

Three Year Education Plan 2009/10 – 2011/12

Accountability Statement

The **Calgary Society for Effective Education of Learning Disabled** education plan for the three years commencing September 1, 2009 was prepared under the direction of the board in accordance with responsibilities under the *School Act* and the *Government Accountability Act*. This education plan was developed in the context of the provincial government's business and fiscal plans. The board is committed to achieving the results laid out in this education plan.

Foundation Statements.

Vision: Calgary Academy will be recognized internationally as an educational centre of excellence for the development of instructional delivery systems and innovative programming.

Mission: To provide unique educational opportunities for children with specific learning difficulties to achieve personal success through the development of individualized learning strategies in a supportive and caring environment.

Profile: Calgary Academy provides educational services to children with specific learning difficulties.

Calgary Academy Collegiate –provides educational services to students who can manage grade level curriculum but who would benefit from further development of independent and advanced learning strategies.

09 May Accountability and Pillar Overall Summary

Goal	Measure Category	Measure Category Evaluation	Measure	The Calgary Soc for Effective			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 for All	Safe and Caring Schools	n/a	Safe and Caring	95.1	n/a	n/a	86.9	85.1	84.6	Very High	n/a	n/a
	Student Learning Opportunities	n/a	Program of Studies	90.9	n/a	n/a	80.3	79.4	78.7	Very High	n/a	n/a
			Education Quality	95.4	n/a	n/a	89.3	88.2	87.8	Very High	n/a	n/a
			Drop Out Rate	0.3	1.0	0.8	4.8	5.0	4.9	Very High	Maintained	Excellent
			High School Completion Rate (3 yr)	93.9	94.3	90.6	70.7	71.0	70.6	Very High	Maintained	Excellent
Goal 2: Excellence in Learner Outcomes	Student Learning Achievement (Grades K-9)	Acceptable	PAT: Acceptable	80.7	76.9	77.3	75.8	75.9	76.7	Intermediate	Maintained	Acceptable
			PAT: Excellence	14.8	12.4	11.0	19.6	19.4	19.3	Intermediate	Maintained	Acceptable
	Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	83.7	80.4	75.8	85.0	85.4	85.2	Intermediate	Improved	Good
			Diploma: Excellence	10.6	13.3	12.5	22.3	23.3	23.1	Low	Maintained	Issue
			Diploma Exam Participation Rate (4+ Exams)	67.5	69.9	71.6	53.0	53.6	53.6	Very High	Maintained	Excellent
			Rutherford Scholarship Eligibility Rate (Revised)	82.8	64.6	68.4	57.3	56.8	55.8	Very High	n/a	n/a
	Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	78.8	62.1	65.4	60.7	60.3	59.1	Very High	Improved	Excellent
			Work Preparation	97.0	n/a	n/a	79.6	80.1	78.1	Very High	n/a	n/a
			Citizenship	90.9	n/a	n/a	80.3	77.9	77.1	Very High	n/a	n/a
Goal 4: Highly Responsive and Responsible Jurisdiction (Ministry)	Parental Involvement	n/a	Parental Involvement	98.8	n/a	n/a	80.1	78.2	77.9	Very High	n/a	n/a
	Continuous Improvement	n/a	School Improvement	78.0	n/a	n/a	79.4	77.0	76.7	High	n/a	n/a

Notes:

- 1) Student Learning Achievement: PAT Values reported are weighted averages of PAT Acceptable and PAT Excellence results. Courses included: ELA (Grades 3, 6, 9), Math (Grades 3, 6, 9), Social Studies (Grades 6, 9), Science (Grades 6 only), French Language Arts (Grades 6, 9), Français (Grades 6, 9).
- 2) Student Learning Achievement: Diploma Exam Values reported are averages of Diploma Acceptable and Diploma Excellence results, weighted by the number of students enrolled in each course.
- 3) Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- 4) Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).
- 5) The subsequent pages include the current results, previous 3-year average and 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.

Goal One: High Quality Learning Opportunities for All
Outcome: Schools provide a safe and caring environment.

