



THREE YEAR EDUCATION PLAN

(2009/2010 to 2011/2012)

Accountability Statement

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



Executive Director's Signature

Foundation Statements

The mission of Clear Water Academy is to provide the highest quality education and foster integrally formed Christian leaders. This mission is fulfilled as Clear Water Academy students graduate as strong Christian leaders, convinced of the truth, prepared and committed to establish and foster a society where Christian values are taught, embraced and put into practice.

This mission is pursued through the development of the whole person, encompassing the commitment to three cornerstones of our educational philosophy:

- **To teach** each student by transmitting knowledge appropriate to each grade level
- **To educate** each student to love authentic values and to develop a sense of what is good, right, noble and just, and beautiful
- **To form** the character of each student as the foundation of all virtue and integrity

Centered upon the sound principles of the Catholic faith, the methodology of education at Clear Water Academy is the Integral Formation of each of our students. Integral Formation is the harmonious development of the human person focusing on the following four dimensions; intellectual, character, apostolic, and spiritual - helping each student to fulfill the mission for which they were created.

Intellectual Formation – The objective of intellectual formation is to develop in our student's their intellectual capacities and a love for learning and truth as they prepare for the future to which they are called.

Character Formation – Character is at the core of authentic leadership and is what enables students to be faithful to their personal convictions. Character formation assists students to grow in virtue, self-confidence, and leadership while building personal convictions based on truth. Christ is the center of all that we do and it is His model of charity that we foster amongst our children, parents and staff.

Apostolic Formation – The objective of apostolic formation is to develop in our students the heart of an apostle, a heart sensitive and responsive to the physical, emotional and spiritual needs of others, so that as an apostle of Christ, they will reach out to society in service.

Spiritual Formation – The objective of spiritual formation is to foster in our student's a deep and genuine love for Jesus Christ, Mary, the Church, the Pope and the salvation of souls. As a private Catholic school Clear Water Academy fully supports the Magisterium of the Church and the spiritual leadership of the Bishop of Calgary. The study of our Faith is complemented by the encouragement of a life of grace through daily prayer and the sacraments.

Our goal is to provide a superior education and Integral Formation to produce authentic Christian leaders.

Jurisdiction Profile

Clear Water Academy was incorporated in 1994 as an accredited University Preparatory Private Catholic School. In 1995 a group of business people and lay leaders founded Clear Water Academy the first private Catholic school in Calgary. This group of parents, teachers and supporters recognized the growing demand in Calgary for a unique centre of learning based on the Catholic faith. The founders adopted a proven educational model, which emphasizes academic excellence and spiritual formation, as well as a strong program of character development and commitment to apostolic works. The school is governed by an 11 member Board of Directors.

Clear Water Academy has demonstrated strong, steady growth since opening in 1995. From a modest beginning with 24 students, 2 teachers in a rented downtown office for a school, it now has enrolment of over 440 students in Pre Kindergarten 3 to Grade 12, including international students and a staff of close to 60.

As one of only a few schools in Canada to offer a gender specific approach to education, Clear Water Academy is one of Alberta's premier private schools, establishing a strong reputation for academic excellence and character formation.

2009 May Accountability and Pillar Overall Summary

Goal	Measure Category	Measure Category Evaluation	Measure	Clear Water Academy Foundation			Alberta			Measure Evaluation		
				Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Goal 1: High Quality Learning Opportunities for All	Safe and Caring Schools	n/a	Safe and Caring	94.2	n/a	n/a	86.9	85.1	84.6	Very High	n/a	n/a
	Student Learning Opportunities	n/a	Program of Studies	69.2	n/a	n/a	80.3	79.4	78.7	Low	n/a	n/a
			Education Quality	92.2	n/a	n/a	89.3	88.2	87.8	Very High	n/a	n/a
			Drop Out Rate	0.5	1.6	2.4	4.8	5.0	4.9	Very High	Maintained	Excellent
			High School Completion Rate (3 yr)	100.0	98.9	98.9	70.7	71.0	70.6	Very High	Maintained	Excellent
Goal 2: Excellence in Learner Outcomes	Student Learning Achievement (Grades K-9)	Excellent	PAT: Acceptable	97.9	98.1	96.2	75.8	75.9	76.7	Very High	Maintained	Excellent
			PAT: Excellence	53.3	58.4	60.4	19.6	19.4	19.3	Very High	Maintained	Excellent
	Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	95.6	94.7	86.3	85.0	85.4	85.2	Very High	Improved	Excellent
			Diploma: Excellence	40.0	31.6	32.5	22.3	23.3	23.1	Very High	Maintained	Excellent
			Diploma Exam Participation Rate (4+ Exams)	100.0	98.9	98.9	53.0	53.6	53.6	Very High	Maintained	Excellent
			Rutherford Scholarship Eligibility Rate (Revised)	100.0	100.0	100.0	57.3	56.8	55.8	Very High	n/a	n/a
	Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	n/a	n/a	n/a	60.7	60.3	59.1	n/a	n/a	n/a
			Work Preparation	91.5	n/a	n/a	79.6	80.1	78.1	Very High	n/a	n/a
			Citizenship	93.0	n/a	n/a	80.3	77.9	77.1	Very High	n/a	n/a
Goal 4: Highly Responsive and Responsible Jurisdiction (Ministry)	Parental Involvement	n/a	Parental Involvement	88.8	n/a	n/a	80.1	78.2	77.9	Very High	n/a	n/a
	Continuous Improvement	n/a	School Improvement	76.9	n/a	n/a	79.4	77.0	76.7	High	n/a	n/a

Notes:

- 1) Student Learning Achievement: PAT Values reported are weighted averages of PAT Acceptable and PAT Excellence results. Courses included: ELA (Grades 3, 6, 9), Math (Grades 3, 6, 9), Social Studies (Grades 6, 9), Science (Grades 6 only), French Language Arts (Grades 6, 9), Français (Grades 6, 9).
- 2) Student Learning Achievement: Diploma Exam Values reported are averages of Diploma Acceptable and Diploma Excellence results, weighted by the number of students enrolled in each course.
- 3) Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- 4) Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).
- 5) The subsequent pages include the current results, previous 3-year average and evaluations for each performance measure. If jurisdictions desire not to present this information for each performance measure in the subsequent pages, please include a reference to this overall summary page for each performance measure.

