



Combined Three-Year Education Plan 2011-2014

and

Annual Education Results Report 2010-11

For Board Meeting October 24, 2011

Leading Into the Future
Valhalla Community School
A Northern Alberta Charter School

Message from the Board Chair

The Valhalla Community School was started by a group of parents and local residents when adjustments were made to the local school boundaries in early 2008. The opportunity to start a charter school was presented to the community and the parents and supporters in this small community northwest of Grande Prairie, Alberta, appointed a steering committee to explore and develop initiatives. This committee began a series of meetings with the stake holders in the local education system.

If a charter school is like an ongoing pilot project designed to improve education, then the province can expect to learn a lot from the successes at Valhalla Community School. After three years of operation, we celebrate a vibrant, growing learning community with over 100 students. Valhalla is now approaching its charter cap and some of the challenges associated with growth. The success of Valhalla continues to draw students and families from surrounding communities with many families of students with academic challenges choosing Valhalla as an alternative school.

Last year Alberta Education conducted an extensive mid-term charter review. The findings of this review will help to inform the Minister of Education prior to our charter renewal application for 2013. The Valhalla Community School Foundation received commendations, recommendations as well as some required changes. The Board of Directors found the review process to be very informative as it affirmed that the Valhalla School Foundation has the processes and people in place to ensure the success of the school. Through Alberta Education's Charter review process and improved communication our community is more informed about, and supportive of, our charter than ever before.

With the closing of the 2010 school year, the Board of Directors was pleased with the progress and development of the Valhalla Heritage Society's Viking centre. The centre, attached to the Valhalla School will support new space for a community library, conference room, multi-purpose classroom, and change and washroom facilities. This additional space is available for the 2011-2012 school year. In addition, the Valhalla Heritage Society has upgraded the existing Valhalla Community School building with new paint, ceilings, heating and air exchange systems to be completed for the opening of the 2011-2012 school year.

The Valhalla Community School Foundation continues to be supported by a tremendous community that provides financial resources as well as a cadre of volunteers who help to make the Valhalla Community School a special place.

Accountability Statement

The Annual Education Results Report for the **2010-2011** school year and the Education Plan for the three years commencing September 1, **2011-1014** for **Valhalla School Foundation** was prepared under the direction of the Board in accordance with its responsibilities under the *School Act* and the *Government Accountability Act*. This document was developed in the context of the provincial government’s business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results. The Board approved this combined Annual Education Results Report for the 2010/2011 school year and the three-year Education Plan for 2011– 2014 on October 24, 2011.

Jolene Kochendorfer, Board Chair

Date

Mr. Ray Battochio, Superintendent

Date

Board of Directors

Jolene Kochendorfer (Chair)
Trone Arnet
Brenda Kjemhus
Diane Nordhagen

Andre Harpe
Tara Fehr
John Moutray

Senior Officials

Superintendent of SchoolsMr. Ray Battochio
Secretary Treasurer Mrs. Mary Ann Westad
Transportation SupervisorMr. Doug Kochendorfer

Foundation Statements

Vision and Purpose

The Valhalla Community School (VCS) aims to instil a readiness for leadership by equipping its rural students with both knowledge and skills that will enable them to make positive contributions at their future places of employment, as well as in the communities or groups with which they choose to associate.

Mission

The Valhalla Community School (VCS) prepares students with the attitudes, knowledge and skills necessary for success in a rapidly changing economy. Students will develop strong ethical and civic standards, a solid commitment to their families, neighbourhood, school, province, and country.

Guiding Philosophies and Principles

The Valhalla School Foundation (VSF) views rural education as possessing unique and beneficial characteristics with the potential to maximize student learning. In general, rural students approach life from an entrepreneurial perspective and have close, personal ties to members of their family and community. According to the work of Gordon Neufeld (Hold On To Your Kids: Why Parents Need to Matter More Than Peers, Vintage Canada, 2005) the connectedness of a community has a significant impact on the “parent-orientation” of a child and, by extension, contributes to their success in school. Similarly, multi-grade groupings contribute to an environment that encourages this same sense of community connectedness.

The VSF believes the unique aspects of rural education that distinguish it from its urban cousin call for a diligent focus on structured teaching practises that maximize opportunities for all students. In addition, direct community involvement will underscore the importance of civic commitment and participation for the students of VCS. The VSF believes it must provide students with opportunity to develop the knowledge, skills and attitudes necessary for success in both urban and rural settings.

The VSF recognizes the central role of parent and guardian in the life of a child and therefore sees itself as a partner commissioned to foster academic success as part of the overall process of child development. It is a priority that parents form a majority of the Foundation’s representatives.

The VSF recognizes that it is in the students’ best interest for the Foundation to support its educators by clearly defining all goals and expectations and providing the means necessary for them to be carried out. The VSF views self-confidence as a product of competence. It commits to student success in academics and leadership in an atmosphere of supportive encouragement.

The VSF holds in high regard for its students the skills of memorization of both prose and arithmetic, mental calculation and dignified visual presentation of written work in the form of excellent penmanship and recognizes the role of diligent drill and practise in fostering regular, automatic presentation of said mastered skills. The VSF strongly upholds the skill of critical thinking as an important part of child development. It is a crucial tool for developing logic and the Foundation purports it is through the mastery of skills and the acquiring of knowledge that one formulates a basis for such critical analysis. As students advance, the focus on skills and knowledge can naturally lead to more opportunities for abstract reasoning, logic and self-reliant thought processes.

Jurisdiction Profile

Valhalla Community School is located in the hamlet of Valhalla Centre, located approximately 50 km north west of Grande Prairie, Alberta. The first school was opened in 1916; parent volunteers built a log school house, and the board required each parent to build school desks for their own children. The current school building was built in 1954, and is today owned and operated by the Valhalla Heritage Society.

Valhalla Community School was started by a group of parents and local residents when adjustments were made to the local school boundaries in early 2008, and the school was slated to close at the end of June, 2008. Parents and supporters formed a steering committee to explore and develop initiatives. This committee began a series of meetings with the stakeholders in the local education system, and the opportunity to start a charter school emerged. In the space of a few months, and with the help of Alberta Education the charter process was completed. Three school buses were purchased and delivered to Valhalla Centre by volunteer community members. Resource materials were obtained and school staff and bus drivers hired, and Valhalla Community School commenced classes on September 2nd, 2008.

Valhalla Community School now offers Kindergarten to Grade 9 and is approaching its student population cap. While growth has had many positive benefits it has also created some challenges. Many parents, while recognizing the nature of Valhalla Community School as charter school, make the choice to register their children in Valhalla as an alternative to other schools in the area. Often these students come to Valhalla with deficiencies and challenges. This has led to the increasing class complexity and has influenced PAT results due to the small number of students writing achievement tests.

Over the years, schools in Valhalla Centre have been strongly supported by the community. This tradition remains unshakeable and forms the cornerstone of the Valhalla School Foundation and the Valhalla Community School. It is the determination and unflagging commitment of the community that has made a Charter School in Valhalla Centre a reality. Rural leadership as a focus of the school is an articulation of these values.

Valhalla School has enjoyed excellent Parent Satisfaction Survey results in the past, and it is a goal to maintain and improve on this high standard. Indeed the accountability pillar survey indicates improved results across a series of measures while the Alberta Education Charter Review and an analysis of Provincial Achievement Test results indicate that there needs to be continued growth in this area. Data evaluation continues to be a challenge due to the small class sizes and so the context of the school needs to be taken into account as well as a longer term view to trend analysis. As such, more time will be required before the school has true baseline data.

We strive to ensure our decisions are made in the spirit of our Charter and in best interests of student learning. We remain creative in meeting program needs at the Valhalla Community School and strive to ensure stakeholder satisfaction with the quality of basic education and timeliness of services for students.

Trends, Issues and Future Challenges

We consistently strive to provide a stable foundation that best assists students to prepare for their futures as well-adjusted, contributing citizens. We support the continued commitment of staff to engage in reflective practice, continuous improvement and collaborative decision-making. This ongoing and sustained support provides continuity of purpose as we build our citizenry of tomorrow.

Student Learning

We value our students as learners and encourage them take ownership of their learning, to develop solid foundations and competencies, and to take leadership to solve real life problems. We understand students require sound, transferable understandings to function in our rapidly changing global community. Through the use of Direct Instruction, we will create learning environments where our students are supported with differentiated structured programming through grouping students according to their level. Increasing classroom complexity will provide Valhalla Community School with the opportunity to, as capacity builders in Action on Inclusion, improve the inclusive nature of our classrooms. For the first time Valhalla School Foundation will be able to provide students and staff with the support of a part-time Action on Inclusion learning coach. Our focus on rural leadership as a 4H multi-club provides for problem-solving situations that develop successful lifelong learners. Through our continued relationship with the National Institute for Direct Instruction we will continue to support our charter with staff training to improve our methods and ultimately the performance of students as learners. In addition, for the first time, Valhalla School Foundation administration and staff will systematically utilize Provincial Achievement Test results to inform teacher long range plans and influence the practice of teaching, to ensure that student learners at Valhalla meet or exceed provincial averages. In support of the transformation agenda and 21st Century learning, Valhalla School Foundation students from grades 4 -9 will participate in on-line language programming through Alberta Distance Learning Centre. As a rural school, Valhalla Community School continues to provide an inclusive learning environment that supports success for all students. As an Action on Inclusion capacity builder, Valhalla will support teacher professional development in the area of Differentiated Instruction and work to build staff capacity with the addition of an Action on Inclusion Learning Coach.

