying and determining the viewpoint of the Supreme Court of Canada and the rights of Canadians. Students were also able to

interpret speaker statements and conclude what issues related to legislation affecting Metis Canadians. Student continued to show their ability to excel in the knowledge and understanding section regarding federal legislation as it pertains to the Metis and the timeline for this to occur in federal legislation.

3. Immigration: With regard to skills and processes and knowledge and understanding, the students all excelled in all of the categories. Excellent results were recorded with regard to knowing the point system, economic factors related to immigration and forming a conclusion regarding objectives of Canada's policies regarding immigration.
4. Economic Decision Making: In knowledge and understanding, as well as skills and processes, students fared very well. Students were able to identify a private enterprise economic system, recall measures by which governments intervene in a mixed economy, interpret cartoons for economic practices in both mixed and market economies and were able to determine the principles and practices of both types of economies.
5. Consumerism, Quality of Life and Political Decision Making: A strong understanding was shown regarding consumerism, roles of private businesses when marketing goods and synthesizing information regarding goods and services. Students were also able to recognize examples of social programs and taxation policies needed to ensure that these programs can exist.

Areas to Work on for Achieving Improved Results

1. *Political and Judicial System: Recognizing the responsibility of members of parliament regarding voting in federal elections and forming a generalization from information in a graph about voting in federal elections.*
2. *Individual and Collective Rights. Identifying rights contained in the Canadian Charter of Rights and Freedoms referred to in a definition.*
3. Consumerism, Quality of Life, and Political Decision Making: recognizing a characteristic added to a list defining how consumerism can impact quality of life and analyzing speaker's viewpoints regarding the role government should play in the economy.

Strategies and Resources Which Will be Applied to Improving Results

I am very pleased with the results from the 2010-2011 year; however, there are a few things that need to be improved.

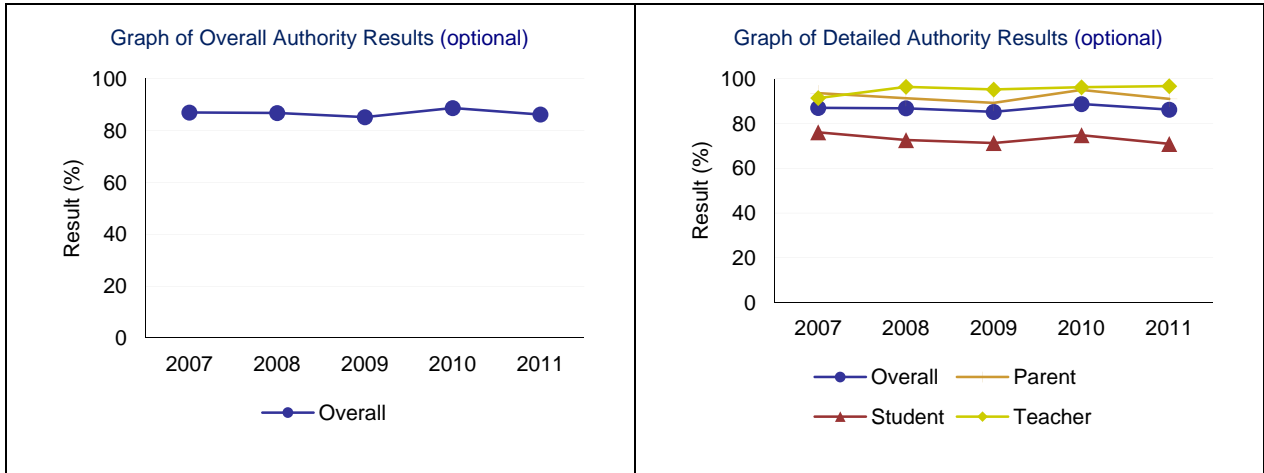
1. Ensuring that there is a firm understanding of federal elections and the roles of the Members of Parliament.
2. Knowing the rights contained in the Charter of Rights and Freedoms.
3. Determining the characteristics regarding how consumerism can affect quality of life.
4. Identifying the role the government should play in the economy.

