

Annual Education Results Report

And

3 Year Plan

2011-2012

2012-2013

2013-2014

Calgary Quest Children's Society

Message from the Board Chair

Thank you for your continued interest and support in Calgary Quest School. The Board and staff hope that, through their actions, Calgary Quest School can continue to reflect a safe and caring school environment founded on sound educational program planning, delivery and consistent evaluation.

The Board of Directors of Calgary Quest School is committed to continue to meet the standards and requirements of Alberta Education. As a Designated Special Education Private School (DSEPS), the sole purpose of our school is to serve students with identified special education needs, and every student enrolled at the school is required to meet the Alberta Education coding criteria. The highest priority of the K-12 education system is the success of every child in school. Each type of school authority assures the quality of education for its students, and the Ministry of Education assures the quality of education provided by school authorities by using an Accountability Pillar to gain and assess information. This accountability pillar provides assurance to the public and the Legislative assembly on the quality of education in Alberta's school system.

Under Section 18 of the Private Schools Regulations under the School Act, operators of accredited-funded private schools are required to prepare three-year education plans and annual education results reports as specified by the Minister, as well as to program in accordance with the Standards for Special Education, Amended 2004.

Calgary Quest School continues to be operated by a volunteer Board of Directors. This board is elected according to bylaws established to ensure compliance with not for profit policies as established by Alberta's Corporate Registry. I would like to thank my fellow Board members for their support and devotion to Quest programs as they each contribute to the overall well-being of our students.

The Board of Calgary Quest School would like to acknowledge the Association of Independent School and Colleges (AISCA) for their continued stewardship and guidance related to issues affecting all private schools in Alberta, mainly our Government Funding and independence.

If you are a first time parent at Quest School our board welcomes you and your student. Please feel free to attend one of our Board Meetings and remember you are your child's first and most valuable teacher. Please share your knowledge with our staff.

Accountability Statement

The Annual Education Results Report for the year 2010 and the Education Plan for the three years commencing September 1, 2011 for Calgary Quest Children's Society was prepared under the direction of the Board in accordance with its responsibilities under the Private School Regulation and the Education Grants Regulation. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2010/2011 school year and the three-year Education plan for 2011-2014 on November 28th, 2011.

Foundation Statements

Quest's mission is to provide individualized programming to students with special needs which enable them to learn and develop to their full potential in a caring and safe environment. Quest's learning community is committed to educational programming excellence for all students and to individual student development, which is fostered through strong home, school and learner relationships.

We believe:

- Each individual should be treated with dignity and respect
- All children can experience growth and success
- Providing a caring and supportive environment facilitates student learning
- Diversity is valued
- Excellence is facilitating each student to develop to their full potential
- All families have a meaningful and integral role in their child's education
- Education is a shared responsibility involving student, parent, school and community.

School Authority Profile

Calgary Quest School was established in 1980 by a group of caring parents of young students with challenges. These parents formed a non-profit society and wrote a philosophy for Quest School that continues to this day.

Over the years Calgary Quest School has had to adapt to the dynamic changes that have taken place in education in the province of Alberta. A major change occurred in 1995 when Calgary Quest School approached the Alberta Government to become a Designated Special Education School, once this designation was granted, Calgary Quest School took its place as a fully sanctioned school along with other schools designated to bring dignity and respect for education of students with significant challenges. As stewards of this designation, Calgary Quest School must be frequently monitored by Alberta Education to ensure the high standards that our students require.

Calgary Quest School provides an education/therapy program for children and students with moderate to severe challenges. Our ESC program begins at 2 ½ years of age to 5 ½ years. Each child receives a maximum of three years of Program Unit Funding (PUF) through Alberta Education. Children eligible for PUF funding must meet strict guidelines established by Alberta Education Early Learning Branch. All other students 5 ½ years to 20 years are funded by Alberta Education, parent tuitions and some fund raised dollars.