Students are Prepared for Life

We provide a safe, caring, and supportive environment for all students so they can develop the skills, knowledge, and attitudes needed to deal positively with the challenges they will face in their lives. We will purposely develop student capacity and teach students the importance of making healthy decisions and supporting an active and healthy lifestyle. As a rural charter school Valhalla places an emphasis on the development of students as engaged thinkers, ethical citizens who will function as community leaders with an entrepreneurial spirit.

Staff is Prepared to Support the Vision and Mission of the Charter

Reflecting research in Direct Instruction, we will continue to devote significant resources to support staff in developing effective strategies and practices to ensure successful student learning of the outcomes in the program of studies. We will support continuous improvement through enhanced training in the interpretation and analysis of provincial achievement tests. This will serve to ensure the alignment in the NIFDI Reading Mastery program with the Program of Studies. Finally, in support of 21st century digital-literacy skills across all grades and subjects, staff professional development will include the use of Rosetta Stone language training and online resources through the Alberta Distance Learning Centre.

Summary of Accomplishments – 2011

- Worked with Valhalla Heritage Society to develop additional library, classroom, meeting spaces, and wash/change rooms available to Valhalla Community School
- Extensive renovations to existing building including: new roof, new heating/air conditioning system, new lighting, new ceilings, new paint, new exterior insulation and cladding for gymnasium
- Added grade nine: setup new classroom in former community library room
- Added 1 FTE teacher - secondary, humanities
- Added 50 new and reconditioned laptop computers for student use in VCS programming
- Implemented online program delivery to enhance 2nd Language and Junior High options programs
- New wireless Internet system to facilitate substantially increased student traffic due to new online programming
- Improved Internet service via Alberta SuperNet and dedicated line
- Increased enrollment to approach charter cap (1-6: 109), waiting list of 9 students from 4 families
- Parents of pre-school children beginning to register students for kindergarten for 2012/2013 year in Sept-Oct 2011
- Took grade 5/6 class to Blue Lake for leadership retreat in June 2011
- Fundraising and planning ongoing for grade 9 field trip to Quebec in May 2012
- Continued improving sports programs: VCS teams competing in local school sports games and tournaments and performing very competitively
- Preparations being made for new modular to provide needed classroom space (est. delivery Feb/2012)
- Successfully completed first charter review, developed Charter Review Action Plan and implemented all recommendations of review process
- Completed successful 1st year for VCS 4H Multi-Club including very successful public speaking competition, road cleanup project, achievement day, community service project (planted and harvested garden to donate to local service agency)

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	Valhalla School Foundation			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	93.8	79.6	79.6	88.1	87.6	86.6	Very High	Improved Significantly	Excellent
Student Learning Opportunities	n/a	Program of Studies	85.7	86.8	86.8	80.9	80.5	80.1	Very High	Maintained	Excellent
		Education Quality	95.9	97.4	97.4	89.4	89.2	88.9	Very High	Maintained	Excellent
		Drop Out Rate	n/a	n/a	n/a	4.2	4.3	4.7	n/a	n/a	n/a
		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)	Concern	PAT: Acceptable	66.7	73.8	59.1	79.3	79.1	78.0	Low	Maintained	Issue
		PAT: Excellence	0.0	9.5	23.3	19.6	19.4	18.5	Very Low	Declined Significantly	Concern
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	100.0	88.9	88.9	80.1	79.9	79.8	Very High	Improved	Excellent
		Citizenship	92.2	81.7	81.7	81.9	81.4	79.9	Very High	Improved	Excellent
Parental Involvement	Excellent	Parental Involvement	95.3	95.6	95.6	79.9	80.0	79.4	Very High	Maintained	Excellent
Continuous Improvement	Excellent	School Improvement	90.6	89.5	89.5	80.1	79.9	78.8	Very High	Maintained	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, 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 (*).

Measure Evaluation Reference (Optional)

Achievement Evaluation

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

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

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

Notes:

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

Improvement Table

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

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

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

Overall Evaluation Table

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

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

Category Evaluation

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

Charter Goals

Goal A: To produce students who are excellent communicators.

Outcome A1: Students will communicate with intelligence, using grammatically correct language in both spoken and written word, by mastering the basic skills of reading, writing and arithmetic.

Performance Measures (% of students performing at or above grade level)	Acceptable Standard (Students Writing)	Previous 3-yr Average	Acceptable Standard (Total Enrolled)	Previous 3-yr Average	
PAT LA 3	100%	80.5%	66.7%	60.7%	
PAT LA 6	*	87.5%	*	87.5%	
PAT Math 3	83.3%	83.3%	55.6%	55.6%	
PAT Math 6	16.7%	16.7%	16.7%	16.7%	
PAT Science 6	*	62.5%	*	62.5%	
PAT Social Studies 6	*	71.4%	*	62.5%	
* Denotes suppression of results less than 6 participants in PAT					
CTBS Results	Total Language Grade Level Equivalency	Math Grade Level Equivalency	Science Grade Level Equivalency	Social Studies Equivalency	Grade Equivalency Composite
Grade 1	1.4	1.4	na	na	1.2
Grade 2	2.2	2.3	2.2	2.4	2.4
Grade 3	2.8	3.9	3.3	3.1	3.5
Grade 4	3.9	5.1	4.8	4.7	4.4
Grade 5	5.3	5.5	6.2	5.9	5.9
Grade 6	6.8	7.1	7.6	6.7	7.2
Grade 7	10.4	10.2	11	10.3	10.4
Grade 8	10.5	10.4	11.0	11.1	11.1
			Current Year	Previous Year	3 Year Average
Percent of parents satisfied that students communicate with intelligence, using grammatically correct language in both spoken and written word.			100%	96%	na

Outcome A2: Students will communicate with confidence on a broad range of subjects by developing a firm understanding of history, science, and fine arts.

Performance Measures (% of students performing at or above grade level)	Current Result	Previous 3-yr Avg.
PAT Social Studies 6 (number of students writing)	*	67.5%
PAT Science 6 (number of students writing)	*	62.5%
* Denotes suppression of results less than 6 participants in PAT		
Percent of parents satisfied that students communicate with confidence on a broad range of subjects.	100%	na
Strategies Maintain and improve results with enhanced curriculum as per charter. In-service staff in PAT analysis Incorporate findings of PAT analysis into teacher long range plans LRP's to reflect gaps between reading mastery program and ELA program of students to ensure program of studies is being taught LRP progress reviewed regularly through staff professional learning communities time		

Outcome A3: Students will express themselves in an articulate manner when public speaking.

Performance Measures	Current Result	Previous Year Result	3 Average Year	
Percent of parents satisfied that students express themselves in an articulate manner when public speaking.	100	91	na	
Percent of students who meet an acceptable standard of achievement in a public speaking event, reported by grade level.	100	86	na	
Strategies Continue to engage students in 4H leadership program Provide students with regular opportunities to express themselves in public				

Outcome A4: Students will develop proficiency in a second language: German or French.

Performance Measures	Current Result	Previous Year Result	3 Average Year	
Percent of students meeting the acceptable standard of achievement in second Language achievement as measured by an acceptable proficiency test. Note: Upon the recommendation of Alberta Education the Board of Directors has directed that this measure is to be removed until such time as a suitable program of studies and acceptable proficiency test can be developed	TBD	TBD		
Percent of parents satisfied that students are developing proficiency in a second language.	100	86		
Strategies <ol style="list-style-type: none"> 1. Implement Rosetta Stone On-line Second Language for Grades 4-9 to support second language learning 2. Partner with Alberta Distance Learning to utilize assessments that meet provincial standards 3. Partner with ADLC to develop German Grade 7/8/9 to enable Valhalla students to participate in the Sprachdiplom exam program in the future 4. Drop measure one from the charter until the curriculum has been developed to allow students to write Sprachdiplom 				

Goal B: To prepare students for community involvement and leadership.

Outcome B1: Students will recognize the importance of community involvement by directly experiencing the efforts of community and municipal groups

Performance Measures	Current Result	Previous Year Result	3 Year Average	
Percentage of students who have participated in two or more community or municipal group events.	100	86	na	
Percentage of students who meet the standard in demonstrating knowledge of the importance of community involvement.	91	86	na	
Percentage of parents who are satisfied that students recognize the importance of community involvement.	100	86	na	
Strategies <ol style="list-style-type: none"> 1. All students will be exposed to educational experiences which explore the efforts of community and municipal groups. 				

Outcome B2: Students in grades four and higher will participate in community and student groups by attending meetings and participating in relevant discussions at an age-appropriate level.