Mrs. V. Leong

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	87.0	86.8	85.2	88.7	86.2	76.6	77.9	80.3	81.4	81.9
Teacher	91.4	96.4	95.2	96.2	96.7	89.9	90.6	91.8	93.0	92.7
Parent	93.6	91.3	89.2	95.0	91.0	72.6	74.7	77.4	78.5	78.6
Student	76.1	72.6	71.3	74.8	70.9	67.1	68.5	71.8	72.7	74.5

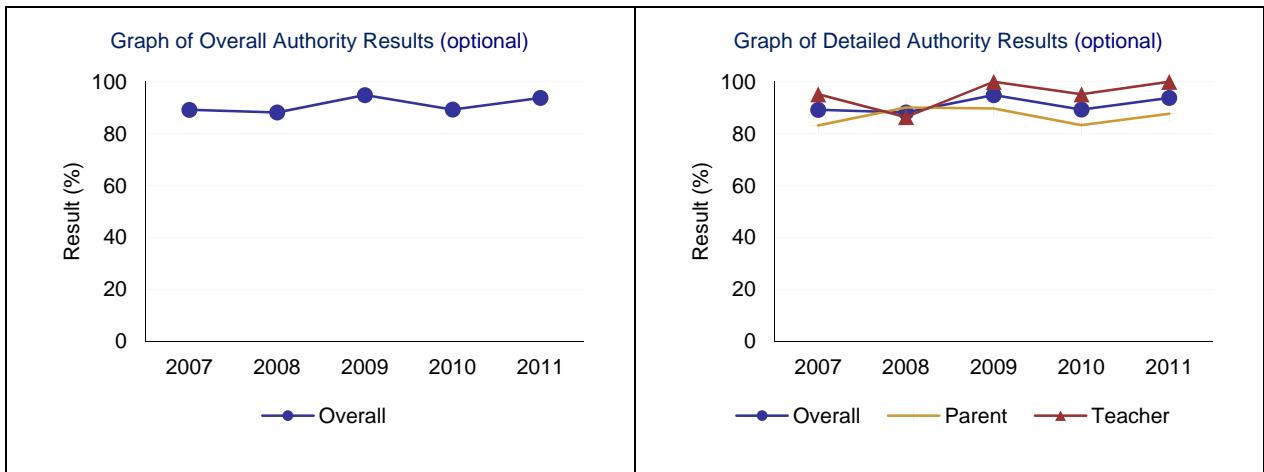


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

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	89.2	88.2	94.9	89.3	93.8	77.1	80.1	79.6	79.9	80.1
Teacher	95.2	86.4	100.0	95.2	100.0	89.2	89.3	88.9	90.0	89.6
Parent	83.2	90.1	89.7	83.3	87.7	65.1	70.9	70.2	69.8	70.6

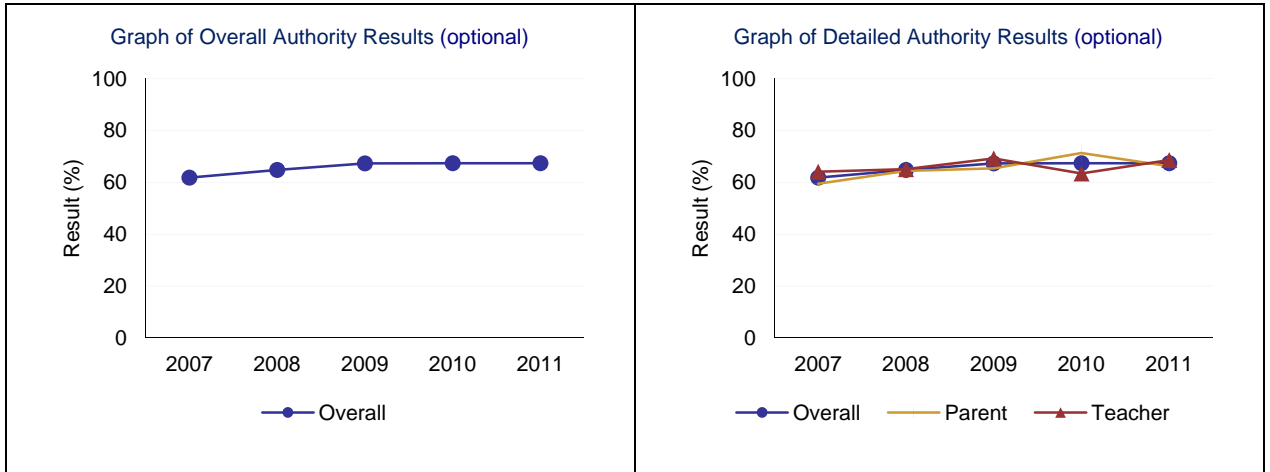


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Lifelong Learning – Measure Details (OPTIONAL)