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

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
Overall teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others, and are treated fairly at school.	94.2	n/a	Very High	n/a	n/a	95	95	95

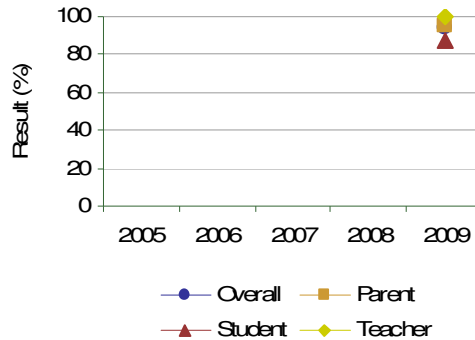
Strategies

- Active supervision with staff engaged with students to improve safety and formative behaviour of students.
- Continue to offer clubs and activities during break time to keep students engaged and active.
- Continue with virtue campaigns and virtue/saint of the month program to form virtue and character in our students.
- Ongoing staff professional development to maintain consistency in expectations for student behaviour.
- Continue with small class sizes and a high ratio of teacher/staff members to students for supervision promoting a safe and caring environment for all.

Measure History (OPTIONAL)

Overall teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others, and are treated fairly at school.

	2005		2006		2007		2008		2009	
	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	320	94.2
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	72	95.0
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	224	87.7
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	24	100.0



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

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

Performance Measures	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
Overall teacher, parent and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, and health and physical education.	69.2	n/a	Low	n/a	n/a	80	85	90
Overall teacher, parent and student satisfaction with the overall quality of basic education.	92.2	n/a	Very High	n/a	n/a	95	95	95

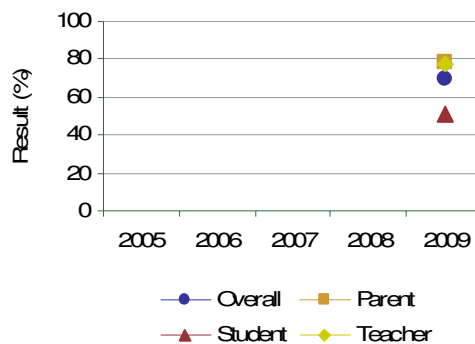
Strategies

- Ensure that staff professional development/in-service needs are addressed in specific professional development days.
- Continue with the role of Dean of Academics for Kindergarten to Grade 12 to support the teaching staff and improve the learning environment for teachers.
- Continued diligence to be paid to high academic standards and measures.
- Offer teachers monthly professional development opportunities to improve curriculum implementation.
- Ensure that all Alberta Education Curriculum changes are thoroughly reviewed with staff.

Measure History (OPTIONAL)

Overall teacher, parent and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, and health and physical education.

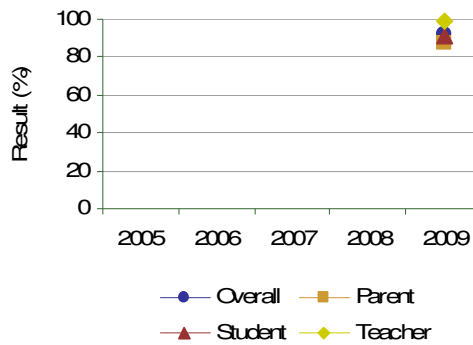
	2005		2006		2007		2008		2009	
	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	227	69.2
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	72	78.9
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	131	51.2
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	24	77.5



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

Overall teacher, parent and student satisfaction with the overall quality of basic education.

	2005		2006		2007		2008		2009	
	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	320	92.2
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	72	87.1
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	224	91.0
Teacher	n/a	n/a	n/a	n/a </tr						



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

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

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
Annual dropout rate of students aged 14 to 18.	0.5	2.4	Very High	Maintained	Excellent	0	0	0

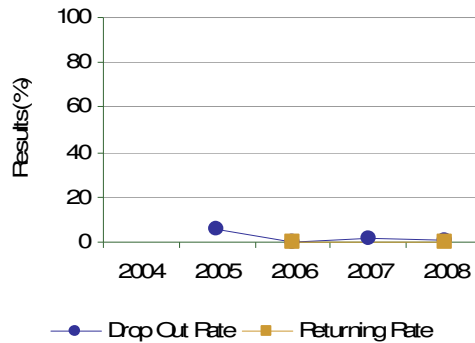
Strategies

- Continued parent/teacher/administrator open and honest communication that addresses how needs can be best met.
- Ensure that we are addressing parent/student questions and concerns in a timely fashion.

Measure History (OPTIONAL)

Annual dropout rate of students aged 14 to 18.

	2004		2005		2006		2007		2008	
	N	%	N	%	N	%	N	%	N	%
Drop Out Rate	4	*	20	5.6	46	0.0	38	1.6	57	0.5
Returning Rate	0	n/a	0	*	2	0.0	2	n/a	1	0.0



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

Outcome: Students complete programs.

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
High school completion rate of students within three years of entering Grade 10.	100.0	98.9	Very High	Maintained	Excellent	100	100	100

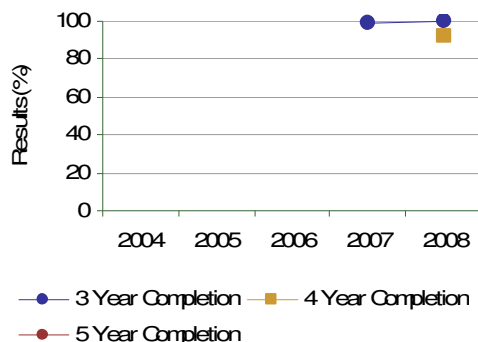
Strategies

- Ensure that students are receiving high quality instruction from capable and committed staff.
- Ensure that our students in Grade 9 to Grade 12 participate in our post secondary advisory program.
- The high school timetable is designed to ensure students success along with one on one attention from faculty and staff with our smaller class sizes.

Measure History (OPTIONAL)

High school completion rate of students within three years of entering Grade 10.

	2004		2005		2006		2007		2008	
	N	%	N	%	N	%	N	%	N	%
3 Year Completion	n/a	n/a	n/a	n/a	n/a	n/a	11	98.9	8	100.0
4 Year Completion	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	11	92.3
5 Year Completion	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a



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

Goal Two: Excellence in Student Learning Outcomes
Outcome: Students demonstrate high standards in learner outcomes.

