

THE THIRD ACADEMY

For Children With Special Needs

Designated Special Education Private School

Annual Education Results Report

2006-2007



Calgary

B4 Building Currie Barracks
2452 Battleford Avenue SW
Calgary
T3E 7K9
Telephone: (403) 288-5335
Fax: (403) 288-5804

Lethbridge

1801-5th Avenue South
Lethbridge
T1J 4P4
Telephone: (403) 317-7901
Fax: (403) 317-7980

Red Deer

4101 – 54th Avenue
Red Deer
T4N 7G3
Telephone: (403) 314-9144
Fax: (403) 342-9505

Founding Patron: Ed Whalen
Honourary Patrons: Nomi Whalen
Colleen Klein
Patrons Calgary: Al Duerr
Karen Kryczka
Glenn Olson
Patron Red Deer: Dwaine Souveny
Patrons Lethbridge: Del Allen
Bob Ackerman

"Whatever diminishes the child's self has no place in education. Humiliation, degradation, and failure are destructive to self Whatever makes the self smaller or weaker is not just bad for mental health; It undermines confidence and produces fear and withdrawal. It cuts down freedom of movement, the possibility of intelligent behavior."
Arthur W. Coombs

TOLL FREE 1-877-508-5335

www.thirdacademy.com

Table of Contents

Message from the Board Chair.....	3
Statement of Accountability.....	4
Communication of the Plan.....	4
Third Academy Profile	
Vision.....	5
Mission.....	5
Values.....	5
Philosophy.....	5
Context.....	6
Why the Program?.....	6
The Program.....	7
Program Goals.....	8
Academic.....	8
Personal Development.....	8
Phys Ed., Music, Art.....	8
Students.....	9
Professionals.....	10
Transportation.....	11
Partnerships.....	11
Progress and Accomplishments	
Summary Third Academy Priorities for Improvement.....	12
Third Academy Priorities for Improvement	
Local Goal One: Long Term Sustainability of Third Academy	13
Local Goal Two: Vocational Learning Opportunities for Students.....	14
Local Goal Three: High Quality Professional Development for Staff.....	15
Third Academy Progress and Accomplishments on Provincial Projects	
AISI.....	16
Student Health.....	16
Third Academy Progress and Accomplishments on Provincial Goals	
Goal 1: High Quality Learning Opportunities for All.....	17
Goal 2: Excellence in Learner Achievement.....	22
Provincial Achievement Tests/Diploma Examinations.....	22
Total Achievement Test Results Based on Number of Students Writing.....	23
Diploma Examination Results.....	24
Goal 3: Highly Responsive and Responsible School Jurisdiction.....	30
Financial Results	
Summary.....	33
Revenue Comparison and Analysis.....	34
Expense Comparison and Analysis.....	35
Operating Expenses 2005-2006.....	36
Future Challenges.....	37

MESSAGE FROM THE BOARD CHAIR

The Annual Education Results Report highlights information that is required by Alberta Education and celebrates the many outstanding accomplishments of teaching and learning in Third Academy for the past year. The results indicate that Third Academy does meet its mission to provide quality education by creating a positive, success oriented learning environment for children with special needs.

Our students have typically had a negative experience in their learning. For whatever reason, the conventional learning systems have not been able to provide the kind of supports our students have needed to succeed. They have come to us ‘dented’ and ‘blunted’... and all those dents and blunts represent pain. Third Academy, firstly, takes away that pain. Once that pain is gone, then the learning can begin. The final step is to assist students to transition back to their local school. Third Academy represents a new paradigm for the delivery of services to children with special needs. The continued support by our community has seen the growth of Third Academy from 26 students in 1997 to current 239 students in campuses located in Calgary, Red Deer, and Lethbridge. By student enrollment, Third Academy is the largest private provider of special needs programming, grades 1-12, in Alberta.

This year has seen the steady hand of the Board overseeing a very successful year on a variety of fronts. The Board- comprised of a senior Third Academy Administrator, the CEOs of two Calgary area private schools, a former Superintendent of Public Schools, a Calgary businessman/realtor, and myself with a background in Childcare- has performed in a diligent and responsible manner its fiduciary obligations. Being the tenth year of operation, milestones reached included: record student enrollment, the acquisition of a permanent Calgary South site, a very successful severe audit process, and a very strong financial performance that saw a significant year end surplus. Our biggest challenge as an organization continues to be with our partner, Alberta Education. The results of a Special Education Standards Review conducted in the previous year were shared with us in the Spring of 2007. This Report was not complimentary. Then, Alberta Education advised of their intention to conduct a Program Review in the month of June. Despite the school community’s clear disapproval of the timing of this Review, Alberta Education insisted on moving forward. Although Third Academy staff did cooperate, it was made clear to Alberta Education that this was done ‘under protest’. The timing of and lack of appropriate process, in the view of the Board, fundamentally flaws this Review. The Department and the Alberta Independent Schools and Colleges Association investigated the nature of the working relationship between Alberta Education and all private schools in June of 2007. These investigations prompted changes within Alberta Education. The Board is very much hoping that with these changes, Third Academy and Alberta Education will work in a more productive effort in serving the students of Alberta.

The success of Third Academy’s learning system depends on the combined efforts of staff, parents, and students. At Third Academy, we believe that ‘together we make the difference’. Continued and growing support from the community at large also contributes to this success. The accomplishments of Third Academy can be attributed to the caring, understanding, and commitment of all members of our community. Thank you to everyone who has made this year such a success!

Jessica Popp
Board Chair

THE THIRD ACADEMY RESPONSIBILITY

The Annual Education Results Report for The Third Academy International Ltd. for the school year 2005-2006 was prepared under the direction of The Third Academy Board of Directors in accordance with the responsibilities specified in the *School Act, the Government Accountability Act, Alberta Education Policy 2.1.1* ('Accountability in Education: School Authority Accountability') and the provincial government's accounting policies. The Board of Directors is committed to using the results in this report, to the best of our abilities, to improve the quality of education for students in our authority. We will use the results to develop sound strategies for our next three-year education plan to ensure that all our students can acquire the knowledge, skills and attitudes they need to be self-reliant, responsible, caring and contributing members of society.

Jessica Popp
Chair, Board of Directors

Dr. S. Lal Mattu
Chief Executive Officer

COMMUNICATION OF THE PLAN

This report will be communicated to the school communities- parents, staff, and public at large- in the following ways:

- The report will be available at the Parent Resource Centre at the schools
- The report will be available at Central Administration Office
- The report will be available at the Office of the Principal at the schools
- The report will be available at the Staff Resource Centre at the schools
- The report will be distributed to Directors, Patrons, and other Stakeholders
- A link to the report will be placed on the school website

THE THIRD ACADEMY PROFILE

VISION

- To optimize human potential.

MISSION STATEMENT

- To provide quality education by creating a positive, success oriented learning environment for children with special needs.

VALUES

- Students with special needs are capable of learning.
- Programs to meet the academic, physical, social, aesthetic and emotional needs of our students.
- Parents and families are the primary source of support for students in our care. Our role is to form meaningful partnerships with each parent.
- Caring, dedicated, highly qualified, experienced professionals and support staff are the keys to meeting student needs and program requirements.
- Effective and efficient educational processes and resources provide the basis of instructional planning.
- Fiscal, responsible operations will be sustainable and accountable.

PHILOSOPHY

The Third Academy takes a student centered, holistic, comprehensive approach to special education based on the premise that no special need is disconnected from a variety of influences that go beyond the cognitive. All intellectual, physical, spiritual, psychological, emotional and social influences must be considered in order to successfully meet the needs of each student.

THE THIRD ACADEMY PROFILE

CONTEXT

The Third Academy- a fully accredited and funded private school with a Designated Special Education Private School (DSEPS) status- opened its doors to students on September 1st, 1997. As an educational facility, it meets and exceeds the requirements specified in the School Act, Private School regulations, Alberta Education policies, and Standards for Special Education.

The Third Academy operates as an adjunct to the conventional school systems, providing an alternate programming option for parents of students with mild to moderate- including gifted- and severe learning disabilities. The 'difference' in this option for parents is the focus on the personal development- in conjunction with academic and kinesthetic/esthetic- component of programming. The Third Academy offers a segregated learning environment with access to required services and supports for its students. A well balanced, individualized, integrated, and intensive program for each student is created. This program- the IPP- is designed to: focus on students in their areas of need; support and address through remediation or compensation those particular needs; and prepare them for successful transition back into their local school. This requires a specifically modified/adapted program that still adheres to the Alberta Program of Studies. Ultimately, however, the 'teacher is the program'.

The Third Academy currently caters to the needs of students in grades one through twelve. To provide services across Central & Southern Alberta, programs are offered in two satellite campuses operating in Red Deer and Lethbridge. Operated as a not for profit organization and a federally registered charity, Third Academy has brought on stream a much needed service to meet the unmet needs of children with special education needs in Alberta. This service further expands the focus of services currently provided by other DSEPS in Alberta. The Third Academy has a 98% success rate.

The future envisions continued growth in student population, enhanced programming, and the recognition of The Third Academy as model for delivery of special education services in the Province of Alberta. Having established a school culture of its own, the long term sustainability of The Third Academy will ultimately be achieved by securing long-term leases/owning its own school facilities.

WHY THE PROGRAM?

Dr. S. Lal Mattu BSc MEd PhD Dip ECE Chartered Psychologist had a dream. In 1997, he had completed 35 years as an educator in the conventional systems- as a teacher, vice principal, and assistant/chief superintendent. During the twenty years that he had spent in various superintendencies in Alberta and British Columbia, one of his major responsibilities was special education programming. Accepting that the conventional systems were ultimately not institutionally designed and culturally hampered in their ability to reform and serve the needs of these students, Dr. S. Lal Mattu decided that he could better serve the needs of this community by founding The Third Academy. Furthermore- after a lifetime of service to and support from the community at large- The Third Academy offered a better way for Dr. S. Lal Mattu to serve and give back to the community. Dr. S. Lal Mattu was recently awarded an Alberta Centennial Medal for a lifetime of service to the children of Alberta. He accepted on behalf of The Third Academy.

