



Calgary Arts Academy  
and

Research Centre

**Annual Education Results  
Report  
2003 – 2004**

16.11.04

**Calgary Arts Academy & Research Centre Annual Education Results Report  
2003-2004**

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Calgary Arts Academy & Research Centre  
2003 - 2004

**I. CONTEXTUAL INFORMATION**

Calgary Arts Academy & Research Centre began its first year of operation in August 2003 as an Alberta public charter school under the Charter approved by Dr. Lyle Oberg, the Minister of Learning, in March 2003. The Calgary Arts Academy Society applied for the Charter because of the belief that “students learn best through Arts Immersion.”

We are pleased to report the accomplishments and results for the 2003-2004 school year. While the vast majority of the results reported in this document are highly indicative of the progress made and accomplishments achieved during our initial year of operations, there is definitely room for continued growth and improvement. In mid-August of 2003, we moved into the former Glenmeadows Elementary School building, leased from the Calgary Board of Education. In spite of the challenges and complexities of getting a new school up and running in an extremely short period of time, the staff with tremendous support from the parent community, successfully initiated all of the critical elements of the Charter’s proposed education program through Immersion in the Arts.

Instruction for students encompasses all elements of the mandated Alberta Curriculum at all grade levels. The curriculum is delivered through Arts Immersion so that all concepts being presented begin with an art form as the foundation of learning. Artists and Educational Assistant/Artists work directly with teachers to plan and deliver the curriculum for students. Students receive instruction in at least three art forms (art, music, dance, visual or literary arts) each day. Student performances at regularly scheduled school assemblies or public performances for parents and community are curriculum based and strive to demonstrate learning of concepts from the various subject areas. The philosophical bases for learning are centered on concepts defined in the Circle of Courage, Democratic Discipline, Developmental Assets and Brain-based Learning Theory, all of which are more fully explained in presentations and documentation provided to students and parents.

As an Arts Immersion school, the Calgary Arts Academy endeavours to build strong connections to the broader community, particularly the Arts Community and related organizations and businesses. In addition, we accommodate practicum students with a specialization in the fine and performing arts from the University of Calgary Master of Teaching Program, Mount Royal and Bow Valley Colleges.

The student enrollment was confirmed at 214 students, kindergarten to grade 9, on September 30, 2003. Although the Charter was approved for a maximum of 325 students, the building has an officially rated capacity of 216 students that presents a challenge as the enrollment has grown to 247 students for 2004-05. The school employed a principal, 8.5 fulltime-equivalent teachers, 3 support staff, 22 contracted artists, a superintendent and secretary-treasurer this past school year.

## **II. ACCOUNTABILITY STATEMENT**

The *Annual Education Results Report* for the Calgary Arts Academy & Research Centre for the 2003-04 school year was prepared under the direction of the charter board, in accordance with the responsibilities specified in the *School Act*, the *Government Accountability Act*, and *Policy on Annual Education Results Report* and the provincial government's accounting policies. The results are used to the best of our abilities to make continuous improvements by developing strategies for three-year education plans to ensure that all students have the opportunity to acquire the knowledge, skills and attitudes needed to be self-reliant, responsible, caring and contributing members of society.

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Ken McNeill, Board Chair

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Joe Frank, Superintendent

## **III. CALGARY ARTS ACADEMY & RESEARCH CENTRE VISION, MISSION AND PRINCIPLES**

### **Vision**

Children and community that value arts and learning.

### **Mission**

Calgary Arts Academy and Research Centre will be an innovative school that engages children through Arts Immersion and research to become confident learners and spirited citizens.

### **Principles**

The following Calgary Arts Academy Society Board principles guide decision-making and form a foundation for the work of the school.

Student Centered: All decisions will focus on what is best for students.

Accessible: All students who have an interest in one of the Arts will be eligible to attend.

Quality learning programs will be available for multiple constituents.

- Democratic: Learning best occurs when all stakeholders work together to create a democratic environment wherein creativity, risk-taking and a focus on developmental assets through Arts Immersion results in an engaged community.
- Accountable: Through research, Calgary Arts Academy will demonstrate accountability to Alberta Learning for quality results, validity of Arts Immersion programming and sustainability.
- Responsive: Calgary Arts Academy Society Board will provide flexibility to anticipate and respond to student needs at Calgary Arts Academy & Research Centre.
- Innovative: As Arts Immersion education moves forward, innovation through developing partnerships with the Arts Community and the educational community will provide the foundation for creative innovation.
- Equitable: Calgary Arts Academy & Research Centre will share effective practices and innovation with the broader educational community through documentation of curriculum plans, presentations, open houses, etc.

#### **IV. HIGHLIGHTS OF ACCOMPLISHMENTS**

The school has made significant progress in initiating all activities related to a new school start-up including acquisition of resource materials, furnishings and equipment, staffing, registration of students, legal contracts and a myriad of other details. This accomplishment is particularly noteworthy given that the school building was not officially acquired for occupancy until August 11, 2003, less than one month prior to school opening.

During the first year of operation, the school focused on the key elements of the purpose of its charter. It took tremendous effort on the part of staff and the absolute support and commitment of the parent community to successfully engage the students in meaningful and enjoyable learning opportunities. Accomplishments during the 2003-2004 school year include:

- Established process for hiring contract artists (total of 22) over the year.
- Implementation of an innovative curriculum delivery model based on Arts Immersion.

