

TEMPO
SCHOOL



**Combined 3-Year Education Plan and Annual Education
Results Report (AERR) for School Authorities**

Accountability Statement

The Annual Education Results Report for the 2009-2010 school year and the Education Plan for the three years commencing September 1, 2010 for Tempo School was prepared under the direction of the Board in accordance with its responsibilities under the Private Schools Regulation and the Education Grants Regulation. 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 2009/2010 school year and the three-year Education Plan for 2010 - 2013 on 23 November, 2010.

26 November, 2009

Hugh McPhail QC,
Chairman of the Board

Foundation Statements (optional)

Principles

The education of children is primarily the right, responsibility and duty of the parents.

The complete education of a person is multi-faceted.

The school is only one agency helping parents to educate their children and the school's function is primarily intellectual.

The school should provide an integrated and orderly learning program that focuses primarily on intellectual development.

The discipline of learning requires economy of subject matter, economy of time and economy of method.

Goals

Tempo School will assist parents in educating their children.

Tempo School will teach students to think for themselves and how to learn.

Tempo School will develop habits of work and study in its students that will stand them in good stead for the rest of their lives

Tempo School will cultivate in its students the capacity to concentrate their attention effectively.

A Profile of the School Authority (optional)

Tempo is an accredited K-12 private school.

Tempo was established in 1963 by an Act of the Alberta Legislature (The Tempo Act). The school was founded in the belief that the complete education of children is the responsibility of parents. The complete education of a child includes physical, moral, religious, civic and aesthetic education; the proper function of the school, however, is to address itself to intellectual development. Tempo provides parents with expert academic expertise in this important dimension of the educational endeavor. The complete education of children is, in the Tempo view, the responsibility of parents, not the school. The school's focus is more narrowly, more academically, focused.

Following that fundamental belief about the role of parents and the role of the school, Tempo's curriculum is unabashedly academic. In the early grades, there is a focus on language education (reading, spelling, grammar, English) and on mathematics. French instruction begins in grade 2. geography and history are taught as separate subjects beginning in grades 4 and 6 respectively. From Grade 7, the centrality of mathematics and sciences increases. Chemistry, physics and biology are taught as separate subjects from this point. Latin is introduced in grade 7.

At Tempo, in part because it is a small school, all students follow the same curriculum: all our students take the same subjects. Thus, in the high school, for example, all students take English, history, geography, French, biology, mathematics (including math 31) chemistry, and physics.

Tempo has a student population of around 380 and a teaching staff of 35. The school has an attractive physical education program and a number of after-school, extra-curricular activities, many of which are organized by parents.

Summary of Accomplishments (optional)

- A number of renovations were made to the building this year, not the least of which was new siding installed on the south and west facing exterior.
- Despite the recession, Tempo's enrolment remains solid. We began interviewing parents of prospective kindergarten students with a view to ensuring the families of new students understand the collaborative relationship Tempo seeks between parents and school.
- There were a number of student organized fund-raising events in the school during this year. Donations were made to the Youth Emergency Shelter, to Oxfam, to Humanitarian Coalition for Haiti. The events that raised the funds included movie "nights," Upper School dances, lunch events.
- The Parent Advisory Council was similarly active (frequently lending support to events organized by both the school or by students).
- Tempo students traveled to Quebec City and Montreal during our February Break.
- Tempo's drama club staged its second annual theatre night, in a new venue, the Stanley Milner Theatre
- Tempo's most notable achievements, however, were the academic achievements of our students. Tempo students performed very well on achievement tests and diploma examinations. We were particularly glad to see our grade 3 math results surpass our own high standard of the last few years.
- We expanded the range of subjects in which we offer Advanced Placement courses. Students wrote the AP exams in English, Chemistry, French, Physics and Math. Tempo students average grade on AP exams was 4.25/5.00.

October 2010 Accountability Pillar Overall Summary (Required for Public/Separate/Francophone/Charter School Authorities and Level 2 Private Schools)

Goal	Measure Category	Measure Category Evaluation	Measure	Tempo School			Alberta			Measure Evaluation		
				Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Goal 1: High-quality learning opportunities	Safe and Caring Schools	Issue	Safe and Caring	86.7	92.1	92.1	87.6	86.9	85.4	High	Declined Significantly	Issue
	Student Learning Opportunities	Good	Program of Studies	63.8	54.0	54.0	80.5	80.3	79.4	Very Low	Improved	Issue
			Education Quality	92.9	94.8	94.8	89.2	89.3	88.4	Very High	Maintained	Excellent
			Drop Out Rate	3.3	0.0	0.7	4.3	4.8	4.8	High	Declined	Acceptable
			High School Completion Rate (3 yr)	100.0	100.0	96.6	71.5	70.8	70.9	Very High	Maintained	Excellent
Goal 2: Excellence in student learning outcomes	Student Learning Achievement (Grades K-9)	Excellent	PAT: Acceptable	99.4	97.2	96.0	79.1	78.3	77.2	Very High	Improved	Excellent
			PAT: Excellence	43.1	40.6	40.9	19.4	18.3	18.2	Very High	Maintained	Excellent
	Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	100.0	100.0	100.0	83.4	84.3	84.3	Very High	Maintained	Excellent
			Diploma: Excellence	73.7	84.6	62.0	19.0	18.5	19.2	Very High	Maintained	Excellent
			Diploma Exam Participation Rate (4+ Exams)	100.0	100.0	96.1	53.5	53.3	53.6	Very High	Maintained	Excellent
			Rutherford Scholarship Eligibility Rate (Revised)	100.0	95.5	96.3	56.9	57.3	56.7	Very High	n/a	n/a
	Preparation for Lifelong Learning, World of Work, Citizenship	Good	Transition Rate (6 yr)	79.3	100.0	93.5	59.8	59.2	58.7	Very High	Declined	Good
			Work Preparation	89.7	91.1	91.1	79.9	79.6	78.9	Very High	Maintained	Excellent
			Citizenship	82.8	86.6	86.6	81.4	80.3	78.3	Very High	Declined	Good
Goal 4: Highly responsive and responsible education system	Parental Involvement	Excellent	Parental Involvement	83.3	82.8	82.8	80.0	80.1	78.6	Very High	Maintained	Excellent
	Continuous Improvement	Excellent	School Improvement	85.4	77.1	77.1	79.9	79.4	77.6	Very High	Improved Significantly	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 (*).

October 2010 Accountability Pillar Overall Summary – FNMI (Required for Public/Separate/Francophone School Authorities)

[No Data for Overall Summary - FNMI]

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 section for Goal 3 includes evaluations for the performance measures included in the table above. If jurisdictions desire not to present evaluations for each performance measure in that section, please include a reference to this overall summary page under Goal 3.
5. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Goal One: High Quality Learning Opportunities

Outcome: Schools environments are safe and caring.

Performance Measure	Results (in percentages)					Target ¹	Evaluation			Targets ²		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
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	92.1	86.7		High	Declined Significantly	Issue	87	87.5	88

The “Evaluation section” on this measure, and the others derived from the provincial satisfaction survey, seems to us problematic. The provincial satisfaction survey has only been administered to Tempo students, parents and teachers twice. That being so, no baseline exists to form a basis of comparison. This is why we see here the rather odd outcome, our “achievement” is high, but our “improvement” is registered as “declined significantly” which, “overall” is an issue. What this amounts to, however, is that we scored “very high” in the first year of the survey, and merely “high” in the second year. But it is impossible to know which of the two years is “normal.” Two years of data is simply not a sufficient basis on which to form a judgment.

Strategies

Tempo’s strategy on this measure will be twofold: to continue to cultivate the practices and culture that has produced high achievement, on the one hand, and waiting, on the other, until there is enough data to form a judgment..

In the interim, homeroom and subject teachers will inform their students about the necessary components of a safe and caring classroom and school

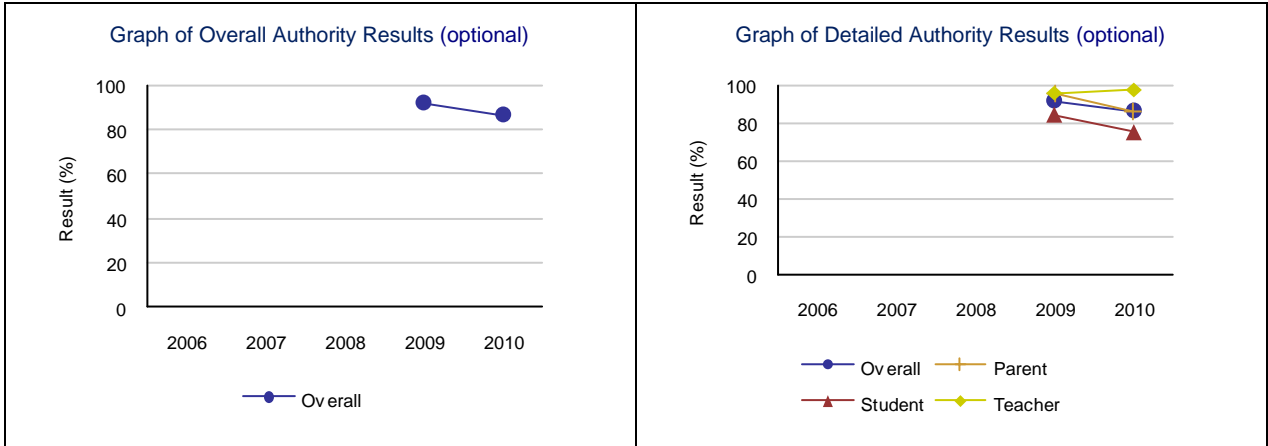
Administration will facilitate solutions to any parental concerns about safety, respect and fairness.

Students will read and sign Tempo’s Rules of Conduct in the homework book.

¹ If authority had set a target for 2009/10 in the three year education plan 2009/10 – 2011/12., include it in the space provided for each required measure.

² Annual targets for Accountability Pillar measures with an overall evaluation of “Issue” or “Concern” are required and must indicate progress toward or moving into the next higher achievement standard over the plan period.