Performance Measures	Current Result	Previous Year Result	3 Average Year	
Percentage of students in grades 4 and above who have participated in community and student groups during the course of the school year.	100	na		
Percentage of students in grades 4 and above who meet the standard in communicating an understanding of the roles and functions of community and student groups.	100	na		
Percentage of parents of students in grades 4 and above who report that their son/daughter has actively participated in community and student groups.	91	na		

Strategies

1. Valhalla Community School 4 H Multi-club will provide leadership development resources and opportunities for students to build leadership skills and capacity
2. Utilize Social Studies to link leadership programming to program of studies

Comment on Results

While Valhalla Community School continues to satisfy the needs of students, parents and the community, the school is challenged by growth. There is little doubt that Valhalla is serving a need as a school of choice in northwestern Alberta. As such, this has created a circumstance under which parents are registering their children at Valhalla, not necessarily in support of the Charter, but rather as alternative to the current or previous school experience. These children often come to Valhalla with a range of learning difficulties and challenges creating more complex classes. Teachers at Valhalla are building skills in differentiated instruction as part of their work in Action on Inclusion capacity building, and are well prepared to support these more complex classes in Reading Mastery as the program. The school has made significant strides in improving its work in second languages as it has invested in Rosetta Stone online language programming for elementary learners, team teaching French with Alberta Distance Learning Centre (ADLC), and working with ADLC to develop a six year German language program that will have the component of the Sprachdiplom as its standardized measure.

Goal One: Success for Every Student

Outcome: *Students demonstrate proficiency in literacy and numeracy*

Note – 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).	n/a	n/a	44.4	73.8	66.7		Low	Maintained	Issue	78%	79%	80%
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	n/a	n/a	37.0	9.5	0.0		Very Low	Declined Significantly	Concern	9.5%	11%	13%

Comment on Results

It is important to recognize that the small numbers of students writing PAT's create the circumstance where statistical information is easily skewed and thus necessitates a balanced long term view regarding the school performance on PAT's. A matter of note is that the school administration and staff historically have not placed any significance on the writing of PAT's and have generally subscribed to a belief that PAT's are systemic tests not requiring any particular emphasis or effort. Over the years this has created a culture where it is not uncommon for families to miss PAT's for a myriad of reasons, and staff not aligning long range plans with PAT performance. Add to this an increasingly heterogeneous, more transient population, and one can see why the school has had to develop strategies for improvement in this area.

Strategies

1. School administration to ensure PAT analysis is completed and strategies for improvement developed with teaching staff
2. Teachers to be in-serviced in PAT analysis in school opening PD session
3. Long range plans to reflect analysis of PAT's
4. Long range plans to reflect program of studies, gaps in NIFDI programming and strategies for addressing gaps
5. Position of Action on Inclusion Learning Coach created to support the building of staff capacity to support improved success for all students with a particular focus on PAT performance improvement.
6. Staff to study "Making a Difference Meeting Diverse Learning Needs with Differentiated Instruction" as a book study reflecting upon learning as a regular part of staff meeting
7. PAT's dates to be identified in the school calendar to make students, parents, and community members more aware of PAT dates
8. Principal to address and emphasize the importance of PAT's at School Council meetings and through the school newsletter.
9. Continue to implement and improve Direct Instructional strategies
10. Enrich the curriculum content delivered to our students.
11. Ensuring program alignment between grades.
12. Building capacity to develop effective assessment strategies.

13. Develop student portfolio system and student led conferencing to ensure appropriate feedback to students and information to parents.
14. Meeting the diversity needs of students through increased use of differentiated instruction
15. Improving transitions between grade levels.
16. Promoting and sustaining a quality community library
17. Determine gaps between Reading Mastery and Program of Studies

Notes:

1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). 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). The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
2. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

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*

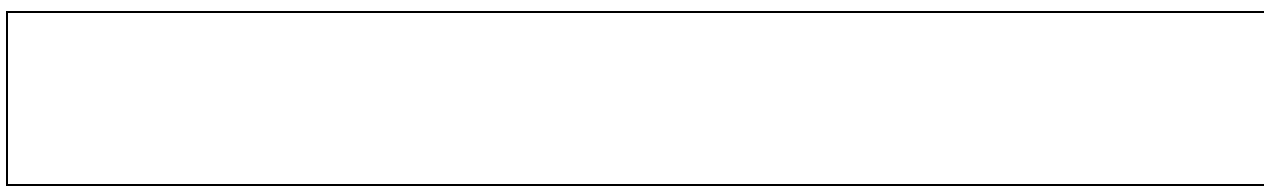
[No Data for Diploma Exam Results]

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	*	*	*	*	*		n/a	n/a	n/a			
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			
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	*	*	*	*	*		n/a	n/a	n/a			

Strategies

Strategies

- Building Action on Inclusion capacity in staff
- Focus on differentiated instruction
- Through collaboration strengthen relationships and protocols with other support agencies through dialoguing with agencies to provide specialized services for students.
- Considering the diversity needs of students
- Developing effective student grade transitioning practices.
- Encouraging participation in student co-curricular and extra-curricular activities (athletics, student leadership, choral speaking and music).



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.	n/a	n/a	n/a	81.7	92.2		Very High	Improved	Excellent			
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.	n/a	n/a	n/a	88.9	100.0		Very High	Improved	Excellent			

Comments

Valhalla Community School continues to be a safe and caring environment for students.

The school has also become a “4H School”, creating The Valhalla Community School 4H Multi-club. This provides Valhalla Community School with the 4H organization’s excellent leadership development resources for young people and another forum for students to learn and practice leadership skills

Leadership classes for grades 7, 8, and 9 are in place, teaching students about Roberts’ Rules of Order, board governance, and to provide hands on experience with practical, meaningful community service in the school. VCS believes that a commitment to the 4H programming where students pledge: I pledge my head to clearer thinking, my heart to greater loyalty, my hands to larger service and my health to better living, for my club, my community, my country, and my world will promote a safer and more caring school community. Junior High students, as part of their leadership programming, conduct and participate in school wide programming that distributes leadership throughout the school. The school provides opportunities for students to model behaviours of ethical citizenship and maintains high standards for that leadership to be distributed throughout the school.

Strategies

1. Valhalla Community School 4 H Multi-club will provide leadership development resources and opportunities for students to build leadership skills and capacity
2. Utilize Social Studies to link leadership programming to program of studies
3. Provide range of second language and optional programming through online and other distributed learning services
4. Enhancing courses through the meaningful integration of technology.
5. Focus on positive relationship building
6. Family/Community closeness is modeled to the students every day by staff.
7. Consistent application of zero tolerance for any emotional, physical and intellectual bullying

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>	n/a	n/a	n/a	83.3	65.5		n/a	n/a	n/a			

Strategies

1. Valhalla Community School 4 H Multi-club to provide leadership development resources for students
2. Provide Career pathway presentations for junior high students through CAREERS: The Next Generation
3. Maintain a leadership class for grades 7,8,9 students , teaching them about Roberts’ Rules of Order, board governance, and to provide hands on experience with practical, meaningful community service in the school
4. Provide range of second language and optional programming through online and other distributed learning services
5. Enhancing courses through the meaningful integration of technology.

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.	n/a	n/a	n/a	86.8	85.7		Very High	Maintained	Excellent			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	n/a	n/a	n/a	97.4	95.9		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.	n/a	n/a	n/a	79.6	93.8		Very High	Improved Significantly	Excellent			

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

1. Focus on positive relationship building Family/Community closeness is modeled to the students every day by staff.
2. Consistent application of zero tolerance for any emotional, physical and intellectual bullying
3. Building Action on Inclusion capacity in staff
4. Utilize Action on Inclusion Learning Coach to engage in the development of collaborative relationships with agencies to support success for all students
5. Focus on differentiated instruction through Action on Inclusion Learning Coach
6. Strengthen relationships and protocols with other support agencies through dialoguing with agencies to provide specialized services for students.
7. Considering the diversity needs of students
8. Developing effective student grade transitioning practices.
9. Encouraging participation in student co-curricular and extra-curricular activities (athletics, student leadership, choral speaking and music).

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

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.	n/a	n/a	n/a	95.6	95.3		Very High	Maintained	Excellent			
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.	n/a	n/a	n/a	89.5	90.6		Very High	Maintained	Excellent			

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

1. Valhalla Community School 4 H Multi-club to provide leadership development resources for students
2. Valhalla Community School will use Alberta Distance Learning Centre's Online Academy of Reading, Academy of Math, and Successmaker programs to support students who are off track and at risk
3. Provide Career pathway presentations for junior high students through CAREERS: The Next Generation
4. Focus on positive relationship building Family/Community closeness is modeled to the students every day by staff.
5. Utilize Action on Inclusion Learning Coach to engage in the development of collaborative relationships with agencies to support success for all students
6. Strengthen relationships and protocols with other support agencies through dialoguing with agencies to provide specialized services for students.
7. Student led conferences to better engage parents and the community in the work of the charter school
8. Leverage community groups such as the Valhalla Heritage Society to be involved the school continuous improvement.

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 2 (minimum one year of results – authorities are encouraged to provide multi-year results for trend analysis).