Calgary Quest School operates out of an elementary school in the south west of Calgary. The school is leased from The Calgary Board of Education (CBE). This sight serves most of our students, provides offices for the school's administration team, therapists and our 11 classrooms.

We have a select few students who have been deemed too medically fragile to attend onsite and as a result are in home confined programs. Cowtown Community Services continues to operate a Before and After School Care Program for students that attend Calgary Quest School. For further information on the program Cowtown offers please contact (403) 561-2414 or visit www.cowtowncommunityservices.com .

No authority profile of a Special Education School would be complete without mentioning issues that directly impact, or are a cause of concern for our school. Our relationships with CBE Leasing Department remains good with CBE responsive to our maintenance needs beyond what can be done within the school and we would like to acknowledge them for that. In August of 2011 the CBE installed a new hot water tank in the school.

Calgary Quest School's mandate is to provide a quality education/therapy program to students who live with moderate to severe challenges (physical, intellectual, emotional and behavioral). For our student population their challenges impact their ability to be successful with the requirements presented by the academic/practical nature of the Alberta Program of studies K to 12. Teachers are required to modify the Alberta Program of Studies to suit the needs of their students. As a result, some of the annual targets for the accountability pillar measures as set by Alberta Education are not applicable to us (i.e. writing the 3, 6 and 9 achievement exams).

Trends and Issues

Action on Inclusion is the strategic direction of the Alberta Government even with a new Premier and Minister of Education in office. Within an inclusive education system families will still have the opportunity to make choices among existing school authorities such as designated special education private schools (DSEPS).

“The goal of an Inclusive Education system is to provide all students with the most appropriate learning environments and opportunities for them to best achieve their potential”.
(As quoted from Alberta Education’s site on Inclusive Education).

Calgary Quest School (CQS) is pleased to note that they have already embraced many of the inclusive philosophies and practices within the school setting. CQS will continue to be intentional in making sure that our school environment will provide the students with the learning opportunities they need in order to achieve their full potential.

In regards to the vision of an inclusive system, CQS continues to build the capacity of our professional and paraprofessional staff so that all students within the classroom setting receive the individualized support they require in order to be successful. CQS’s instructional practice continues to focus on differentiated learning instruction to meet the diverse learning needs of all its students. CQS has implemented school-based mentors this year in order to support teachers as they build their capacity. CQS has established using student assessment such as psycho-educational assessment data in order to inform and enhance instruction that will create success for the individual student as well as the other students in the class.

Summary of Accomplishments

What is CQS doing to further maximize our capacity to meet the diverse learning needs of our students?

- CQS has hired an Assistive Technology Specialist to be a part of our team so that we may build our staff capacity in using modern technology in the classroom. There is substantial research to support the benefit of using technology in the classroom for students with special needs.
- CQS has introduced I Pads into the classrooms this year and have seen amazing results. The I Pad will be used to enhance our assessment and evaluation process, it will be used to provide access to engaging educational programs and it will be a valuable communication device for some of our non verbal students.
- CQS will continue to provide professional development opportunities for our staff in assistive technology.
- CQS uses the SETT Framework in order to gather information needed to make decisions around the assistive technology needs of our students.
- CQS has begun training the staff in the MANDT® system which promotes building healthy relationships through positive behavior supports (www.mandtsystem.com).
- CQS will continue to offer, and provide compensation for, professional development opportunities for our staff outside of the school environment.
- CQS will continue to engage our students in activities that promote pro-social skills as well as activities that build their self esteem. One way we accomplish this is by giving some of the students the opportunity to have 'volunteer jobs' within the school setting.
- CQS received a grant donation and as a result of those funds, we were able to build a sensory room for our students to use.