- Collaborative planning and delivery of instruction among teachers, artists and support staff.
- Professional development for teachers, artists and support staff to ensure consistency in curriculum expectations and in the delivery of all aspects of the program embedded in art, drama, music, literary and visual arts, and aligned with our four key philosophical frameworks.
- Acquisition of mainstream computer technology for curriculum instruction and sound and lighting equipment for student performances with commensurate in-service for staff and students.
- Establishment of the first School Council of 16 members on October 7, 2003.
- Sessions for parents to understand key elements of the Circle of Courage and Contract Learning.
- Each grade combination of students having presented multiple performances based on curriculum concepts to in-school and community audiences such as (sample list only):
  - Monet, Matisse, Picasso (Kindergarten – grade 2)
  - Jack and the Bean Stalk (grades 3/4)
  - Star Search (grades 5/6)
  - The Vessel (grades 7-9)
- All-staff professional development excursion to Abbotsford and Fort Langley, British Columbia to visit Fine Arts schools.
- Principal's presentation at the Oxford University Roundtable session in Oxford, England, March 2004.
- Board member, staff and School Council representative work session to renew Three-Year Education Plan.
- Significant growth demonstrated by students at all grades on CTBS pre-test and post-test results.
- Excellent Provincial Achievement Test results for grades 3 and 6 (detailed later in this document).

In addition to the accomplishments listed above, our staff has engaged students in a number of complementary activities. Samples of activities include:

- September Cross-country tournament, participation in Science Centre exhibit – “Wowtown”, book launch at Art Gallery of Calgary (“Let’s Get Going”), Chapter’s “Be a Book for a Day,” CAARC Rock n’ Roll Band, AXE Music tour and guitar workshop, junior high basketball teams, Children’s Festival, Night of Artists (U of C), Glenbow Museum, Xmas Shoe Box campaign.

Students continue to benefit from the variety and depth of programs that support the “Arts” in education as well as activities that meet other curricular and extracurricular needs.

### **AISI PROJECT (“Differentiating Arts Immersion Instruction”) - Year One Summary of Results:**

Calgary Arts Academy teaches through Arts Immersion. As this is a new process for staff including teachers, artists and support personnel, our AISI project focuses on differentiation using Arts Immersion. Differentiation includes the modifications and accommodations made in teaching and learning to recognize and address the particular learning needs of each student. Teachers use varied approaches to curriculum planning (Arts Immersion), instruction and assessment. Through this project, student achievement through Arts Immersion will increase. Curriculum planning with teachers, artists and support staff, curriculum inquiry, and instruction will be more responsive to the needs of diverse learners. The AISI project implementation was delayed as a result of our first year of operation and the time required to complete and submit a project application. Accomplishments to date include:

- A resource person (Library Technician) has been hired to coordinate and facilitate development of the Library/Media/Professional Resource Centre.
- Purchase off print resources and technical equipment nearing completion.
- Small group (student) learning sessions implemented.
- Professional Development sessions related to Arts Immersion Education, individualizing instruction (e.g. contract learning) and assessment (e.g. teacher/artist collaborative performance evaluations) conducted.
- Critical elements of Arts Immersion Education, including learning contracts and alternative assessments successfully implemented as measured by survey results (reported in detail section of this document).
- Results on the Provincial Achievement Tests exceeded first year expectations (as reported in detailed section of this document).

**STUDENT HEALTH INITIATIVE:**

- CAARC was not eligible to access services through the provincial Student Health Initiative (SHI) in year one. Referrals have already been made through the SHI for the current (2004-05) school year.

**HIGH SPEED INTERNET ACCESS:**

- Shaw Cable Network Services will complete high-speed Internet access installation during the fall of 2004. It is anticipated that students and staff will have full access to this service early in 2005.

**V. PERFORMANCE MEASURES, RESULTS AND COMMENTS**

**Three Year Education Plan 2003-2006**

<b>Provincial Goals</b>	<b>Outcomes</b>	<b>Measures</b>	<b>Targets</b>	<b>Strategies</b>	<b>RESULTS</b>	<b>COMMENTS</b>
<b>Goal 1:</b> High Quality Learning Opportunities for all.	The Arts Immersion Program at CAARC* meets the needs of all students with an interest/talent in the Arts.	% of students who are satisfied with the Arts Immersion Program in meeting their needs  % of parents who are satisfied that AIP* at CAARC meets the needs of their students	*70% of students will report satisfaction with AIP* in year one  % will increase by 5% in each of the next two years  *70% of parents will report satisfaction with AIP in year one  % will increase by 5% in each of the next two years	Develop learning contracts with each student and parents  Open discussions with individual parents and at School Council  Conduct satisfaction survey with section specific to student needs	86% (average) of all students reported satisfaction  89.8% of respondents report satisfaction	Lowest percentage in grade 8/9 at 50%; highest percentage in K-2 at 100%  108 responses returned Expectation exceeded
	All students who have an interest/talent in the ARTS can participate in quality learning at CAARC.	% of parents who are satisfied that CAARC students participate in quality learning	*85% of parents will be satisfied that CAARC students participate in quality learning	Involve School Council and parent focus groups to develop and understand quality program characteristics  Collect data on year end survey	92.5% of respondents are satisfied to very satisfied	108 responses. Target exceeded. Next year to define "quality" learning
	CAARC is affordable and financial need is not a barrier to learners participating in learning opportunities.	% of parents who are satisfied that CAARC is affordable  % of parents who have applied for a waiver of fees	*85% of parents will be satisfied that CAARC is affordable  No target required	Monitor and review costs of programs  Provide fee waivers for families requiring financial assistance	73% satisfaction with fee rate  7 families granted waivers (10 students total)	*Responses received immediately after announcing 2004-05 fee increases!  Indication of cross socio-economic population