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
Overall teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others, and are treated fairly at school.	95.1	n/a	Very High	n/a	n/a			

Strategy: Continue to reinforce with teachers and students; the REACH principles of Respect, Enthusiasm, Altruism, Commitment and Honesty and the need to work collaboratively to ensure a safe, secure and predictable learning environment.



Outcome: The education system meets the needs of all K-12 students, society and the economy.

Performance Measures	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
Overall teacher, parent and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, and health and physical education.	90.9	n/a	Very High	n/a	n/a			
Overall teacher, parent and student satisfaction with the overall quality of basic education.	95.4	n/a	Very High	n/a	n/a			

Strategies

- 1) Continue to offer a broad program of studies that is focused on helping each student achieve academic success, develop independent work habits, further enhance their pro-social skills and build self-esteem.
- 2) Continue to solicit input from teachers and parents as to "how" Calgary Academy can continually improve the overall quality of the learning experience at Calgary Academy.
- 3) Continue to allocate the baseline and Student Health Partnership resources necessary to ensure that students and families have timely access to an array of support services including Speech, Occupational Therapy, Assessment and Counseling.



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

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
Annual dropout rate of students aged 14 to 18.	0.3	0.8	Very High	Maintained	Excellent			
<p>Strategy</p> <p>Continue to provide comprehensive academic programming as well as social and emotional support to all CA/CAC students and their families in a timely fashion.</p>								

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Outcome: Students complete programs.

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
High school completion rate of students within three years of entering Grade 10.	93.9	90.6	Very High	Maintained	Excellent			
Strategy Continue to match student learning aptitudes, interests and abilities to a course of study in High School that will enable success and the opportunity to pursue post-secondary studies								



Goal Two: Excellence in Student Learning Outcomes

Outcome: Students demonstrate high standards in learner outcomes.

Performance Measures	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on provincial achievement tests.*	80.7	77.3	Intermediate	Maintained	Acceptable			
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on provincial achievement tests.	14.8	11.0	Intermediate	Maintained	Acceptable			
Overall percentage of students who achieved the acceptable standard on diploma examinations.*	83.7	75.8	Intermediate	Improved	Good			
Overall percentage of students who achieved the standard of excellence on diploma examinations.	10.6	12.5	Low	Maintained	Issue	12	12	12
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	67.5	71.6	Very High	Maintained	Excellent			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	82.8	68.4	Very High	n/a	n/a			

Diploma Examination Mark – (Issue) 100% of students in the CA program are students with specific learning difficulties. The provincial comparison group includes at most, 10%, students with learning difficulties. Thus the results comparison is for the most part meaningless as the two groups being compared have qualitatively different constituents.

Strategies:

- 1) Calgary Academy will continue to allocate the instructional resources necessary to address their individual learning needs and make adaptations to the curriculum as required to ensure ongoing academic progress.
- 2) Additional time and resources will be allocated to instruction in reading, writing and arithmetic to maximize student acquisition and fluency with the core skills required for success across academic domains.
- 3) Where appropriate, the school will provide the direct remedial instruction and instructional accommodations required to assist students in acquiring and demonstrating their skills and learning potential.
- 4) Based on a comparison of academic success in Semester vs. Non-Semester courses we will try to accommodate all students in Non-Semester courses.

*The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

Notes:

- 1) Student Learning Achievement: PAT Values reported are weighted averages of PAT Acceptable and PAT Excellence results. Courses included: ELA (Grades 3, 6, 9), Math (Grades 3, 6, 9), Social Studies (Grades 6, 9), Science (Grades 6 only), French Language, Arts (Grades 6, 9), Français (Grades 6, 9).
- 2) Student Learning Achievement: Diploma Exam Values reported are averages of Diploma Acceptable and Diploma Excellence results, weighted by the number of students enrolled in each course.
- 3) Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).
- 4) Please note that the rules for Rutherford Scholarships changed in 2008/09, which increased the number of students eligible for Rutherfords. The history for the measure has been re-computed to allow for trends to be identified, however, jurisdictions and schools are not directly accountable for results prior to the "current year" 2008 results – thus, only an evaluation for "Achievement" is provided based upon standards computed for the revised rules.