October 2011 Accountability Pillar Overall Summary (Required for Public/Separate/Francophone/Charter School Authorities and Level 2 Private Schools)

Measure Category	Measure Category Evaluation	Measure	Calgary Quest Children's Soc			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	Safe and Caring	95.3	95.3	94.2	88.1	87.6	86.6	Very High	Maintained	Excellent
Student Learning Opportunities	n/a	Program of Studies	74.0	63.2	65.8	80.9	80.5	80.1	Intermediate	Maintained	Acceptable
		Education Quality	90.9	80.0	77.6	89.4	89.2	88.9	Very High	Improved	Excellent
		Drop Out Rate	11.1	0.0	9.0	4.2	4.3	4.7	Very Low	Maintained	Concern
		High School Completion Rate (3 yr)	*	*	n/a	72.6	71.5	71.1	*	*	*
Student Learning Achievement (Grades K-9)	Concern	PAT: Acceptable	0.0	0.0	0.0	79.3	79.1	78.0	Very Low	Maintained	Concern
		PAT: Excellence	0.0	0.0	0.0	19.6	19.4	18.5	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	82.6	83.4	84.0	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	18.7	19.0	18.9	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	*	*	n/a	54.9	53.5	53.5	*	*	*
		Rutherford Scholarship Eligibility Rate (Revised)	n/a	n/a	n/a	59.6	56.9	57.0	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	n/a	n/a	n/a	59.3	59.8	59.3	n/a	n/a	n/a
		Work Preparation	78.9	66.7	61.5	80.1	79.9	79.8	High	Improved	Good
		Citizenship	83.3	77.2	73.9	81.9	81.4	79.9	Very High	Maintained	Excellent
Parental Involvement	Excellent	Parental Involvement	88.0	77.3	80.8	79.9	80.0	79.4	Very High	Maintained	Excellent
Continuous Improvement	Excellent	School Improvement	86.7	61.1	77.6	80.1	79.9	78.8	Very High	Maintained	Excellent

Notes:

1. PAT results are a weighted average of the percent meeting standards (Acceptable, Excellence) on Provincial Achievement Tests. The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9).
2. Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30.
3. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
4. The subsequent pages include evaluations for each performance measure. If jurisdictions desire not to present this information for each performance measure in the subsequent pages, please include a reference to this overall summary page for each performance measure.
5. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

October 2011 Accountability Pillar Overall Summary – FNMI (Required for Public/Separate/Francophone School Authorities)

Measure Category	Measure Category Evaluation	Measure	Calgary Quest Children's Soc			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Student Learning Opportunities	n/a	Drop Out Rate	n/a	n/a	n/a	10.4	11.2	11.3	n/a	n/a	n/a
		High School Completion Rate (3 yr)	n/a	n/a	n/a	38.2	34.1	34.8	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	n/a	PAT: Acceptable	*	*	n/a	58.1	59.1	56.5	*	*	*
		PAT: Excellence	*	*	n/a	6.0	6.4	5.7	*	*	*
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	77.7	76.3	76.8	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	7.4	8.7	9.0	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	19.1	16.7	16.6	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate (Revised)	n/a	n/a	n/a	32.1	27.5	27.4	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	n/a	n/a	n/a	31.2	33.9	31.8	n/a	n/a	n/a

Notes:

1. PAT results are a weighted average of the percent meeting standards (Acceptable, Excellence) on Provincial Achievement Tests. The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9).
2. Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30.
3. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
4. The section for Goal 3 includes evaluations for the performance measures included in the table above. If jurisdictions desire not to present evaluations for each performance measure in that section, please include a reference to this overall summary page under Goal 3.
5. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Measure Evaluation Reference (Optional)

Achievement Evaluation

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

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

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

Notes:

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

Improvement Table

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

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

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

Overall Evaluation Table

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

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

Category Evaluation

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

Goal One: Success for Every Student

Outcome: *Students demonstrate proficiency in literacy and numeracy*

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

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

Performance Measure	Results (in percentages)					Target ¹	Evaluation			Targets ²		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	0.0	0.0	0.0	0.0	0.0		Very Low	Maintained	Concern			
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	0.0	0.0	0.0	0.0	0.0		Very Low	Maintained	Concern			

Comment on Results

When polled on questions that pertain to provincial achievement exams we present a concern because none of the students at Quest write the 3, 6 or 9 achievement exams and no students of high school age write any diploma exams. Students who graduate from Quest do not graduate with a high school diploma.