\*CAARC = Calgary Arts Academy & Research Centre

\*AIP = Arts Immersion Program

\*Targets set as Benchmarks – no data available

### Three Year Education Plan 2003-2006

Provincial Goals	Outcomes	Measures	Targets	Strategies	RESULTS	COMMENTS
<b>Goal 2:</b> Excellence in Learner Outcomes	Learners demonstrate high standards of achievement.	<p>% of students who are eligible to write the Provincial Achievement Tests</p> <p>% of grade 3, 6 and 9 students who achieve acceptable standards on *PAT's including students who write and cohort groups</p> <p>% of grade 3, 6 and 9 students who achieve excellent standards on PAT's including students who write and cohort group</p> <p>*Results charted in relation to provincial results and targets annually</p>	<p>*95% of students will write the provincial achievement tests</p> <p>85% of grade 3, 6 and 9 students will achieve an acceptable standard on provincial achievement tests</p> <p>15% of grade 3, 6, and 9 students will achieve a standard of excellence on provincial achievement tests</p> <p>Results will increase by 3% each year</p>	<p>Emphasize to parents the importance of having children write provincial tests</p> <p>Analyze student results on the CTBS administered at beginning of year to support program development to address individual and group learning needs</p> <p>Continual monitoring of student progress over the year</p>	<p>In excess of 95% of students in each grade wrote all the tests.</p> <p>Targets exceeded in grades 3 and 6.</p> <p><b>See Appendix I &amp; II</b></p> <p>Percentages less than targets in some test components.</p> <p><b>See Appendix I &amp; II</b></p>	<p>1 student in grade 3 and 1 student in grade 6 did not write all tests. All grade 9 students wrote all tests.</p> <p>Grade 9 results anticipated. CTBS results demonstrated much improvement over the year. Socio-emotional factors demonstrated significant growth for this population in year 1.</p> <p>Grades 3 &amp; 6 results superior overall.</p>
	Learners are well prepared for lifelong learning.	Completion of learning contracts by students	*100% of students complete learning contracts at level of acceptable standard	<p>Teachers and students develop learning contracts</p> <p>Teachers and parents support individual students to complete contracts</p>	97% of school contracts were competed this year	A very small number of students did not complete all contracts at any grade level.
	Learners are well prepared for citizenship.	% of parents who are satisfied that students are well prepared for citizenship based on the four core values of the Circle of Courage	<p>*70% of parents are satisfied year one</p> <p>*75% of parents are satisfied year two</p> <p>*80% of parents are satisfied year three</p>	Develop and administer survey based on the four core values of the Circle of Courage	85.1% satisfaction reported	<p>Target exceeded. Continue to reinforce Circle of Courage principles.</p> <p>Continues to be a foundation for the school's program.</p>

\*PAT = Provincial Achievement Test

\*Targets set as Benchmarks – no data available

### Three Year Education Plan 2003-2006

Provincial Goals	Outcomes	Measures	Targets	Strategies	RESULTS	COMMENTS
<b>Goal 3:</b> Highly Responsive and Responsible Charter School	Improved results through effective working relationships with partners and stakeholders.	Number of artists hired to work with teachers over the year	Minimum number to maintain average student/adult ratio of 23:1	Hire artists to work collaboratively with teachers on planning and delivery of Alberta Curriculum through Arts Immersion education	22 different artists hired Some artists on repeat contracts over the year.	Average student/adult ratio of 23:1 consistently exceeded over the year. 1-6 artists present every day except 1 day this year.
		Documented collaborative curriculum plans	Curriculum plans for each subject and set of mandated learner outcomes	Collect and organize curriculum plans by grade level	37 Curriculum Plans submitted	Includes all curricula (K-9) through Arts Immersion.
		Partnerships formed with groups from Arts, Business & Post-Secondary Education Communities	Minimum of three formal partnerships established	Pursue Arts/Business/Post-Secondary partnerships in community	Chapters (South) Art Gallery of Calgary Adult Community Choir Foothills Brass Science Centre	Additional partners include: Red Coat Puppet Theatre Hostelling International Trickster Theatre
	The school demonstrates leadership and continuous improvement as a centre for research and innovation in Arts Immersion education.	Coordinator hired and role activities recorded	One full-time staff member to coordinate research activities, sharing of results and innovative teaching strategies	Hire Arts & Research Coordinator	Coordinator hired (J. Nigh)	Excellent productivity and data collection strategies implemented.
		Record of varied external contacts and requests	Minimum of ten requests accommodated	Extend invitations to external organizations	Target of ten (10) requests exceeded. Includes staff P.D. presentations for at external sites (5)	Caslan School staff (7) visit for 3 days.
		Research data collected and documented in year-end report	Development of measurable targets related to qualitative and quantitative data on all aspects of school operation	Publish curriculum plans and make available	Binders of data collected on file	40 parent/community tours held between January and May 2004.
		Open house held	Annual event	Record all significant contacts with external organizations/ personnel	Weekly tours (40+) held in lieu of Open House	All records available on file to support results.
				Engage U of C researcher in data collection/ analysis		Unnecessary to engage U of C researcher year one
				Organize and advertise annual Open House		Year-end celebration held.

**Three Year Education Plan 2003-2006**

<b>Local Goals</b>	<b>Outcomes</b>	<b>Measures</b>	<b>Targets</b>	<b>Strategies</b>	<b>RESULTS</b>	<b>COMMENTS</b>
<b>Goal 1:</b> Developing and sustaining high quality Arts Immersion education for students.	Students will know the language of the Circle of Courage and internalize concepts.	Student results on grade equivalent teacher-made vocabulary test	80% of students will score at least 70% year one  % will increase by 5% in each of the next two years	P.D. for teachers on Circle of Courage  Direct instruction for students	84% of students scored at least 70% on Circle of Courage tests	Continued implementation and emphasis during 2004-05.
	All staff will ensure the development of positive relationships with students.	% of students reporting positive working relationships with adults on year-end survey	70% will report positive relationships year one  % will increase by %5each year	Teacher-Artist observations & conferencing at regular intervals during the year  Develop/administer year-end survey	96% of students reported positive working relationships with adults	Target exceeded by 26%. Very favourable relationships established
		Office records of number of parent/student concerns over teacher-student relationships	Number of office referrals will diminish each year	Record office contacts/referrals	16 office referrals logged	Refers to in/out of school suspensions only
		Lower student/adult ratio	23:1 student/adult ratio	Hire sufficient artists to achieve ratio	23:1 student/adult ratio achieved with 22 artists	Ratio on a daily average was less than 23:1
	All staff will practice Democratic Discipline.	Record of staff attendance at professional development (STET* Program) activities at beginning of year and weekly sessions	90% of staff attendance	P.D. (STET) program at commencement of year and weekly sessions by principal	100% of staff attended year-start P.D. Bi-weekly sessions held thereafter.	Weekly sessions by staff choice with principal.
		Teacher journal records of effective implementation		Teachers journal successful implementation of program practices	8/9 teachers completed journals demonstrating effective practice	
	All curriculum planning will follow the CAARC Curriculum Planning Model.	Record of all curriculum plans filed	100% compliance	Teacher inservice and support on use of Curriculum Planning Model		