THE THIRD ACADEMY PROFILE

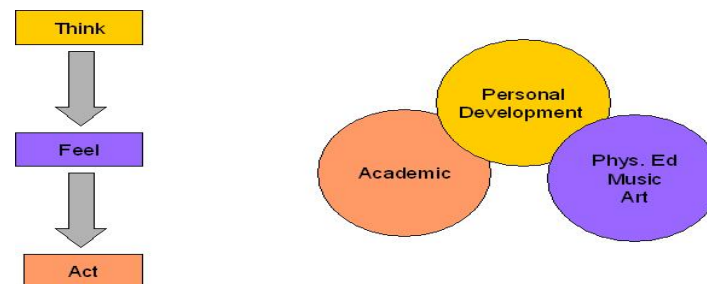
THE PROGRAM

The Third Academy creates a well balanced, individualized, integrated, and intensive program for each student that is designed to prepare them for re-entry into their community school as quickly as possible.

Students with special needs require an Individualized Program Plan (IPP) that builds upon their strengths while remediating or compensating for their learning disorder. Lesson content responds to the needs of each student while adhering to the Alberta Education program of studies. Central to The Third Academy's programming is an emphasis on Personal Development. Personal Development looks to 'heal the heart'. That is to say, deal with underlying emotional issues that stop the student from learning. By changing the way students 'think' and 'feel' about themselves, we are able to change the way they 'act'.

There are many teaching strategies/methodologies that have a positive impact on student learning. The choice of which strategies/methodologies to use is dependant upon what works best for the individual learner. In that way, the program is customized. The teacher determines- in partnership with the student and parents- which strategies/methodologies to use. Then, the teacher does 'whatever it takes' to meet the student's needs. With excellent teachers, our students get the instruction they deserve. This is why we say: 'Ultimately, the teacher is the program'.

A therapeutic program supports the student's educational program. We believe that 'how a person thinks, affects how they feel, and hence how they act'. In this model, 'thinking' and 'feeling' are inputs and 'acting' is the output. In the conventional educational model, the focus is on 'academics'. When a student underachieves academically, the conventional model targets the academic. The Third Academy views the 'academic' as an output in the same way behaviour is an output. In order to change academic performance, one must focus on the inputs: thinking and feeling.



Focusing on 'thinking' and 'feeling' is the Personal Development component of the program. Once the student believes that they are 'lovable and capable' again, the natural ability and urge to learn takes over. By focusing here, the student begins to develop their human potential- academic, physical, and esthetic.

THE THIRD ACADEMY PROFILE

PROGRAM GOALS

- To help students acquire a new, positive attitude towards learning.
- To assist students to develop the skills and strategies to be successful in their learning.
- To help students develop a new attitude about themselves, a positive self-image and self-confidence.
- To build a strong academic foundation.
- To integrate students back to their community schools as soon as possible.

ACADEMICS

- Diagnosis and understanding of their learning problems
- Skills to effectively compensate for their learning difficulties
- Language Arts and Mathematics grade/age equivalency, consistent with intellectual potential
- Study, organizational, planning, time management skills
- Confidence to integrate into traditional class room society
- Social skills training
- Skills for life long learning

PERSONAL DEVELOPMENT

- Self concept /Self esteem
- Emotional issues, including dealing with frustration and anger
- Dream building
- Decision making/Goal setting
- Peer/Relationship building
- Conflict resolution
- Inspiring positive hopes

MOVEMENT, MUSIC, ART

- To round off students' overall educational program
- To meet physical and aesthetic needs
- These needs join with Personal Development (which meet social/emotional needs) and Academics (which meet intellectual/cognitive needs) to enable The Third Academy to realize its vision: To optimize human potential.

THE THIRD ACADEMY PROFILE

STUDENTS

The Third Academy's program targets students 5-19 years of age who fit the Alberta Education criteria for special needs: specifically, a mild/moderate or severe learning disorder. Students typically may exhibit one or more of the following characteristics:

- Reading, writing, spelling or mathematics problems
- Lack of organizational, planning, time-management skills
- Lack of study skills resulting in incomplete assignments and poor exam performance
- Unable to stay on task due to attention deficit disorders
- Low self-esteem and confidence
- Inappropriate behaviours due to frustrations caused by an inability to succeed in an educational environment where conventional approaches are used
- Labeled as lazy or unmotivated
- May be diagnosed with, or exhibit characteristics associated with, disorders such as Tourette's Syndrome, Oppositional Defiant Disorders, Asperger's Syndrome, Attention Deficit Disorder, Obsessive Compulsive Disorder and others
- Behavioural patterns caused by physical, emotional, and other abuse

Population Actuals for 2006-2008 and Projected for 2008-2009

Calgary	Gd 1	Gd 2	Gd 3	Gd 4	Gd 5	Gd 6	Gd 7	Gd 8	Gd 9	Gd 10	Gd11	Gd12	Total
2006-07	5	7	6	13	15	13	16	20	12	25	17	12	161
2007-08	5	6	6	9	14	14	18	14	23	18	23	19	169
2008-09	7	8	10	9	14	17	16	17	25	14	25	18	180
Red Deer													
2006-07	2	0	0	2	2	3	3	8	3	2	4	0	27
2007-08	0	0	1	1	2	1	1	3	2	6	1	2	28
2008-09	2	2	2	2	2	2	5	6	6	2	2	2	35
Lethbridge													
2006-07	2	2	3	3	2	4	8	8	7	6	4	2	51
2007-08	1	1	2	3	1	3	3	8	5	6	6	1	40
2008-09	2	2	3	3	2	3	5	5	8	7	6	4	50
Totals:	2006-2007: 239		2007-2008: 237				2008-2009: 265						

THE THIRD ACADEMY PROFILE

PROFESSIONALS

We are teachers and support staff who care for children with special needs. We understand students with special needs. And because of this understanding, we can help.

The Third Academy administration believes that excellent teachers are the most important group in meeting the learning needs of our students. All teachers are certified by Alberta Education. The student:teacher ratio is 10:1. Teachers hired to work with our students have qualifications that may include advanced course work, specialized training, and/or experience in Special Education and demonstrate strong skills in the following areas:

- Understanding of the characteristics and needs of students with special needs
- Specialized instructional and remedial strategies, technologies, materials and curricular adaptations
- Social and self-concept skills development and behaviour management
- Co-operative planning, exemplary communication skills and collaborative consultations
- Assessment, classroom management and motivation

Specially trained Instructional Assistants are assigned to work with students where needed. Instructional Assistants possess skills and training for the duties they are assigned. That includes but is not limited to:

- An understanding of special needs
- Collaborative and communication skills
- Strategies for motivating students
- Behaviour management skills

The Third Academy offers a full range of ancillary services in order to support our students' therapeutic needs. A Chartered Psychologist is based on-site in the Third Academy Diagnostic and Assessment Centre for counselling and assessment purposes. Program specialists- such as Speech & Language Pathologists, Occupational Therapists and Health Nurses- are contracted on an as needed basis.

The most important criterion in our hiring practices is that our people have 'the heart' to deal with our students and families. We support one another as a community within a safe and caring environment that has been created for the benefit of our students, parents, and staff. When one of us falls down, we offer a hand to 'pick them up'. All staff are here to ensure that 'learning takes place'.

THE THIRD ACADEMY PROFILE

TRANSPORTATION

It is the responsibility of the parents of students at all campuses to get them to school every day. Parents do have the option, in Calgary, to access transportation services. 95 students are transported daily on a fleet of eight school busses. This service is provided on a fee for service basis. Service is door to door, due to the nature of the students. The busing fleet also provides transportation for field trips and gym runs to local facilities in Calgary. The balance of students in Calgary, Red Deer, and Lethbridge are dropped off by parents, take public transport or simply walk to The Third Academy. Red Deer and Lethbridge contract transportation for field trips. Third Academy's transportation department also contracts its services out to other private schools and groups. The students of Mountain View Academy, our sister school, are regularly transported on Third Academy school buses.

PARTNERSHIPS/SPONSORSHIPS

The Third Academy welcomes partnerships from individuals and corporations as well as encourages liaison with other agencies including school boards, universities/colleges, other private schools, health care systems, community organizations and groups, corporations, and foundation as well as government departments. Practicum students from various departments of the University of Calgary, University of Lethbridge, Mount Royal College, Lethbridge Community College, Red Deer College, and Canadian University College completed fieldwork at Third Academy campuses. A number of Provisional Psychologists also completed their requirements under the supervision of Third Academy's Psychology Department. For a list of partners/sponsors, please visit The Third Academy's website www.thirdacademy.com. The Third Academy thanks all partners/sponsors for their contributions. Major supporters include Ronald McDonald Children's Charities, Alberta Lottery Fund, Alberta Foundation For the Arts, Loyal Order of Eagles, Lethbridge Chamber of Commerce, Clarica, City of Lethbridge, Children First Foundation, Calgary Foundation and Rotary clubs in Calgary and Lethbridge. In particular, The Third Academy appreciates support for The Gift of Literacy Fund. This bursary program has been established to assist qualifying parents to meet tuition costs so that their child can access the services they need. The Legacy Fund (for capital projects) has been established with the goal of building school sites for The Third Academy. Special mention needs to be made of the partnership between Third Academy and its Parent Advisory Committees (PAC). This partnership is critical to the success of our students.

This year saw a number of new patrons come aboard to 'lend their name' to the work that Third Academy does in our communities. Thanks in large part to the active involvement of Nomi Whalen, Honourary Patron, we are privileged to have gained the support of: Dr. Colleen Klein, Al Duerr, Karen Kryczka, and Bob Ackerman.