Provincial Achievement Tests (PAT) Results Course By Course Summary By Students Enrolled With Measure Evaluation (OPTIONAL)

Course	Measure	Achievement	Improvement	Overall	2008		Prev 3 Yr Avg	
					N	%	N	%
English Language Arts 3	Acceptable Standard	Low	Maintained	Issue	22	77.3	16	85.1
	Standard of Excellence	Very Low	Maintained	Concern	22	0.0	16	0.0
Mathematics 3	Acceptable Standard	Very Low	Maintained	Concern	22	72.7	16	72.7
	Standard of Excellence	Very Low	Maintained	Concern	22	13.6	16	11.0
English Language Arts 6	Acceptable Standard	Very High	Improved Significantly	Excellent	58	91.4	49	77.6
	Standard of Excellence	Low	Improved	Acceptable	58	10.3	49	4.0
French Language Arts								
Mathematics 6	Acceptable Standard	Low	Maintained	Issue	58	67.2	49	58.6
	Standard of Excellence	Very Low	Maintained	Concern	58	5.2	49	2.8
Science 6	Acceptable Standard	Low	Maintained	Issue	58	75.9	49	74.4
	Standard of Excellence	Low	Maintained	Issue	58	15.5	49	13.4
Social Studies 6	Acceptable Standard	Intermediate	Maintained	Acceptable	58	77.6	49	78.7
	Standard of Excellence	Low	Maintained	Issue	58	13.8	49	12.1
English Language Arts 9	Acceptable Standard	High	Maintained	Good	91	90.1	74	89.5
	Standard of Excellence	High	Improved	Good	91	19.8	74	13.1
French Language Arts 9								
Mathematics 9	Acceptable Standard	High	Maintained	Good	91	75.8	74	70.4
	Standard of Excellence	Intermediate	Maintained	Acceptable	91	12.1	74	11.7
Science 9	Acceptable Standard	Very High	Maintained	Excellent	91	83.5	74	77.8
	Standard of Excellence	Intermediate	Maintained	Acceptable	91	12.1	74	11.2
Social Studies 9	Acceptable Standard	High	Maintained	Good	91	85.7	74	85.6
	Standard of Excellence	Very High	Maintained	Excellent	91	25.3	74	18.9

Calgary Academy Performance Targets: Grade 3: As we analyze the data for Language Arts & Mathematics for Calgary Academy students, we see considerable variability over time which we believe reflects the changing profiles of individual students within a class.

Strategy: Calgary Academy is committed to maximizing individual student performance and sets specific targets for individual students which are reflected in their **Individual Program Plans**. **Setting a group target for a student population comprised of students with variable and individual remedial needs and whose starting skills vary dramatically year over year, is inappropriate.**

Grade 6: Calgary Academy is pleased to note that overall grade 6 student's achievement results were an improvement on the results of those obtained in grade 3.

Strategy: Use internal data to confirm individual student improvement on an annual basis.

Please note improvement will be due to the effectiveness of our teaching staff and the intensive remedial instruction students received over the intervening years. Unfortunately the improvement is not in any way connected to the usefulness of the data we receive from the province.

As we analyze our data for Language Arts, Mathematics, Social Studies and Science for Calgary Academy students, we see considerable variability over time which we believe reflects the changing profiles of individual students within the classes.

Strategy: Calgary Academy is committed to maximizing individual student performance and sets specific targets for individual students which are reflected in their **Individual Program Plans**. Setting a group target for a student population comprised of students with variable and individual remedial needs and whose starting skills vary dramatically year over year is inappropriate.

Grade 9: Calgary Academy is pleased to note that overall grade 9 student's achievement results were an improvement on the results of those obtained in grades 3 & 6. Our internal data confirms overall individual student improvement on a year by year basis. We believe the improvement is a testimony to the effectiveness of our teaching staff and the intensive remedial instruction students received over the intervening years.

As we analyze our data for Language Arts, Mathematics, Social Studies and Science for Calgary Academy students, we see considerable variability over time which we believe reflects the changing profiles of individual students within the classes.