	<p>Students participate in planning/ assessment to individualize learning.</p> <p>Teachers, students, parents and artists work together to create and complete learning contracts using an Arts Immersion focus.</p> <p>Teachers will focus on and use the language of developmental assets within the school setting.</p>	<p>Teachers' chart the number of goal meetings held</p> <p>Students' goal setting records</p> <p>Number of completed contracts in student portfolios</p> <p>Student/parent survey of teacher/artist focus on Developmental Assets</p>	<p>6 meetings/week year one; increase by one /week each year</p> <p>100% of students set goals</p> <p>70% positive responses year one</p> <p>% will increase by 5% each year</p>	<p>Teachers set and record goal setting meetings and attendance</p> <p>Students set/evaluate goals daily</p> <p>Week two of Action Learning Institute to focus on creation/completion of learning contracts</p> <p>Parent inservice on learning contracts</p> <p>Staff P.D. on Developmental Assets Program</p> <p>Collect data on year-end survey</p>	<p>Calendar of goal meetings recorded by all staff</p> <p>99.4% of students completed goal setting</p> <p>97% of student contracts completed</p> <p>Survey not completed</p>	<p>One teacher with organization challenges did not record data</p> <p>1 student in grade 5 did not complete all goal setting</p> <p>100% compliance achieved</p> <p>Developmental Assets to be a focus for implementation in 2004-05</p>
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\*STET = Systematic Teacher Effectiveness Training

### Three Year Education Plan 2003-2006

Local Goals	Outcomes	Measures	Targets	Strategies	RESULTS	COMMENTS
<p><b>Goal 2:</b> Demonstrated excellence in student learning outcomes through the development of Arts Immersion Education.</p>	<p>Students will know and use the language of the Arts, specifically in the chosen art form where applicable.</p>	<p>% of students who achieve the acceptable standard on the tests of language in art form</p>	<p>*70% of students will achieve acceptable standard in year one</p> <p>% will increase by 5% in each of the next two years</p>	<p>Teachers/Artists develop tests of language in Art form</p> <p>Teacher/Artist conferences with small groups of students to ensure comprehension/ internalization of concepts</p>	<p>80% of grade 6 students achieved acceptable standard on Drama tests</p>	<p>Not all art forms were tested this year. Language was employed in student performances but not formally tested separately.</p>

	Students will become entertainers, performers, artists and musicians in their own right.	<p>% of students that perform as individuals or in groups in and out of school setting</p> <p>Number of student performances in Community Arts competitions and celebrations</p> <p>Number of students involved in Community Arts programs and organizations</p>	<p>All students will perform throughout the first 3-year period</p> <p>In school (2003-04): * Individual 20% *Group 80%</p> <p>Out of School (2003-04):  *Individual 2% *Group 10%</p>	<p>Instruction in three art forms each day.</p> <p>Create student Arts Portfolios for records</p> <p>Seek opportunities and accept invitations for students to perform in out-of-school venues</p> <p>Teachers/Artists document performances</p> <p>Survey student performance involvement in Community Arts</p>	<p>Art forms utilized incorporated into curriculum plans</p> <p>100% of students performed individually or in groups for in-school settings</p> <p>41% of individual students performed out of school</p> <p>50% of students performed in groups out of school</p>	<p>Minimum of three exposures per day.</p> <p>All students are expected to perform for in-school activities</p> <p>Expectations exceeded for individual and group out-of-school performances</p>
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\*Targets set as Benchmarks – no data available

## VI. PROVINCIAL PRIORITY AREAS FOR IMPROVEMENT

This is the first year of operation for the Calgary Arts Academy & Research Centre and no results are available for comparison purposes to report for these priorities. We have chosen to set our own targets for year one based on information about the provincial results from 2001-2002. Our Annual Education Results Report for 2003-2004 will reflect our first year results and targets will be set for the following year in the updated Education Plan.

### Provincial Priority: Improving early literacy and numeracy.

	Measure	Target	Strategies	RESULTS	COMMENTS
Grade 3 Language Arts	<p>% of students who achieve acceptable standard on PAT*</p> <p>% of students who achieve standard of excellence on PAT</p>	<p>85%</p> <p>15%</p>	<p>Focus on early literacy practices through resident expertise</p> <p>Concentrated study through scheduled learning blocks</p>	<p><b>96.9%</b> of students <b>writing</b> achieved acceptable standard</p> <p>93.9% of students enrolled achieved acceptable standard</p> <p><b>9.4%</b> of students <b>writing</b> achieved standard of excellence</p>	<p><b>1</b> student in grade 3 did not achieve the acceptable standard</p> <p>Results are superior for 1st-year operation, particularly for separate components (reading/writing) of the test.</p>

	Results based on students who write and cohort group			9.1% of students enrolled achieved standard of excellence	Focus will be on increasing the percentage of excellence
Grade 3 Mathematics	% of students who achieve acceptable standard on PAT*	85%	Focus on early numeracy through Arts Immersion education	<b>90.6%</b> of students <b>writing</b> achieved acceptable standard	Provincial average and local targets exceed for both standards
	% of students who achieve standard of excellence on PAT	15%	Concentrated study through scheduled learning blocks	87.9% of cohort group achieved acceptable standard	
	Results based on students who write and cohort group			<b>18.8%</b> of students <b>writing</b> achieved standard of excellence	
				18.2% of cohort group achieved standard of excellence	

\*PAT = Provincial Achievement Test

**Provincial Priority: Improving children's access to services through coordination of services.**

	Measure	Target	Strategies	RESULTS	COMMENTS
	Record of number of children's needs/issues attended to by South West Community Health nurse	All school-related student health issues identified to be satisfactorily serviced	Establish regular and requested visits by Community Health Centre nurse  Appoint Educational Assistants as key contacts for student health issues	Scheduled visits established. Total school immunization achieved.  Two (2) Two Ed Assistants appointed and used as key contacts	CHN instructed staff on use of Epi-pen.  Good relationship developed.  Process to be enhanced for 2004-05 through Student Health Initiative.