Strategies

To discuss with Alberta Education the possibility of deactivating the fields that do not apply to our school so that we are not showing up "in the red". This can be cause for confusion when we try to interpret it for our parents.

Our students work on a modified Alberta Education curriculum that ensures they are being exposed to numeracy and literacy skills.

Notes:

1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9). The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
2. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

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

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

Outcome: *Students achieve educational outcomes*

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

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

[No Data for Diploma Exam Results]

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2011	Achievement	Improvement	Overall	2012	2013	2014
High School Completion Rate - percentages of students who completed high school within three years of entering Grade 10.	n/a	n/a	n/a	*	*		*	*	*			
Drop Out Rate - annual dropout rate of students aged 14 to 18	*	15.6	11.5	0.0	11.1		Very Low	Maintained	Concern			
High school to post-secondary transition rate of students within six years of entering Grade 10.	n/a	*	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	n/a	n/a	n/a	*	*		*	*	*			

Comment on Results

Due to the unique population of our students, dropout rates are not a concern for our school. Many students attend Quest until the age of 20 while some will graduate when they are 17 or 18 if they are pursuing other experiences and/or if other opportunities become available to them. Quest encourages parents to begin the transition process into adulthood once their child turns 15 because we are aware that it can be a timely and extensive procedure.

Strategies

To continue to provide quality educational programming that meets the individual needs of each student.

To continue to encourage parents to begin the transition process once their child turns 15.

Notes:

1. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30. The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
2. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
3. Please note that the rules for Rutherford Scholarships changed in 2008, which increased the number of students eligible for Rutherford Scholarships. The history for the measure has been re-computed to allow for trends to be identified.
4. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

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

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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	n/a	n/a	70.6	77.2	83.3	85	Very High	Maintained	Excellent	86	87	88
Percentages of teachers and parents who agree that students are taught attitudes and behaviors that will make them successful at work when they finish school.	n/a	n/a	56.3	66.7	78.9	80	High	Improved	Good	80	81	82

Comment on Results

We are pleased to see that our results regarding attitudes and behaviors have increased more than 10%. Our dedicated staff continually works to ensure that our students get opportunities to practice these attitudes and behaviors.

Strategies

We will continue to offer opportunities for our students to participate in the school community by volunteering and helping others in the school. Students will also continue to contribute to the community by cleaning up the neighbourhood as well as lending out our facility for other community members to utilize. Some of our classes volunteer once a month at a senior home to sing songs and chat with the clients.

Our winter celebration (aka Christmas concert) is open to the entire community and we were happy to have many community members attend the celebration last year. We will continue to encourage our community members to come out to this yearly event.

In order to ensure that our students continue to learn the attitudes and behaviours to help them be successful once they finish school we will collaborate with parents about the goals they have for their child as they move towards transition and possibly into the workforce.

We will continue to refine our curriculum for students to learn the necessary life skills needed to be successful in the community once they have finished school.

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

Outcome: Students are prepared for the 21st century (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
Percentage of teacher and parent satisfaction that high school graduates demonstrate the knowledge, skills and attitudes necessary for lifelong learning. <i>(This measure is required for charter and private school authorities with only K-9 schools)</i>	n/a	n/a	43.3	58.6	64.8	65	n/a	n/a	n/a			

Comment on Results

When parents enroll their child at Quest, it is understood that upon their child graduating from Quest, or turning age 20, whichever comes first, that they will not receive a typical high school diploma. Parents acknowledge that our program of studies focuses on appropriate functional academics based on a modified Alberta Curriculum, as well as other functional life skills that help give the students the tools they need to reach their full potential once they leave the school environment.

Strategies

The staff will continue to focus on social skills training at all learner levels in order to provide them with the age appropriate skills and attitudes they require in order to become contributing members of the community in whichever way is meaningful to them.