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

Outcome: *FNMI students are engaged in learning*

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

- Key learning outcomes for FNMI students improve

(Results and evaluations for FNMI measures are required for Public/Separate/Francophone School Authorities only)

[No Data for Overall FNMI Results]

[No Data for Overall FNMI Results]

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

1. Valhalla Community School will continue to teach the program of studies with an emphasis on the voice of FNMI students
2. Valhalla Community School will provide students with opportunities to experience FNMI cultural activities where and when available

Future Challenges

Due to climbing enrolment Valhalla Community School is challenged by its Charter cap to allow families to remain united within our school and to allow growth in classes where student numbers are low (ex. Kindergarten 7 students) . The Board of Directors will be seeking to work with Alberta Education to address the need for a flexible cap that will both allow Valhalla Community School to remain a small school and meet the needs of families and program efficiency.

Valhalla School Foundation Budget for 2011-2012 School Year

REVENUES

Government of Alberta	\$1522603
Gifts and Donations	\$46163
Total Revenue	\$1568765

EXPENSES

Certified Salaries	\$576000
Certified Benefits	\$31210
Non Cert Salaries	\$284918
Non Cert Benefits	\$43423
Services Contracts and Supplies	\$556553
Net SGF Funds	\$0
Total Expenses	\$1492104

Surplus *\$76661*

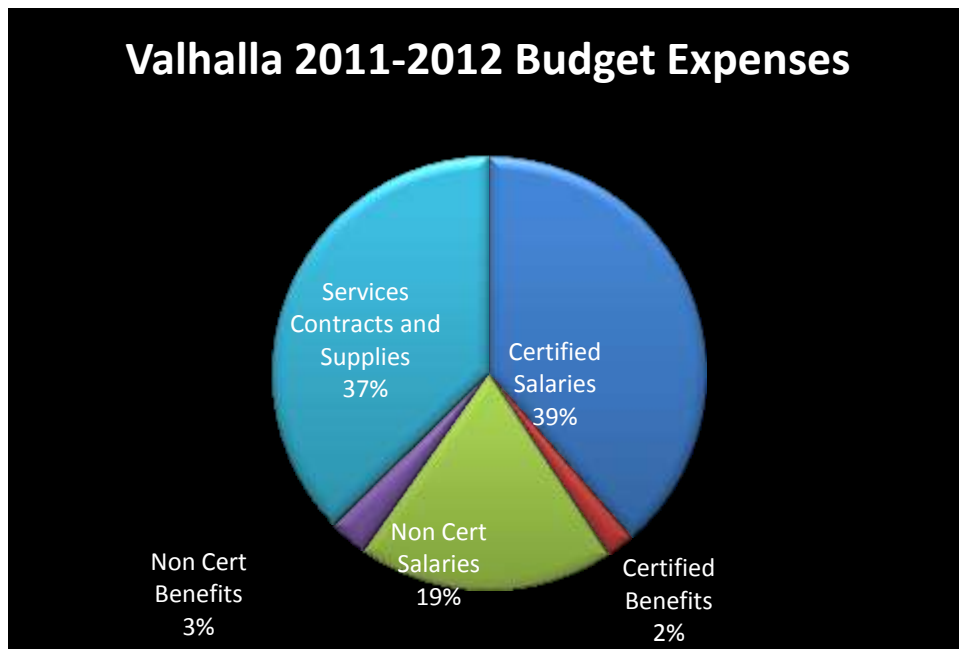
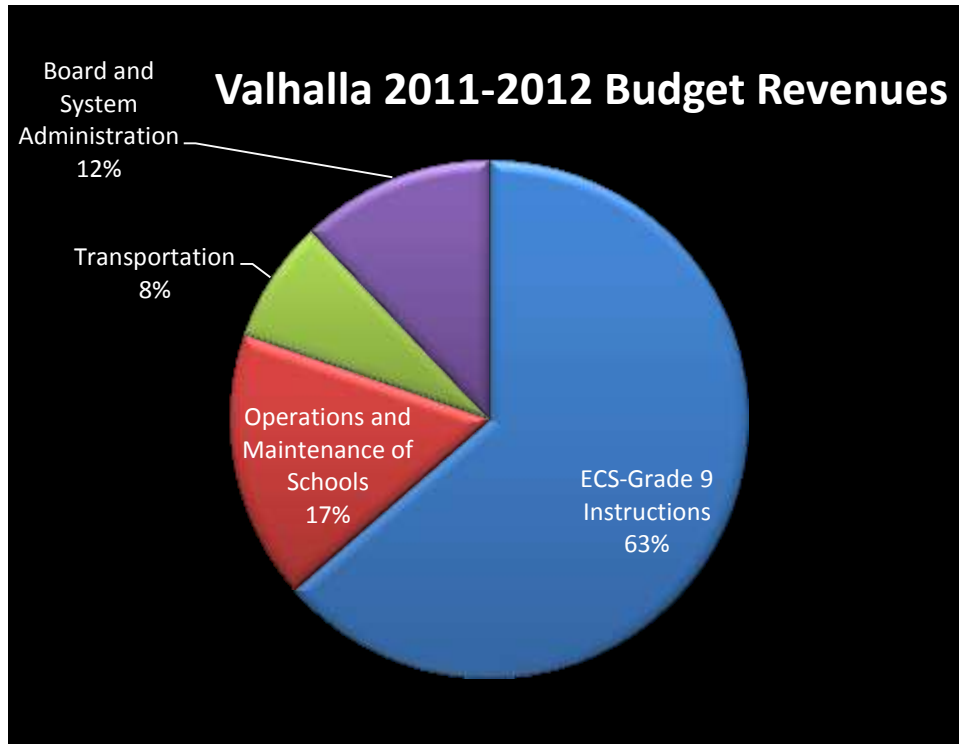
REVENUES

ECS-Grade 9 Instructions	\$995644
Operations and Maintenance of Schools	\$261816
Transportation	\$122805
Board and System Administration	188500
Total Revenue	\$1568765

EXPENSES

ECA-Grade 9 Instruction	\$722825
Operations and Maintenance of Schools	\$437882
Transportation	\$239031
Board and System Administration	\$92366
External Services	0
Total Expenses	\$1492104

Surplus *\$76661*



Budget Summary

- Valhalla School Foundation employs 5.82 teachers from ECS to Grade 9.
- One fulltime Administrative Assistant
- One part time Secretary Treasurer working 8 days a month
- 4 buses and 4 bus drivers
- One part-time Transportation Director
- One part time Superintendant working up to five days a month
- Teaching Assistants 3.75. One fulltime for each classroom, one .75 for ECS and Speech
- Leased 25 new laptop computers for student use
- Acquired 25 refurbished laptops donated by Computers for Schools for student use
- Implementation of Rosetta Stone On-line Second Language Learning program school wide site license
- Purchase and implementation of all curriculum resources for implementation of Grade 9
- Continue to support AISI cycle 4 with dedicated Staff member running program
- Participating in on-going professional development and training with National Institute for Direct Instruction for the Valhalla Community School, including pre-service training, remote visits to VCS, Weekly problem solving/student data review conferences, and substitute teacher cost (\$15000.00)
- Continued Implementation of 4H Multi Club in VCS to enrich curriculum (public speaking) and options available to students
- Purchase and Installation of 3 Smart Boards, with support and donations from the Community
- Valhalla School Foundation continues to receive generous support from, individuals, community groups and corporate donors. We anticipate *conservatively* donations in excess of \$10, 000 for the current school year.
- Valhalla School Foundation continues to receive donations in kind of, snow removal, and mechanical maintenance for our fleet of buses.
- Collaborate with the Alberta Distance Learning Centre to develop and implement a German as a Second Language for ECS to Grade 9.
- The Valhalla School Foundation continues to collaborate with Peace Library Systems, in housing the Valhalla Public Library in Valhalla Community School. The Valhalla Public Library in return maintains and purchases teacher resources, and a comprehensive collection of children's and young adult literature to enrich our school curriculum.
- Continued partnering with 4H, through Alberta Agriculture, running a multi club at Valhalla Community School to enhance the Rural Leadership component of our charter.
- Our fiscal strategy continues to be one of producing a balanced budget annually with a modest surplus of 4%. We are committed to ensuring small class sizes, and excellence in the delivery of our curriculum. The VSF recognizes that it is in the students' best interest for the Valhalla School Foundation to support its educators by clearly defining all goals and expectations and in turn providing the means necessary for them to be carried out.
- Within the school, there are several class field trips planned, over the next two years. Two of these trips will be in the Province of Alberta, and one trip to Quebec is in the planning stages. The students, who are planning a variety of fundraising events to subsidize these endeavours, will fund these trips.

Capital and Facilities Projects

Valhalla School Foundation is working with Alberta Education on the deployment of a modular classroom to be delivered in February 2012.

Summary of Facility and Capital Plans

Valhalla School Foundation is working with Alberta Education on the deployment of a modular classroom to be delivered in February 2012.

Parental Involvement

The Charter board has met its obligations under the School Councils Regulation by providing Valhalla Community School Council the opportunity to be involved in development and review of school AERRs.

School results and an interpretation of Accountability Pillar measures are presented annually to the Valhalla Community School Council.

Timelines and Communication

The board approved Combined 3 Year Education Plan AERR for 2011-12 is posted at:

http://www.valhallacommunityschool.ca/Our_Charter/AERR_Nov11W97.pdf

APPENDIX – Measure Details

The following pages include the Valhalla Charter Review Action Plan as well as tables and graphs that provide detailed data for the performance measures.