**Provincial Priority: Improving learning through effective use of information and communication technology.**

	Measure	Target	Strategies	RESULTS	COMMENTS
	% of students who report school helps improve students' computing skills	To be determined	Include and address ICT learning outcomes for students in curriculum planning and learning contracts	NOT surveyed year 1	Limits on access in year 1 to be addressed with reorganization of computer lab in year 2.
	% of parents who report school helps improve students' computing skills	To be determined	Staff inservice on application of computer technology including SmartBoard	NOT surveyed year 1	Focus to be on effective use of computers in core subject areas.
			Collect data on year-end survey		Additional computers to be purchased during year 2.

	% of students who report satisfaction with access to computers in school	*70% year one	Acquire computers to implement a computer/student ratio of at least 7:1 year one	Students NOT surveyed for this response this year	ICT lab was used as a regular classroom and restricted access.
	% of parents who report satisfaction with student access to computers in school	*70% year one	Allow students mobility to access computers during class time	62% of parents were satisfied or very satisfied.	ICT lab more available (in library) for 2004-05. Key is effective use as much as access.
			Make computers available to students out of class time		

\*Targets set as Benchmarks – no data available

**Provincial Priority: Improving programs, results and reporting for First Nations and Metis learners.**

	Measure	Target	Strategies	RESULTS	COMMENTS
	Identified assignments and projects that reflect cultural heritage and Aboriginal teachings	To be determined	Implementation of Circle of Courage with emphasis on concepts of belonging and generosity  Inclusion of native art projects and cultural studies for all students	No self-identified students at CAARC for 2003-04.  Circle of Courage and guest Aboriginal artists (4) supported focus on native art and heritage activities	Encourage self-identification for 2004-05.  Will continue Circle of Courage and other Aboriginal oriented activities such as Culture Club as a regular component of CAARC programs.

**Provincial Priority: Improving secondary student achievement in mathematics.**

	Measure	Target*	Strategies	RESULTS	COMMENTS
Grade 9 Mathematics	% of students who write and cohort group who achieve acceptable standard on PAT  % of students who write and cohort group who achieve standard of excellence on PAT	1% increase over provincial results year one  1% increase over provincial results year one  % to increase by 1% each year compared to provincial results	Innovative study through Arts Immersion education  Concentrated study time through scheduled learning blocks	<b>33.3%</b> of students <b>writing</b> achieved acceptable standard. 33.3% of cohort group achieved acceptable standard.  <b>0.0%</b> of students writing achieved acceptable standard 0.0% of cohort group achieved standard of excellence	Only <b>9</b> students were enrolled in grade 9 for 2003-04.  Personal challenges addressed and growth in affective domains as well as CTBS test results are very positive for this group of students.

\*student enrollment in grade 9 in year one is minimal with 9 students registered

**Provincial Priority: Improving public satisfaction with education.**

	<b>Measure</b>	<b>Target</b>	<b>Strategies</b>	<b>RESULTS</b>	<b>COMMENTS</b>
	% of parents satisfied with the quality of education at CAARC	75% year one	Engage School Council and/or parent committees in developing measures of satisfaction  Collect data on year-end survey for future planning purposes	90.7% of respondents satisfied or very satisfied.	Target exceeded.  Will use School Council to help define “quality” education at CAARC for 2004-05.

**VII. CALGARY ARTS ACADEMY SOCIETY BOARD PRIORITIES 2003-2004 – RESULTS HIGHLIGHTS**

The following priority areas were established by the Board for action during 2003-04:

<b>PRIORITY</b>	<b>RESULTS</b>
<b>1) Communications</b>	<ul style="list-style-type: none"> <li>• Successful solicitation of new Board members for 2004-05</li> </ul>
<b>2) Growth Strategy</b>	<ul style="list-style-type: none"> <li>• Enrollment increased from 214 (2003-04) to 247 (2004-05)</li> <li>• Modified school year calendar approved and implemented</li> <li>• Portable classrooms (6) application submitted and approved</li> </ul>
<b>3) Partnerships</b>	<ul style="list-style-type: none"> <li>• Levels of partnerships pre-defined in charter document</li> <li>• Policy approved for community (Arts) use of facility</li> <li>• Partnerships with Chapters, Art Gallery of Calgary, Science Centre, Hostelling International, Red Coat Puppet Theatre</li> </ul>
<b>4) Research</b>	<ul style="list-style-type: none"> <li>• Mid and year-end surveys conducted</li> <li>• Artists’ feedback related to experience at CAARC</li> <li>• Journaling encouraged from all constituents</li> </ul>
<b>5) External Funding</b>	<ul style="list-style-type: none"> <li>• Casino application approved (draw for date to be made in May 2005)</li> </ul>