Performance Measures	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on provincial achievement tests.*	97.9	96.2	Very High	Maintained	Excellent	100	100	100
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on provincial achievement tests.	53.3	60.4	Very High	Maintained	Excellent	60	60	60
Overall percentage of students who achieved the acceptable standard on diploma examinations.*	95.6	86.3	Very High	Improved	Excellent	100	100	100
Overall percentage of students who achieved the standard of excellence on diploma examinations.	40.0	32.5	Very High	Maintained	Excellent	45	50	50
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	100.0	98.9	Very High	Maintained	Excellent	100	100	100
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	100.0	100.0	Very High	n/a	n/a	100	100	100

Strategies

- Analyze PAT results from previous years and focus on areas of lower performance.
- Monitor student progress and provide necessary intervention.
- Professional development with a focus on gender specific and differentiated instruction and formative assessment strategies.
- Hire and retain the best teachers.
- Continued University Preparatory emphasis in program offering and teaching strategies.
- Inform students of scholarship requirements and provide them with counselling so as to be successful.
- Provide high school and post secondary counselling for our Grade 9 to Grade 12 students.

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

Notes:

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

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

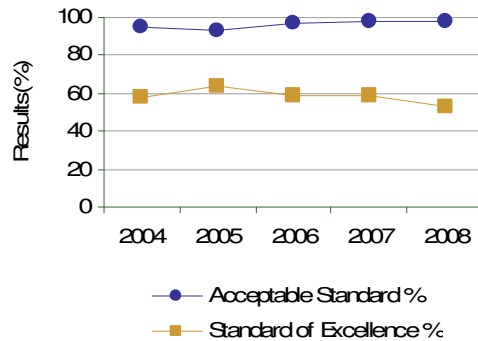
Course	Measure	Achievement	Improvement	Overall	2008		Prev 3 Yr Avg	
					N	%	N	%
English Language Arts 3	Acceptable Standard	Very High	Maintained	Excellent	34	100.0	36	98.9
	Standard of Excellence	Very High	Declined	Good	34	47.1	36	68.1
Mathematics 3	Acceptable Standard	Very High	Maintained	Excellent	34	100.0	36	98.9
	Standard of Excellence	Very High	Declined	Good	34	55.9	36	76.6
English Language Arts 6	Acceptable Standard	Very High	Maintained	Excellent	36	97.2	27	95.9
	Standard of Excellence	Very High	Maintained	Excellent	36	47.2	27	55.4
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Mathematics 6	Acceptable Standard	Very High	Maintained	Excellent	36	94.4	27	95.9
	Standard of Excellence	Very High	Declined Significantly	Acceptable	36	44.4	27	69.3
Science 6	Acceptable Standard	Very High	Maintained	Excellent	36	97.2	27	95.9
	Standard of Excellence	Very High	Declined	Good	36	61.1	27	73.5
Social Studies 6	Acceptable Standard	Very High	Maintained	Excellent	36	97.2	27	95.8
	Standard of Excellence	Very High	Maintained	Excellent	36	61.1	27	61.6
English Language Arts 9	Acceptable Standard	Very High	Improved	Excellent	25	100.0	34	95.7
	Standard of Excellence	Very High	Maintained	Excellent	25	56.0	34	43.9
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Mathematics 9	Acceptable Standard	Very High	Maintained	Excellent	25	96.0	34	93.0
	Standard of Excellence	Very High	Maintained	Excellent	25	44.0	34	45.0
Science 9	Acceptable Standard	Very High	Maintained	Excellent	25	96.0	34	94.8
	Standard of Excellence	Very High	Maintained	Excellent	25	36.0	34	34.3
Social Studies 9	Acceptable Standard	Very High	Improved	Excellent	25	100.0	34	94.8
	Standard of Excellence	Very High	Maintained	Excellent	25	64.0	34	52.4

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

Measure History (OPTIONAL)

Provincial Achievement Tests Results based on Students Enrolled. (OPTIONAL)

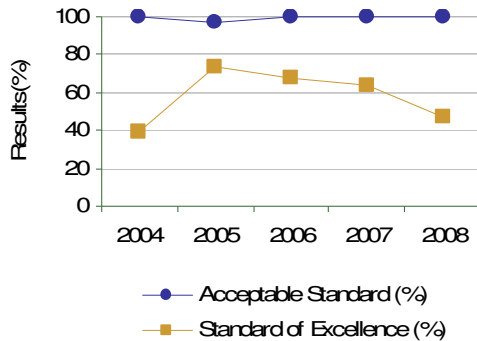
	2004	2005	2006	2007	2008
N	106	83	98	110	95
Acceptable Standard %	95.4	93.4	97.2	98.1	97.9
Standard of Excellence %	57.4	63.6	59.2	58.4	53.3



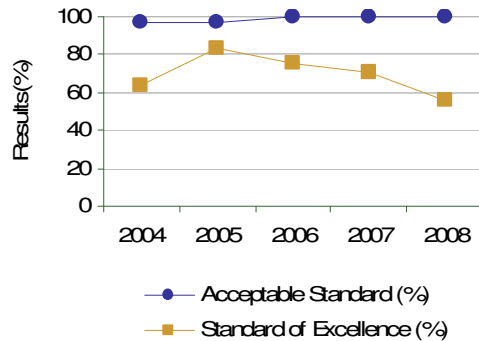
Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*). Aggregated PAT results are based upon a weighted average of Acceptable or Excellence percent meeting standards. The weights are the number of students in the cohort for the course.
 Student Learning Achievement: PAT Values reported are weighted averages of PAT Acceptable and PAT Excellence results. Courses included: ELA (Grades 3, 6, 9), Math (Grades 3, 6, 9), Social Studies (Grades 6, 9), Science (Grade 6 only), French Language Arts (Grades 6, 9), Français (Grades 6, 9).

Provincial Achievement Tests Course Results Based on Students Enrolled (OPTIONAL)

English Language Arts 3



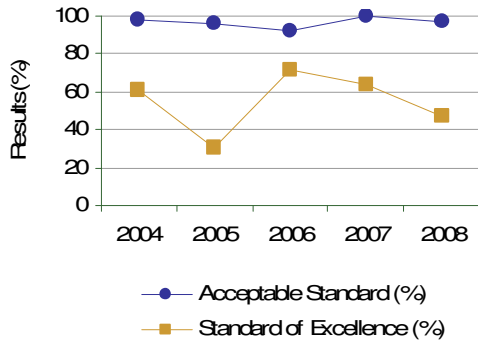
Mathematics 3



Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*). Grade 9 Science results are for information only. Grade 9 Science is not currently included in the PAT results aggregation measure.