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	61.8	64.8	67.3	67.4	67.4	65.6	66.7	67.4	67.6	67.9
Teacher	64.1	65.1	69.2	63.4	68.6	74.1	73.8	74.0	75.4	75.3
Parent	59.5	64.4	65.4	71.3	66.2	57.1	59.5	60.8	59.8	60.6

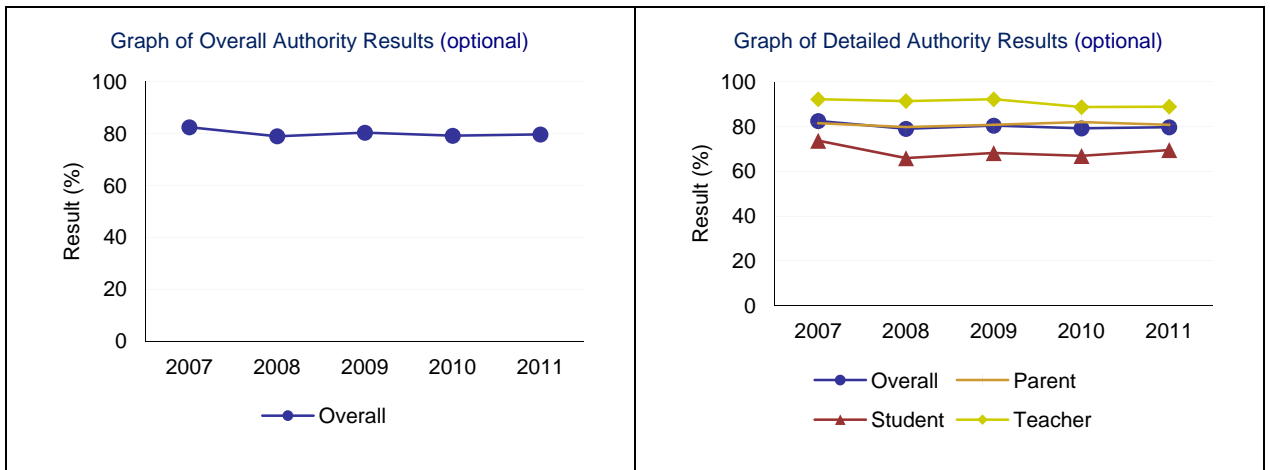


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

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	82.5	79.0	80.4	79.2	79.7	78.5	79.4	80.3	80.5	80.9
Teacher	92.2	91.4	92.2	88.7	88.9	85.7	86.4	86.8	87.7	87.6
Parent	81.5	79.8	80.8	82.0	80.8	76.9	77.6	78.7	78.0	78.3
Student	73.7	65.9	68.2	66.9	69.5	72.9	74.1	75.3	75.9	76.9