The staff will work with individual students to help them realize and further develop their interests, skills and hobbies so that they may continue learning once they leave the school environment.

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

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

Goal Two: Transformed Education Through Collaboration

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

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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	n/a	n/a	68.4	63.2	74.0	75	Intermediate	Maintained	Acceptable	76	77	80
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	n/a	n/a	75.2	80.0	90.9	92	Very High	Improved	Excellent	92.5	93	94
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	n/a	n/a	93.2	95.3	95.3	95	Very High	Maintained	Excellent	96	97	97.5

Comment on Results

We are pleased to see that our results have improved significantly from our last results especially in the satisfaction from parents and students of the overall quality of basic education.

The staff contributes to the ongoing quality of care that our students receive at the school and classrooms are required to use a 'safety first' attitude to ensure that students' individual needs are being met. This includes posting allergy forms; medication forms; seizure protocols, as well as emergency contact information so that everyone is on the same page. The staff is trained in various health and safety techniques such as how to respond to anaphylactic shock and how to use an EpiPen.

Strategies

In order to provide our students with the benefits of technology, we have added an Assistive Technology Specialist to our team this year. He comes to us with an extensive background for assistive technology and has worked in the field of disabilities for over twenty years. The school has purchased I Pads to use in the classrooms to help with the educational programming for our students. The I Pads have proven to help many students make choices in their daily routines as well as to engage students in activities that they may otherwise not be interested in. Additionally, they have also become a tool for teachers to use to assess students, who may be limited verbally, as to their level of understanding of various concepts. Classrooms have also received lap tops to use as another tool in their classrooms.

The school is committed to providing ongoing professional development opportunities and support for our staff so that we can continue to deliver a high quality educational program to our students.

The school will continue to be proactive in regard to student safety by ensuring that all staff members have an up to date police clearance as well as yearly CPR and First Aid training. We will also continue to review with our staff members the procedures and protocols of how to deal with a crisis situation should it arise. This includes practicing the required six (6) fire drills a year.

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

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

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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	n/a	n/a	84.3	77.3	88.0	75	Very High	Maintained	Excellent	90	91	92
Percentages of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	n/a	n/a	94.1	61.1	86.7	70	Very High	Maintained	Excellent	80	85	90

Comment on Results

We are pleased to see that our results have moved from the acceptable range to the excellent range. We continue to believe that parents have a meaningful and integral role in their children's education and we believe that education is a shared responsibility involving student, parent, school and community.

All of our classrooms use a daily communication book as a tool to communicate necessary information to parents and we ask they use it to keep us updated on any relevant information pertaining to their child. We also invite parents to visit the school formally three times a year to take part in parent teacher conferences. This gives the staff and the parents the opportunity to discuss important goals for the school year as well as to provide suggestions and input for the development of the Individualized Program Plan (IPP).

Strategies

To continue to foster an environment that encourages parents to discuss their ideas/suggestions/concerns to us regarding their educational programming.

To continue to actively listen to parent suggestions and to work collaboratively with parents with a solution oriented focus. Many of our students have unique needs and requirements and we will continue to work collaboratively with our parents to help meet these needs.

To continue to encourage open parent communication by providing up to date and accurate information through our website, newsletters, notices, as well as encouraging phone call and email correspondence between staff and parents.

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

Also report targets and results for all local measures related to Goal 2 (minimum one year of results – authorities are encouraged to provide multi-year results for trend analysis).

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

Outcome: *FNMI students are engaged in learning*

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

- *Key learning outcomes for FNMI students improve*

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2011	Achievement	Improvement	Overall	2012	2013	2014
High School Completion Rate - percentages of students who completed high school within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Drop Out Rate - annual dropout rate of students aged 14 to 18	n/a	*	n/a	n/a	n/a		n/a	n/a	n/a			
High school to post-secondary transition rate of students within six years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			

Comment on Results /Strategies

Calgary Quest School has a small population of First Nations, Métis and Inuit students that attend our school and in order to incorporate their culture into our programming, we use theme specific units to celebrate their unique traditions and culture.