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				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	n/a	n/a	n/a	92.1	86.7	84.4	84.2	85.1	86.9	87.6
Teacher	n/a	n/a	n/a	96.0	97.8	92.8	92.6	93.1	93.8	94.4
Parent	n/a	n/a	n/a	95.5	86.7	82.1	81.7	83.2	85.3	86.1
Student	n/a	n/a	n/a	84.8	75.6	78.4	78.5	79.1	81.7	82.2



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 meets the needs of all K–12 students and supports our society and the economy.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
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	54.0	63.8		Very Low	Improved	Issue	64.5	65	66
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	n/a	n/a	n/a	94.8	92.9		Very High	Maintained	Excellent			

Comment on Results

We have the same reservation here that we had in relation to Goal One, above.

Of the first of these measures, however, it is extremely unlikely that Tempo will ever score better than “very low.” Tempo does not now aspire (and never has aspired) to offer a “broad program of studies.” Tempo is an academically-oriented private school. We concern ourselves with the intellectual development of our students. This accounts for the fact that we are able, at one and the same time, to have a “very low achievement” on the “broad program of studies” question and a “very high achievement” on the “quality of basic education.” Tempo does not try to do everything. We try, instead, with considerable success, to do what we do very well.

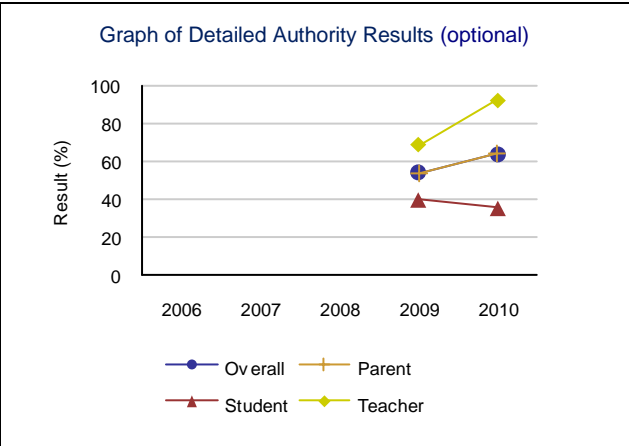
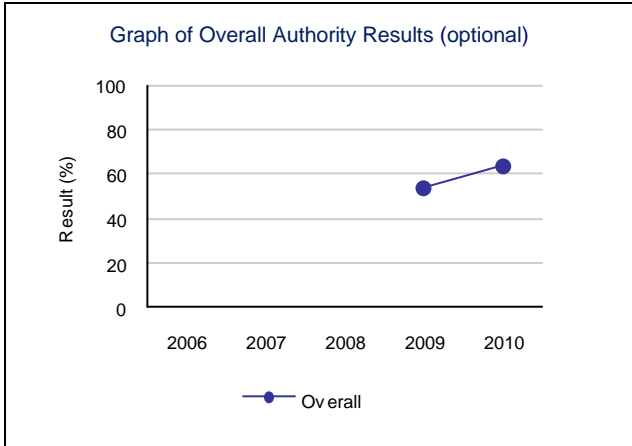
Strategies

Homeroom teachers will inform students about the variety of extra curricular activities offered by the school and the broader community.

Physical education teachers will continue to develop their diverse and engaging off-site program.

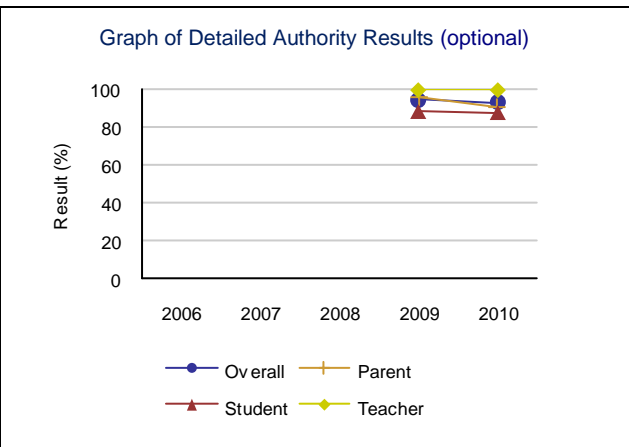
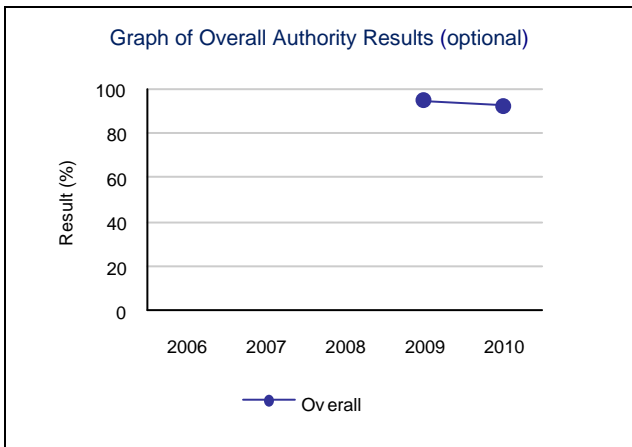
Administration will continue to encourage new clubs according to student interest and staff availability.

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				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	n/a	n/a	n/a	54.0	63.8	78.1	78.5	79.4	80.3	80.5
Teacher	n/a	n/a	n/a	68.5	92.3	85.2	85.7	86.4	86.8	87.7
Parent	n/a	n/a	n/a	53.9	64.0	76.6	76.9	77.6	78.7	78.0
Student	n/a	n/a	n/a	39.7	35.1	72.6	72.9	74.1	75.3	75.9



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

Measure Details (OPTIONAL)										
Percentage of teachers, parents and students satisfied with the overall quality of basic education.										
	Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	n/a	n/a	n/a	94.8	92.9	87.7	87.6	88.2	89.3	89.2
Teacher	n/a	n/a	n/a	100.0	100.0	94.8	94.7	94.9	95.3	95.6
Parent	n/a	n/a	n/a	95.9	90.7	81.6	81.8	83.0	84.4	83.9
Student	n/a	n/a	n/a	88.4	87.8	86.6	86.4	86.6	88.3	88.2



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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2005	2006	2007	2008	2009	2010	Achievement	Improvement	Overall	2011	2012	2013
Drop Out Rate - annual dropout rate of students aged 14 to 18	2.3	2.0	0.0	0.0	3.3	0.0	High	Declined	Acceptable	0	0	0

Comment on Results

We are unaware of any Tempo students dropping out in the 2009-2010 school year and therefore question Alberta Education's figure. We suspect the "dropouts" are, in fact, students who left the province. Tempo's clientele, both parents and students, are generally focused on doing well at school and continuing to post-secondary, and so we expect our "achievement" to remain high.

Strategies

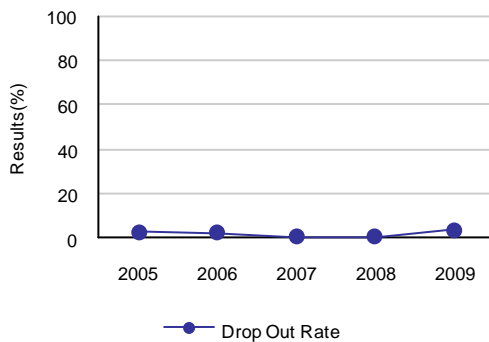
Since Tempo has had a low drop-out rate over the years, we will continue with our existing practice of forming a fruitful relationship between parents, students and the school in the educational project by keeping classes small and encouraging regular communication between parents and teachers.

Measure Details (OPTIONAL)

Drop Out Rate - annual dropout rate of students aged 14 to 18

	Authority					Province				
	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009
Drop Out Rate	2.3	2.0	0.0	0.0	3.3	5.0	4.7	5.0	4.8	4.3
Returning Rate	100.0	0.0	0.0	n/a	n/a	21.3	21.2	21.3	19.8	23.5

Graph of Authority Results (optional)



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

Outcome: High school completion rates are showing continual improvement.

Performance Measure	Results (in Percentages)					Target	Evaluation			Targets		
	2005	2006	2007	2008	2009	2010	Achievement	Improvement	Overall	2011	2012	2013
High School Completion Rate – percentages of students who completed high school within three years of entering Grade 10.	100.0	96.9	92.9	100.0	100.0		Very High	Maintained	Excellent	100	100	100

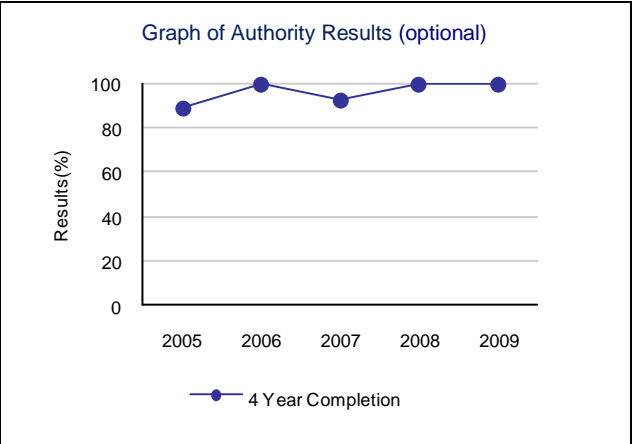
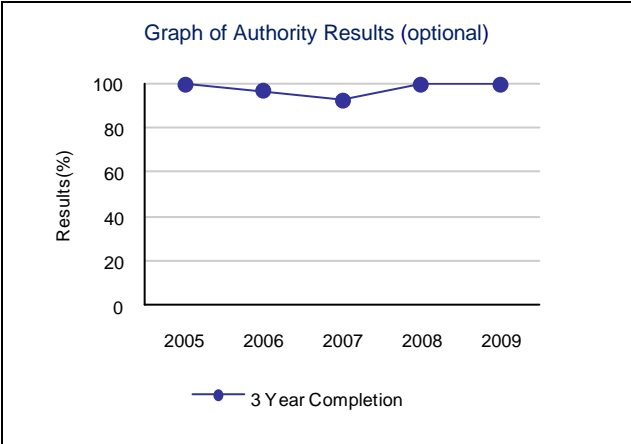
Comment on Results (OPTIONAL)