Strategy: Calgary Academy is committed to maximizing individual student performance and sets specific targets for individual students which are reflected in their **Individual Program Plans**. Setting a group target for a student population comprised of students with variable and individual remedial needs and whose starting skills vary dramatically year over year is inappropriate.

Calgary Academy Collegiate Program Achievement Test Results

A=Acceptable E=Standard of Excellence

Grade 6	Actual 07/08 A/E			
CAC Language Arts	100/11.5			
<i>Province</i>	80.3/19.8			
CAC Mathematics	100/0			
<i>Province</i>	73.3/14.4			
CAC Science	100/33.3			
<i>Province</i>	74.7/26.8			
CAC Social Studies	100/11.1			
<i>Province</i>	77/22.7			

Grade 9	Actual 07/08 A/E			
CAC Language Arts	100/53.8			
<i>Province</i>	77.5/14.8			
CAC Mathematics	100/23.1			
<i>Province</i>	65.2/17.8			
CAC Science	100/38.5			
<i>Province</i>	68.8/14.6			
CAC Social Studies	100/53.8			
<i>Province</i>	70.6/19.0			

Diploma Exam Results Course By Course Summary By Students Writing (cont'd) (OPTIONAL)

		2004	2005	2006	2007	2008
English Lang Arts 30-1	Students Writing	35	51	54	51	36
	Acceptable Standard %	91.4	88.2	92.6	82.4	97.2
	Standard of Excellence %	20.0	5.9	11.1	11.8	8.3
English Lang Arts 30-2	Students Writing	n/a	13	11	15	21
	Acceptable Standard %	n/a	92.3	100.0	93.3	95.2
	Standard of Excellence %	n/a	0.0	0.0	0.0	4.8
French Lang Arts 30	Students Writing					
	Acceptable Standard %					
	Standard of Excellence %					
Français 30	Students Writing					
	Acceptable Standard %					
	Standard of Excellence %					
Pure Mathematics 30	Students Writing	23	34	34	42	31
	Acceptable Standard %	60.9	47.1	73.5	66.7	83.9
	Standard of Excellence %	17.4	0.0	26.5	9.5	16.1
Applied Mathematics 30	Students Writing	18	20	19	16	15
	Acceptable Standard %	66.7	80.0	47.4	68.8	66.7
	Standard of Excellence %	0.0	5.0	10.5	0.0	0.0
Social Studies 30	Students Writing	46	50	54	48	42
	Acceptable Standard %	82.6	74.0	68.5	87.5	83.3
	Standard of Excellence %	17.4	10.0	16.7	20.8	16.7
Social Studies 33	Students Writing	13	12	12	18	16
	Acceptable Standard %	76.9	100.0	83.3	88.9	87.5
	Standard of Excellence %	15.4	8.3	16.7	16.7	6.3
Biology 30	Students Writing	40	37	42	30	29
	Acceptable Standard %	62.5	62.2	64.3	73.3	69.0
	Standard of Excellence %	12.5	8.1	14.3	3.3	17.2
Chemistry 30	Students Writing	21	30	36	34	19
	Acceptable Standard %	52.4	66.7	80.6	82.4	84.2
	Standard of Excellence %	14.3	3.3	30.6	14.7	5.3
Physics 30	Students Writing	7	17	15	17	18
	Acceptable Standard %	100.0	35.3	86.7	88.2	77.8
	Standard of Excellence %	28.6	5.9	40.0	41.2	5.6
Science 30	Students Writing	n/a	n/a	n/a	n/a	n/a
	Acceptable Standard %	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence %	n/a	n/a	n/a	n/a	n/a

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

Calgary Academy Collegiate Diploma Examination Mark: The CAC group includes scores only of those students without a diagnosed learning difficulty.