### VIII. CALGARY ARTS ACADEMY & RESEARCH CENTRE CAPITAL PLAN RESULTS 2003-2004

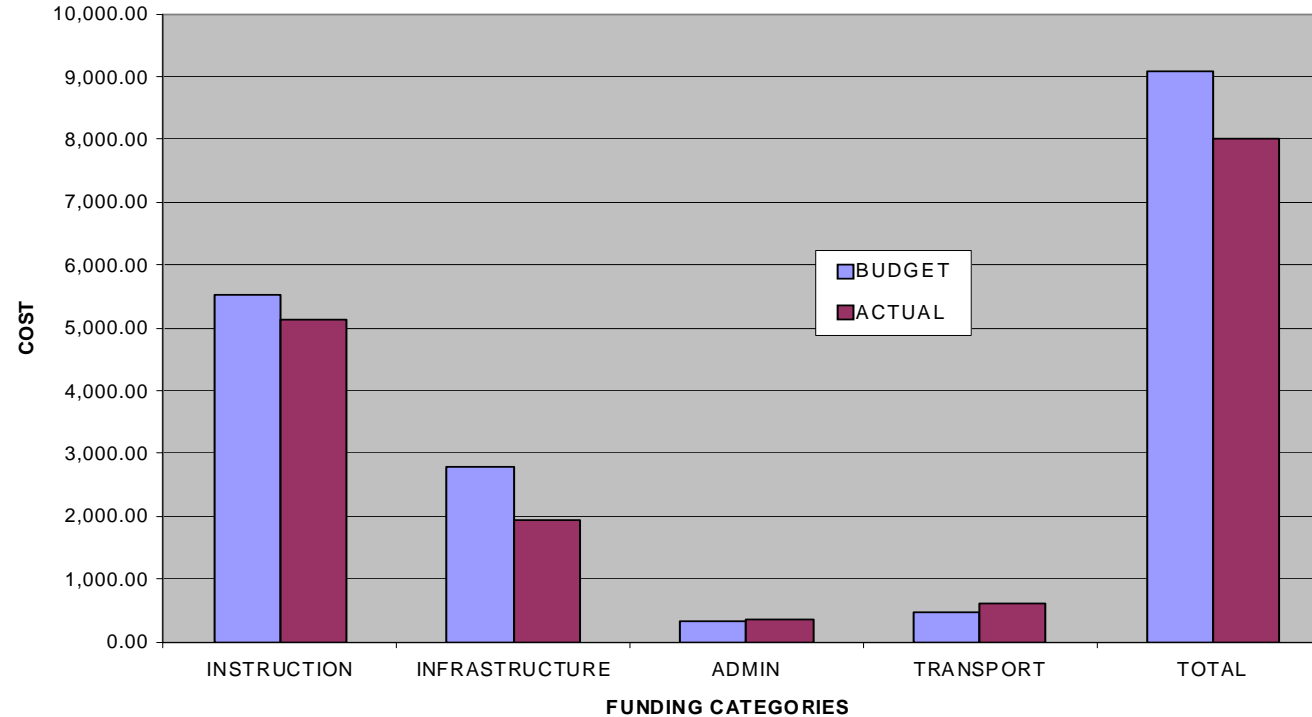
The capital plan is intended to forecast the preservation and expansion needs of the Calgary Arts Academy & Research Centre over a three year period. The current school site at the former Glenmeadows Elementary School is in relatively good shape and provides advantages of significant data cabling for technology integration, recent painting and other minor upgrades to the facility. The building has a rated student capacity of 216 students which limits growth to the approved charter maximum of 325 students and does not allow for accommodation of artist groups on site as specified in the charter document. The facility was designed as an elementary school and not anticipated for use as an arts immersion school and as such does not have proper visual and performing arts areas. Ventilation in the gymnasium was poor during performances where seating was at capacity.

A number of projects concerning the facility and potential upgrades were identified for action as outlined below. **More detailed information is available by contacting the principal, superintendent or secretary-treasurer at the school (532-3020).**

PRIORITY		RESULTS
1) Project:	The continuation of leasing Glenmeadows School from the Calgary Board of Education	Lease funds approved for year two (2004-05) of operation: \$244,252.00
Estimated Cost:	\$244,000 per year	
Timeline:	Annually through 2008	
2) Project:	Installation of six portable classrooms	Approved by Alberta Infrastructure. Anticipated date of completion: December 23, 2004. Total cost: \$393,140.00
Estimated cost:	\$246,000 (plus relocation and installation costs)	
Timeline:	2004/05	
3) Project:	Installation of curtain rods, drapes and window shades in gymnasium.	Installation complete at approximate cost: \$13,000.00.
Estimated cost:	\$7,000 - \$10,000	
Timeline:	2003/04	
4) Project:	Improved ventilation (opening windows) in the gymnasium	Installation of venting windows complete: no cost to CAARC. Cost covered through Calgary Board of Education Infrastructure Maintenance Program (IMP) funding
Estimated cost:	\$1500 - \$2000	
Timeline:	2003/04	

**IX. FINANCIAL SUMMARY**

**COMPARATIVE EXPENDITURES BY STUDENT 2003-04**



**Funding Categories as a Percent of the Total Budget**

**65.9%      21.7%      4.5%      7.9%      100%**

**YEAR-END RESTRICTED OPERATING RESERVES**

<b>Infrastructure</b>	<b>\$41,258</b>
<b>Transportation</b>	<b>- \$35,935</b>
<b>Instruction</b>	<b>\$121,978</b>
<b>Administration</b>	<b>\$2,105</b>
<b>Total Expansion Reserve*</b>	<b>\$129,406</b>

\*By Board motion, expenditure of the year-end surplus has been restricted to allow for future expansion of the facility and program supports.

The facility does not have specialized program spaces such as an art studio, dance studio, music (band/choral) room or performance theatre.

A critical component of our Arts Immersion program support is expertise from the Arts Community through artists who are contracted to plan and deliver the curricula with teachers in the school.

More information about the budget report may be obtained from the Secretary-Treasurer or Superintendent by contacting the school (403) 532-3020.

Comparative information on Audited Financial Statements is available in a provincial government report by accessing the following website:  
<http://www.learning.gov.ab.ca/funding/afs/>

**X. COMMUNICATION PLAN RESULTS 2003-04**

**Objectives:**

- To provide information about the Calgary Arts Academy & Research Centre goals and commensurate support activities.
- To share the innovative approaches and effective practices at Calgary Arts Academy & Research Centre in providing education through Arts Immersion.