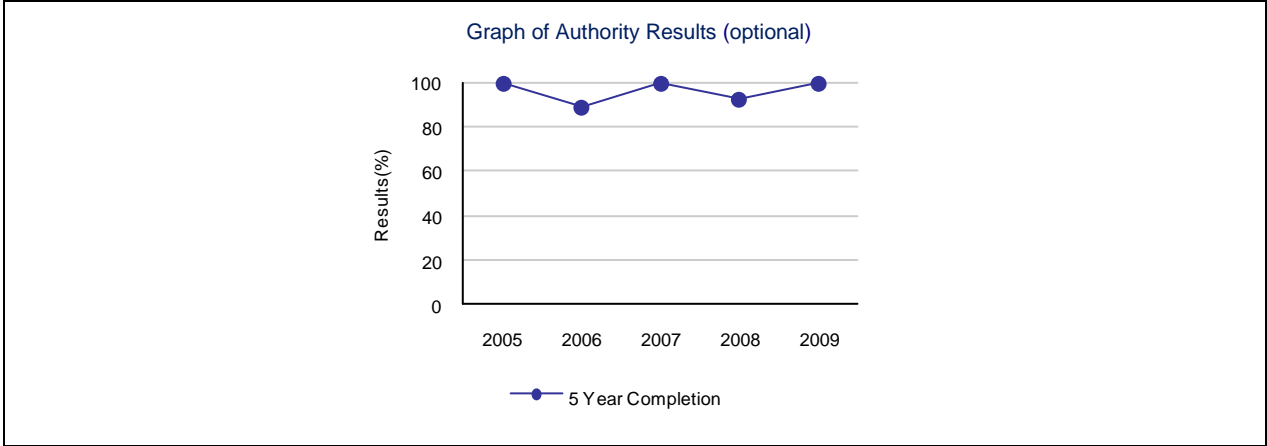
Tempo has a rigorous high school program that explicitly aims at university preparation so that, as a general rule, it is attractive to bright and hardworking students who have solid support from their parents. (At least one of the highlighted numbers in the chart below seems to be wrong.)

Strategies

We will continue with our current successful practice: small classes, good teachers, good students with supportive parents. We will continue, also, to counsel students who are unlikely to be successful in Tempo’s rigorous program with respect to alternatives and options.

Measure Details (OPTIONAL)										
High School Completion Rate – percentages of students who completed high school within three, four and five years of entering Grade 10.										
	Authority					Province				
	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009
3 Year Completion	100.0	96.9	92.9	100.0	100.0	70.7	70.6	71.1	70.8	71.5
4 Year Completion	89.2	100.0	92.9	100.0	100.0	75.0	76.1	76.1	76.3	76.1
5 Year Completion	100.0	89.2	100.0	92.9	100.0	77.0	78.1	78.9	78.7	79.0





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 authority measures related to Goal 1 (minimum one year of results – authorities are encouraged to provide multi-year results for trend analysis).

Goal Two: Excellence in Student Learning Outcomes

Outcome: *Students demonstrate high standards in learner outcomes.*

Performance Measure	Results (in percentages)					Target 2010	Evaluation			Targets		
	2006	2007	2008	2009	2010		Achievement	Improvement	Overall	2011	2012	2013
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on provincial achievement tests.	94.0	97.2	93.7	97.2	99.4		Very High	Improved	Excellent	100	100	100
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on provincial achievement tests.	41.1	49.4	32.7	40.6	43.1		Very High	Maintained	Excellent	45	45	45
Overall percentage of students who achieved the acceptable standard on diploma examinations.	97.5	100.0	100.0	100.0	100.0		Very High	Maintained	Excellent	100	100	100
Overall percentage of students who achieved the standard of excellence on diploma examinations.	67.5	36.4	65.1	84.6	73.7		Very High	Maintained	Excellent	65	65	65

Performance Measure	Results (in percentages)					Target 2010	Evaluation			Targets		
	2005	2006	2007	2008	2009		Achievement	Improvement	Overall	2011	2012	2013
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	100.0	95.4	92.9	100.0	100.0		Very High	Maintained	Excellent	100	100	100
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	92.3	93.3	100.0	95.5	100.0		Very High	n/a	n/a	95	95	95

Comment on Results (OPTIONAL)

These results, consistently high, speak to the academic character of the school.

Strategies

We will continue to engage students in high-level academic learning and intellectual development..

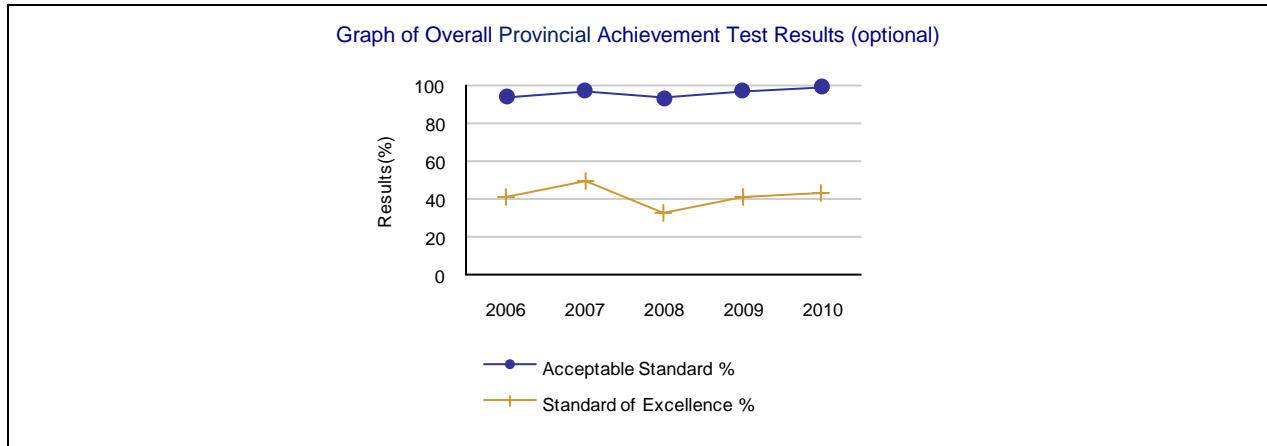
Notes:

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. 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.
3. Diploma Examination Participation rates are based upon a cohort of grade 10 students who are tracked over time.
4. 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.
5. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

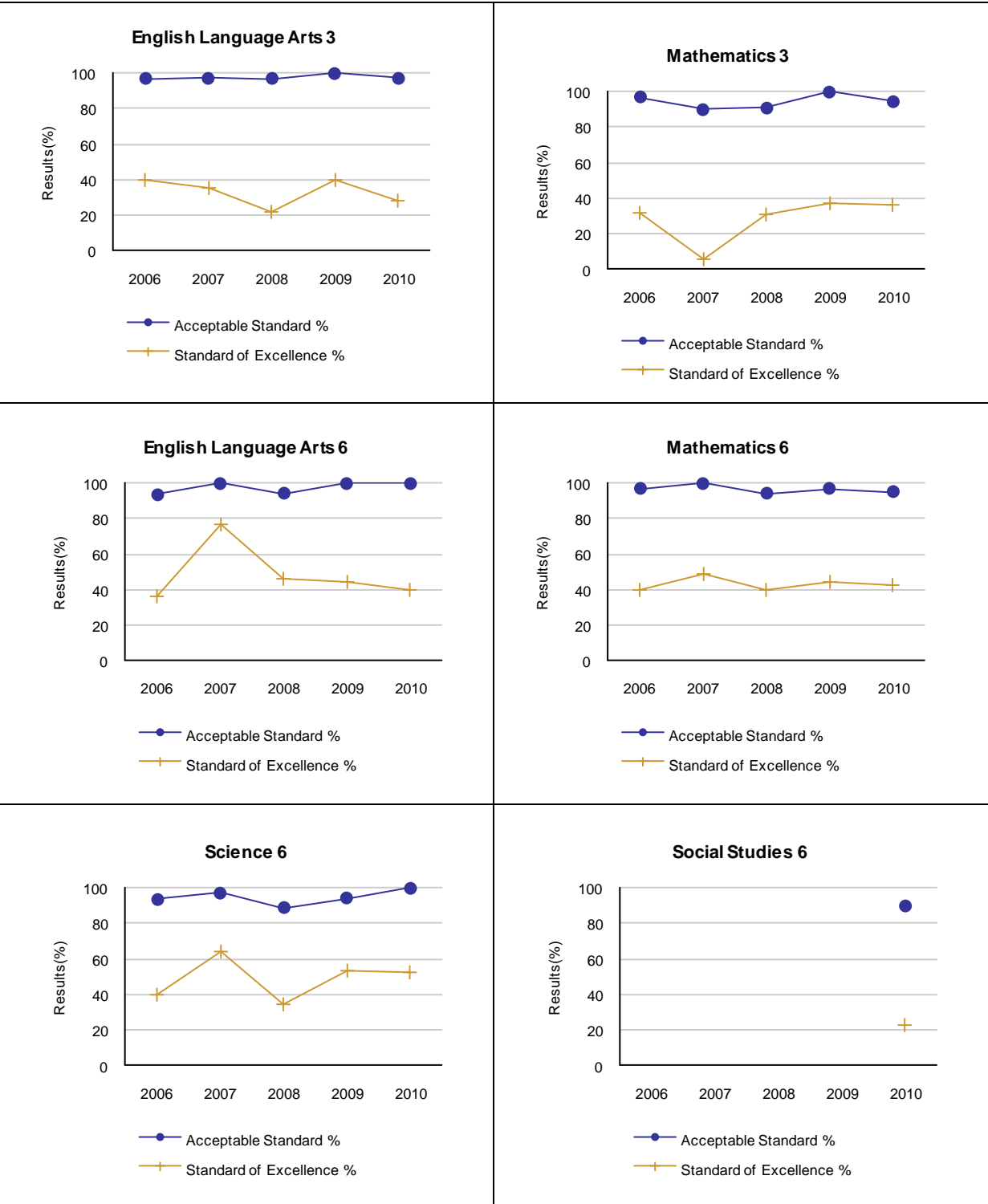
Measure Details (OPTIONAL)													
PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2006		2007		2008		2009		2010		2010	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 3	Authority	97.1	40.0	97.5	35.0	97.0	21.2	100.0	40.0	97.4	28.2		
	Province	81.3	14.1	80.3	17.7	80.1	16.1	81.3	18.2	81.6	19.5		
Mathematics 3	Authority	97.1	31.4	90.0	5.0	90.9	30.3	100.0	37.1	94.9	35.9		
	Province	82.0	26.9	79.9	23.5	78.7	23.9	79.7	26.8	76.4	24.8		
English Language Arts 6	Authority	93.9	36.4	100.0	76.9	94.3	45.7	100.0	44.1	100.0	40.0		
	Province	79.0	15.9	80.3	19.8	81.1	21.0	81.8	18.9	83.3	18.9		
Mathematics 6	Authority	97.0	39.4	100.0	48.7	94.3	40.0	97.1	44.1	95.0	42.5		
	Province	75.2	15.6	74.0	14.5	74.6	15.9	76.6	16.8	74.3	16.5		
Science 6	Authority	93.9	39.4	97.4	64.1	88.6	34.3	94.1	52.9	100.0	52.5		
	Province	78.1	27.7	75.2	26.6	74.8	24.1	76.5	24.8	76.8	26.4		
Social Studies 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	90.0	22.5		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	71.0	16.4		
English Language Arts 9	Authority	96.0	60.0	96.8	45.2	96.4	32.1	95.0	30.0	100.0	41.7		
	Province	77.4	13.6	77.5	14.8	76.5	14.8	78.7	14.7	79.3	15.0		
Mathematics 9	Authority	100.0	76.0	96.8	77.4	96.4	42.9	95.0	60.0	100.0	87.5		
	Province	67.4	17.4	66.3	18.3	65.7	18.5	67.0	18.6	66.4	19.8		
Science 9	Authority	88.0	32.0	93.5	19.4	92.9	28.6	95.0	25.0	100.0	58.3		
	Province	67.4	13.3	69.6	14.7	69.3	13.0	72.2	15.8	73.6	17.7		
Social Studies 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	95.8	58.3		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	68.9	18.8		