A partnership was established to purchase the new Third Academy South Campus. Third Academy was able to attract five others- Relax & Dine Ltd., SNR Group International Ltd., Bharati Singh, Zeljko & Slavica Puric, Suniel and Lorraine Puri- to put the money up for the down payment and make the long term commitment to ensuring that Third Academy will always have a roof over its head. This purchase does, indeed, establish a legacy for the students and families of Calgary and surrounding areas that ensures access to services that meet their needs. It is anticipated that the Calgary South campus will be operating by September 2008.

PROGRESS AND ACCOMPLISHMENTS

SUMMARY

THIRD ACADEMY PRIORITIES FOR IMPROVEMENT

Pursuant to Third Academy's Three Year Plan 2006-2009, the following priorities have been addressed with the following outcomes:

- **Securing Government funding:** ongoing professional development with all staff with respect to Severe Audit Process has led to an improved approval rate. 2006-2007 saw a very high success rate at audit. The financial impact was significant, contributing to a surplus that allowed for a substantial write down of the accumulated deficit position.
- **Delinquent accounts:** identification and write off of uncollectible accounts, increased monitoring of accounts, ongoing communication to parents of the serious financial impact of delinquent accounts, agreement by the Calgary parent community to start a bond program to in part minimize the impact of delinquency, and implementation of a policy of non-acceptance for re-registration for the next academic year where accounts are delinquent has led to an improvement in payment history. An indication of success here has seen 2006-2007 with a minimal amount of delinquent account/bad debt.
- **Positive cash flow and reporting a balanced budget:** an increase in tuition amounts and government funding (particularly with respect to approval rates in the Severe Audit Process) and strict controls on spending (together with increased student enrollment) have resulted in decreased cash flow strains and a yearend surplus. 2006-2007 saw a significant cash flow improvement and a significant yearend surplus.
- **Permanent site for The Third Academy in Calgary:** a bond program to primarily support this capital project has been agreed for the upcoming year enabling the search for this site. Ultimately, permanent Calgary North and Calgary South campuses will provide more and easier access to services and better facilities. Lethbridge campus has moved into a centrally located, former public school secured on long lease that again will provide better access and facilities. Red Deer campus continues to lease newly built space in central Red Deer. The purchase of the Calgary South campus was finalized.
- **Gift of Literacy program:** in order to support a fully funded bursary program, Fund Development Officers in Red Deer and Lethbridge have been tasked with building the kinds of relationships in the community that will create donations and holding special events/bingos/casinos. However, minimal dollars have been raised for this year. Calgary's Gala raised a modest sum. The casino, however, was a major funding boost. Limited success has caused a reevaluation of Fund Development Officer role in Red Deer and Lethbridge. In Calgary, a staff has been assigned to work on the Gala. Bingos are being coordinated through the PAC. The effort to reach out to the community at large is in hiatus. The plan is that with refocusing and reassignment of this role at all campuses, we can restart our efforts to fund the bursary program. As a community school providing services to those in need, bursaries will continue to be a fact of Third Academy's financial life. Along with raising monies, the challenge will be to find a balance so that the financial viability of the Third Academy can be maintained on a go forward basis.

PROGRESS AND ACCOMPLISHMENTS

SUMMARY

THIRD ACADEMY PRIORITIES FOR IMPROVEMENT

- **The Legacy program/Establishing a permanent home for Third Academy Calgary:** a bond program to primarily support this capital project fund was agreed for the upcoming year enabling the search for this site. The purchase of the Calgary South campus was finalized. Bond monies were used in this purchase. The site will be occupied in September 2008. The existing Currie Barracks Lease will expire in 2009. Ideally, the campus will be split to the new Calgary South campus and a future Calgary North campus. Ultimately, permanent Calgary North and Calgary South campuses will provide more and easier access to services and better facilities for programming purposes.
- **Gymnasium space in Calgary:** space for programming is secured in City of Calgary facilities, Mount Royal College, private facilities and on Canada Lands' properties. Affordability, however, continues to be an ongoing issue particularly given the cost of transporting students offsite. New permanent sites for Third Academy Calgary are to have gymnasium space as a priority consideration for suitability.
- **Standards for Special Education:** Alberta Education conducted a Review based on the Standards for Special Education in 2005/2006. The Final Report was forwarded in the Spring of 2007. This report made a number of recommendations. Third Academy administration has prepared an Action Plan to implement those recommendations. We note that a high percentage of the recommendations had already been implemented since the Review of the previous year. A number of professional development activities have been focused on making staff more aware of these standards. Third Academy will continue as a priority to make all stakeholders aware of the Standard for Special Education as well as implementing all recommendations as per the Action Plan in a timely fashion.
- **Managing Transition of Third Academy Lethbridge:** the move to the newer, centrally located school site has had a significant positive impact. Student enrollment numbers jumped significantly from the previous year. A new Principal took the helm of the school. Dr. S. Lal Mattu, CEO, was directly involved in the day-to-day management of the facility. The office of the Chief Financial Officer was also situated at the campus. These initiatives were designed to manage more effectively the transition into the new campus. The move saw the student enrollment numbers double, a definite positive.
- **To build Third Academy Red Deer to a base student population of 50:** this goal remains elusive. A number of students that required significant management due to behaviours had an impact on not only the school dynamic but also the ability to increase enrollment. Further to Alberta Education suggestion, future enrollment will be subject to a more selective screening process. This refocus should assist in allowing the campus to attain this goal over the next three years.
- **Managing the transition of administrative services as a new team is brought aboard:** 2006-2007 saw a major restructuring within the central administration. A new team was brought into Finance to bring this department in order. The system register completed her transition into the role and a new central administrative assistant was put in place. A new Special Assistant to the CEO, the Executive Director's role being eliminated, oversaw this team. A successful team dynamic was indeed created. Future considerations would include a look at the Human Resources role.

PROGRESS AND ACCOMPLISHMENTS

THIRD ACADEMY PRIORITIES FOR IMPROVEMENT

LOCAL GOAL ONE: LONG TERM SUSTAINABILITY OF THIRD ACADEMY

Outcomes	Key Strategies/Tasks	Target	Performance Measures	Results
Financial Sustainability of The Academy	Assign Full Time Staff to marketing / Community Relations	03/04	Hire Community Relations/ marketing staff at each campus	05/06 Achieved 06/07 Positions eliminated
	Develop and implement a marketing/ fund development action plan for each campus.	05/06	Monthly activity report.	05/06 Achieved(Calgary/Lethbridge). Red Deer (Ongoing) 06/07 Revaluation of this responsibility sees the CEO (Lethbridge), Special Assistant to the CEO (Calgary) and the Principal (Red Deer) assume this responsibility.
	Develop and sustain long term partnerships with the Corporate Community at each campus.	05/06	Develop and monitor a Donor database	05/06 Ongoing Database still needs to be developed 06/07 Ongoing Database still needs to be developed
	Increase student enrollment through greater visibility for The Third Academy	05/06	Increase of September 30 count numbers Targeted promotion (radio, print, display) Networking (provincial and local government, service clubs, service providers, business leaders)	05/06 Achieved (Red Deer, ongoing) 06/07 Not Achieved (enrollment dips.) 05/06 Achieved 06/07 Achieved 05/06 Achieved and ongoing 06/07 Achieved and ongoing
	Develop long term Lease/Purchase Plan for instructional activities at each campus	05/06	Consolidation of payments at competitive rates Buyout of some bus leases	05/06 Achieved 06/07 Achieved 05/06 Achieved and ongoing 06/07 Achieved and ongoing
	Develop and implement a Business Plan for a permanent home for The Third Academy in Calgary	05/06	Plan Developed New Facilities	05/06 Ongoing (Bond Program, Calgary) 05/06 Lethbridge moves into new centrally located facilities 06/07 New Calgary South campus purchased

PROGRESS AND ACCOMPLISHMENTS

THIRD ACADEMY PRIORITIES FOR IMPROVEMENT

LOCAL GOAL TWO: VOCATIONAL LEARNING OPPORTUNITIES FOR STUDENTS

Outcomes	Strategies	Target	Performance Measures	Results
The schools programs and modes of delivery will expand to better meet the vocational needs of students at The Academy.	Provide Access to Vocational Programs through Partnership with external agencies	100%	Percentage of SH students identified (IPP) and offered a Work Experience placement	04/05 100% 05/06 100% 06/07 100%
	Provide Access to Vocational Programs through Partnership with external agencies	>2	Number of Vocational programs offered for Credit in the Senior High School	04/05 3 05/06 12 (correction: 1 for 12 students) 06/07 1
	Provide a variety of test materials and Life Skills resources to appropriately meet student needs.	04/05	Test materials accessible Resources accessible	04/05 Ongoing 05/06 Achieved 06/07 Achieved
	Provide professional development opportunities for instructional staff in the Life Skills program.	>10	Number of professional development	04/05 Achieved 05/06 Achieved 06/07 Acheived
	Appoint full time staff for the Life Skills / work experience program	04/05	Staff in place	04/05 Part time 05/06 Part time 06/07 Part time
	Implement Lions Quest program in all classrooms on a daily basis.	04/05	Incorporated in timetables BASC pre & post testing	04/05 Ongoing 05/06 Lions Quest emphasis replaced with emphasis on teacher peer mentorship due to cost restraints. GO Program introduced in Red Deer. 06/07 GO Program introduced in Calgary.