Provincial Achievement Tests Course Results Based on Students Enrolled (cont'd) (OPTIONAL)

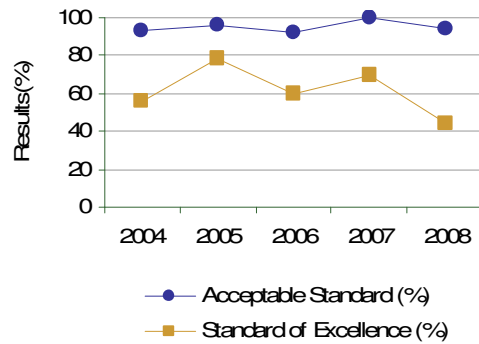
English Language Arts 6



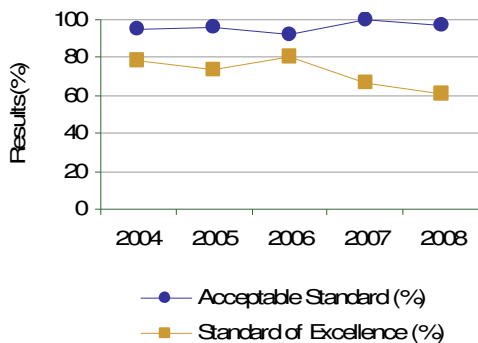
[No Data for French Language Arts 6]

[No Data for Français 6]

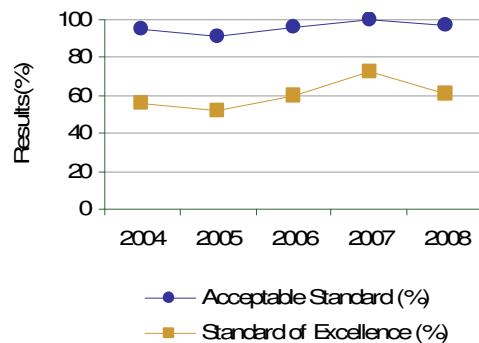
Mathematics 6



Science 6



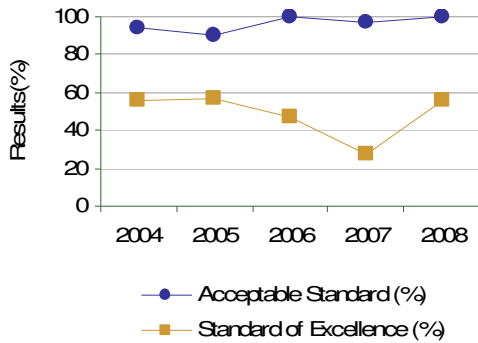
Social Studies 6



Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*). Grade 9 Science results are for information only. Grade 9 Science is not currently included in the PAT results aggregation measure.

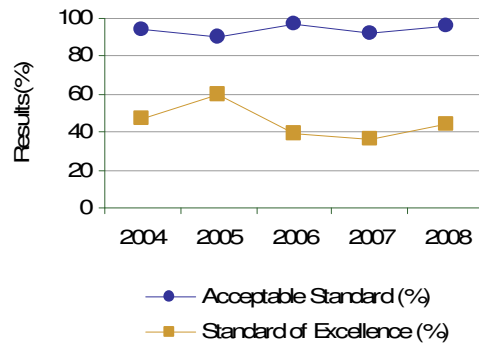
Provincial Achievement Tests Course Results Based on Students Enrolled (cont'd) (OPTIONAL)

English Language Arts 9



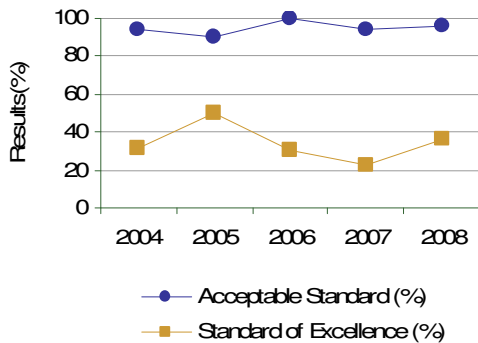
[No Data for French Language Arts 9]

Mathematics 9

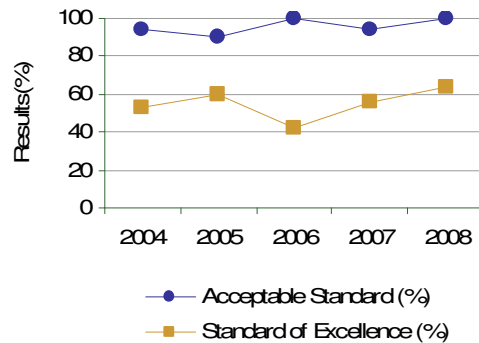


[No Data for Français 9]

Science 9



Social Studies 9



Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*). Grade 9 Science results are for information only. Grade 9 Science is not currently included in the PAT results aggregation measure.

Provincial Achievement Tests Results Course By Course Summary Based on Students Enrolled (OPTIONAL)

			2004	2005	2006	2007	2008
Grade 3	English Language Arts 3	Students Enrolled	33	30	37	41	34
		Acceptable Standard (%)	100.0	96.7	100.0	100.0	100.0
		Standard of Excellence (%)	39.4	73.3	67.6	63.4	47.1
	Mathematics 3	Students Enrolled	33	30	37	41	34
		Acceptable Standard (%)	97.0	96.7	100.0	100.0	100.0
		Standard of Excellence (%)	63.6	83.3	75.7	70.7	55.9
Grade 6	English Language Arts 6	Students Enrolled	41	23	25	33	36
		Acceptable Standard (%)	97.6	95.7	92.0	100.0	97.2
		Standard of Excellence (%)	61.0	30.4	72.0	63.6	47.2
	French Language Arts 6	Students Enrolled	n/a	n/a	n/a	n/a	n/a
		Acceptable Standard (%)	n/a	n/a	n/a	n/a	n/a
		Standard of Excellence (%)	n/a	n/a	n/a	n/a	n/a
	Français 6	Students Enrolled	n/a	n/a	n/a	n/a	n/a
		Acceptable Standard (%)	n/a	n/a	n/a	n/a	n/a
		Standard of Excellence (%)	n/a	n/a	n/a	n/a	n/a
	Mathematics 6	Students Enrolled	41	23	25	33	36
		Acceptable Standard (%)	92.7	95.7	92.0	100.0	94.4
		Standard of Excellence (%)	56.1	78.3	60.0	69.7	44.4
	Science 6	Students Enrolled	41	23	25	33	36
		Acceptable Standard (%)	95.1	95.7	92.0	100.0	97.2
		Standard of Excellence (%)	78.0	73.9	80.0	66.7	61.1
	Social Studies 6	Students Enrolled	41	23	25	33	36
		Acceptable Standard (%)	95.1	91.3	96.0	100.0	97.2
		Standard of Excellence (%)	56.1	52.2	60.0	72.7	61.1
Grade 9	English Language Arts 9	Students Enrolled	32	30	36	36	25
		Acceptable Standard (%)	93.8	90.0	100.0	97.2	100.0
		Standard of Excellence (%)	56.3	56.7	47.2	27.8	56.0
	French Language Arts 9	Students Enrolled	n/a	n/a	n/a	n/a	n/a
		Acceptable Standard (%)	n/a	n/a	n/a	n/a	n/a
		Standard of Excellence (%)	n/a	n/a	n/a	n/a	n/a
	Français 9	Students Enrolled	n/a	n/a	n/a	n/a	n/a
		Acceptable Standard (%)	n/a	n/a	n/a	n/a	n/a
		Standard of Excellence (%)	n/a	n/a	n/a	n/a	n/a
	Mathematics 9	Students Enrolled	32	30	36	36	25
		Acceptable Standard (%)	93.8	90.0	97.2	91.7	96.0
		Standard of Excellence (%)	46.9	60.0	38.9	36.1	44.0
	Science 9	Students Enrolled	32	30	36	36	25
		Acceptable Standard (%)	93.8	90.0	100.0	94.4	96.0
		Standard of Excellence (%)	31.3	50.0	30.6	22.2	36.0
	Social Studies 9	Students Enrolled	32	30	36	36	25
		Acceptable Standard (%)	93.8	90.0	100.0	94.4	100.0
		Standard of Excellence (%)	53.1	60.0	41.7	55.6	64.0