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.

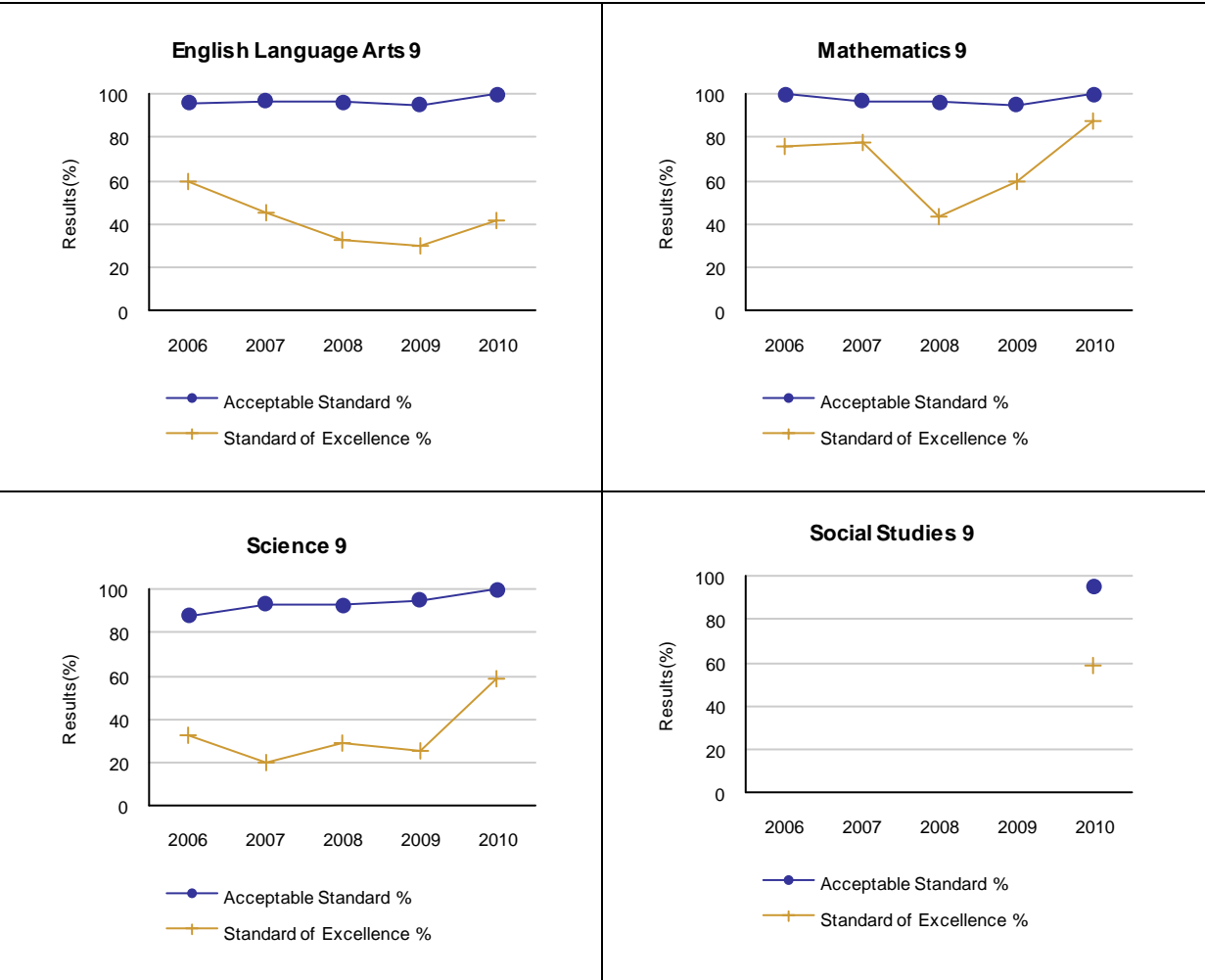


Graph of Provincial Achievement Test Results by Course (optional)



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

Graph of Provincial Achievement Test Results by Course (optional)



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

Graph of Provincial Achievement Test Results by Course (optional)

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

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

Course	Measure	Tempo School						Alberta				
		Achievement	Improvement	Overall	2010		Prev 3 Yr Avg		2010		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Language Arts 3	Acceptable Standard	Very High	Maintained	Excellent	39	97.4	36	98.2	42,061	81.6	42,181	80.6
	Standard of Excellence	Very High	Maintained	Excellent	39	28.2	36	32.1	42,061	19.5	42,181	17.3
English Language Arts 6	Acceptable Standard	Very High	Maintained	Excellent	40	100.0	36	98.1	43,599	83.3	44,064	81.1
	Standard of Excellence	Very High	Declined	Good	40	40.0	36	55.6	43,599	18.9	44,064	19.9
Science 6	Acceptable Standard	Very High	Improved	Excellent	40	100.0	36	93.4	43,509	76.8	43,945	75.5
	Standard of Excellence	Very High	Maintained	Excellent	40	52.5	36	50.4	43,509	26.4	43,945	25.2
English Language Arts 9	Acceptable Standard	Very High	Maintained	Excellent	24	100.0	26	96.1	43,651	79.3	44,250	77.6
	Standard of Excellence	Very High	Maintained	Excellent	24	41.7	26	35.8	43,651	15.0	44,250	14.8
Science 9	Acceptable Standard	Very High	Improved	Excellent	24	100.0	26	93.8	43,372	73.6	44,075	70.4
	Standard of Excellence	Very High	Improved Significantly	Excellent	24	58.3	26	24.3	43,372	17.7	44,075	14.5

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

Too few jurisdictions offer Français (Grades 6, 9) for an Achievement Evaluation to be calculated. However, the results from Français (Grades 6, 9) are included in the aggregation of all PAT courses.

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

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 the lower value to 100%.

Too few jurisdictions offer Français (Grades 6, 9) for an Achievement Evaluation to be calculated. However, the results from Français (Grades 6, 9) are included in the aggregation of all PAT courses.

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

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

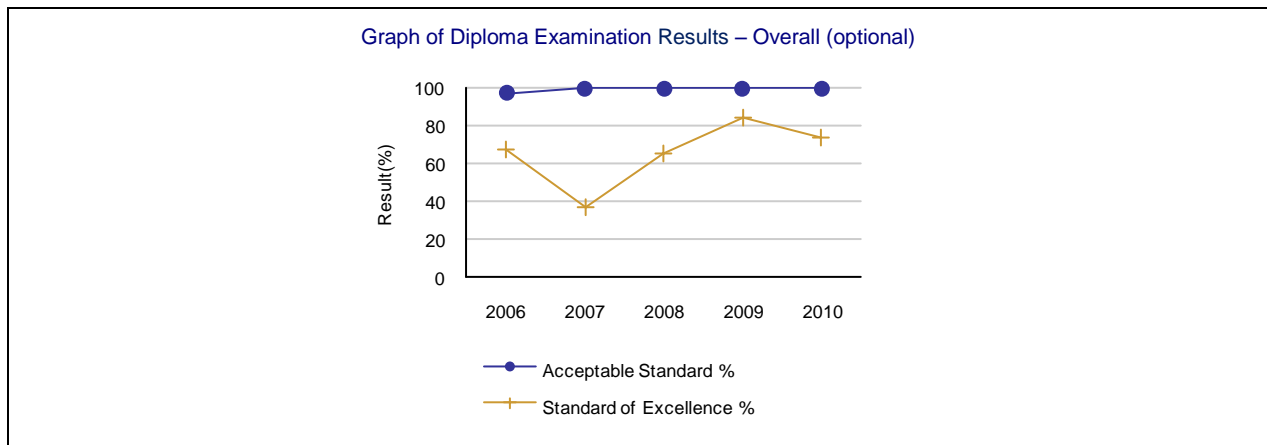
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	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