Valhalla School Foundation Charter Review Action Plan 2011-2012

(Specific to May 2011 Alberta Education Charter Review Requirements)

Alberta Education, through its Valhalla Community Charter School Evaluation, has placed four requirements to be addressed through an action plan to be included as part of the 2011-2012 Valhalla School Foundation 3-Year Plan. The four required areas for improvement in the review include:

1. Develop a more extensive school wide assessment repertoire to ensure baseline and growth measures are regularly available to demonstrate student growth outcomes over time. It is important for Valhalla Charter School to demonstrate improved student learning outcomes across the core curriculum areas
2. Ensure that new or updated policies are in place to cover all regulated matters (e.g. student records, student placement, student selection, student access to school program, student transportation, reporting abuse, crisis response).
3. Make more explicit and measurable the school's education plan references to character development, citizenship and penmanship, as these elements are currently charter requirements.
4. Ensure the NE entrance area of the school is kept clear of school materials and equipment, as required by fire code standards.

Valhalla School Foundation is committed to fulfilling the requirements identified in the February 2011 Alberta Education Charter Review. In order to address these requirements, a number of strategies have been developed including the development of an electronic student portfolio designed to provide an individual student learning profile that will include PAT, CTBS, NIFDI scores as well as exemplars of student work. In the first year the portfolio will establish baselines for each student by which their future progress toward the achievement of learning outcomes may be measured. The electronic portfolio will also be used to document student achievements of charter goals including: Rural Leadership, 4-H, Penmanship, and Citizenship. Improved school wide assessment designed to support learning outcomes will also include grade level student transition meetings, NIFDI student placement meetings, and student led conferences. Valhalla School Foundation administration is committed to supporting the Board of Directors work in the area of policy. Administration and the Board of Directors will review existing policies, determine policy gaps with regulated matters and investigate comparable policies at other charter schools ensuring the Board's ability to pass updated policies. Finally, Valhalla Community School will ensure to keep the NE entrance free of all materials and equipment as required by fire code standards.

ACTION PLAN ARISING FROM THE CHARTER SCHOOL EVALUATION

CHARTER SCHOOL: Valhalla Charter School Foundation

Date: September 30 - October 15

Required Change (from report)	Strategy(ies) to Address Required Change	Person Responsible	Date of Completion	Outcome Measure or Indicator of Success
<ul style="list-style-type: none"> Develop a more extensive school wide assessment repertoire to ensure baseline and growth measures are regularly available to demonstrate student growth outcomes over time. It is important for Valhalla Charter School to demonstrate improved student learning outcomes across the core curriculum areas. Develop a more extensive school wide assessment repertoire to ensure baseline and growth measures are regularly available to demonstrate student growth outcomes over time. It is important for Valhalla Charter School to demonstrate improved student learning outcomes across the core 	<ul style="list-style-type: none"> Develop an electronic student portfolio which will contain samples of student work, individual results on standardized assessments such as PATS/CTBS, NFDI testing Entry of exemplars of student work that demonstrate improved student learning outcomes Grade level student transition meetings NIFDI student placement meetings Student led conferences re: learning outcomes 	<ul style="list-style-type: none"> Principal Teacher Teacher Teacher/ NIFD Principal 	<ul style="list-style-type: none"> September 2011 Monthly September 2011 As per NIFI contract Semi-annually 	<ul style="list-style-type: none"> Portfolio Developed Student work demonstrates improvement Meetings occur # of students changing groups Students parents report increased awareness of Charter goals

Required Change (from report)	Strategy(ies) to Address Required Change	Person Responsible	Date of Completion	Outcome Measure or Indicator of Success
curriculum areas.				
<ul style="list-style-type: none"> • Ensure that new or updated policies are in place to cover all regulated matters (e.g. student records, student placement, student selection, student access to school program, student transportation, reporting abuse, crisis response) 	<ul style="list-style-type: none"> • Administration to review existing policies, determine policy gaps with regulated matters and investigate comparable policies at other charter schools • Administration and Board Policy Committee to review presented updated policies to cover gaps in regulated matters • Board Policy Committee to recommend updated policies to the Board of Directors • Board to pass updated policies 	<ul style="list-style-type: none"> • Sec. Treas. Sup't • Board Policy Committee • Policy Chair and Sup't • Board 	<ul style="list-style-type: none"> • August 2011 • August 2011 • September 2011 • September 2011 	<ul style="list-style-type: none"> List of identified policy gaps Meeting Policy Committee Recommendations New Board Policies
<ul style="list-style-type: none"> • Make more explicit and measurable the school's education plan references to character development, citizenship and penmanship, as these elements are currently charter requirements. 	<ul style="list-style-type: none"> • Implement school wide student portfolio program to assess student achievement of charter outcomes <ul style="list-style-type: none"> ○ Students will submit penmanship samples, monthly beginning the first week of school ○ Student penmanship to be reported 	<ul style="list-style-type: none"> Principal Home Room Teacher Principal 	<ul style="list-style-type: none"> September 2011 Monthly Each Reporting 	<ul style="list-style-type: none"> Student Portfolio Penmanship in portfolio Report Card

Required Change (from report)	Strategy(ies) to Address Required Change	Person Responsible	Date of Completion	Outcome Measure or Indicator of Success
	<p>through anecdotal comments on report card</p> <ul style="list-style-type: none"> ○ Leadership and Citizenship opportunities identified in teacher long range plans ○ Evidence of successful participation in student citizenship and leadership activities to be placed in student portfolio's <ul style="list-style-type: none"> ▪ VCS Multi-Club ▪ Gr. 7/8/9 Leadership Class ● Implement student led conferencing to demonstrate achievement of charter goal outcomes during parent teacher interviews 	<p>Principal</p> <p>Teacher</p> <p>Principal</p>	<p>Period</p> <p>Principal</p> <p>Each Reporting Period</p> <p>Each Reporting Period</p>	<p>Comments</p> <p>Long range plans</p> <p>Leadership and Citizenship in portfolio</p> <p>Student led conferences</p>
<ul style="list-style-type: none"> ● Ensure the NE entrance area of the school is kept clear of school materials and equipment, as required by fire code standards. 	<ul style="list-style-type: none"> ● Clear NE Entrance of all materials and equipment as required by fire code standards 	<p>Principal</p>	<p>March 2011</p>	<p>Clean Fire Inspection Report Area Photo</p>

Provincial Achievement Test Results – Measure Details (OPTIONAL)

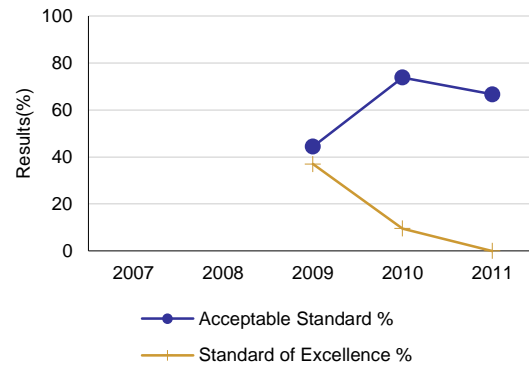
PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2007		2008		2009		2010		2011		2011	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 3	Authority	n/a	n/a	n/a	n/a	45.5	36.4	70.0	10.0	66.7	0.0		
	Province	80.3	17.7	80.1	16.1	81.3	18.2	81.6	19.5	81.8	17.5		
French Language Arts 3	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	83.8	15.8	84.1	16.3	80.6	15.8		
Français 3	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	82.5	16.3	86.4	16.3	84.2	18.6		
Mathematics 3	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	55.6	11.1		
	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	n/a	n/a	n/a	n/a	*	*	87.5	0.0	*	*		
	Province	80.3	19.8	81.1	21.0	81.8	18.9	83.3	18.9	83.0	18.5		
French Language Arts 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	88.1	11.0	87.7	14.2	91.5	15.9	88.3	15.9	89.4	17.1		
Français 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	93.0	18.0	94.3	17.1	92.6	18.7	91.3	18.3	92.2	17.6		
Mathematics 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	16.7	0.0		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	73.7	17.8		
Science 6	Authority	n/a	n/a	n/a	n/a	*	*	62.5	18.8	*	*		
	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	62.5	0.0	*	*		
	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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	77.5	14.8	76.5	14.8	78.7	14.7	79.3	15.0	79.1	16.3		
English Lang Arts 9 KAE	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	66.8	7.8	67.2	7.9		
French Language Arts 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	81.3	12.9	84.5	12.4	81.8	10.3	86.1	12.4	88.8	15.0		
Français 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	81.6	12.6	84.8	11.7	85.6	12.9	84.3	12.7	90.2	15.8		
Mathematics 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	66.1	17.3		
Mathematics 9 KAE	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		

	Province	n/a	n/a	n/a	n/a	n/a	n/a	65.6	15.3	64.9	14.9		
Science 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	69.6	14.7	69.3	13.0	72.2	15.8	73.6	17.7	74.9	20.8		
Science 9 KAE	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	67.2	14.3	69.5	15.3		
Social Studies 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	68.9	18.8	67.2	19.0		
Social Studies 9 KAE	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	64.6	15.7	61.9	13.6		