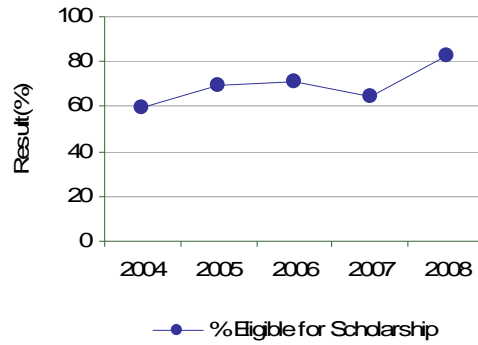
Subject	Actual			
	06/07 A/E			
CA English 30-1	100/55.6			
<i>Province</i>	97.7/21.7			
CA Soc St 30	100/33.3			
<i>Province</i>	97/26.4			
CA P. Math 30	100/12.5			
<i>Province</i>	91.7/28.7			
Biology 30	NA			
<i>Province</i>	93.6/30.5			
Chemistry 30	100/33.3			
<i>Province</i>	95.1/36.2			
Physics 30*	NA			
<i>Province</i>	94.5/34.4			

* Not enough students taking the course to be considered statistically significant

Measure History

Rutherford Scholarship Eligibility Rate

	2004	2005	2006	2007	2008
Total Gr 12 Students	57	63	65	65	58
Percent Eligible for Scholarship	59.6	69.8	70.8	64.6	82.8



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
2004	57	29	50.9	27	47.4	14	24.6	34	59.6
2005	63	38	60.3	27	42.9	16	25.4	44	69.8
2006	65	40	61.5	37	56.9	26	40.0	46	70.8
2007	65	38	58.5	34	52.3	27	41.5	42	64.6
2008	58	35	60.3	44	75.9	20	34.5	48	82.8

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

Outcome: Students are well prepared for lifelong learning.

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
High school to post-secondary transition rate of students within six years of entering Grade 10.	78.8	65.4	Very High	Improved	Excellent			
<p>Strategies (see note)</p> <p>The statistics provided by the province may include students who left Calgary Academy in Grades 10 & 11. Moreover, they <u>do not</u> include students who left the province to study in other provinces or abroad. Thus, the provincial percentages are <u>not</u> an accurate reflection of the Calgary Academy demographic group.</p> <p>The last analysis performed the school suggests that 83% of CA and 92% of CAC students attend post secondary within a year of completing of Grade 12.</p> <p>Strategy: Calgary Academy will continue to provide Career Counseling, including preparation of comprehensive career profiles that match student aptitudes, interests and abilities to all of the High School students. Moreover, we will continue to help students explore post-secondary opportunities across Canada and abroad.</p> <p>Strategy: Calgary Academy will continue to offer its students the course selection and academic support they require to successfully complete high school.</p>								



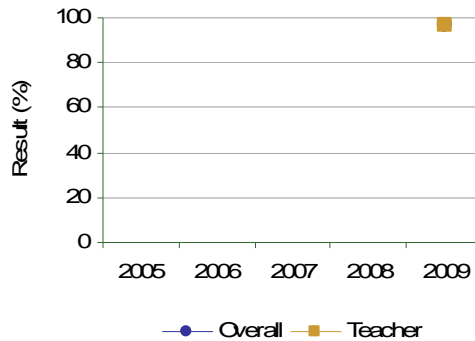
Outcome: Students are well prepared for employment.

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.	97.0	n/a	Very High	n/a	n/a			
<p>Strategy</p> <p>Continue to provide students progress reports that include feedback on their development of skills valued by employers that were identified in surveys of Canadian employers.</p>								

Measure History (OPTIONAL)

Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.

	2005		2006		2007		2008		2009	
	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	100	97.0
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	100	97.0



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	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
Overall teacher, parent and student agreement that students model the characteristics of active citizenship.	90.9	n/a	Very High	n/a	n/a			

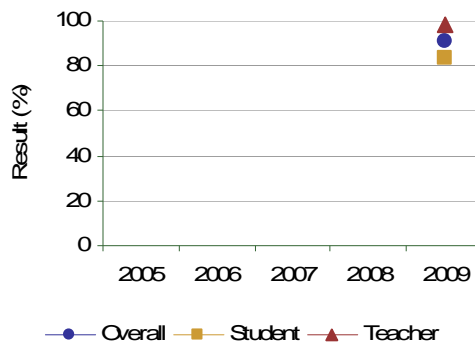
Strategies

Continue to reinforce the REACH principles (Respect, Enthusiasm, Altruism, Commitment and Honesty) through meaningful and predictable feedback to students and by recognizing students with the Dean's Award)

Measure History (OPTIONAL)

Overall teacher, parent and student agreement that students model the characteristics of active citizenship.