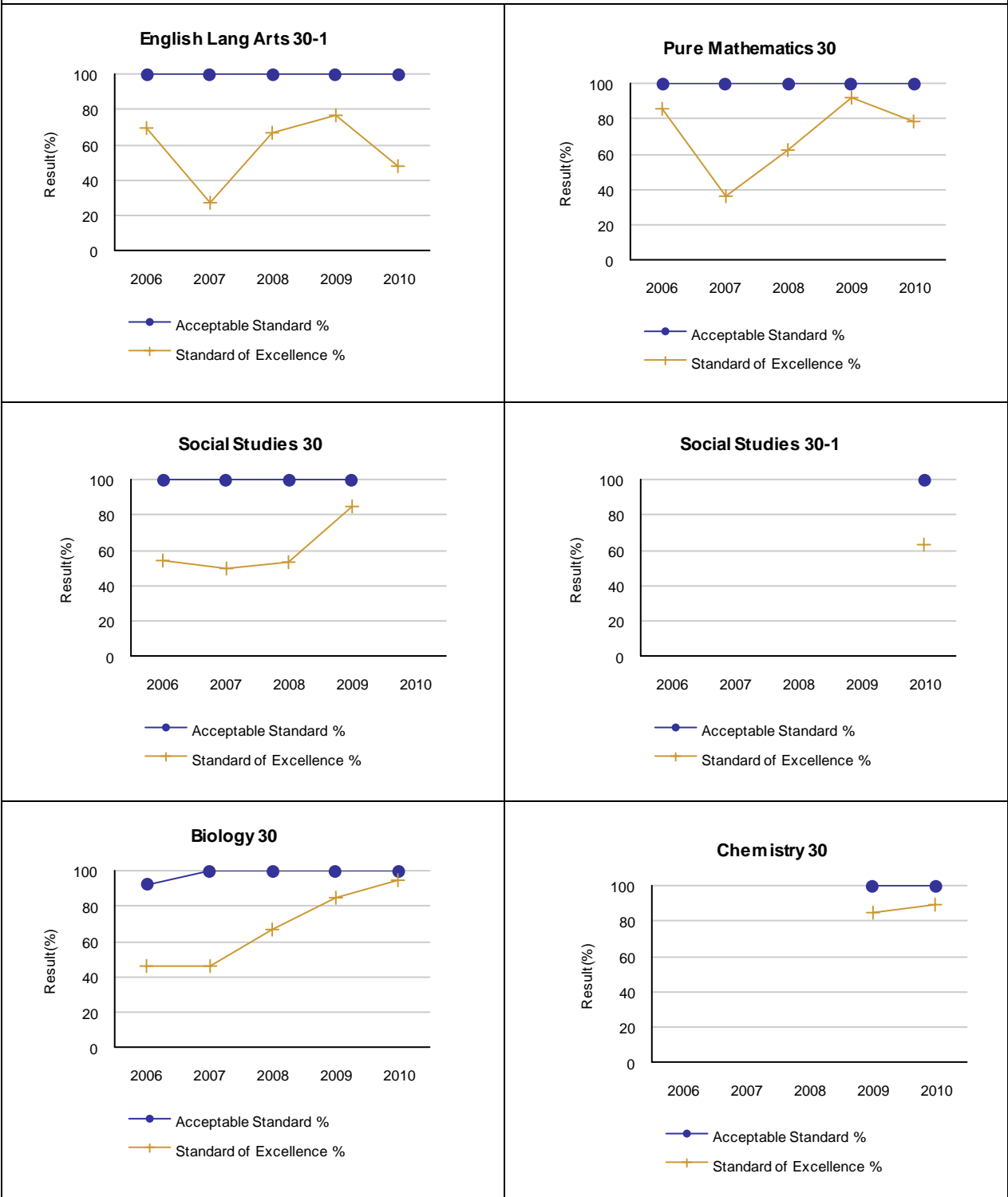
Measure Details (OPTIONAL)													
Diploma Exam Course by Course Results by Students Writing													
		Results (in percentages)										Target	
		2006		2007		2008		2009		2010		2010	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	Authority	100.0	69.2	100.0	27.3	100.0	66.7	100.0	76.9	100.0	47.4		
	Province	88.0	19.3	87.7	19.0	87.1	15.5	86.1	12.3	85.1	10.1		
Pure Mathematics 30	Authority	100.0	85.7	100.0	36.4	100.0	61.9	100.0	92.3	100.0	78.9		
	Province	82.8	26.5	81.1	24.6	81.3	25.8	82.1	26.3	82.9	29.7		
Social Studies 30	Authority	100.0	53.8	100.0	50.0	100.0	52.9	100.0	84.6	n/a	n/a		
	Province	85.5	23.9	86.1	24.6	84.7	21.5	84.2	21.4	67.8	10.4		
Social Studies 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	100.0	63.2		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	84.5	16.1		
Biology 30	Authority	92.3	46.2	100.0	45.5	100.0	66.7	100.0	84.6	100.0	94.7		
	Province	81.4	26.4	83.5	27.4	82.3	26.3	83.0	26.6	81.4	28.1		
Chemistry 30 Old	Authority	100.0	35.7	100.0	63.6	100.0	90.5	n/a	n/a	n/a	n/a		
	Province	88.4	37.1	89.3	37.9	89.2	39.2	77.6	19.5	87.5	37.5		
Chemistry 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	100.0	84.6	100.0	89.5		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	76.3	27.7	79.0	29.9		
Physics 30 Old	Authority	100.0	60.0	100.0	62.5	95.2	42.9	n/a	n/a	n/a	n/a		
	Province	84.4	30.0	86.1	29.3	85.7	32.0	74.4	25.6	75.0	25.0		
Physics 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	91.7	91.7	100.0	61.1		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	79.3	23.1	73.9	20.3		

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.

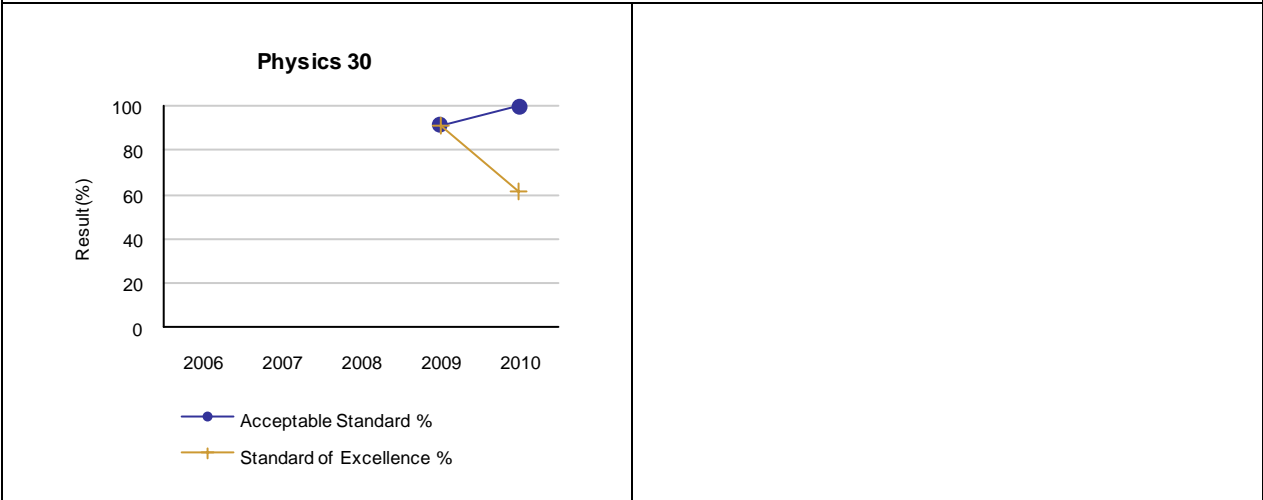


Diploma Examination Results by Course (optional)



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

Diploma Examination 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 (*).

Course	Measure	Tempo School							Alberta			
		Achievement	Improvement	Overall	2010		Prev 3 Yr Avg		2010		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	Very High	Maintained	Excellent	19	100.0	15	100.0	29,151	85.1	28,157	87.0
	Standard of Excellence	Very High	Maintained	Excellent	19	47.4	15	57.0	29,151	10.1	28,157	15.6
Pure Mathematics 30	Acceptable Standard	Very High	Maintained	Excellent	19	100.0	15	100.0	22,917	82.9	22,411	81.5
	Standard of Excellence	Very High	Maintained	Excellent	19	78.9	15	63.5	22,917	29.7	22,411	25.6
Biology 30	Acceptable Standard	Very High	Maintained	Excellent	19	100.0	15	100.0	22,345	81.4	20,946	82.9
	Standard of Excellence	Very High	Improved Significantly	Excellent	19	94.7	15	65.6	22,345	28.1	20,946	26.8
Chemistry 30	Acceptable Standard	n/a	Maintained	n/a	19	100.0	13	100.0	18,933	79.0	17,370	76.3
	Standard of Excellence	n/a	Maintained	n/a	19	89.5	13	84.6	18,933	29.9	17,370	27.7
Physics 30	Acceptable Standard	n/a	Improved	n/a	18	100.0	12	91.7	10,360	73.9	10,072	79.3
	Standard of Excellence	n/a	Declined	n/a	18	61.1	12	91.7	10,360	20.3	10,072	23.1

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

Too few jurisdictions offer Français 30-1 for an Achievement Evaluation to be calculated. However, the results from Français 30-1 are included in the aggregation of all Diploma courses.

Achievement Evaluations for Physics 30 and Chemistry 30 are not calculated due to the changes in the examinations in 2009. Evaluations for Social Studies (30, 33, 30-1, 30-2) are not calculated due to the changes in the examinations in 2010.