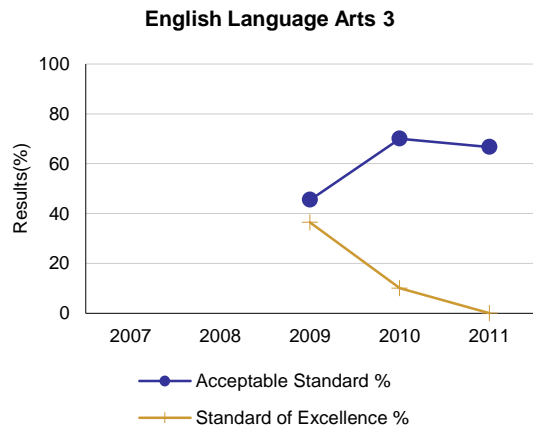
Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

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

Graph of Overall Provincial Achievement Test Results (optional)

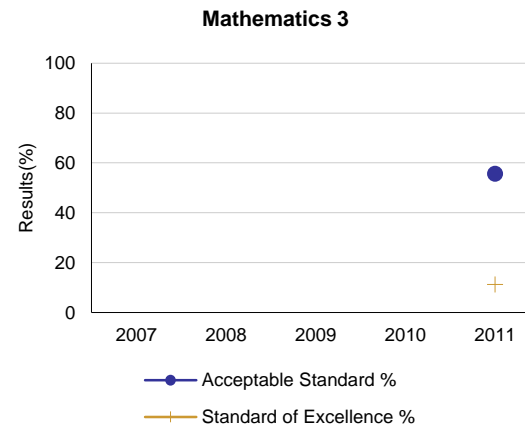


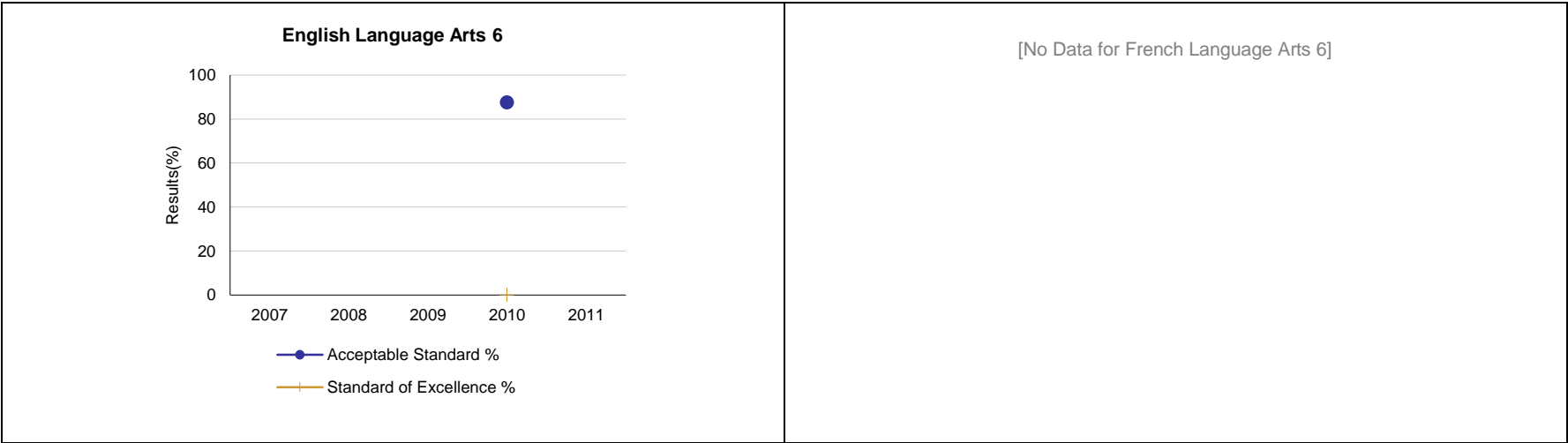
Graph of Provincial Achievement Test Results by Course (optional)



[No Data for French Language Arts 3]

[No Data for Français 3]



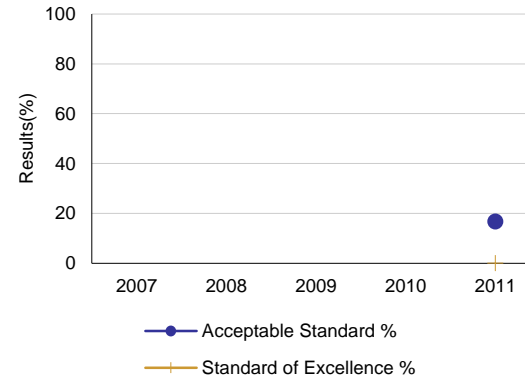


Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

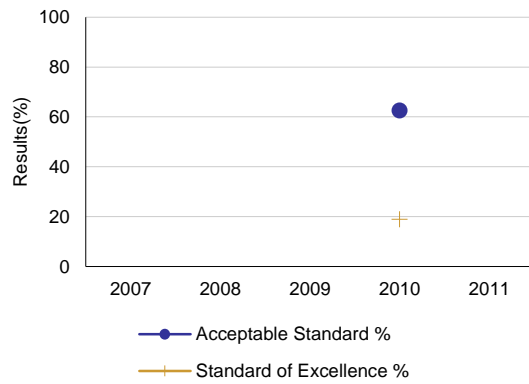
Graph of Provincial Achievement Test Results by Course (optional)

[No Data for Français 6]

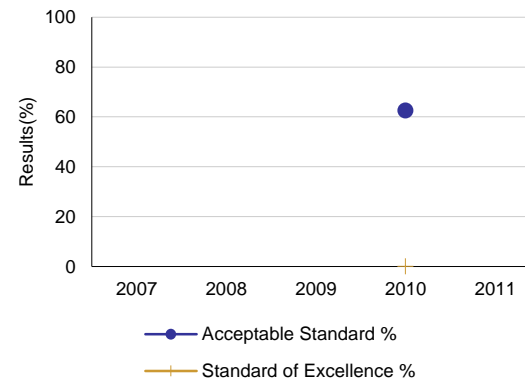
Mathematics 6



Science 6



Social Studies 6



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

Course	Measure	Valhalla School Foundation							Alberta			
		Achievement	Improvement	Overall	2011		Prev 3 Yr Avg		2011		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Language Arts 3	Acceptable Standard	Very Low	Maintained	Concern	9	66.7	11	57.7	42,944	81.8	42,052	81.0
	Standard of Excellence	Very Low	Declined	Concern	9	0.0	11	23.2	42,944	17.5	42,052	17.9
French Language Arts 3	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,180	80.6	3,046	83.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,180	15.8	3,046	16.1
Français 3	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	532	84.2	520	84.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	532	18.6	520	16.3
English Language Arts 6	Acceptable Standard	*	*	*	6	*	16	87.5	43,433	83.0	43,646	82.1
	Standard of Excellence	*	*	*	6	*	16	0.0	43,433	18.5	43,646	19.6
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,635	89.4	2,307	89.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,635	17.1	2,307	15.3
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	460	92.2	442	92.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	460	17.6	442	18.0
Science 6	Acceptable Standard	*	*	*	6	*	16	62.5	43,441	76.2	43,534	76.0
	Standard of Excellence	*	*	*	6	*	16	18.8	43,441	25.0	43,534	25.1
Social Studies 6	Acceptable Standard	*	*	*	6	*	16	62.5	43,537	71.1	43,601	71.0
	Standard of Excellence	*	*	*	6	*	16	0.0	43,537	18.5	43,601	16.4
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,024	79.1	43,763	78.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,024	16.3	43,763	14.8
English Lang Arts 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,606	67.2	1,587	66.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,606	7.9	1,587	7.8
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,331	88.8	2,324	84.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,331	15.0	2,324	11.7
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	336	90.2	324	84.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	336	15.8	324	12.4
Mathematics 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,936	64.9	1,894	65.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,936	14.9	1,894	15.3
Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	42,932	74.9	43,553	71.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	42,932	20.8	43,553	15.5
Science 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,586	69.5	1,526	67.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,586	15.3	1,526	14.3
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,128	67.2	43,769	68.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,128	19.0	43,769	18.8
Social Studies 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,573	61.9	1,557	64.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,573	13.6	1,557	15.7

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

Measure Evaluation Reference - Achievement Evaluation

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

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

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

Notes:

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

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

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

Improvement Table

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

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

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

Overall Evaluation Table

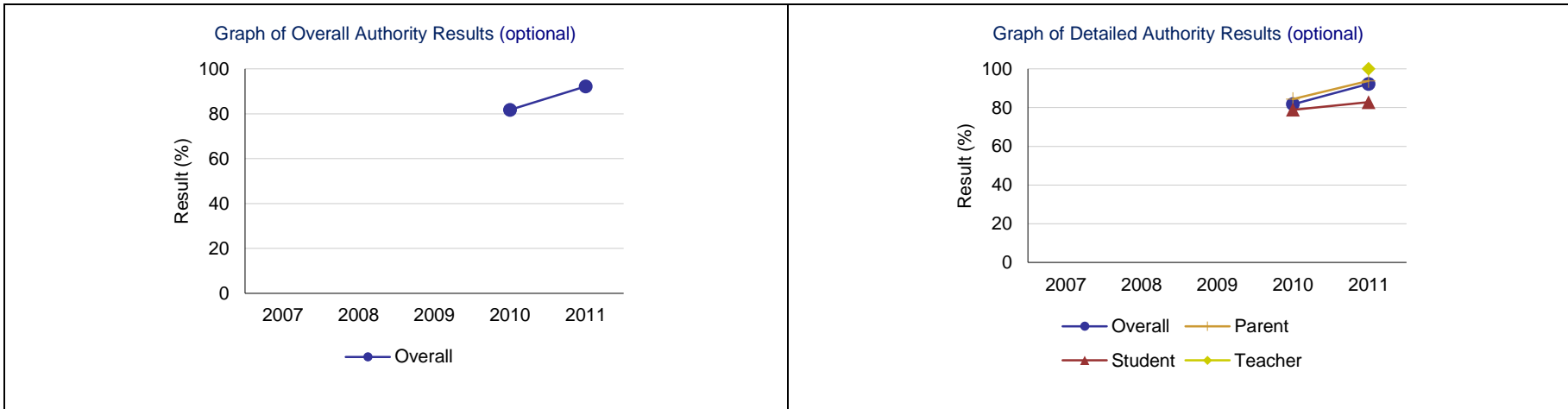
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

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

Ciizenship – 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	n/a	n/a	n/a	81.7	92.2	76.6	77.9	80.3	81.4	81.9
Teacher	n/a	n/a	n/a	*	100.0	89.9	90.6	91.8	93.0	92.7
Parent	n/a	n/a	*	84.4	93.8	72.6	74.7	77.4	78.5	78.6
Student	n/a	n/a	n/a	78.9	82.8	67.1	68.5	71.8	72.7	74.5

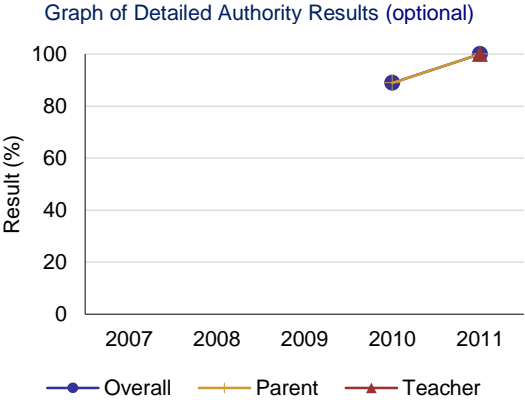
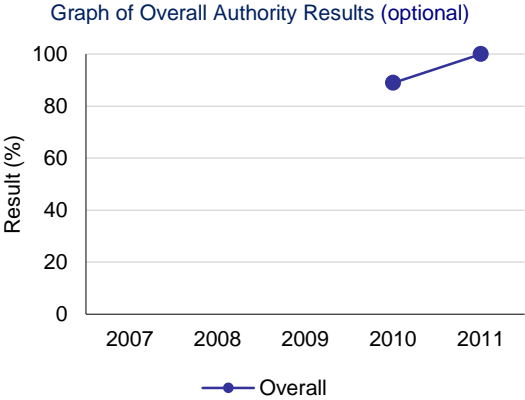


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

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	n/a	n/a	n/a	88.9	100.0	77.1	80.1	79.6	79.9	80.1
Teacher	n/a	n/a	n/a	*	100.0	89.2	89.3	88.9	90.0	89.6
Parent	n/a	n/a	*	88.9	100.0	65.1	70.9	70.2	69.8	70.6

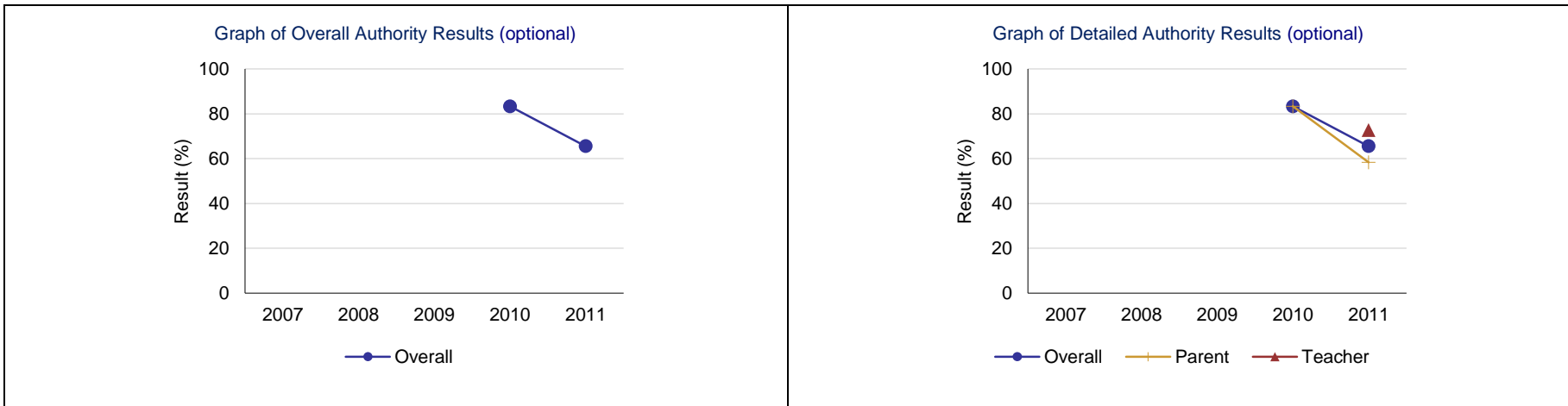


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Lifelong Learning – Measure Details (OPTIONAL)

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

	Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	n/a	n/a	n/a	83.3	65.5	65.6	66.7	67.4	67.6	67.9
Teacher	n/a	n/a	n/a	*	72.7	74.1	73.8	74.0	75.4	75.3
Parent	n/a	n/a	*	83.3	58.3	57.1	59.5	60.8	59.8	60.6

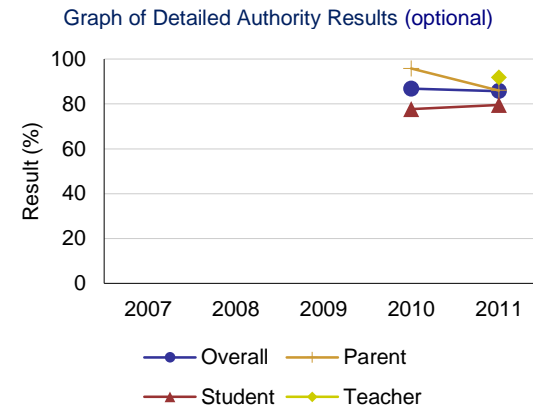
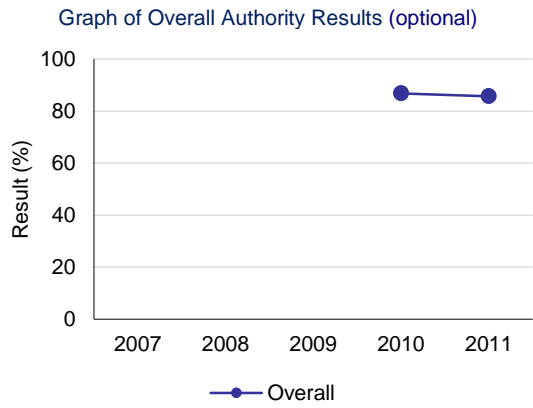


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

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.

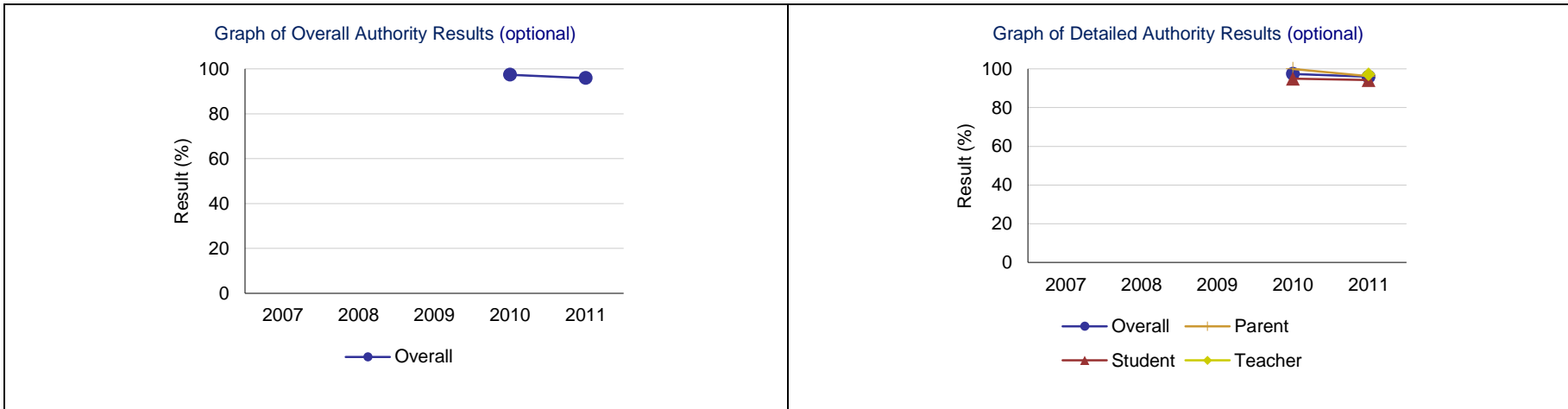
	Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	n/a	n/a	n/a	86.8	85.7	78.5	79.4	80.3	80.5	80.9
Teacher	n/a	n/a	n/a	*	91.7	85.7	86.4	86.8	87.7	87.6
Parent	n/a	n/a	*	95.8	86.0	76.9	77.6	78.7	78.0	78.3
Student	n/a	n/a	n/a	77.7	79.5	72.9	74.1	75.3	75.9	76.9