PROGRESS AND ACCOMPLISHMENTS

THIRD ACADEMY PRIORITIES FOR IMPROVEMENT

LOCAL GOAL THREE: HIGH QUALITY PROFESSIONAL DEVELOPMENT FOR ALL STAFF

Outcome	Key Strategies/Tasks	Target	Performance Measures	Results
The Third Academy model for Professional Development is flexible and effective in meeting the needs of all staff and students at the Academy.	Minimum of two in-service instructional sessions each month (Wednesday afternoons)	>2	Number of in-service instructional sessions held	04/05 Achieved 05/06 Achieved 06/07 Achieved
	The Third Academy will host workshops and seminars .	>2	Number of workshops/ seminars hosted	04/05 5 05/06 10 06/07 <10
	Teachers will make presentations to their peers following each off campus Professional Development opportunity.	>10	Number of presentations made to peers	05/06 20 06/07 >20
	Teachers will take an active role in mentoring new teachers or teaching partners.	05/06	New staff satisfaction Team teaching effectiveness	05/06 Ongoing 06/07 Ongoing
	All staff will attend local seminars/ conventions/ workshops to better meet the needs of their students.	05/06	Number of workshops/ seminars/conventions attended	05/06 Ongoing 06/07 Achieved >20

PROGRESS AND ACCOMPLISHMENTS

THIRD ACADEMY PROGRESS AND ACCOMPLISHMENTS ON PROVINCIAL PROJECTS

AISI

This year saw the start of a new three year cycle in Alberta Initiative for School Improvement projects. Our new AISI project is called: The Teacher as a Therapist First. We have been talking about this ‘paradigm shift’ for ten years, now. The timing of this project is opportune. At Third Academy we believe that the reason why our students have failed in the conventional classroom goes far beyond the cognitive. That is to say, underperformance can be related to whole host of factors. Our students come to us ‘dented and blunted’. Those ‘dents and blunts’ represent pain. Until we take away that pain, the student cannot learn- heal the heart and the mind will follow. In order to heal, we must become teacher-therapists first and teacher-educators next. The conventional classroom/school is not designed to serve the needs of students through this paradigm. Our universities do not produce these kinds of teachers. We, therefore, need to build them. By supporting our students in this way, the outcome will be improved academic performance.

The year started with focus on student assessment materials. Resources were then made available to teachers. Teachers attended various professional development opportunities- be they seminars, conferences, or retreats- in the run up to Spring. At that time, Third Academy engaged Energy in Motion Consulting to begin a series of presentations in direct support of our Teacher as a Therapist First goal. Taron Puri and Tom Grbic began the first leg of seminars. There was strong resistance by a few staff members. The vast majority, however, have indicated that they believe that this program is assisting them in becoming teacher-therapists. The impact on the student body is also measurable. In the 2006-2007 year, 34% of all students made an improvement of one academic year or greater in Mathematics. As well, 37% of all students made an improvement of one academic year or greater in Reading. This is a significant accomplishment for students who have been identified as having a special learning need.

AISI funding of \$17, 325 together with an additional amount of \$5, 615 were expended in this year’s project, for a total of \$22, 940.

STUDENT HEALTH

Student Health (formerly known as Student Health Initiative) is a joint endeavour of Alberta Education, Health and Wellness, and Children's Services. These provincial government partners work collaboratively to support local partnerships to strengthen the province's collective capacity to support students with special health needs. The goals of Student Health are:

- To improve access to integrated health and related services for children and youth with special health and support needs registered in school programs
- To enable children and youth with health and support related needs to be successful in their school programs

Third Academy campuses are part of three different SHIP regions: Central Alberta SHIP, Calgary Rocky View SHIP, and Chinook Country SHIP. The various SHIPs allow access to services in slightly different ways. Long waiting times, however, are not conducive to supporting student programming in a timely way. Services that Third Academy students have been able to access with the support of SHIP include Speech & Language Assessment and Consultation, Psychological Assessment, and Occupational Therapy.

REACH/ERECS

Third Academy Red Deer and Lethbridge are continuing in their attempts to secure support for students with these partners.

PROGRESS AND ACCOMPLISHMENTS

THIRD ACADEMY PROGRESS AND ACCOMPLISHMENTS ON PROVINCIAL GOALS PROVINCIAL GOAL ONE: HIGH QUALITY LEARNING OPPORTUNITIES FOR ALL

OUTCOMES	STRATEGIES	PERFORMANCE	TARGET	RESULTS
The school meets the needs of all its learners within the school community.	Provide services consistent with student needs including: Personal Counseling Speech/Language OT Psychological Testing/Assessment Management of Behavior Problems Audio logy Physical Handicap Services Academic Counseling Career Counseling Library Services	Percent of teachers/students/parents satisfied with services for students at The Third Academy.	100%	04/05 > 95% 05/06 > 90% 06/07 89% 07/08
	Coordinate services from provincial and local governments, community organizations and teacher support through consultation from these resources.	Number of organizations accessed.	>3	04/05 3 05/06 20 06/07 >20 07/08
	In-service opportunities are offered two times each month on a variety of topics and external professional development opportunities are offered throughout the year for specific teacher requests.	Percentage of teachers who agree that professional development opportunities made available through the school authority are focused on priorities and effectively address their ongoing professional development needs.	100%	05/06 >90% 06/07 52% 07/08
	Implement an effective professional development plan for all staff providing both in-service and PD opportunities including: Special Education Council Conferences Teachers Conventions in Local Areas Local/Provincial Workshops and Seminars	Number of professional growth plans completed.	100%	04/05 100% 05/06 100% 06/07 100% 07/08
	Number of reported in-service sessions attended by instruction staff.	>2	06/07 >30 07/08 >30	

PROGRESS AND ACCOMPLISHMENTS

THIRD ACADEMY PROGRESS AND ACCOMPLISHMENTS ON PROVINCIAL GOALS PROVINCIAL GOAL ONE: HIGH QUALITY LEARNING OPPORTUNITIES FOR ALL

OUTCOMES	STRATEGIES	PERFORMANCE	TARGET	RESULTS
The school meets the needs of all its learners within the school community.	Provide mentorship opportunities and ongoing evaluation in the classroom setting for all teachers.	Principal Evaluation	2/year	04/05 Achieved 05/06 Achieved 06/07 Achieved 07/08
	Review IPP's with teachers on a regular basis regarding student progress and discuss a variety of strategies for individual success.	Principal Evaluation (all classes)	2/year	04/05 Ongoing 05/06 Achieved 06/07 Achieved 07/08
	Familiarize teachers with the Alberta Learning document <u>Teaching Students with Special Needs/Standards for Special Education</u>	Formal PD sessions offered.	5	04/05 2 05/06 5 06/07 8 07/08
	Distribute parent survey to determine satisfaction with teacher's use of a variety of strategies to help students learn.	Percent of parent satisfied with teacher's use of a variety of strategies to help students learn.	>90%	04/05 58% (6% improvement) 05/06 65% 06/07 100% 07/08
	Ensure that education at The Third Academy is open and accountable.	Percent of parents satisfied with communication about their child's progress.	100%	04/05 > 90% 05/06 >80% 06/07 100% 07/08
	Ensure that the school community (including parents and corporate partners) has meaningful and timely information about student achievement.	Percent of parents satisfied with communication about their child's progress.	100%	04/05 > 90% 05/06 >80% 06/07 100% 07/08

PROGRESS AND ACCOMPLISHMENTS

THIRD ACADEMY PROGRESS AND ACCOMPLISHMENTS ON PROVINCIAL GOALS PROVINCIAL GOAL ONE: HIGH QUALITY LEARNING OPPORTUNITIES FOR ALL

OUTCOMES	STRATEGIES	PERFORMANCE	TARGET	RESULTS
The school meets the needs of all its learners within the school community.	Ensure that parents and the school community are given opportunities to provide input into the operations of the academy.	Hold monthly Parent Association Council meetings that include administration reports from school principal and teacher representative.	1/month	2005/2006 & 2006/2007 Monthly meetings held in Calgary, bimonthly meetings held in Red Deer and Lethbridge
	Provide all stakeholders with access to the audited statement. (Available by request)	Percent of stakeholders provided access to the audited statement.	100%	04/05 100% 05/06 100% 06/07 100% 07/08
	Publish results of provincial achievement tests for Grade 3, 6, 9 and 12.	School wide results posted on website and individual scores sent home upon request.	School wide 04/05 To parents 04/05	04/05 Not on website/by request 05/06 Accomplished/by request 06/07 Accomplished/by request 07/08
	Ensure that parents and the school community are given opportunities to provide input into the operations of the academy.	Percent of completed surveys returned.	100%	04/05 >95% of surveys returned 05/06 >80% of surveys returned 06/07 >50% of surveys returned 07/08
	Determine the percentage of the school community satisfied with the quality of education in the school.	Percent of teachers/parents/students satisfied with the quality of education offered at the school.	100%	04/05 >90% 05/06 >90% 06/07 >90% 07/08
	Through media and advertisement offer "The Third Academy" as a viable alternative for instruction meeting the needs of students with special needs.	Newspaper articles, radio, Yellow Pages, billboards/other display	Number of media appearances.	04/05 Yes 05/06 Increase from 2004/05 06/07 Increase from 2005/06 07/08
	Make presentations at local service clubs, private and public schools, teacher conventions, educational fairs, learning disability associations and parent groups.	Conduct monthly presentations in Calgary, Red Deer, Lethbridge	Number of presentations.	04/05 8 (across campuses) 05/06 Increase from 2004/05 06/07 Increase from 2005/06 07/08

PROGRESS AND ACCOMPLISHMENTS

THIRD ACADEMY PROGRESS AND ACCOMPLISHMENTS ON PROVINCIAL GOALS PROVINCIAL GOAL ONE: HIGH QUALITY LEARNING OPPORTUNITIES FOR ALL