	2005		2006		2007		2008		2009	
	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	624	90.9
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	524	83.3
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	100	98.4



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

Goal Four: Highly Responsive and Responsible Jurisdiction

Outcome: The education system at all levels demonstrates effective working relationships.

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
Overall teacher and parent satisfaction with parental involvement in decisions about their child's education.	98.8	n/a	Very High	n/a	n/a			
<p>Strategies Continue to hold regular Individual Program Plan meetings and Parent Teacher Conferences to discuss student progress.</p>								

Measure History (OPTIONAL)										
Overall teacher and parent satisfaction with parental involvement in decisions about their child's education.										
	2005		2006		2007		2008		2009	
	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	100	98.8
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	100	98.8

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 at all levels demonstrates leadership and continuous improvement.

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
Overall percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same in the last three years.	78.0	n/a	High	n/a	n/a			
Strategies <ol style="list-style-type: none"> 1) Continue to solicit input from parents, students and staff on how to improve Calgary Academy. 2) Continue to provide teachers regular professional development that is focused on assisting them in the further development of skills required to maximize student success. 3) Continue to provide teachers opportunities to attend conferences, seminars and workshops in areas of academic interest and desired professional growth. 4) Continue to financially support teachers in their quest to upgrade their academic qualification. 								



Budget Highlights

Financial Planning

Guiding principle used for financial planning: Calgary Academy budgets so that Provincial Grants and Parents Fees pay all **anticipated** Salaries/Benefits and Cost of Operations

Revenue	Actual (2007-08)	Budget (2008–2009)
Government Grants	\$ 5, 765, 871	\$ 6, 098, 653
Parent Fees	<u>8, 307, 556</u>	<u>8, 457, 128</u>
Total	14, 073, 427	14, 555, 781
Expenses		
Salaries & Benefits	9, 810, 420	10,426,639
Cost of Operations	<u>4, 022, 975</u>	<u>3,960,800</u>
Total	13, 833, 395	14, 387, 439
Revenue – Expenses	\$ 240, 032	168, 392

During 2007-2008 Calgary Academy received donations of \$ 328,756 earned interest of \$ 417,888 which resulted in a Net * Excess of Revenue over expenses of \$ 1,466, 172

Information on how to access the Budget Report Form that Calgary Academy submits to Alberta Education may be obtained from Cathie Toovey at 686-6444 ext. 480.

A copy of this Three-Year Education Plan and the 2007/2008 AERR for The Calgary Society for Effective Education of Learning Disabled may be found on the Calgary Academy website: www.calgaryacademy.com.

Highlights of Facility and Capital Plans

Goal 3: Success for First Nation, Metis and Inuit (FNMI) Students

Strategy: Calgary Academy will continue to use prescribed Alberta Curriculum to promote a better understanding of FNMI perspectives, worldviews, values, history and knowledge.

During July/August 2009 the school plans to:

- 1) Complete the middle school activity area.
- 2) Install an elementary playground.
- 3) Complete the upgrades to the large playing field.
- 5) Landscape the areas around the elementary/junior high and senior high entrances.
- 6) Asphalt the first 20 meters of the bus turnaround area.
- 7) Remove the outdoor rink and sod that area for inclusion.

Estimate cost of these projects is approximately \$ 700 000.

Calgary Academy anticipates that it will receive approximately 6 million dollars in provincial education grants during the 2009-10 school year.

Publication and Communication

- *Include web link to posted document.;* www.calgaryacademy.com
*Indicate how the three-year plan has been/will be communicated to parents and the public. **Notice that these reports are available on-line will be placed in the Final Student Progress reports.***
- *Members of the Calgary Academy Board of Governors, which includes the President of the Calgary Academy Parents Association, was asked to provide input on behalf of the parent group that could be incorporated into the Three Year Plan.*

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