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).
Grade 9 Science results are for information only. Grade 9 Science is not currently included in the PAT results aggregation measure.

Diploma Exam Results Course By Course Summary With Measure Evaluation (OPTIONAL)

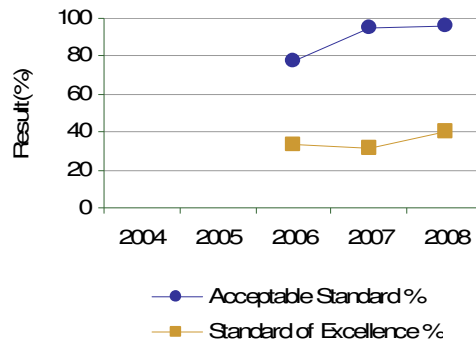
Course	Measure	Achievement	Improvement	Overall	2008		Prev 3 Yr Avg	
					N	%	N	%
English Lang Arts 30-1	Acceptable Standard	Low	Declined	Issue	7	85.7	11	100.0
	Standard of Excellence	Very High	Maintained	Excellent	7	57.1	11	63.6
English Lang Arts 30-2	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a
French Lang Arts 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Français 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Pure Mathematics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	11	81.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	11	20.5
Applied Mathematics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Social Studies 30	Acceptable Standard	Very High	Maintained	Excellent	25	96.0	11	100.0
	Standard of Excellence	Very High	Maintained	Excellent	25	40.0	11	36.4
Social Studies 33	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Biology 30	Acceptable Standard	Very High	Maintained	Excellent	7	100.0	8	87.5
	Standard of Excellence	Very High	Improved	Excellent	7	42.9	8	12.5
Chemistry 30	Acceptable Standard	Very High	Maintained	Excellent	6	100.0	9	100.0
	Standard of Excellence	Low	Maintained	Issue	6	16.7	9	33.3
Physics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Science 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).
 Too few jurisdictions offer Français 30 for an Achievement Evaluation to be calculated. However, the results from Français 30 are included in the aggregation of all Diploma courses.

Measure History (OPTIONAL)

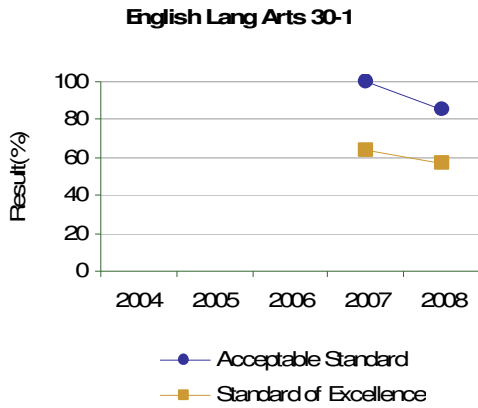
Diploma Exam Results By Students Writing (OPTIONAL)

	2004	2005	2006	2007	2008
N	n/a	n/a	9	19	25
Acceptable Standard %	n/a	n/a	77.8	94.7	95.6
Standard of Excellence %	n/a	n/a	33.3	31.6	40.0



Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*). Aggregated Diploma results are based upon a weighted average of Acceptable or Excellence percent meeting standards. The weights are the number of students writing the Diploma Examination for each course.

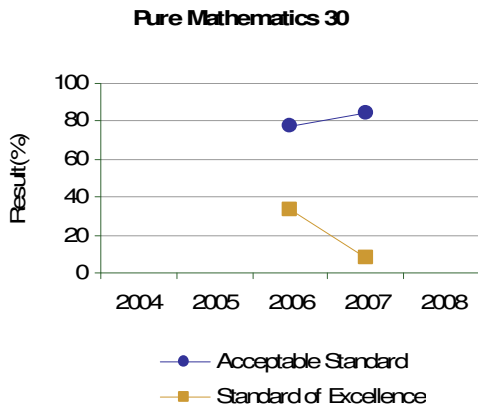
Diploma Exam Results Course By Course Summary By Students Writing (*OPTIONAL*)



[No Data for English Lang Arts 30-2]

[No Data for French Lang Arts 30]

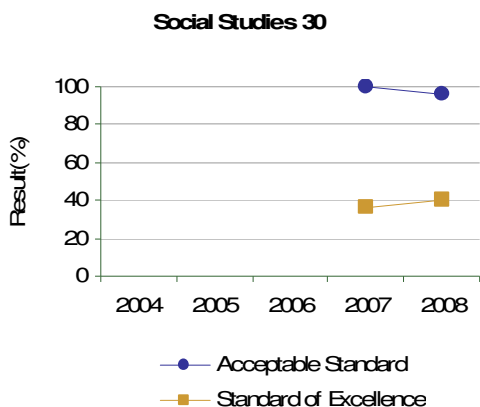
[No Data for Français 30]