OUTCOMES	STRATEGIES	PERFORMANCE	TARGET	RESULTS
The school meets the needs of all its learners within the school community.	Distribute parent survey to determine access to and quality of information provided with regard to the activities of the academy.	Percent of parents satisfied with communication about their child's progress.	100%	04/05 90% 05/06 80% 06/07 100% 07/08
	Host monthly Parent Association Council meetings; distribute monthly newsletter (Academy Times) and administrative reports (From Me to You) to the whole school community.	Percent of parents satisfied with communication about their child's progress.	100%	04/05 90% 05/06 80% 06/07 100% 07/08
	Apply criteria for financial assistance program to all eligible applicants.	Parents have access to criteria during registration	100%	04/05 100% 05/06 100% 06/07 100% of those that may qualify or request information 07/08
	Provide a maximum dollar amount for bursaries as determined by the Board of Directors.	Dollar value met for bursaries. New: Overall impact of bursaries put into context of overall budget/enrollment goals.	04/05 \$450,000 05/06 \$320,000 06/07 \$631,000	04/05 \$440,000 05/06 \$631,412 06/07 \$817,084 07/08
	Admission requirements will be set according to the criteria established by Alberta Education– Special Programs Branch for Mild/Moderate and Severe needs.	Percent of students meeting the Alberta Learning criteria for admission to the academy.	100%	04/05 100% 05/06 100% 06/07 100% 07/08
	Teachers will integrate information technology into instruction and management of student learning.	Students will learn to use computers in many aspects of their work from Grade 1 through Grade 12.	Percentage of professional staff integrating computer technology into teaching.	100%

PROGRESS AND ACCOMPLISHMENTS

THIRD ACADEMY PROGRESS AND ACCOMPLISHMENTS ON PROVINCIAL GOALS PROVINCIAL GOAL ONE: HIGH QUALITY LEARNING OPPORTUNITIES FOR ALL

OUTCOMES	STRATEGIES	PERFORMANCE	TARGET	RESULTS
The school is safe and caring.	Through regular personal development classes, students will learn to be cooperative, courteous, tolerant and understanding of each other and adults that they come into contact with at The Third Academy.	Percent of parents/teachers/students that agree students are safe at school, learning the importance of caring for others, respect for others and treated fairly in school.	100%	04/05 100% 05/06 90% 06/07 91% 07/08
	Develop and implement consistent behavior expectations that provide students with a "Safe and Caring" environment.	Percent of parents/teachers/students that agree students are safe at school, learning the importance of caring for others, respect for others and treated fairly in school.	100%	04/05 100% 05/06 90% 06/07 91% 07/08
	Implement fair, firm policies to deal with discipline on an individual basis and not necessarily according to a pre-conceived set of consequences.	Percent of parents/teachers/students that agree students are safe at school, learning the importance of caring for others, respect for others and treated fairly in school.	100%	04/05 100% 05/06 90% 06/07 91% 07/08
	Promote firm, fair, consistent strategies for problem solving.	Percent of parents/teachers/students that agree students are safe at school, learning the importance of caring for others, respect for others and treated fairly in school.	100%	04/05 100% 05/06 90% 06/07 91% 07/08
	Emphasize the emotional development of students as a priority.	Student improvement in deportment	100%	04/05 95% 05/06 95% 06/07 95% 07/08
	Provide individual and group counseling on a regular basis.	Student improvement in deportment	100%	04/05 95% 05/06 95% 06/07 95% 07/08

PROGRESS AND ACCOMPLISHMENTS

THIRD ACADEMY PROGRESS AND ACCOMPLISHMENTS ON PROVINCIAL GOALS PROVINCIAL GOAL ONE: HIGH QUALITY LEARNING OPPORTUNITIES FOR ALL

OUTCOMES	STRATEGIES	PERFORMANCE	TARGET	RESULTS
School is safe and caring.	Promote positive feedback as a learning tool.	Percent of parents/teachers/students that agree students are safe at school, learning the importance of caring for others, respect for others and treated fairly in school.	100%	04/05 100% 05/06 90% 06/07 91% 07/08
	Celebrate each student's unique gifts.	Percent of parents/teachers/students that agree students are safe at school, learning the importance of caring for others, respect for others and treated fairly in school.	100%	04/05 100% 05/06 90% 06/07 91% 07/08
	Develop programs for positive self-concept and self-esteem.	Student improvement in deportment	100%	04/05 95% 05/06 95% 06/07 95% 07/08
	Use well researched principles for behavior management through "contracts" developed in collaboration with students, parents and academy personnel.	Percent of parents/teachers/students that agree students are safe at school, learning the importance of caring for others, respect for others and treated fairly in school.	100%	04/05 100% 05/06 90% 06/07 91% 07/08
Children "at risk" have their needs addressed through effective programs and supports.	Address needs of "at risk" students in their IPP's.	Annual "drop out" rate of students at The Third Academy.	0%	04/05 <2% 05/06 <2% 06/07 <2% 07/08
	"At risk" students receive regular counseling with a psychologist in the school setting.	Annual "drop out" rate of students at The Third Academy.	0%	
	Regular consultation with outside agencies (where required).	Annual "drop out" rate of students at The Third Academy.	0%	

PROGRESS AND ACCOMPLISHMENTS

THIRD ACADEMY PROGRESS AND ACCOMPLISHMENTS ON PROVINCIAL GOALS PROVINCIAL GOAL TWO: EXCELLENCE IN LEARNER OUTCOMES PROVINCIAL ACHIEVEMENT TESTS/ DIPLOMA EXAMINATIONS

Third Academy has an effectively 100% special needs population. Students attend in order to receive support in their areas of need while building on their strengths. These needs may include mild/moderate or severe: academic delays, emotional issues, behavioural problems, cognitive/developmental challenges. The results of PATs and Diploma Examinations are only one indicator of student success. Success needs to be understood broadly within the overall context of individual student achievement.

Due to the wide diversity of the student body, Third Academy's student performance on PATs and Diploma Examination accordingly varies from year to year. A number of students receive accommodations to assist in or are completely exempted from writing PATs and Diploma Exams, due to the nature of their special need. This is also the case in the conventional school systems. In 2006/2007, a significantly higher than usual number of students were excused/absent from writing the test. It is the intention of the administration that all students who are capable will write the PATs and Diploma Examinations.

The results indicated below show that Third Academy students have performed well in PATs. Despite the fact of their special needs, a large proportion of these students have performed at the Acceptable Standard. Diploma Examination results are not indicated (N/A) if an individual or group of less than six students took the examination. A number of Third Academy graduands, however, have gone on to attend trade/technical schools, colleges, and university programs.

Performance Measure:

- Percentages of students in grades 3, 6 and 9 who achieved the acceptable standard and the percentages who achieved the standard of excellence on overall results.
- Measures for the provincial priorities of improving early literacy and numeracy and for improving student achievement in secondary mathematics are shaded.

PROGRESS AND ACCOMPLISHMENTS

THIRD ACADEMY PROGRESS AND ACCOMPLISHMENTS ON PROVINCIAL GOALS PROVINCIAL GOAL TWO: EXCELLENCE IN LEARNER OUTCOMES TOTAL TEST ACHIEVEMENT TEST RESULTS BASED ON NUMBER OF STUDENTS WRITING

For more detailed information, please visit http://www.education.gov.ab.ca/k_12/testing/multipublic/ach/subjects.cfm.

Test		Results 2002/03		Results 2003/04		Results 2004/05		Results 2005/06		Results 2006/07	
		Auth%	Prov%	Auth%	Prov%	Auth%	Prov%	Auth%	Prov%	Auth%	Prov%
Grade 3 Language Arts:	Acceptable	71.4	90.1	77.8	90.2	62.5	90.1	66.7	91.1	N/A	89.1
	Excellence	7.1	17.2	0.0	16.7	0.0	17.2	0.0	18.0	N/A	19.6
Grade 3 Mathematics	Acceptable	42.9	89.2	55.6	89.1	66.7	88.5	45.5	90.2	N/A	88.4
	Excellence	0.0	32.3	11.1	29.7	0.0	29.0	9.1	30.1	N/A	25.9
Grade 6 Language Arts:	Acceptable	37.5	89.2	0.0	87.0	53.8	85.9	52.6	87.6	50.0	89.6
	Excellence	0.0	19.0	0.0	17.0	0.0	19.0	5.3	17.2	0.0	22.1
Grade 6 Mathematics	Acceptable	52.9	85.3	0.0	85.8	16.7	85.7	50.0	82.7	50.0	81.9
	Excellence	0.0	19.2	0.0	23.1	0.0	19.9	11.1	17.0	0.0	16.1
Grade 6 Science	Acceptable	43.8	87.8	21.4	88.2	41.7	88.1	55.0	86.7	45.5	84.3
	Excellence	0.0	26.7	0.0	29.1	0.0	29.2	20.0	31.4	18.2	30.2
Grade 6 Social Studies	Acceptable	47.1	86.2	16.7	86.4	33.3	87.2	55.0	86.8	50.0	86.4
	Excellence	0.0	22.6	0.0	22.3	0.0	24.4	10.0	25.8	16.7	25.5
Grade 9 Language Arts:	Acceptable	53.3	89.2	56.3	88.9	52.6	89.1	53.6	88.2	28.6	88.2
	Excellence	0.0	15.4	0.0	14.2	0.0	16.1	0.0	15.5	0.0	16.8
Grade 9 Mathematics	Acceptable	26.7	71.8	18.8	74.7	11.8	77.0	16.0	76.5	15.4	74.6
	Excellence	0.0	19.4	6.3	21.0	0.0	22.0	4.0	19.5	0.0	20.3
Grade 9 Science	Acceptable	20.0	82.4	26.7	74.7	25.0	76.3	21.4	76.1	20.0	78.0
	Excellence	0.0	15.1	0.0	13.7	0.0	14.7	0.0	15.4	0.0	16.6
Grade 9 Social Studies	Acceptable	26.7	82.4	44.4	82.2	30.8	80.8	35.7	81.8	28.6	80.4
	Excellence	6.7	21.4	0.0	22.9	0.0	19.2	3.6	21.6	0.0	21.6

PROGRESS AND ACCOMPLISHMENTS

THIRD ACADEMY PROGRESS AND ACCOMPLISHMENTS ON PROVINCIAL GOALS PROVINCIAL GOAL TWO: EXCELLENCE IN LEARNER OUTCOMES DIPLOMA EXAMINATION RESULTS

According to Guidelines for Interpreting the Diploma Examinations: MultiYear Reports, results on provincial assessments for individual students and for groups of fewer than six students are not to be publicly released. For more information, please visit: http://www.education.gov.ab.ca/k_12/testing/multipublic/dip/subjects.cfm.