STRATEGIES EMPLOYED	RESULTS
Forward required documentation to Alberta Learning	All required reports including 3-Year Education Plan submitted in timely fashion. Positive reviews received.
Publish documents including newsletters, special events notices, School Handbook, Transportation Handbook, 3-Year Education Plan, policy manual	Distribution of documents to appropriate constituents: Alberta Learning, parents, students, business and Arts communities
Presentations at Board and School Council meetings, public forums	Major documents shared and staff presentations made to Board and School Council related to Arts Immersion Education components (e.g. Circle of Courage, Learning Contracts) Over 40 school tours hosted for prospective parents/students, interested community members and potential partners
Professional Development Activities for external groups	CAARC staff presentations on Circle of Courage, Early Literacy in Arts, Charter School Governance
Website postings ( <a href="http://www.calgaryartsacademy.com">www.calgaryartsacademy.com</a> )	Critical information and documents posted on CAARC website over the year with continuous improvements to the website with newly acquired software and expertise

## **XI. CALGARY ARTS ACADEMY & RESEARCH CENTRE FUTURE CHALLENGES AND TRENDS**

The Calgary Arts Academy & Research Center has completed a very successful first year of operation. Nevertheless we will continue to face challenges and recognize that we must monitor trends and issues in order to plan effectively for our future. We will need to consider the following challenges in our strategic planning efforts:

### **Growth and Expansion**

The charter for the Calgary Arts Academy was approved for 325 (K- grade 9) students maximum. The Glenmeadows School building has a rated capacity of 216 students, which is an issue and limiting factor. The addition of portable classrooms as described in the next section will alleviate some of the growth pressures. Along with an increase in the total number of students come issues of planned and incremental growth to ensure integrity of the program and acquisition of appropriate staff and resources to optimize program delivery and not compromise any of the original charter goals and stipulations.

### **Facility Needs**

The addition of six (6) portable classrooms anticipated for installation and occupancy by December 23, 2004, will allow us to expand to approximately 295 students (current space utilization formulae calculations). The charter proposal also called for accommodation of artist groups in the building to ensure a context for arts immersion and ability to build true partnerships in learning with artists from the community. Attachment of portable structures beyond the minimum required to meet the needs of the student population would enable the Centre to achieve all accommodation mandates of its charter.

As well as more space, specialized space is required in the facility to support Arts Immersion. A properly equipped art s studio, dance studio, music (band and choral) room and a performance/production theatre are all necessary to accommodate an arts program of depth as well as breadth. The Glenmeadows School building was designed for a typical elementary school program and does not include the required specialized spaces.

### **Transportation**

The Calgary Arts Academy & Research Centre serves students from all quadrants of the city. The school is located at the former Glenmeadows Elementary School site in the residential district of Glamorgan in south-west Calgary.

Transportation of students over long distances from far-reaching corners of the city will continue to be an issue for the school into the future. Ideally, students would not be transported longer than one hour to or from school, a factor that will limit the school from being as accessible, flexible and affordable as it might be for all students in the city.

### **Policy Development**

The majority of required policies have been drafted and approved. Many of the initial policies require review for currency and congruence with practice; a number of new policies will be developed, and continued awareness of the importance of formulating policy when needed are crucial to govern and operate the Calgary Arts Academy.

### **Technology Planning**

Initial strides have been made to equip CAARC with appropriate, minimal technology for student and staff applications. A long-term plan will need to be developed to sustain the current installation and to proactively plan and budget for future expansion and acquisition of computer and related technologies to effectively support the Arts Immersion Education program.

### **Future Board Membership**

The Calgary Arts Academy Society is fortunate to have strong and committed Board members. Our challenge will be to continue to attract Board members who subscribe to our vision and mission and who bring expertise, experience, connections and energy to promote and support the continuous improvement of our school.

## **TRENDS IMPACTING CAARC**

The concept of arts in education is gaining popularity and momentum in many Calgary schools as they adopt an arts infusion or integration approach to instruction. The Calgary Board of Education has a significant number of elementary schools incorporating the arts in education as well as at least two junior high/middle schools and two high schools that currently foster Fine and Performing Arts programs. Broad recognition of the value and effectiveness of education through the arts will enhance support for the Calgary Arts Academy and more importantly, will be informed by the unique practices of arts immersion at the Calgary Arts Academy. On the other hand, there may be a potentially negative impact on our future enrollments and expansion plans. We will need to consider methods of attracting students to maintain a stable population in order to plan effectively, however we do not anticipate any negative impacts of mainstream Board initiatives in the near future.

## XII. CLASS SIZE AVERAGES

	<b>2003-04</b> Class Size Average* For CAARC	<b>2004-05</b> Averages** For CAARC	<b>2004-05</b> Provincial Targets	<b>2005-06</b> Averages** For CAARC	<b>2005-06</b> Provincial Targets	<b>2006-07</b> Commission Guidelines***
K-3	17.7	17.3	20	18.5	18.5	17
Grades 4-6	27.5	24.8	25	24	24	23
Grades 7-9	26.5	26.3	27	26	26	25
Grades 10-12	N/A	N/A	N/A	N/A	N/A	27

\* As reported by our jurisdiction in the 2003-04 class size survey

\*\* As projected by our jurisdiction

CAARC = Calgary Arts Academy

\*\*\* Alberta Commission on Learning (ACOL) Guidelines

### Notes:

- All school jurisdictions in Alberta are required to meet the Class Size Guidelines recommended by the Alberta Commission on Learning (ACOL) by the 2006-07 school year.
- All school jurisdictions (including CAARC) have been granted funds over the next three years to hire additional teachers in order to meet the ACOL requirements.
- Alberta Learning has set class size **targets** for each successive year to allow jurisdictions to incrementally reach the guidelines by 2006-07.
- CAARC receives class size funding as follows: **2004-05** = \$40, 898; **2005-06** = \$48, 195; **2006-07** = \$65, 707
- CAARC classes are grouped as follows: K, 1/2, 3/4/5, 6/7, 8/9