Summary of Financial Results

The Board of Directors and Administration team at Calgary Quest school are pleased to report that we did not have a deficit for our last fiscal reporting period ending August 31st, 2011. We are committed to following Alberta Education's fiscal and legislative mandates and guidelines as a level two accredited private school. We have an in house bookkeeper who maintains accurate tracking of revenues and expenditures; we also have an accountant we work with to assist us with our budget preparation to ensure that we remain within our budgeted projections.

A large part of our funding for the 2010-2011 school year was spent on employee and contracted services compensation. Some of our contracted services include, but are not limited to, a Speech Language Pathologist, a Behavior Strategist, a Registered Psychologist, a Music Therapist as well as a Movement Therapist.

Presently Calgary Quest School charges parents a tuition fee of \$150/year for their child to attend for the year, therefore our tuition revenue received for the 2010-2011 was approximately \$23,000.

Transportation costs were estimated at \$40,799.75 for our ECS transportation, on top of the transportation grant we receive from Alberta Education. For our school aged students we spent \$60,090.00 on bus tickets for a total of \$100,889.75 on transportation costs.

To access Calgary Quest Children's Society Audited Financial Statement for the 2010/2011 year please contact CQS at (403) 253-0003.

Budget Summary

Based on budgeted enrolment projections, Calgary Quest School anticipates receiving approximately 3.7 million dollars from Alberta Education for the 2011-2012 school year as well as approximately \$270,000 from other school authorities and tuition fees. Salaries for our certificated staff will be approximately \$840,000 and for our non-certificated staff approximately 2.2 million. Our services, contracts and supplies are estimated to cost \$919,383.

Calgary Quest School presently leases their facility from the Calgary Board of Education (CBE) and hopes to continue that lease for at least three (3) more years. We have outgrown the space that they have to offer. The Facility Committee is presently in the process of doing a Requirements Gathering to see what we would need in a new facility. Once the requirement gathering is complete we will begin a Fundraising Feasibility Study to ensure that we are able to meet the financial obligations a new facility would demand. Some of our savings will be utilized to compensate a project manager (PM) for this as well as paying for an architecture firm to complete the requirements gathering process.

To access additional budget information and Calgary Quest's Budget Report Form for the 2010/2011 year please contact Calgary Quest School at (403) 253-0003

Capital and Facility Projects

Calgary Quest School and its Board of Directors are committed to moving into a capital fundraising campaign early in 2012 for the intention of raising dollars for a new school location. We are dedicated to building collaborative and sustainable relationships with other agencies and /or organizations in the community.

Our Facility Committee will continue to actively seek out appropriate locations and/or existing buildings for a more suitable facility to serve our unique, and growing, population. When the opportunity is available to us, the Treasurer from our Board of Directors organizes volunteers to participate in a casino fundraising event. This year the casino will be held in January, 2012 and we encourage parents and staff members to take an active role as this is our largest yearly fundraising opportunity for Quest. Monies raised from the casino will be used towards the purchase of a new facility.

In the meantime, we will continue to maintain and find creative ways to ensure the location we are currently in can continue to meet the needs of our diverse population.

Calgary Quest School does not have bus loop for student drop offs and pickups and since the majority of our students are transported by Access Calgary we are in the process of working with Access Calgary and the City of Calgary to transform the back parking lot of our school into a bus loop. The intended outcome would be for faster turnaround time for drivers and students. Theoretically, the sooner the students get on the bus and are able to leave school, the sooner they will arrive home.