		Results 2003/04		Results 2004/05		Results 2005/06		Results 2006/07	
		Auth%	Prov%	Auth%	Prov%	Auth%	Prov%	Auth%	Prov%
English 30-1	Acceptable	N/A	92.0	N/A	89.1	N/A	88.0	N/A	87.7
	Excellence	N/A	18.8	N/A	17.8	N/A	19.3	N/A	19.0
English 30-2	Acceptable	N/A	85.2	N/A	89.4	0.0	86.1	87.5	88.7
	Excellence	N/A	7.1	N/A	10.1	100	8.1	25.0	9.7
Social Studies 30	Acceptable	N/A	85.9	N/A	85.2	N/A	85.5	N/A	86.1
	Excellence	N/A	23.8	N/A	24.3	N/A	23.9	N/A	24.6
Social Studies 33	Acceptable	83.3	82.9	N/A	85.0	80.0	83.5	66.7	84.8
	Excellence	0.0	15.0	N/A	17.6	10.0	19.0	44.4	19.6
Pure Math 30	Acceptable	N/A	83.7	N/A	80.6	N/A	82.8	N/A	81.1
	Excellence	N/A	32.0	N/A	25.7	N/A	26.5	N/A	24.6
Applied Math 30	Acceptable	N/A	85.5	N/A	14.0	N/A	77.5	N/A	77.6
	Excellence	N/A	14.3	N/A	21.8	N/A	11.8	N/A	12.1
Biology 30	Acceptable	N/A	81.9	N/A	81.9	N/A	81.4	N/A	83.5
	Excellence	N/A	26.6	N/A	26.6	N/A	26.4	N/A	27.4
Chemistry 30	Acceptable	N/A	85.7	N/A	88.2	N/A	88.4	N/A	89.3
	Excellence	N/A	27.9	N/A	33.4	N/A	37.1	N/A	37.9
Physics 30	Acceptable	N/A	86.6	N/A	84.2	N/A	84.4	N/A	86.1
	Excellence	N/A	29.8	N/A	27.8	N/A	30.0	N/A	29.3
Science 30	Acceptable	N/A	84.3	N/A	88.1	N/A	82.8	N/A	87.1
	Excellence	N/A	16.5	N/A	22.1	N/A	17.3	N/A	18.1

PROGRESS AND ACCOMPLISHMENTS

THIRD ACADEMY PROGRESS AND ACCOMPLISHMENTS ON PROVINCIAL GOALS PROVINCIAL GOAL TWO: EXCELLENCE IN LEARNER OUTCOMES

OUTCOMES	STRATEGIES	PERFORMANCE	TARGET	RESULTS
Learners demonstrate high standards and complete program.	Determine realistic expectations and acceptable targets for achievement of provincial/national standards on tests and communicate this to the parents.	Using parent/school community surveys as evaluation tools determine:		
	Set clear IPP expectations for language arts and math and communicate this to parents.	Percentage of parents who “strongly agree”, “agree”, and “strongly disagree” that students at the academy are learning what is required.	>90% positive statements	05/06 > 80% 06/07 >90%
	Deliver math and language arts programs, which allow a minimum of 140 hours of HS instruction.	Percentage of parents who are satisfied with their children’s education at The Third Academy.	100%	05/06 > 90% 06/07 89%
	Deliver programs consistent with the mission statement and beliefs of the academy.	Percentage of parents who agree that the learning expectations of students in general and specifically at The Third Academy are “too high”, “about right” and “too low”.	>90% positive statements	05/06 >80% 06/07 >95%
	Deliver programs to meet the individual needs of students and their parents through implementation and ongoing adjustment to IPP’s.	Percentage of students who achieve greater than equivalence of one grade level within a year of instruction at The Third Academy.	100% of those with >one grade equivalence identified in their IPP	04/05 >95% 05/06 >80% 06/07 40%-50% 07/08

PROGRESS AND ACCOMPLISHMENTS

THIRD ACADEMY PROGRESS AND ACCOMPLISHMENTS ON PROVINCIAL GOALS PROVINCIAL GOAL TWO: EXCELLENCE IN LEARNER OUTCOMES

OUTCOMES	STRATEGIES	PERFORMANCE	TARGET	RESULTS
Learners demonstrate high standards and complete program.	Use pre-test/post test forms of norm referenced test instruments to provide the baseline for student instruction.	Percentage of students who show marked improvement in their behavior.	100% identified in IPP goals	04/05 >95% 05/06 >95% 06/07 Data not available (anecdotally >95%) 07/08
	Provide appropriate resources to teachers and students to ensure interest, motivation and active participation.	Percentage of students who achieve equivalence or greater of one grade level in mathematics within a year of instruction at The Third Academy.	100% of students identified in IPP's New target: of all students	04/05 >95% 05/06 >80% 06/07 34% 07/08
	Provide the support and attention the students need as identified in their IPP.	Percentage of students who are satisfied with the opportunity to receive a broad program of studies including fine arts, career, technology, health and physical education.	100%	04/05 >90% 05/06 >90% 06/07 >85% 07/08
	Placed a high emphasis on teaching problem solving and how students learn best (individual strategies).	Principals monitor.	100%	05/06 >80% 06/07 >80%
	Use differentiated instruction techniques to individualize instruction as required (direct, structured, individual or small group instruction through a highly interactive approach).	Principals monitor.	100%	05/06 >80% 06/07 >95%
	Hire a highly skilled teaching staff with qualifications, experience and personal attributes to work with children with special needs and related problems.	CEO hires in consultation with Principals. Principals monitor.	100%	05/06 >90% 06/07 >90%

PROGRESS AND ACCOMPLISHMENTS

THIRD ACADEMY PROGRESS AND ACCOMPLISHMENTS ON PROVINCIAL GOALS PROVINCIAL GOAL TWO: EXCELLENCE IN LEARNER OUTCOMES

OUTCOMES	STRATEGIES	PERFORMANCE	TARGET	RESULTS
Learners demonstrate high standards and complete program.	Focus on Literacy and Numeracy skills	Percentage of students achieving the acceptable standard on achievement tests in Grades 3, 6 and 9.	65%	Refer to results chart (above)
	Focus on Literacy and Numeracy skills	Percentage of students achieving the standard of excellence on achievement tests in Grades 3, 6 and 9.	5%	Refer to results chart (above)
	Preparation for Diploma Examinations including practice/mock examinations	Number of students participating in diploma exam courses.	Refer to IPP's	04/05 8 05/06 12 06/07 10 07/08
	Support students- given their strengths and weaknesses- in developing the attitude, skills, and knowledge to complete High School.	Percentage of students who complete High School within 3-5 years of entering Grade 10.	>80%	Data only available for 4 years. We have not been able to track.
	Preparation for Diploma Examinations including practice/mock examinations	% of students achieving the acceptable standard on diploma exams in relation to provincial results.	>90%	Refer to results chart (above)
	Preparation for Diploma Examinations including practice/mock examinations	Percentage of students achieving the standard of excellence on diploma exams.	2%	Refer to results chart (above)

PROGRESS AND ACCOMPLISHMENTS

THIRD ACADEMY PROGRESS AND ACCOMPLISHMENTS ON PROVINCIAL GOALS PROVINCIAL GOAL TWO: EXCELLENCE IN LEARNER OUTCOMES

OUTCOMES	STRATEGIES	PERFORMANCE	TARGET	RESULTS
Learners demonstrate high standards and complete program.		Percentage of Grade 12 students eligible for Rutherford Scholarships.	N/A	
	Teaching staff will attend professional development opportunities in the Lions Quest program.	Percentage of teaching staff qualified in delivering the Lions Quest program.	>75% Replaced by GO Program.	04/05 100% 05/06 50% 06/07 30% 07/08
	Through counseling, encourage students to develop good, consistent work ethics.	Percentage of students whose work ethic has improved.	100%	04/05 05/06 95% 06/07 >95% (anecdotal) 07/08
	Implement social skills and life skills programs for students as identified in their IPP's .	Percentage of students receiving instruction in life skills program according to their IPPs.	100%	04/05 100% 05/06 100% 06/07 100% 07/08
	Assist students through regular personal development sessions to learn to be cooperative, courteous, tolerant and understanding of each other and adults.	Percentage of students who have shown improvement in their deportment.	100%	04/05 05/06 95% 06/07 > 95% (anecdotal) 07/08
	Provide regular volunteer opportunities for students in preparation to become caring citizens.	Number of students involved in volunteer activities and off campus programs throughout the year.	>10	04/05 05/06 40 06/07 >50 07/08
	Provide high school work experience opportunities.	Work experience program offered.	>5	04/05 15 05/06 12 06/07 12 (7 for credit) 07/08

PROGRESS AND ACCOMPLISHMENTS

THIRD ACADEMY PROGRESS AND ACCOMPLISHMENTS ON PROVINCIAL GOALS PROVINCIAL GOAL TWO: EXCELLENCE IN LEARNER OUTCOMES

OUTCOMES	STRATEGIES	PERFORMANCE	TARGET	RESULTS
Learners demonstrate high standards and complete program.	Develop a Third Academy career center.		05/06	05/06 Ongoing 06/07 Ongoing (did attend career fairs) 07/08 05/06
	Arrange visits from post-secondary institutions to promote an awareness of the requirements for college/university entrance.	Number of visits from/to post secondary institution advisors.	>3 at Calgary campus.	04/05 4 (Calgary Campus) 05/06 3 (system wide) 06/07 5 (system wide) 07/08
	Implement career aptitude testing in the senior high school	Number of high school students receiving career aptitude tests.	06/07	06/07 1
		High school to post secondary transition rate within 4 years of entering Grade 10.	Data not available until 06/07	06/07 We are unable to accurately track 07/08
		High school to post secondary transition rate within 6 years of entering Grade 10.	>90%	05/06 50% 06/07 We are unable to accurately track 07/08
		Percent of teacher/parent in agreement that students have attitudes that makes them successful at work and at post secondary schools.	>90%	05/06 >90% 06/07 65% (parent data not available) 07/08
		Percent of parents, teachers and students who are satisfied that students model the characteristics of active citizenship.	>90%	05/06 75% 06/07 >85% 07/08