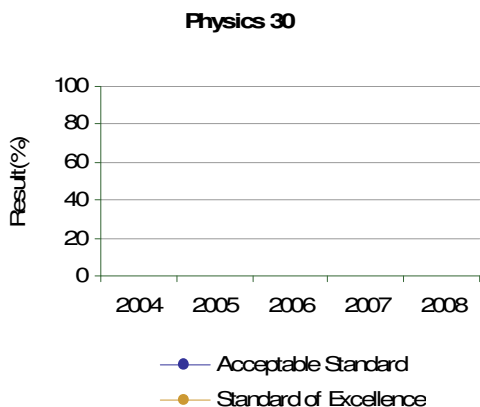
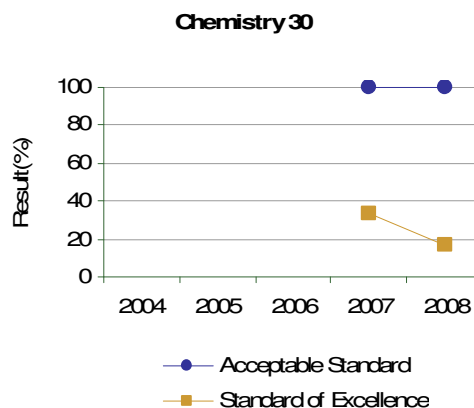
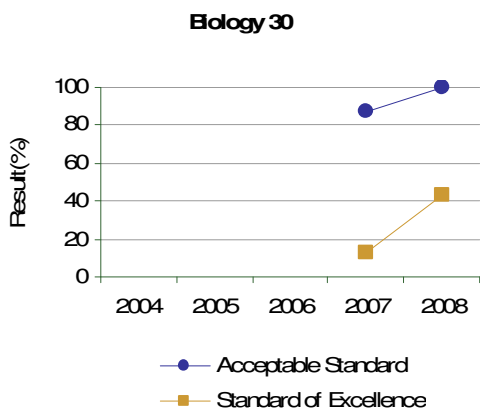
[No Data for Applied Mathematics 30]

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

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



[No Data for Social Studies 33]



[No Data for Science 30]

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

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

		2004	2005	2006	2007	2008
English Lang Arts 30-1	Students Writing	n/a	n/a	n/a	11	7
	Acceptable Standard %	n/a	n/a	n/a	100.0	85.7
	Standard of Excellence %	n/a	n/a	n/a	63.6	57.1
English Lang Arts 30-2	Students Writing	n/a	n/a	n/a	n/a	n/a
	Acceptable Standard %	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence %	n/a	n/a	n/a	n/a	n/a
French Lang Arts 30	Students Writing	n/a	n/a	n/a	n/a	n/a
	Acceptable Standard %	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence %	n/a	n/a	n/a	n/a	n/a
Français 30	Students Writing	n/a	n/a	n/a	n/a	n/a
	Acceptable Standard %	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence %	n/a	n/a	n/a	n/a	n/a
Pure Mathematics 30	Students Writing	n/a	n/a	9	13	n/a
	Acceptable Standard %	n/a	n/a	77.8	84.6	n/a
	Standard of Excellence %	n/a	n/a	33.3	7.7	n/a
Applied Mathematics 30	Students Writing	n/a	n/a	n/a	n/a	n/a
	Acceptable Standard %	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence %	n/a	n/a	n/a	n/a	n/a
Social Studies 30	Students Writing	n/a	n/a	n/a	11	25
	Acceptable Standard %	n/a	n/a	n/a	100.0	96.0
	Standard of Excellence %	n/a	n/a	n/a	36.4	40.0
Social Studies 33	Students Writing	n/a	n/a	n/a	n/a	n/a
	Acceptable Standard %	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence %	n/a	n/a	n/a	n/a	n/a
Biology 30	Students Writing	n/a	n/a	n/a	8	7
	Acceptable Standard %	n/a	n/a	n/a	87.5	100.0
	Standard of Excellence %	n/a	n/a	n/a	12.5	42.9
Chemistry 30	Students Writing	n/a	n/a	n/a	9	6
	Acceptable Standard %	n/a	n/a	n/a	100.0	100.0
	Standard of Excellence %	n/a	n/a	n/a	33.3	16.7
Physics 30	Students Writing	n/a	n/a	n/a	5	n/a
	Acceptable Standard %	n/a	n/a	n/a	*	n/a
	Standard of Excellence %	n/a	n/a	n/a	*	n/a
Science 30	Students Writing	n/a	n/a	n/a	n/a	n/a
	Acceptable Standard %	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence %	n/a	n/a	n/a	n/a	n/a

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

Measure History (OPTIONAL)

Diploma Exam Participation Rate

	2004	2005	2006	2007	2008
N	n/a	n/a	n/a	11	8
% Writing 0 Exams	n/a	n/a	n/a	1.1	0.0
% Writing 1+ Exams	n/a	n/a	n/a	98.9	100.0
% Writing 2+ Exams	n/a	n/a	n/a	98.9	100.0
% Writing 3+ Exams	n/a	n/a	n/a	98.9	100.0
% Writing 4+ Exams	n/a	n/a	n/a	98.9	100.0
% Writing 5+ Exams	n/a	n/a	n/a	69.2	75.0
% Writing 6+ Exams	n/a	n/a	n/a	19.8	0.0

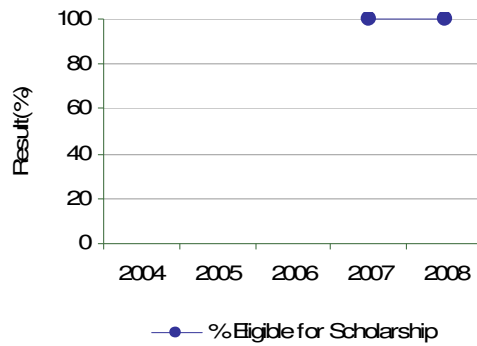
	2004	2005	2006	2007	2008
N	n/a	n/a	n/a	11	8
English 30/30-1	n/a	n/a	n/a	90.9	100.0
English 33/30-2	n/a	n/a	n/a	0.0	0.0
Total of 1 or more English Diploma Exams	n/a	n/a	n/a	90.9	100.0
Social 30	n/a	n/a	n/a	90.9	100.0
Social 33	n/a	n/a	n/a	0.0	0.0
Total of 1 or more Social Diploma Exams	n/a	n/a	n/a	90.9	100.0
Math 30/Pure	n/a	n/a	n/a	81.8	100.0
Math 33/Applied	n/a	n/a	n/a	9.1	0.0
Total of 1 or more Math Diploma Exams	n/a	n/a	n/a	90.9	100.0
Biology 30	n/a	n/a	n/a	63.6	100.0
Chemistry 30	n/a	n/a	n/a	63.6	75.0
Physics 30	n/a	n/a	n/a	45.5	0.0
Science 30	n/a	n/a	n/a	0.0	0.0
Total of 1 or more Science Diploma Exams	n/a	n/a	n/a	90.9	100.0
Français 30	n/a	n/a	n/a	0.0	0.0
French Language Arts 30	n/a	n/a	n/a	0.0	0.0
Total of 1 or more French Diploma Exams	n/a	n/a	n/a	0.0	0.0

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*). Results are based upon a cohort of grade 10 students who are tracked over time. The table shows the percentage of students in this cohort who complete diploma exams by the end of their third year of high school.