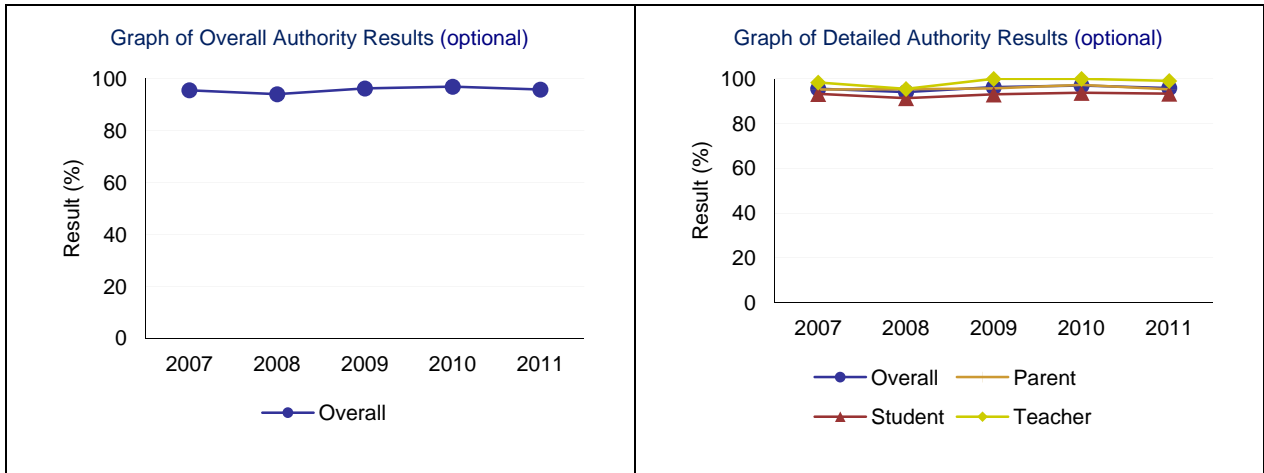


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

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	95.6	94.1	96.3	97.0	95.9	87.6	88.2	89.3	89.2	89.4
Teacher	98.4	95.5	100.0	100.0	99.1	94.7	94.9	95.3	95.6	95.5
Parent	95.2	95.4	95.7	97.3	95.3	81.8	83.0	84.4	83.9	84.2
Student	93.3	91.4	93.1	93.8	93.4	86.4	86.6	88.3	88.2	88.5

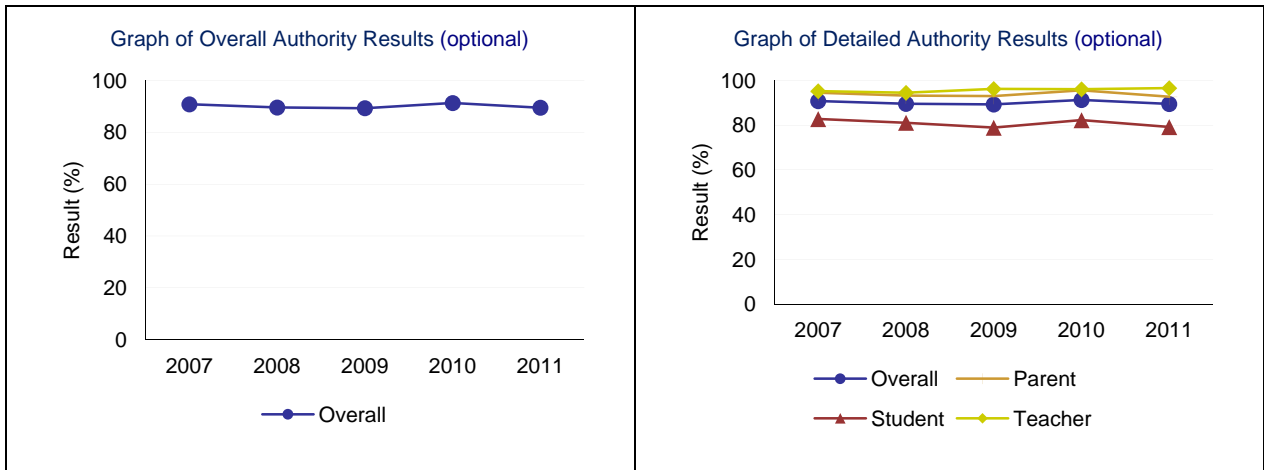


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

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	90.8	89.6	89.3	91.3	89.5	84.2	85.1	86.9	87.6	88.1
Teacher	95.2	94.5	96.2	96.1	96.6	92.6	93.1	93.8	94.4	94.5
Parent	94.5	93.2	93.0	95.6	92.7	81.7	83.2	85.3	86.1	86.6
Student	82.8	81.1	78.9	82.3	79.2	78.5	79.1	81.7	82.2	83.3