**APPENDIX I: Provincial Achievement Test Results and Targets for All Students (Cohort Group) in the Grade**

Subject	Standard	Actual		ACTUAL		Target		Target		Target	
		CAARC	Province	CAARC	Province	CAARC	Province	CAARC	Province	CAARC	Province
			2002/03	2003/04	2003/04		2004/05		2005/06		2006/07
<b>Grade 3</b>											
L.A.	Acceptable	---	82%	<b>93.9%</b>	<b>82.0</b>	TBS*	83%		83%		84%
	Excellence	---	16%	<b>9.1%</b>	<b>14.9%</b>	TBS	18%		18%		19%
Math	Acceptable	---	82%	<b>87.9%</b>	<b>81.4%</b>	TBS	83%		84%		84%
	Excellence	---	30%	<b>18.2%</b>	<b>27.2%</b>	TBS	31%		31%		32%
<b>Grade 6</b>											
L.A.	Acceptable	---	81%	<b>96.6%</b>	<b>79.1%</b>	TBS	82%		83%		83%
	Excellence	---	17%	<b>27.6%</b>	<b>15.5%</b>	TBS	18%		18%		19%
Math	Acceptable	---	78%	<b>96.6%</b>	<b>77.8%</b>	TBS	80%		80%		81%
	Excellence	---	18%	<b>13.8%</b>	<b>20.9%</b>	TBS	19%		20%		20%
Science	Acceptable	---	80%	<b>96.6%</b>	<b>80.1%</b>	TBS	81%		82%		82%
	Excellence	---	24%	<b>24.1%</b>	<b>26.5%</b>	TBS	25%		26%		26%
Social St	Acceptable	---	79%	<b>100%</b>	<b>78.3%</b>	TBS	80%		80%		81%
	Excellence	---	20%	<b>17.2%</b>	<b>20.2%</b>	TBS	21%		21%		22%
<b>Grade 9</b>											
L.A.	Acceptable	---	78%	<b>66.7%</b>	<b>77.6%</b>	TBS	80%		81%		82%
	Excellence	---	14%	<b>0.0%</b>	<b>12.4%</b>	TBS	15%		16%		16%
Math	Acceptable	---	63%	<b>33.3%</b>	<b>65.1%</b>	TBS	68%		68%		69%
	Excellence	---	18%	<b>0.0%</b>	<b>18.3%</b>	TBS	19%		19%		20%
Science	Acceptable	---	69%	<b>55.6%</b>	<b>66.6%</b>	TBS	TBS		TBS		TBS
	Excellence	---	11%	<b>0.0%</b>	<b>12.1%</b>	TBS	TBS		TBS		TBS
Social St	Acceptable	---	73%	<b>77.8%</b>	<b>72.4%</b>	TBS	75%		75%		76%
	Excellence	---	19%	<b>0.0%</b>	<b>20.1%</b>	TBS	20%		20%		21%

CAARC = Calgary Arts Academy & Research Centre      \*L.A. = Language Arts      \*TBS = to be set  
 CAARC Grade 3 = 33 students enrolled; 1 student did NOT write L.A. or Math  
 CAARC Grade 6 = 29 students enrolled; 1 student did NOT write L.A.  
 CAARC Grade 9 = 9 students enrolled; all students wrote all tests

**APPENDIX II: Provincial Achievement Test Results and Targets for Students WHO WROTE**

Subject	Standard	Actual		ACTUAL		Target		Target		Target	
		CAARC	Province	CAARC	Province	CAARC	Province	CAARC	Province	CAARC	Province
			2002/03	2003/04	2003/04		2004/05		2005/06		2006/07
<b>Grade 3</b>											
L.A.	Acceptable	---	90.1%	<b>96.9%</b>	<b>90.5%</b>	TBS*	91%		92%		92%
	Excellence	---	17.2%	<b>9.4%</b>	<b>16.5%</b>	TBS	19%		19%		20%
Math	Acceptable	---	89.3%	<b>90.6%</b>	<b>89.1%</b>	TBS	90%		90%		91%
	Excellence	---	32.4%	<b>18.8%</b>	<b>29.7%</b>	TBS	32%		33%		33%
<b>Grade 6</b>											
L.A.	Acceptable	---	89.2%	<b>100%</b>	<b>87.0%</b>	TBS	90%		91%		91%
	Excellence	---	19.0%	<b>28.6%</b>	<b>17.0%</b>	TBS	19%		20%		20%
Math	Acceptable	---	85.6%	<b>96.6%</b>	<b>85.8%</b>	TBS	87%		87%		88%
	Excellence	---	19.3%	<b>13.8%</b>	<b>23.1%</b>	TBS	20%		21%		21%
Science	Acceptable	---	87.9%	<b>96.6%</b>	<b>88.2%</b>	TBS	89%		90%		90%
	Excellence	---	26.5%	<b>24.1%</b>	<b>29.1%</b>	TBS	28%		28%		29%
Social St	Acceptable	---	86.4%	<b>100%</b>	<b>86.4%</b>	TBS	87%		88%		88%
	Excellence	---	22.3%	<b>17.2%</b>	<b>22.3%</b>	TBS	23%		23%		24%
<b>Grade 9</b>											
L.A.	Acceptable	---	89.2%	<b>66.7%</b>	<b>88.9%</b>	TBS	91%		92%		92%
	Excellence	---	15.4%	<b>0.0%</b>	<b>14.2%</b>	TBS	17%		17%		18%
Math	Acceptable	---	72.6%	<b>33.3%</b>	<b>74.7%</b>	TBS	76%		76%		77%
	Excellence	---	21.0%	<b>0.0%</b>	<b>21.0%</b>	TBS	21%		21%		22%
Science	Acceptable	---	75.7%	<b>55.6%</b>	<b>75.2%</b>	TBS	--		TBS		TBS
	Excellence	---	12.6%	<b>0.0%</b>	<b>13.6%</b>	TBS	--		TBS		TBS
Social St	Acceptable	---	82.8%	<b>77.8%</b>	<b>82.2%</b>	TBS	84%		84%		85%
	Excellence	---	21.3%	<b>0.0%</b>	<b>22.9%</b>	TBS	22%		22%		23%

CAARC = Calgary Arts Academy & Research Centre      \*L.A. = Language Arts      \*TBS = to be set  
 CAARC Grade 3 = 33 students enrolled; 1 student did NOT write L.A. or Math  
 CAARC Grade 6 = 29 students enrolled; 1 student did NOT write L.A  
 CAARC Grade 9 = 9 students enrolled; all students wrote all tests