PROGRESS AND ACCOMPLISHMENTS

THIRD ACADEMY PROGRESS AND ACCOMPLISHMENTS ON PROVINCIAL GOALS PROVINCIAL GOAL THREE: HIGHLY RESPONSIVE AND RESPONSIBLE PRIVATE SCHOOL AUTHORITY

OUTCOMES	STRATEGIES	PERFORMANCE	TARGET	RESULTS
Parents are satisfied that their child's teacher(s) communicate(s) learner expectations.	Frequent communications between teachers and parents; monthly Parent Association Council meetings, monthly newsletter (Academy Times) and administrative newsletter (From Me to You).	Percentage of parent satisfaction with effective school-to-home communication, meaningful school volunteer opportunities, information for families about support of student learning at home and opportunities for business and school community collaboration.	100%	04/05 90% 05/06 80% 06/07 >90% 07/08
Improved results through effective working relationships with partners and stakeholders.	Collaborative approach to developing IPP's	% IPP's signed by all members of the support team.	100%	04/05 90% 05/06 95% 06/07 >95% 07/08
The private school demonstrates leadership and continuous improvement.	Assist school council to increase active membership.	Number of parents and school personnel regularly attending PAC meetings.	>20 Cal. >10 Leth. >10 RD	04/05 18-25 8-12 6-10 05/06 Similar results 06/07 Similar results
Improved Access to services provided by other agencies.	Involve the school community in developing strategic plans, consulting them in policy development.	Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	100%	04/05 90% 05/06 80% 06/07 90% 07/08
The school demonstrates leadership and continuous improvement.				

PROGRESS AND ACCOMPLISHMENTS

THIRD ACADEMY PROGRESS AND ACCOMPLISHMENTS ON PROVINCIAL GOALS PROVINCIAL GOAL THREE: HIGHLY RESPONSIVE AND RESPONSIBLE PRIVATE SCHOOL AUTHORITY

OUTCOMES	STRATEGIES	PERFORMANCE	TARGET	RESULTS
Parents are satisfied that their child's teacher(s) communicate(s) learner expectations.	Develop a volunteer database including all parents of students attending the Academy.	Database developed	04/05 05/06	04/05 Incomplete 05/06 Achieved and ongoing 06/07 Achieved
Improved results through effective working relationships with partners and stakeholders.	Develop a mandatory, minimum volunteer requirement for all families of students attending the Academy.	Minimum # volunteer hours per family	10 10	04/05 10 05/06 10 06/07 10, although many parents contribute more and there are some who, for whatever reason, do not fulfill this minimum obligation 07/08
The private school demonstrates leadership and continuous improvement.	Develop a mandatory volunteer requirement for families receiving bursary assistance.	# volunteer Hours per \$1000 bursary support (Max 100Hrs)	40	04/05 40 05/06 40 06/07 125, with volunteer commitment becoming a consideration in re-enrollment 07/08
Improved Access to services provided by other agencies.	Seek sponsorships for the Academy from within the corporate community.	Through community relations/marketing department activities	Ongoing	05/06 Ongoing 06/07 Ongoing, with responsibility shifting to the Principals/CEO Ongoing
The school demonstrates leadership and continuous improvement.	Seek memberships in Better Business Bureau, Learning Disabilities Association, Rotary Club.	Through community relations/marketing department activities	Ongoing	
	Develop partnerships with local public and private schools to share materials and expertise.	Principals to develop relationships	2005/06	05/06 Improved relationships have lead to partnership 06/07 Ongoing
	Develop partnerships with local facilities/educational institutions for access to resources.	Principals to develop relationships	2005/06	05/06 Improved relationships have lead to partnership 06/07 Ongoing

PROGRESS AND ACCOMPLISHMENTS

THIRD ACADEMY PROGRESS AND ACCOMPLISHMENTS ON PROVINCIAL GOALS PROVINCIAL GOAL THREE: HIGHLY RESPONSIVE AND RESPONSIBLE PRIVATE SCHOOL AUTHORITY

OUTCOMES	STRATEGIES	PERFORMANCE	TARGET	RESULTS
Parents are satisfied that their child's teacher(s) communicate(s) learner expectations.	Develop partnerships with external agencies to provide services not otherwise available at the Academy.	Principals to develop relationships	05/06	05/06 Improved relationships have lead to increased partnership 06/07 Ongoing
Improved results through effective working relationships with partners and stakeholders.	Incorporate work experience programs in the Senior High Curriculum	Principals/Work Experience Coordinator to develop relationships/Percentage of students involved in community service activities and off-campus programs.	100% of students as per IPP	04/05 >97% 05/06 >90% 06/07 >95% 07/08
The private school demonstrates leadership and continuous improvement.	Develop an Administration Handbook identifying all school policies and procedures	Administrative team to take input from stakeholders and develop Handbook	05/06	05/06 Ongoing 06/07 Accomplished
Improved Access to services provided by other agencies.	Distribute a school orientation handbook to all families with students attending the Academy.	In Agendas, at Open Houses, in Parent Resource Centres, and available on Request	02/03	02/03 Achieved 03/04 Achieved 05/06 Achieved 06/07 Achieved
The school demonstrates leadership and continuous improvement.	Appoint a school Principal to administer the day to day business at each campus.	CEO to hire	05/06	05/06 Achieved 06/07 Achieved (CEO actively involved in day to day management of Lethbridge)
	Develop and implement a revised staff pay scale that is not bound by the salary grid of the local public/separate school boards.	CEO to develop with Board approval	04/05	04/05 Achieved 05/06 Achieved 06/07 Achieved
	Encourage professional development opportunities for administrative staff in the areas of leadership and business administration.	CEO to promote based on Professional Growth plans of Administrative Staff	05/06	05/06 Ongoing 06/07 Ongoing with shift in system focus to AISI project The Teacher as a Therapist First

PROGRESS AND ACCOMPLISHMENTS

THIRD ACADEMY PROGRESS AND ACCOMPLISHMENTS ON PROVINCIAL GOALS PROVINCIAL GOAL THREE: HIGHLY RESPONSIVE AND RESPONSIBLE PRIVATE SCHOOL AUTHORITY

OUTCOMES	STRATEGIES	PERFORMANCE	TARGET	RESULTS
Eliminate Deficit Financing Funding for Gift of Literacy program. Funding for Legacy Program	Hire a Community Relations/marketing officer at each campus to develop and implement programs designed to eliminate deficit budgeting and raise funds for capital building projects.	Staff in place at each campus by September 04. New: 2006/2007 Bond Program (capital) established and community relations/fund development becomes the responsibility of the Principals/CEO/Special Assistant to the CEO	04/05	04/05 Achieved 05/06 Achieved (surplus) 06/07 Achieved (surplus)
	Increase student enrollment at each campus through greater visibility for The Third Academy	Increased enrollment on September 30 submission to Alberta Education.	04/05 05/06 245 06/07 270	04/05 05/06 243 06/07 239