Measure Evaluation Reference - Achievement Evaluation

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

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

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Lang Arts 30-1	Acceptable Standard	0.00 - 83.76	83.76 - 92.02	92.02 - 95.13	95.13 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 6.22	6.22 - 13.46	13.46 - 20.88	20.88 - 27.39	27.39 - 100.00
English Lang Arts 30-2	Acceptable Standard	0.00 - 70.83	70.83 - 82.43	82.43 - 90.72	90.72 - 96.00	96.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 3.13	3.13 - 8.65	8.65 - 11.61	11.61 - 100.00
French Lang Arts 30-1	Acceptable Standard	0.00 - 77.27	77.27 - 93.33	93.33 - 100.00	100.00 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.49	5.49 - 19.84	19.84 - 28.00	28.00 - 100.00
Pure Mathematics 30	Acceptable Standard	0.00 - 54.07	54.07 - 76.74	76.74 - 86.06	86.06 - 92.18	92.18 - 100.00
	Standard of Excellence	0.00 - 6.15	6.15 - 18.46	18.46 - 29.38	29.38 - 34.62	34.62 - 100.00
Applied Mathematics 30	Acceptable Standard	0.00 - 73.06	73.06 - 80.94	80.94 - 90.03	90.03 - 91.69	91.69 - 100.00
	Standard of Excellence	0.00 - 4.57	4.57 - 10.29	10.29 - 16.08	16.08 - 23.77	23.77 - 100.00
Biology 30	Acceptable Standard	0.00 - 67.51	67.51 - 78.03	78.03 - 85.82	85.82 - 89.41	89.41 - 100.00
	Standard of Excellence	0.00 - 12.33	12.33 - 19.00	19.00 - 25.60	25.60 - 30.05	30.05 - 100.00
Science 30	Acceptable Standard	0.00 - 76.11	76.11 - 83.33	83.33 - 91.76	91.76 - 97.14	97.14 - 100.00
	Standard of Excellence	0.00 - 6.98	6.98 - 11.36	11.36 - 21.80	21.80 - 36.81	36.81 - 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 category, values range from greater than the lower value to 100%.

Too few jurisdictions offer Français 30-1 for an Achievement Evaluation to be calculated. However, the results from Français 30-1 are included in the aggregation of all Diploma courses.

Achievement Evaluations for Physics 30 and Chemistry 30 are not calculated due to the changes in the examinations in 2009. Evaluations for Social Studies (30, 33, 30-1, 30-2) are not calculated due to the changes in the examinations 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

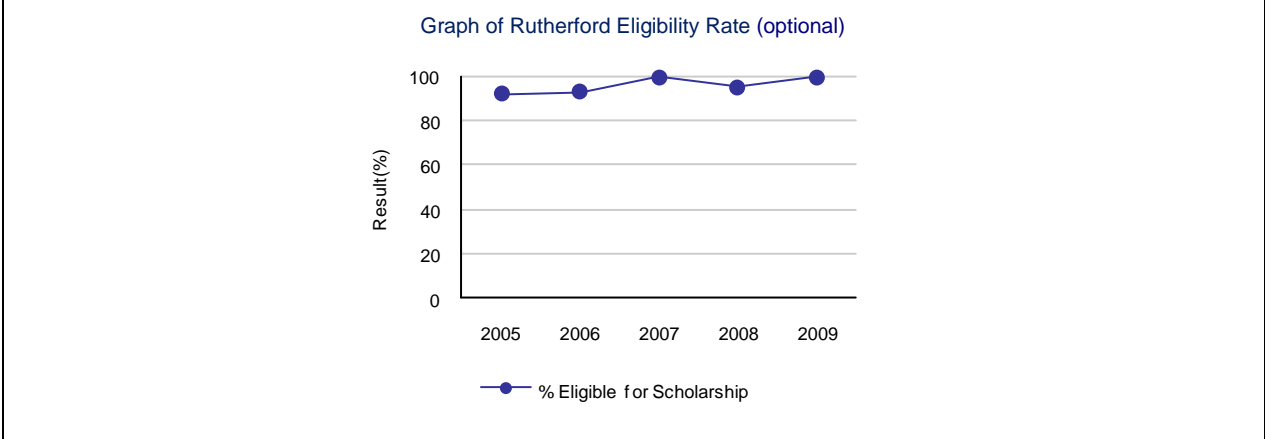
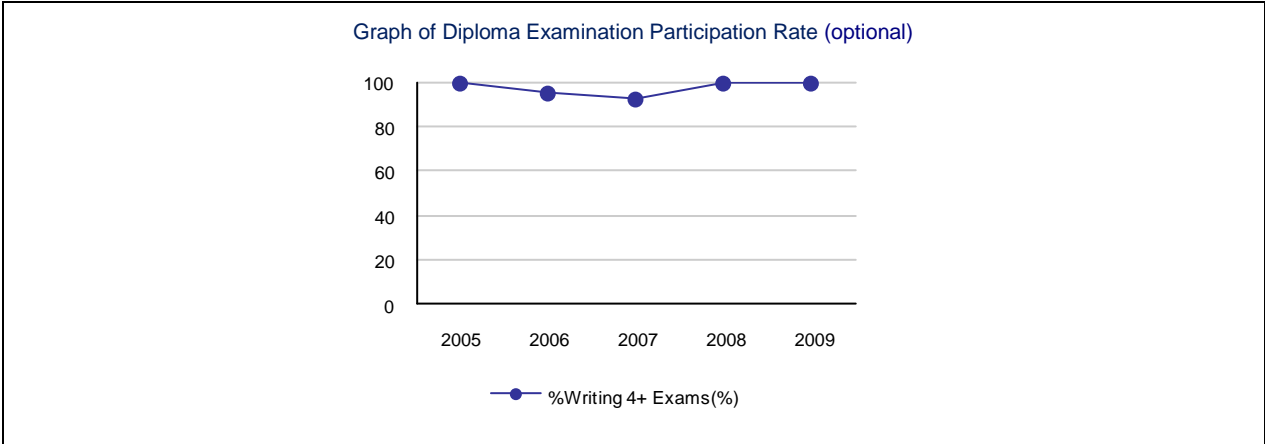
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	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

Measure Details (OPTIONAL)										
Diploma examination participation rate: Percentage of students writing 0 to 6 or more Diploma Examinations by the end of their 3rd year of high school (optional)										
	Authority					Province				
	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009
% Writing 0 Exams	0.0	4.6	0.0	0.0	0.0	18.1	17.8	18.0	18.4	18.0
% Writing 1+ Exams	100.0	95.4	100.0	100.0	100.0	81.9	82.2	82.0	81.6	82.0
% Writing 2+ Exams	100.0	95.4	100.0	100.0	100.0	78.3	78.5	78.6	78.0	78.7
% Writing 3+ Exams	100.0	95.4	92.9	100.0	100.0	65.6	65.6	65.6	64.9	65.2
% Writing 4+ Exams	100.0	95.4	92.9	100.0	100.0	53.5	53.7	53.6	53.3	53.5
% Writing 5+ Exams	100.0	95.4	85.7	100.0	100.0	34.5	34.6	34.7	34.3	34.7
% Writing 6+ Exams	90.0	58.7	64.3	100.0	92.9	12.8	13.0	13.2	12.7	12.9

Percentage of students writing 1 or more Diploma Examinations by the end of their 3rd year of high school, by course and subject (optional)										
	Authority					Province				
	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009
English 30/30-1	100.0	92.9	100.0	100.0	100.0	54.4	54.7	54.5	53.8	54.0
Total of 1 or more English Diploma Exams	100.0	92.9	100.0	100.0	100.0	76.9	77.1	77.0	76.7	77.1
Social 30	100.0	92.9	100.0	100.0	100.0	49.1	49.5	49.3	48.1	48.1
Total of 1 or more Social Diploma Exams	100.0	92.9	100.0	100.0	100.0	77.0	77.2	77.2	76.7	77.4
Math 30/Pure	100.0	92.9	92.9	100.0	100.0	41.1	41.9	41.7	41.1	40.8
Total of 1 or more Math Diploma Exams	100.0	92.9	92.9	100.0	100.0	60.4	60.7	60.7	59.7	59.9
Biology 30	100.0	85.7	92.9	100.0	100.0	39.4	39.6	39.8	39.1	39.8
Chemistry 30	100.0	92.9	85.7	100.0	50.0	34.4	34.2	34.3	34.5	17.3
Physics 30	90.0	64.3	64.3	100.0	46.4	21.6	21.6	21.5	20.4	10.0
Total of 1 or more Science Diploma Exams	100.0	92.9	92.9	100.0	100.0	56.6	56.7	56.5	56.1	56.1

Measure Details (OPTIONAL)									
Rutherford eligibility rate (optional)									
Reporting School Year	Total Students	Grade 10 Rutherford		Grade 11 Rutherford		Grade 12 Rutherford		Overall	
		Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible
2005	13	9	69.2	12	92.3	10	76.9	12	92.3
2006	15	12	80.0	13	86.7	14	93.3	14	93.3
2007	10	6	60.0	9	90.0	9	90.0	10	100.0
2008	22	19	86.4	21	95.5	18	81.8	21	95.5
2009	13	13	100.0	13	100.0	13	100.0	13	100.0



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

Outcome: *Students are well prepared for lifelong learning.*

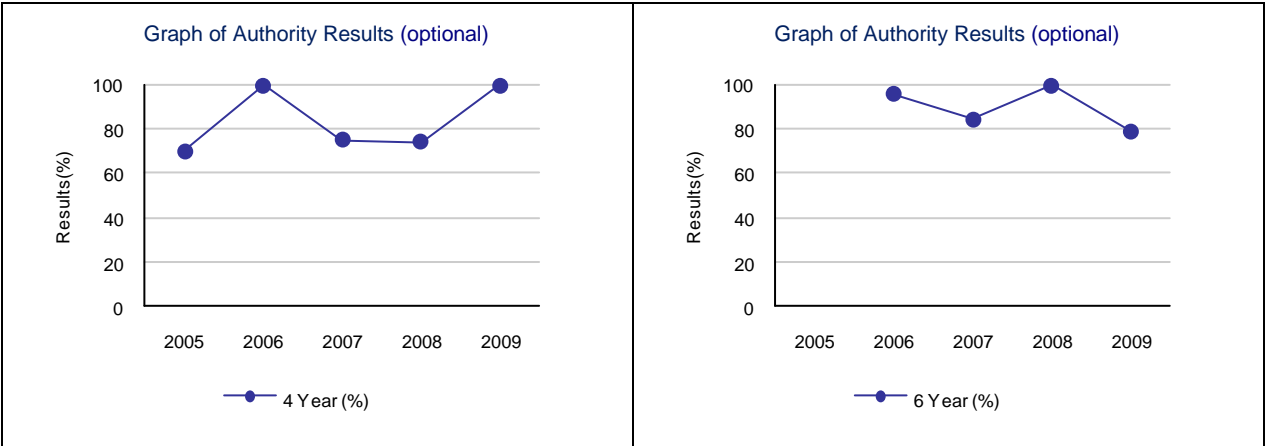
Performance Measures	2005	2006	2007	2008	2009	Target 2010	Evaluation			Targets		
							Achievement	Improvement	Overall	2011	2012	2013
High school to post-secondary transition rate within six years of entering Grade 10.	n/a	95.7	84.8	100.0	79.3		Very High	Declined	Good			

Strategies

Teachers will continue to follow our successful, academic model which prepares students both for university admission and success at university level studies.