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)

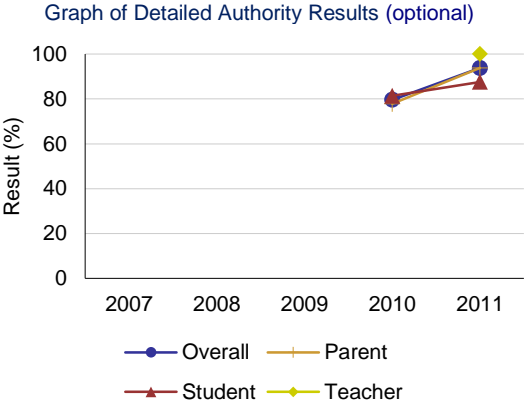
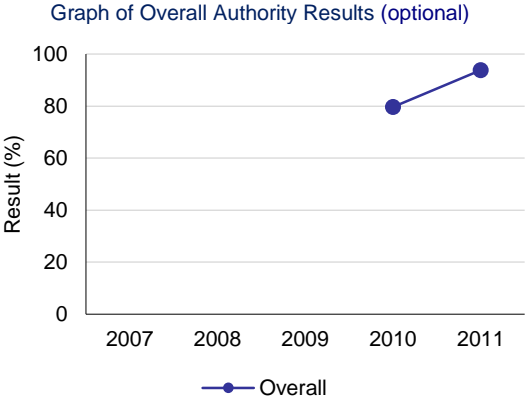
Percentage of teachers, parents and students satisfied with the overall quality of basic education.										
	Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	n/a	n/a	n/a	97.4	95.9	87.6	88.2	89.3	89.2	89.4
Teacher	n/a	n/a	n/a	*	97.2	94.7	94.9	95.3	95.6	95.5
Parent	n/a	n/a	*	100.0	96.2	81.8	83.0	84.4	83.9	84.2
Student	n/a	n/a	n/a	94.9	94.2	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	n/a	n/a	n/a	79.6	93.8	84.2	85.1	86.9	87.6	88.1
Teacher	n/a	n/a	n/a	*	100.0	92.6	93.1	93.8	94.4	94.5
Parent	n/a	n/a	*	77.8	93.8	81.7	83.2	85.3	86.1	86.6
Student	n/a	n/a	n/a	81.4	87.6	78.5	79.1	81.7	82.2	83.3

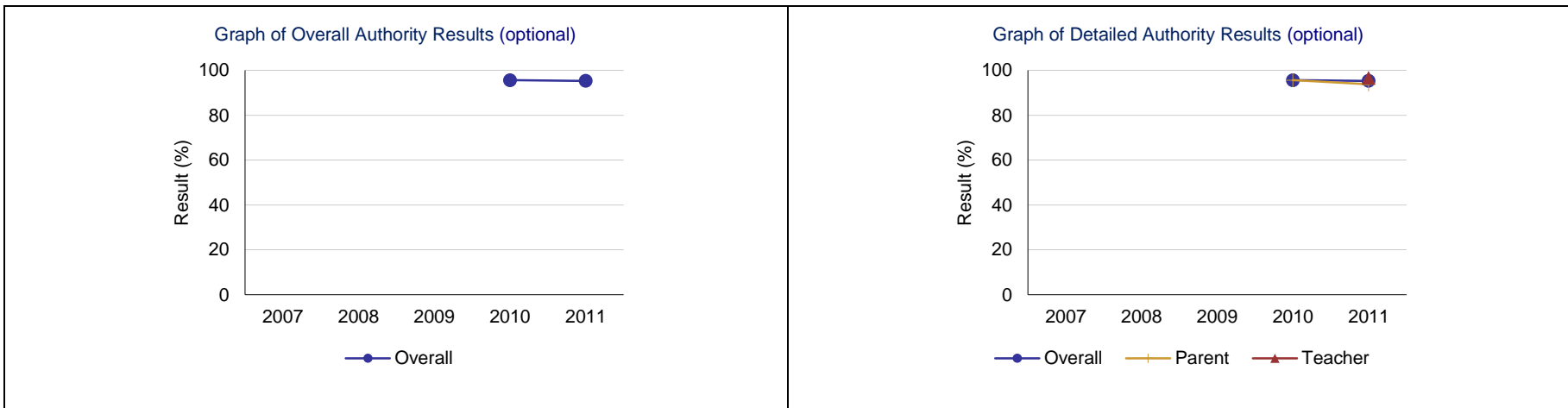


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

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	n/a	n/a	n/a	95.6	95.3	77.5	78.2	80.1	80.0	79.9
Teacher	n/a	n/a	n/a	*	96.7	87.1	87.5	88.0	88.6	88.1
Parent	n/a	n/a	*	95.6	93.8	67.9	69.0	72.2	71.3	71.7

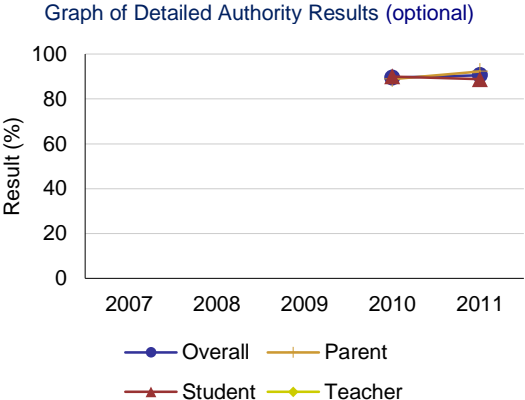
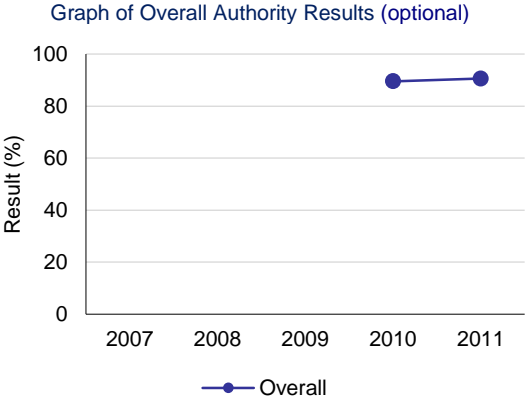


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

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.

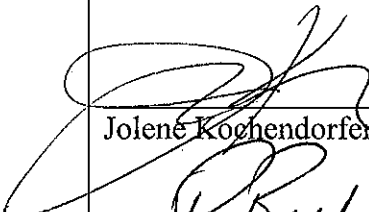
	Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Overall	n/a	n/a	n/a	89.5	90.6	76.3	77.0	79.4	79.9	80.1
Teacher	n/a	n/a	n/a	*	*	74.5	75.6	78.2	80.8	80.1
Parent	n/a	n/a	*	88.9	92.3	75.1	75.9	78.1	77.0	77.3
Student	n/a	n/a	n/a	90.0	88.8	79.3	79.5	81.8	81.8	82.9



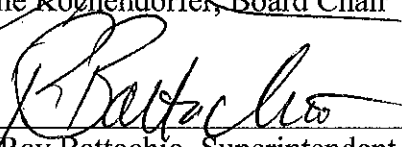
Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Accountability Statement

The Annual Education Results Report for the **2010-2011** school year and the Education Plan for the three years commencing September 1, **2011-1014** for **Valhalla School Foundation** was prepared under the direction of the Board in accordance with its responsibilities under the *School Act* and the *Government Accountability Act*. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results. The Board approved this combined Annual Education Results Report for the 2010/2011 school year and the three-year Education Plan for 2011– 2014 on October 24, 2011.



Jolene Kochendorfer, Board Chair



Mr. Ray Battochio, Superintendent

NOV 28, 2011
Date

NOV 28, 2011
Date

Board of Directors

- | | |
|-----------------------------|--------------|
| Jolene Kochendorfer (Chair) | Andre Harpe |
| Trone Arnet | Tara Fehr |
| Brenda Kjemhus | John Moutray |
| Diane Nordhagen | |

Senior Officials

- | | |
|---------------------------------|-----------------------|
| Superintendent of Schools | Mr. Ray Battochio |
| Secretary Treasurer | Mrs. Mary Ann Westad |
| Transportation Supervisor | Mr. Doug Kochendorfer |