Measure History (OPTIONAL)

Rutherford Scholarship Eligibility Rate

	2004	2005	2006	2007	2008
Total Gr 12 Students	n/a	n/a	n/a	10	7
Percent Eligible for Scholarship	n/a	n/a	n/a	100.0	100.0



Reporting School Year	Total Students	Grade 10 Rutherford		Grade 11 Rutherford		Grade 12 Rutherford		Overall	
		Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible
2004	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2005	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2006	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2007	10	10	100.0	10	100.0	7	70.0	10	100.0
2008	7	7	100.0	7	100.0	7	100.0	7	100.0

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

Outcome: Students are well prepared for lifelong learning.

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
High school to post-secondary transition rate of students within six years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a	100	100	100

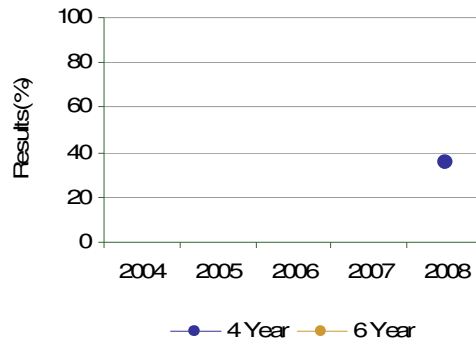
Strategies

- Inform students of scholarship requirements and provide them with counselling so as to be successful.
- Provide high school and post secondary counselling for our Grade 9 to Grade 12 students.
- Continued University Preparatory emphasis in program offering and teaching strategies.

Measure History (OPTIONAL)

High school to post-secondary transition rate of students within six years of entering Grade 10.

	2004		2005		2006		2007		2008	
	N	%	N	%	N	%	N	%	N	%
4 Year	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	10	35.7
6 Year	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a



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

Outcome: Students are well prepared for employment.

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
Overall teacher and parent agreement that students are taught attitudes and behaviors that will make them successful at work when they finish school.	91.5	n/a	Very High	n/a	n/a	95	95	95

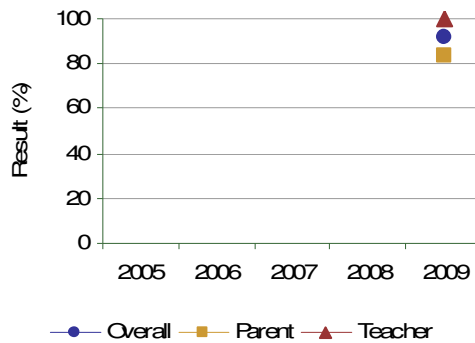
Strategies

- Continue with teacher development and training on Integral Formation.
- Monthly one on one meetings for students in Grade 6 to Grade 12 with the Dean of Students.
- Continued emphasis on Character development, spiritual growth, apostolic growth and academic excellence.

Measure History (OPTIONAL)

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

	2005		2006		2007		2008		2009	
	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	95	91.5
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	71	83.1
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	24	100.0



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

Outcome: Students model the characteristics of active citizenship.

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
Overall teacher, parent and student agreement that students model the characteristics of active citizenship.	93.0	n/a	Very High	n/a	n/a	95	95	95

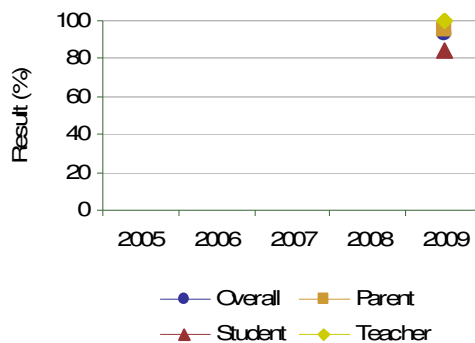
Strategies

- Continued opportunities for students to take on leadership roles, engage in athletics, drama and school community events.
- Mission trips to engage students in global responsibilities.
- Continued student opportunities to engage in Apostolic and Social Responsibilities activities.
- Student to student mentorship program.

Measure History (OPTIONAL)

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

	2005		2006		2007		2008		2009	
	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	320	93.0
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	72	95.0
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	224	84.0
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	24	100.0



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

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

Outcome: FNMI students are well prepared for citizenship, the workplace and post-secondary education and training.

Performance Measures [results required to be reported in 2010]
<ul style="list-style-type: none"> • High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.
<p>Strategies</p> <ul style="list-style-type: none"> • Ensure that Social Studies and Religion curriculum include respect and appreciation for all individuals and cultures and faiths. • Opportunities for field trips are encouraged to take advantage of FNMI cultural sites in Southern Alberta.

Outcome: Key outcomes for FNMI students improve.

Performance Measures [results required to be reported in 2010]
<ul style="list-style-type: none"> • Overall percentage of self-identified FNMI students who achieved the acceptable standard and overall percentage who achieved the standard of excellence on provincial achievement tests.
<ul style="list-style-type: none"> • Overall percentage of self-identified FNMI students who achieved the acceptable standard and overall percentage who achieve the standard of excellence on diploma examinations.
<ul style="list-style-type: none"> • Annual dropout rate of self-identified FNMI students aged 14-18.
<ul style="list-style-type: none"> • High school completion rate of self-identified FNMI students (three-year rate).
<ul style="list-style-type: none"> • Percentages of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.
<ul style="list-style-type: none"> • Percentages of self-identified Grade 12 FNMI students eligible for a Rutherford Scholarship.
<p>Strategies</p> <ul style="list-style-type: none"> • Currently we have no FNMI students enrolled at Clear Water Academy; we are open to and encourage applications from FNMI families.

Goal Four: Highly Responsive and Responsible Jurisdiction

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

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
Overall teacher and parent satisfaction with parental involvement in decisions about their child's education.	88.8	n/a	Very High	n/a	n/a	90	95	95

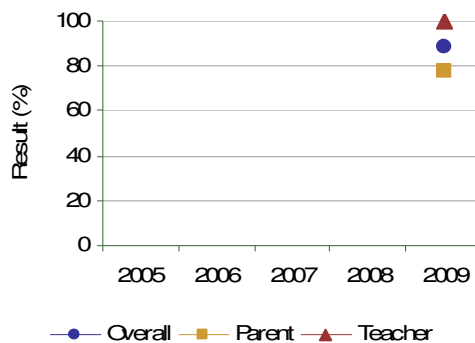
Strategies

- To continue to encourage parent involvement in varied areas.
- Proactive communication from teachers and administrative staff to parents.
- Core subject presentations for our parents.
- Volunteer training session to encourage parental support in the school.
- Monthly coffee and conversation sessions for parents.
- Piloting the Home Logic program for teacher to parent/student online communications in 2009/2010.