The Upper School Head will continue to inform and encourage students to explore their post-secondary options through counseling and the career centre.

Measure Details (OPTIONAL)										
High school to post-secondary transition rate										
	Authority					Province				
	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009
6 year rate	n/a	95.7	84.8	100.0	79.3	56.6	58.1	58.8	59.2	59.8
4 year rate	70.0	100.0	75.2	74.4	100.0	35.6	37.7	38.7	38.9	37.5



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

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

Performance Measure	Results (in percentages)					Target	Targets		
	2006	2007	2008	2009	2010	2010	2011	2012	2013
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	87.8	82.8		85	86	87

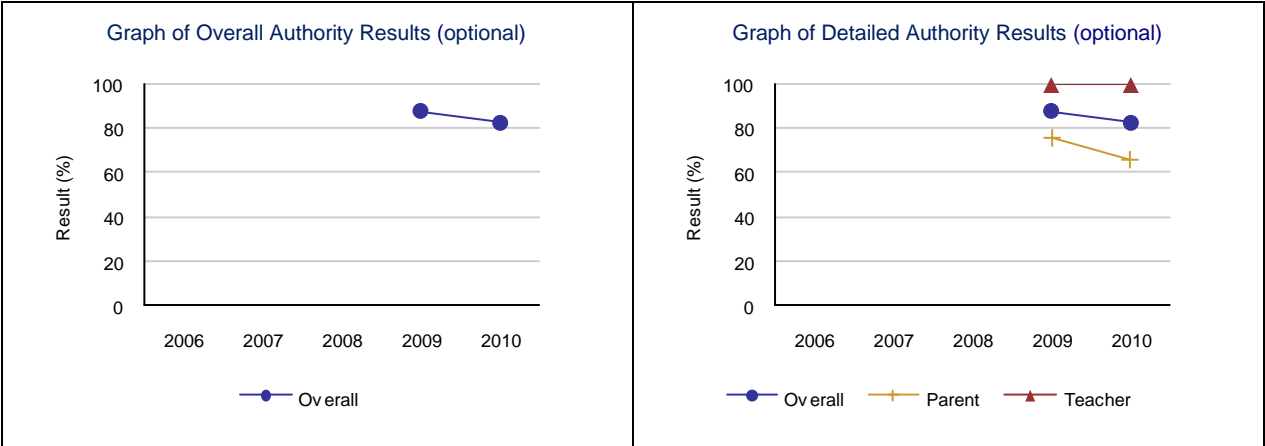
Strategies

We will continue to follow our successful, academic model.

Teachers will continue to teach above and beyond the minimum benchmarks of knowledge, skills and attitudes.

Administration will continue to encourage the partnership between parents and teachers that helps students to reach their full potential.

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				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	n/a	n/a	n/a	87.8	82.8	66.1	65.6	66.7	67.4	67.6
Teacher	n/a	n/a	n/a	100.0	100.0	74.2	74.1	73.8	74.0	75.4
Parent	n/a	n/a	n/a	75.6	65.7	57.9	57.1	59.5	60.8	59.8



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

Outcome: *Students are well prepared for employment.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
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	91.1	89.7		Very High	Maintained	Excellent	90	90	90

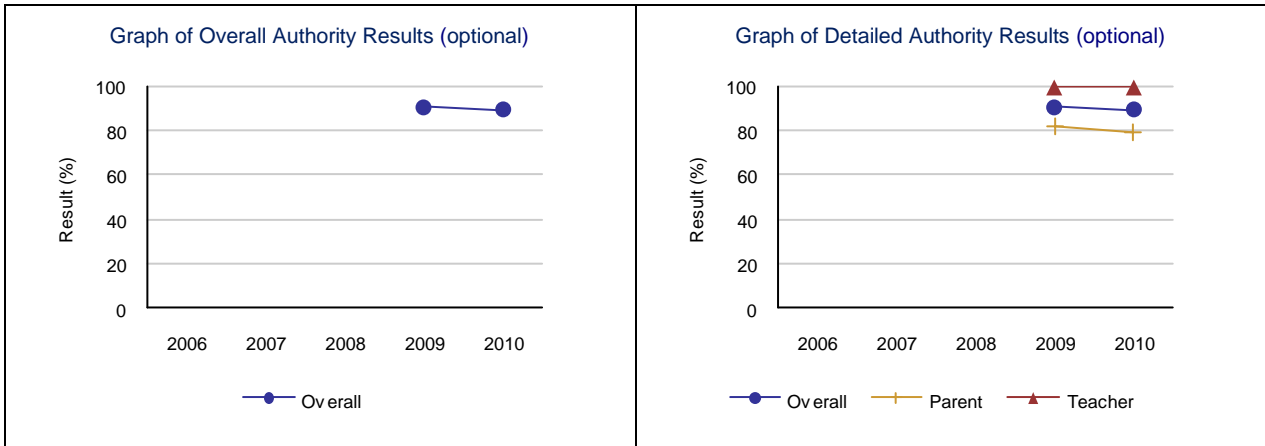
Strategies

There is too little data in hand to form a fully elaborated strategy. We will, therefore, continue to monitor these numbers but will have teachers continue to enforce a strong work ethic and other attitudes and “behaviours” which will help students succeed in the workplace.

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				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	n/a	n/a	n/a	91.1	89.7	77.0	77.1	80.1	79.6	79.9
Teacher	n/a	n/a	n/a	100.0	100.0	89.4	89.2	89.3	88.9	90.0
Parent	n/a	n/a	n/a	82.3	79.4	64.6	65.1	70.9	70.2	69.8



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

Outcome: *Students model the characteristics of active citizenship.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	n/a	n/a	n/a	86.6	82.8		Very High	Declined	Good	83	84	85

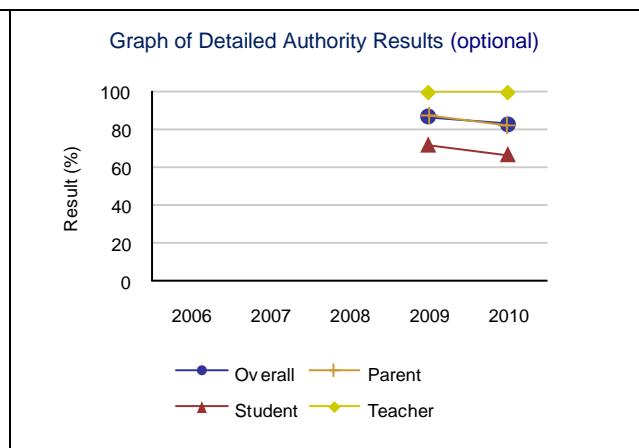
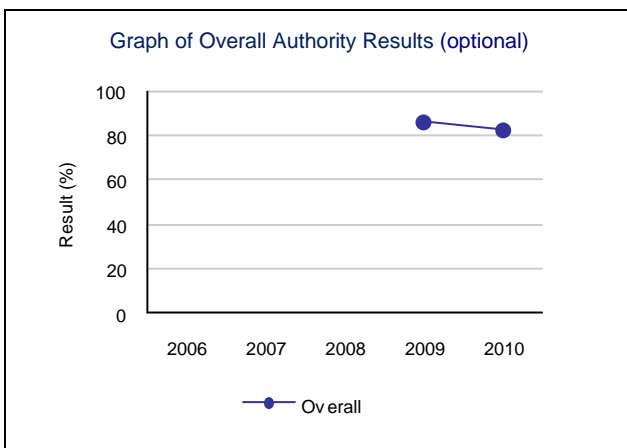
Strategies

There is too little data in hand to form fully elaborated strategy. We will, therefore, continue to monitor these numbers.

Teachers will continue to model and encourage active citizenship in and out of the classroom, especially the Student Council’s fundraising activities for local charities..

Administration will continue to encourage participation in the Student Council

Measure Details (OPTIONAL)										
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.										
	Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	n/a	n/a	n/a	86.6	82.8	76.8	76.6	77.9	80.3	81.4
Teacher	n/a	n/a	n/a	100.0	100.0	90.3	89.9	90.6	91.8	93.0
Parent	n/a	n/a	n/a	87.9	81.7	72.4	72.6	74.7	77.4	78.5
Student	n/a	n/a	n/a	71.8	66.8	67.5	67.1	68.5	71.8	72.7



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 authority 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: Key learning outcomes for FNMI students improve.

(Results and evaluations for FNMI measures are only required for public, separate and francophone school authorities)

[No Data for FNMI Summary]

[No Data for FNMI PAT/DIP Results]

Strategies

Although we have no self-identified First Nations, Métis or Inuit students, a range of issues and perspectives on aboriginal issues is part of our curriculum (chiefly, though not exclusively, in history classes. We regularly acquire learning resources to support this aspect of the curriculum.