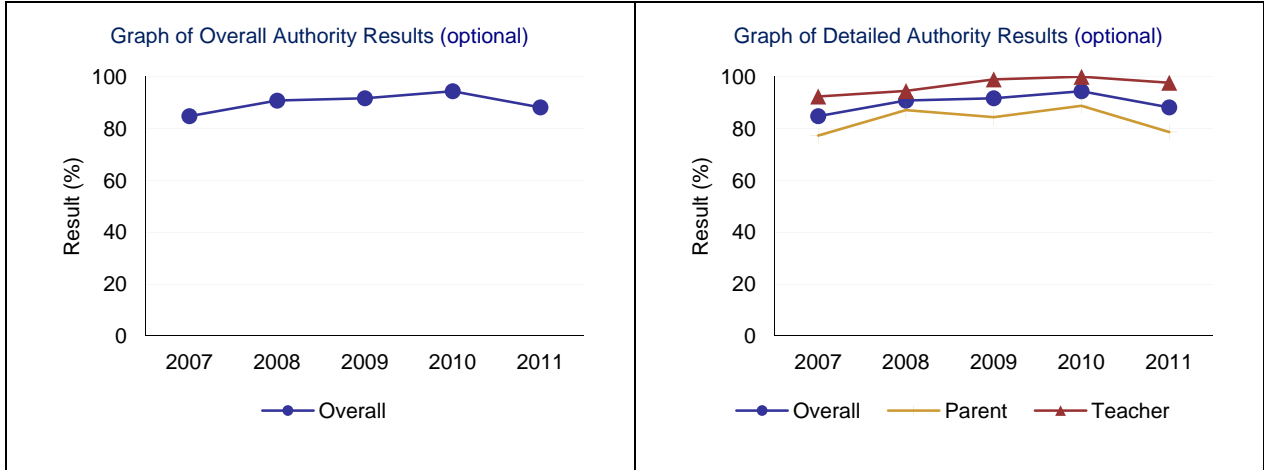


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

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	84.8	90.8	91.7	94.4	88.2	77.5	78.2	80.1	80.0	79.9
Teacher	92.4	94.5	99.0	100.0	97.7	87.1	87.5	88.0	88.6	88.1
Parent	77.3	87.1	84.4	88.8	78.7	67.9	69.0	72.2	71.3	71.7

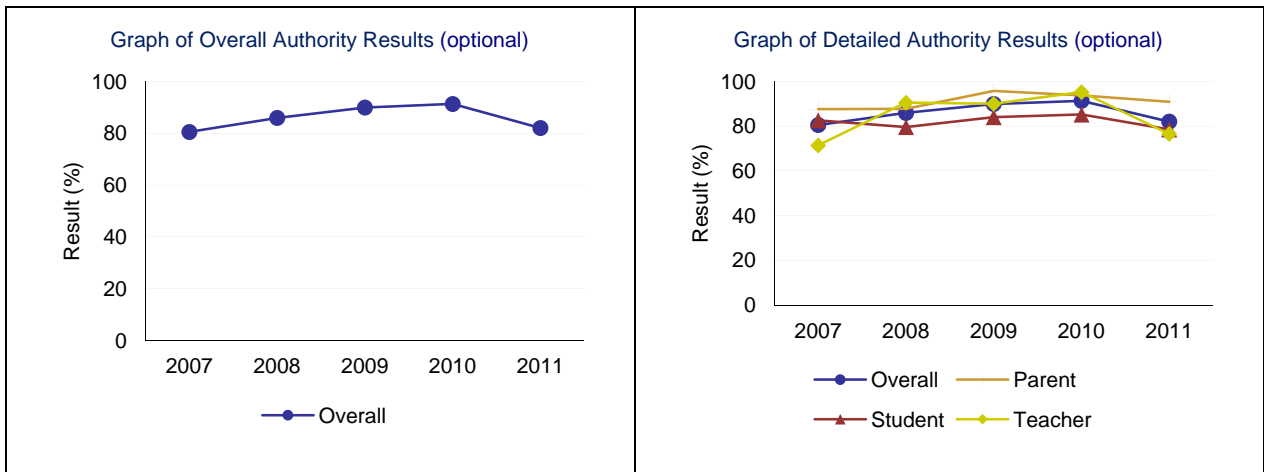


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

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	80.5	85.9	89.9	91.3	82.0	76.3	77.0	79.4	79.9	80.1
Teacher	71.4	90.5	90.0	95.2	76.5	74.5	75.6	78.2	80.8	80.1
Parent	87.6	87.7	95.7	93.7	90.9	75.1	75.9	78.1	77.0	77.3
Student	82.6	79.6	84.0	85.2	78.5	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 (*).