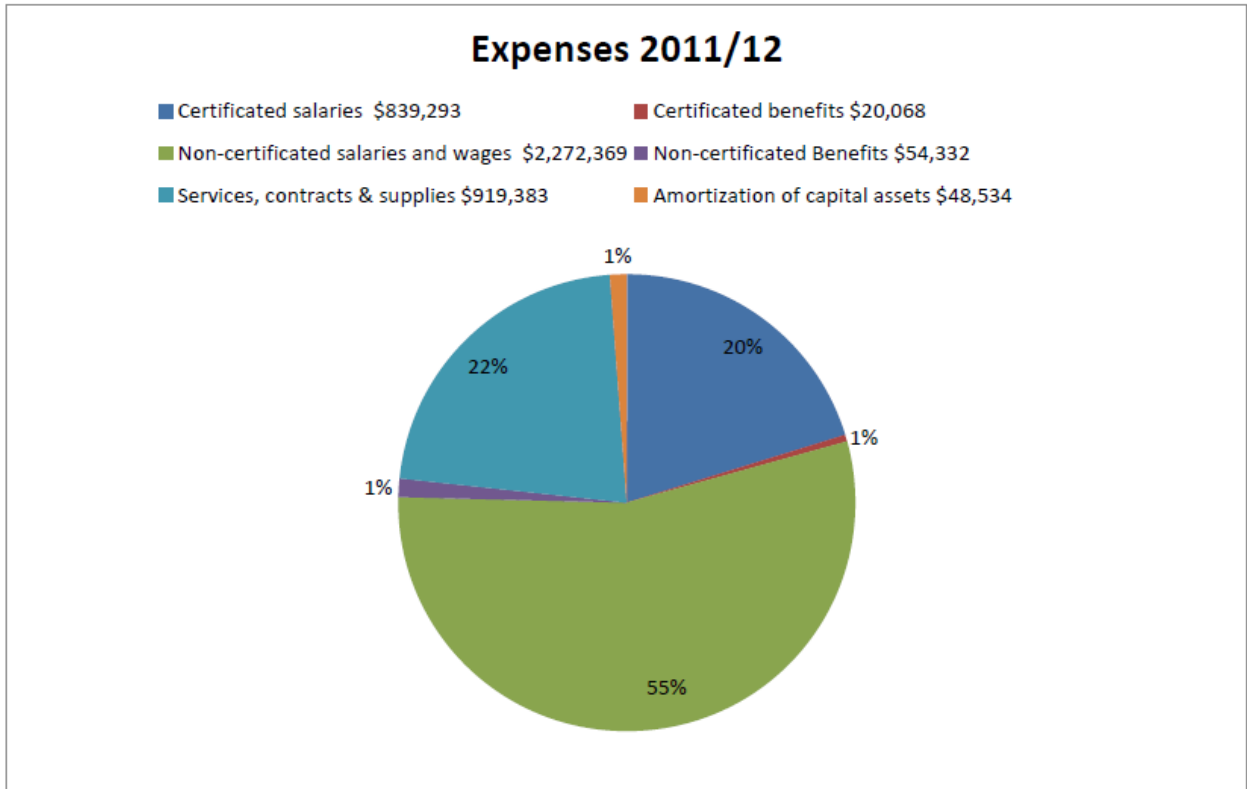
Long term planning in the way of technology and resources includes equipping each classroom with Smart Boards to enhance educational programming as well as the development of a comprehensive resource library for staff and students to access. The purchase of additional I Pads will continue to be an important area of focus and research as well.

Timelines and Communication

The information in this plan will be available to the public on November 30th, 2011 through our website: www.calgaryquestschool.com . To access, please click on the “Board” heading and then click on 3 year plan. If you have any questions please contact our main switchboard at (403) 253-0003.

Calgary Quest School’s AISI project annual report can be viewed on November 30th, 2011 by following this link [AISI Project](#).

The Calgary Quest Children’s Society Board of Directors approved this plan on November 28th 2011.



Revenues 2011/2012

- Alberta Education \$3,870,446
- Other Government of Alberta \$85,000
- Other Alberta School Authorities \$220,000
- Instructional fees/Tuition fees \$47,000
- Interest on investments \$30,000
- Gifts and donations \$30,000