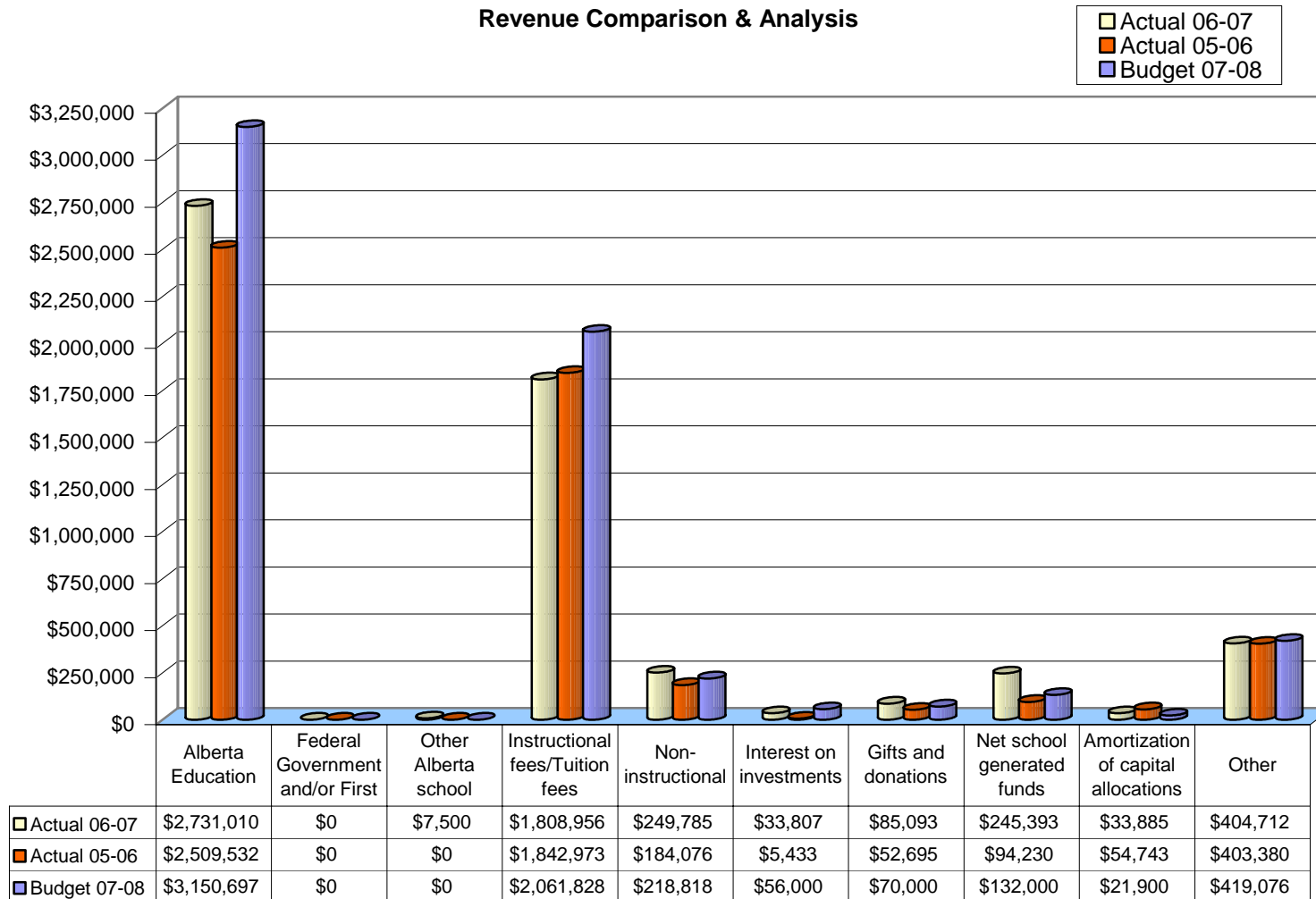
FINANCIAL RESULTS

SUMMARY

The 2006-2007 was very strong year financially for Third Academy. The results of the severe audit were very successful, having a significant positive impact on revenues. A yearend surplus of \$215, 016 was generated. This surplus was applied to bring down the accumulated deficit position. The goal is to eliminate this accumulated deficit position over the next three years. Third Academy has a liability to the Alberta Retired Teachers' Fund, mainly from the 2004-05 year, that is being paid down in a managed way over this and the next fiscal year. There was notable success this year in terms of collecting fees, with outstanding amounts being less than 1%. Audited Financial Statements are available upon request from Bob Boisvert, Chief Financial Officer.

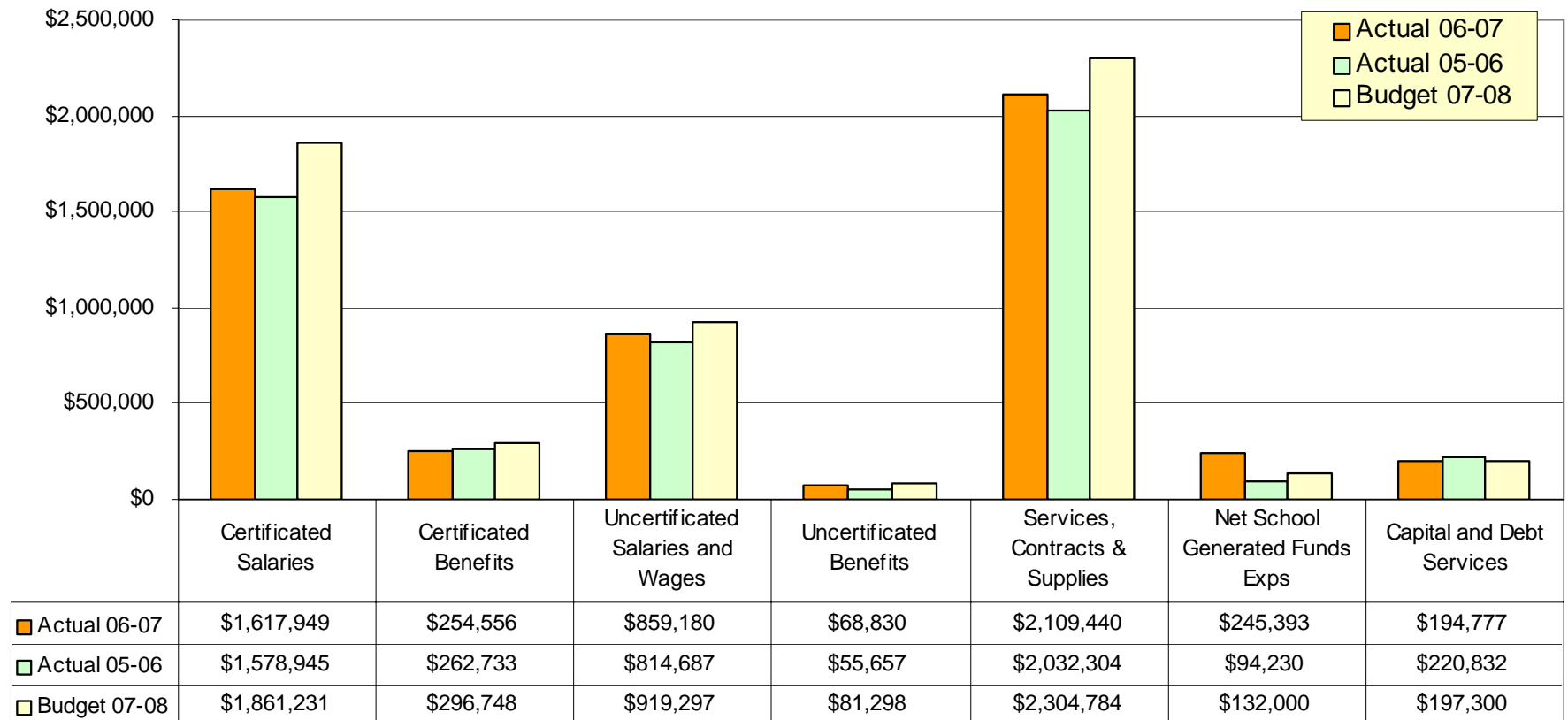
FINANCIAL RESULTS

Revenue Comparison & Analysis



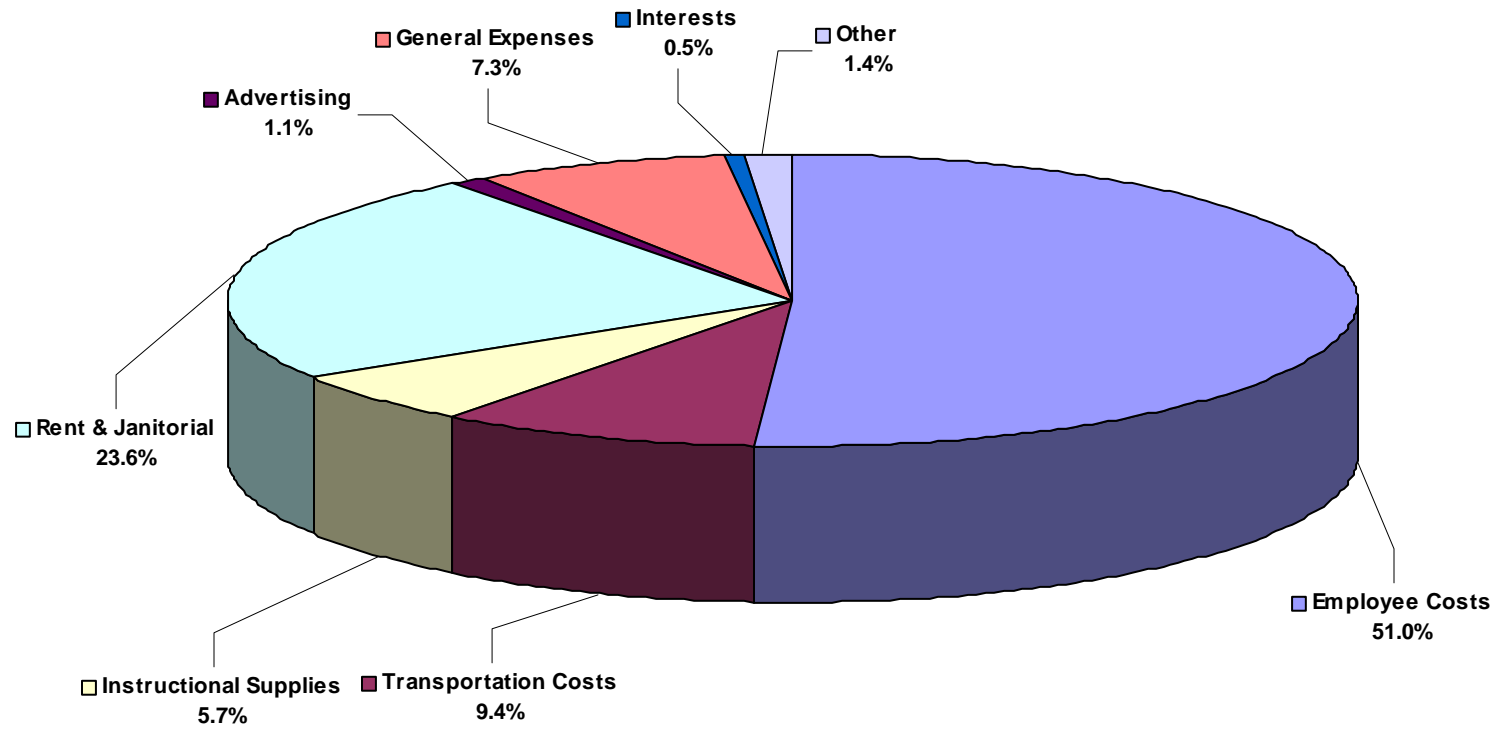
FINANCIAL RESULTS

Expenses Comparison & Analysis



FINANCIAL RESULTS

Operating Expenses 2006-2007



Note: Does not include amortization of capital assets and interest on capital debt

FUTURE CHALLENGES

Continued focus on the following challenges is foreseen into the next academic year:

- Increasing enrollment in all campuses.
- Improving capacities in programming.
- A successful severe files audit.
- Managing the transition at Third Academy Calgary to the new Third Academy South Campus.
- Managing the transition at Third Academy Calgary to the new Third Academy North Campus.
- Managing pressure on costs, particularly employee costs, within the super heated Alberta economy and within the context of provincial negotiations with respect pension liability with the Alberta Teachers' Association.
- The Teacher as a Therapist First professional development model.
- Standards for Special Education Action Plan.
- Alberta Education Program Evaluation.
- Building partnerships in the community.