Measure History (OPTIONAL)

Overall teacher and parent satisfaction with parental involvement in decisions about their child's education.

	2005		2006		2007		2008		2009	
	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	96	88.8
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	72	77.6
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	24	100.0



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

Outcome: The education system at all levels demonstrates leadership and continuous improvement.

Performance Measure	Current Result	Previous 3-yr Avg.	May 2009 Evaluation			Targets (see note)		
			Achievement	Improvement	Overall	2009/2010	2010/2011	2011/2012
Overall percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same in the last three years.	76.9	n/a	High	n/a	n/a	80	80	85

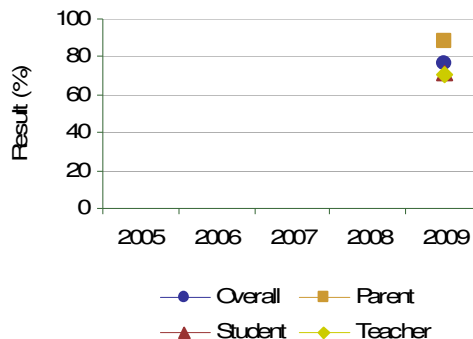
Strategies

- Continue to provide teachers with opportunities to attend local professional and curriculum development sessions.
- Continue to enable staff to attend International Centre of Integral Formation Conferences and online workshops.
- Engage both Alberta Education and International Centre of Integral Formation as speakers and facilitators of school Professional Growth sessions.
- Membership in the Calgary Regional Consortium.
- Membership in the Association for Supervision and Curriculum Development.
- Parents, students and teaching staff now participate in the annual Alberta Education surveys. Results from surveys will be reviewed and analyzed and action plans are developed for those areas that need improvement.

Measure History (OPTIONAL)

Overall percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same in the last three years.

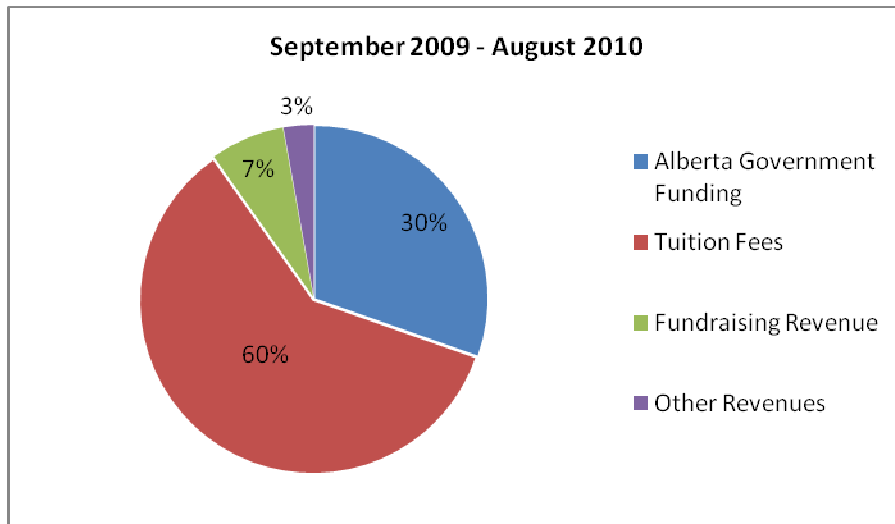
	2005		2006		2007		2008		2009	
	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	318	76.9
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	71	88.7
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	223	71.2
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	24	70.8



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

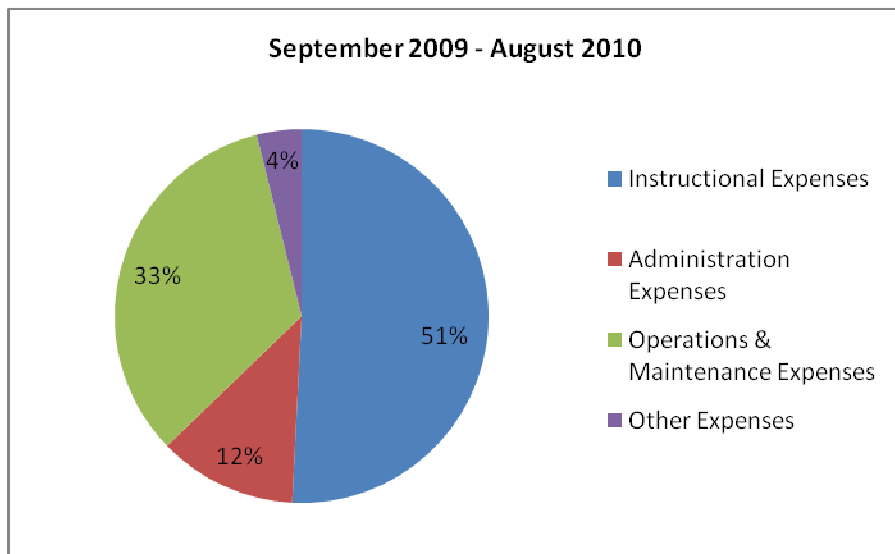
BUDGET HIGHLIGHTS

REVENUE SUMMARY



Total funding from the Alberta Government is budgeted to be \$1,800,000

EXPENSE SUMMARY



For detailed information on our 2009/2010 budget please contact Jessica Abt at (403) 217-8448 ext. 272.

Guiding Principles for the Financial Operations of Clear Water Academy

The board and school management are committed to be prudent and diligent in fiscal management and operations of the school. The school will budget for a balanced operating budget each year and minimize any short term debt requirements.

Capital Improvements

In 2009 we are working towards completing the purchase of the Land and Buildings on the Currie Barracks in Calgary Alberta, to be the permanent home of Clear Water Academy. The purchase includes the three current buildings that we occupy and use along with one additional building, Athlone Hall and total acreage of 6.7 acres.

Until the purchase has been completed, capital improvements and upgrades to the existing buildings and facilities will be minimal.

Publication and Communication

The three year education plan for 2009/2010 to 2011/2012 will be posted on our website in our parent information section at www.clearwateracademy.com.