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. 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.
3. Diploma Examination Participation rates are based upon a cohort of grade 10 students who are tracked over time.
4. 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.
5. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Goal Four: Highly Responsive and Responsible Jurisdiction

Outcome: *The jurisdiction demonstrates effective working relationships.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	n/a	n/a	n/a	82.8	83.3		Very High	Maintained	Excellent			

Strategies

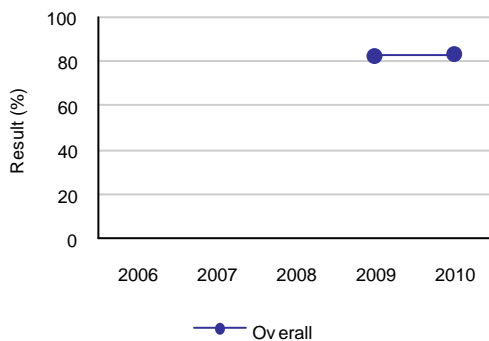
There is too little data in hand to form a strategy. We will, therefore, continue to monitor these numbers.

Measure Details (OPTIONAL)

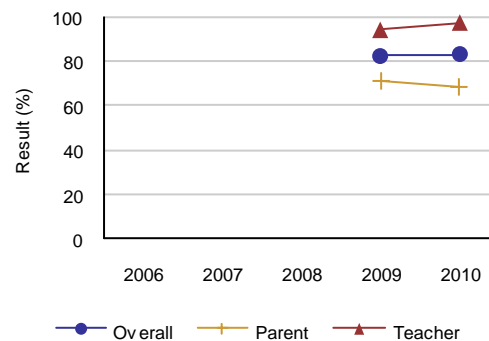
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	Authority					Province				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	n/a	n/a	n/a	82.8	83.3	77.9	77.5	78.2	80.1	80.0
Teacher	n/a	n/a	n/a	94.6	97.8	87.6	87.1	87.5	88.0	88.6
Parent	n/a	n/a	n/a	71.0	68.8	68.1	67.9	69.0	72.2	71.3

Graph of Overall Authority Results (optional)



Graph of Detailed Authority Results (optional)



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

Outcome: *The jurisdiction demonstrates leadership, innovation and continuous improvement.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
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	77.1	85.4		Very High	Improved Significantly	Excellent	86	86.5	87

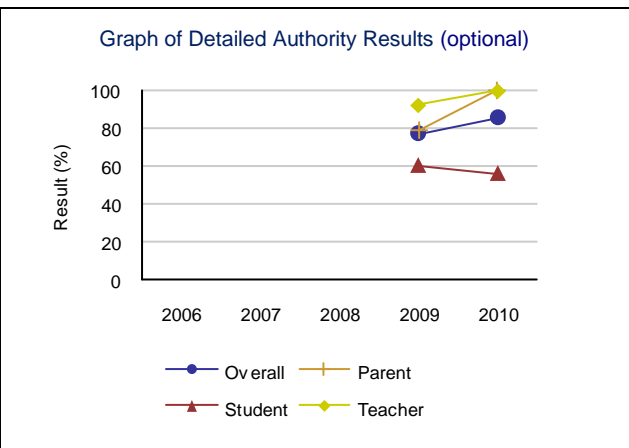
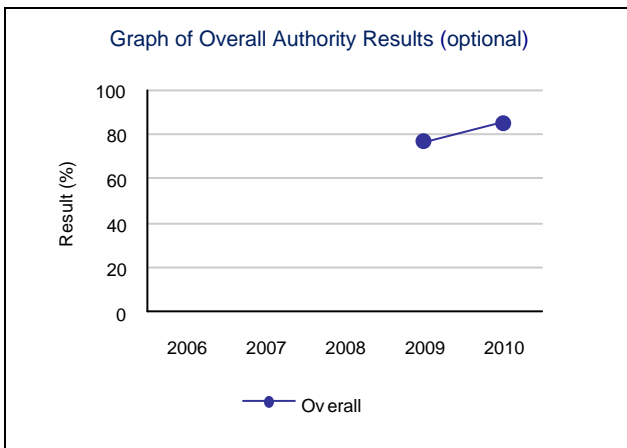
Strategies

There is too little data in hand to form complete strategy. We will, therefore, continue to monitor these numbers. Meanwhile, administration and teachers will continue to honour the school’s philosophy regarding the primacy of the parents’ role in the education of their children.

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				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Overall	n/a	n/a	n/a	77.1	85.4	76.8	76.3	77.0	79.4	79.9
Teacher	n/a	n/a	n/a	92.3	100.0	75.5	74.5	75.6	78.2	80.8
Parent	n/a	n/a	n/a	78.7	100.0	75.4	75.1	75.9	78.1	77.0
Student	n/a	n/a	n/a	60.4	56.1	79.4	79.3	79.5	81.8	81.8



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 authority measures related to Goal 4 (minimum one year of results – authorities are encouraged to provide multi-year results for trend analysis).

In addition, please include targets and results on measures in relation to local goals and outcomes (minimum one year of results – authorities are encouraged to provide multi-year results for trend analysis).

Summary of Financial Results

Government grants were somewhat larger than we had anticipated when budgeting, and some expenditures came in under budget, with the result that Tempo was able to increase its reserve. The school's reserve is used to level the annual ups and downs in income and expenditure, and to make capital expenditures possible.

The following table, drawn from the Audited Financial Statements, shows Revenue and Expenditures in relation to budget.

STATEMENT OF REVENUES AND EXPENSES
for the Year Ended August 31
(in dollars)

	AFS 2010	Budget 2010 (NOTE *)
REVENUES		
Alberta Education	\$1,884,771	\$1,882,285
Other Government of Alberta	\$0	\$0
Federal Government and/or First Nations	\$4,275	\$3,609
Other Alberta school authorities	\$0	\$0
Instructional fees/Tuition fees	\$1,914,475	\$1,967,555
Non-instructional fees (O&M * *, Transportation, Admin, etc.)	\$81,310	\$52,970
Other sales and services	\$39,315	\$62,675
Interest on investments	\$2,254	\$12,000
Gifts and donations	\$1,300	\$500
Gross school generated funds	\$0	\$0
Amortization of capital allocations	\$0	\$0
Other (specify): Learning resource credit	\$1,323	\$0
Total Revenues	\$3,929,023	\$3,981,594
EXPENSES		
Certificated salaries	\$2,323,433	\$2,181,475
Certificated benefits	\$212,230	\$226,115
Non-certificated salaries and wages	\$421,633	\$431,925
Non-certificated benefits	\$50,901	\$66,105
Services, contracts and supplies	\$503,427	\$540,110
Gross school generated funds	\$0	\$0
Capital and debt services		
Amortization of capital assets	\$75,260	\$72,899
Interest on capital debt	\$0	\$0
Other interest charges	\$34,415	\$26,398
Losses (gains) on disposal of capital assets	\$0	\$0
Other (specify):	\$0	\$0
Total Expenses	\$3,621,298	\$3,545,027
SURPLUS (DEFICIT) OF REVENUES OVER EXPENSES	\$307,725	\$436,567

Tempo's complete Audited Financial Statements for 2009-2010 can be found at
<http://www.temposchool.org/reports/>.

Budget Summary

Tempo budgets conservatively, which is to say that we like to keep expenditures and revenues in balance.

There will be not major changes in 2010-11. The school has a modest, but comfortable reserve with which to meet any emergencies that may arise, on the one hand, and, on the other, to carry out renovations on our building and meet our other commitments.

In 2010-2011, revenues will match expenditures. The number of students in the school will have declined somewhat from the previous year for two reasons: the grade 11 and 12 classes are smaller than in the previous three years, and we have reduced the size of the kindergarten classes. A lowered enrolment means, of course, both less tuition revenue and smaller per student government grants. Tuition and fees together with government grants make up the school's revenue; the former accounts for, roughly, 53% of revenue; the latter, for 47%. Neither fees nor government grant will increase in 2010-2011.

On the expenditure side, the only significant increase is salaries. Salaries, which account for 85% of Tempo's expenditures, increased by 3% over 2009-2010 levels.

The following table, drawn from the 2010=2011 Budget Report submitted to government, shows expected revenue and expenditure. Tempo School's Budget Report for 2010-2011 can be found at <http://www.temposchool.org/reports/>

		Budget 2010 / 2011
<u>REVENUES</u>		
Alberta Education		\$1,849,842
Other Government of Alberta		\$0
Federal Government and/or First Nations		\$5,199
Other Alberta school authorities		\$0
Instruction fees / Tuition fees		\$1,858,998
Non-instructional (O&M*, Transportation, Admin fees, etc.)		\$73,948
Other sales and services		\$44,274
Interest on investments		\$0
Gifts and donations		\$1,300
Net school generated funds		\$0
Amortization of capital allocations		\$0
Other (specify):		\$0
TOTAL REVENUES		\$3,833,561
<u>EXPENSES</u>		
Certificated salaries		\$2,391,363
Certificated benefits		\$221,201
Non-certificated salaries and wages		\$433,800
Non-certificated Benefits		\$52,063
Services, contracts and supplies		\$536,750
Net school generated funds		\$0
Capital and debt services		
Amortization of capital assets		\$73,000
Interest on capital debt		\$0
Other interest charges		\$35,447
Losses (gains) on disposal of capital assets		\$0
Other (specify):		\$0
TOTAL EXPENSES		\$3,743,625
SURPLUS(DEFICIT) OF REVENUES OVER EXPENSES		\$89,936

Capital and Facilities Projects

In 2008 Tempo began to carry out a series of renovations of its building. To date, four furnaces have been replaced with new units, the computer lab was moved and expanded, electrical work and data line installation has been done to accommodate expanded server capacity, and the washrooms in the lower school have been renovated. In the year just past, windows in the original part of the building were replaced, as was the siding.

Summary of Facility and Capital Plans

In the coming year, the replacement of siding will continue on the western wall of the school, but no other major renovations or improvements are contemplated.

Deadlines and Communication

Tempo posts its plans and reports, including Audited Financial Statements, Annual Educational Results Reports, Three-year Education Report and AISI annual reports, on its website at <http://www.temposchool.org/reports/>