



Accountability Statement

The Annual Education Results Report for the year 2010-2011 school year and the Education Plan for the three years commencing September 1st, 2011-2014 for the Janus Academy Society was prepared under the direction of the Board in accordance with its responsibilities under the Private Schools Regulation and the Education Grants Regulation. The document was developed in the context of the provincial governments business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2010-2011 school year and the Three Year Education Plan for 2011-2014 on Nov 24, 2011.

Foundation Statements

Publication

The AERR will be made available to the community on our website at www.janusacademy.org. Community partners and funders may receive a copy of the AERR and Three Year Plan within their information package. Parents whose children attend the Janus Academy will be provided a copy attached to their December 2011 newsletter.

Our Vision

“To continue to be an educational leader in enhancing the lives of children with autism, their families and the communities, in which they live, while maintaining excellence in teaching through enhanced student-teacher ratios, individualized curriculum and research based teaching techniques”.

Our Mission

“To maximize the potential of each child with autism by enabling academic success and facilitating lifelong community integration.”

PRINCIPLES AND BELIEFS

Children with autism have unique learning styles that require specific modifications in programming and delivery of instruction. Research has proven that children and youth with autism respond to intensive one-to-one and small group behavioral based instruction. As students acquire fundamental learning systems and basic concepts, they begin to respond to traditional instructional techniques and settings. The Janus Academy provides the necessary programming, by staff that have specialized and ongoing training in this area. Extensive parental commitment is integral to the program and provides a cornerstone for the generalization of skills outside of school.

October 2011 Accountability Pillar Overall Summary

Measure Category	Measure Category Evaluation	Measure	Janus Academy			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Safe and Caring Schools	n/a	Safe and Caring	n/a	89.5	89.5	88.1	87.6	86.6	n/a	n/a	n/a
Student Learning Opportunities	n/a	Program of Studies	n/a	66.7	66.7	80.9	80.5	80.1	n/a	n/a	n/a
		Education Quality	n/a	85.1	85.1	89.4	89.2	88.9	n/a	n/a	n/a
		Drop Out Rate	7.6	*	n/a	4.2	4.3	4.7	Low	n/a	n/a
		High School Completion Rate (3 yr)	*	*	n/a	72.6	71.5	71.1	*	*	*
Student Learning Achievement (Grades K-9)	Concern	PAT: Acceptable	0.0	0.0	0.0	79.3	79.1	78.0	Very Low	Maintained	Concern
		PAT: Excellence	0.0	0.0	0.0	19.6	19.4	18.5	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	82.6	83.4	84.0	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	18.7	19.0	18.9	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	*	*	n/a	54.9	53.5	53.5	*	*	*
		Rutherford Scholarship Eligibility Rate (Revised)	n/a	n/a	n/a	59.6	56.9	57.0	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	n/a	n/a	n/a	59.3	59.8	59.3	n/a	n/a	n/a
		Work Preparation	n/a	75.0	75.0	80.1	79.9	79.8	n/a	n/a	n/a
		Citizenship	n/a	60.0	60.0	81.9	81.4	79.9	n/a	n/a	n/a
Parental Involvement	n/a	Parental Involvement	n/a	87.5	87.5	79.9	80.0	79.4	n/a	n/a	n/a
Continuous Improvement	n/a	School Improvement	n/a	85.7	85.7	80.1	79.9	78.8	n/a	n/a	n/a

Notes:

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

Measure Evaluation Reference

Achievement Evaluation

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

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

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

Notes:

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

Improvement Table

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

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

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

Overall Evaluation Table

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

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

Category Evaluation

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

Goal One: Success for Every Student

Outcome: Students demonstrate proficiency in literacy and numeracy

Performance Measure	Results (in percentages)					Target ¹	Evaluation			Targets ²		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	0.0	0.0	0.0	0.0	0.0	n/a	Very Low	Maintained	Concern	n/a	n/a	n/a
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	0.0	0.0	0.0	0.0	0.0	n/a	Very Low	Maintained	Concern	n/a	n/a	n/a
Percentage of students who will demonstrate progress in at least 8 skill areas (as measured by the ABLLS), for applicable students. (Local results)	100	92	100	86	94	86				86	86	86
Percentage of students in early literacy programs in grade 1 and grade 2 who make significant progress in their IPP literacy goals (I.e. Significant progress = at least 80%). (Local results)	n/a	66	80	90	100	80				80	80	80
Percentage of students who are involved in our math program who achieve significant progress in their IPP math goals (I.e. at least 80%). (Local results)	n/a	66	71	85	83	80				80	80	80
Percentage of students showing improvement in at least 75% of the skills identified in their IPP. (Local results)	n/a	75	82	75	88	75				75	75	75

Comment on Results

Due to the significant needs of our population, none of the Janus Academy students write the Provincial Achievement Tests. Up to this point, all of our students have been exempt from this Alberta Education Requirement. However, this exemption is not reflected in our accountability pillar, as this is a standard goal across all school boards. As a result, it is highlighted as an area of concern.

Due to our student population, it can be difficult to measure academic goals for all students in comparison to peer achievements. Standardized assessments such as the WAIT-III are used for academic performance and current functioning levels however, for those students whose curriculum is not based on Alberta Program of Studies the Assessment of Basic Language and Learner skills is used. Although, not standardized it provides a break down across a variety of functioning levels and allows us to track progress and ensure learning is occurring for all of our special needs students.

All of our students made gains in their individual programs as noted through probe data scores and relevant assessments. We have seen an increase in the percentage of students in grade 1 and grade 2 in our early literacy and math programs that have made significant progress in their IPP literacy and math goals. We are very pleased with these results.

With the addition and implementation of Direct Instruction curriculum, such as, "Connecting Math", "Reading Mastery", "Distar Math" and/or "Language for Learning", we have also seen a significant increase in results and progress in other core curriculum areas.

We meet our target in relation to ABLLS scores this year. This area of improvement was due to improving our criteria development area to more accurately reflect the individual abilities of each of our students.

Strategies

- Goals on the IPP are reviewed and updated three times a year to ensure progress.
- Each student's program is individually designed to capitalize on skills and needs of each individual child.
- Frequent and ongoing data keeping of each student's progress to ensure that progress is being made and that the appropriate and timely revisions are made when necessary.
- Use of assessments (ABLLS, PEP-R, AA-PEP, IED II, SIB-R) in order to track areas of growth and need. Pretest and post test.
- Essential services to be included in a student's program will be included in a student's IPP.

- Continual research and appropriate training and support to implement core curriculum areas such as math, literacy, social studies, and science.
- All students in grade 1 and grade 2 who meet the prerequisites will participate in an early literacy program.
- The teaching staff will use research-based effective instructional strategies.
- Continuing to strive to improve the overall quality of each students IPP by decreasing the number of overall IPP goals by prioritizing student skill areas.

Notes:

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

Outcome: *Students achieve educational outcomes*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
High School Completion Rate - percentages of students who completed high school within three years of entering Grade 10.	n/a	n/a	n/a	*	*	n/a	*	*	*	n/a	n/a	n/a
Drop Out Rate - annual dropout rate of students aged 14 to 18	n/a	*	*	*	7.6	n/a	Low	n/a	n/a	n/a	n/a	n/a
High school to post-secondary transition rate of students within six years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	n/a	n/a	n/a	*	*	n/a	*	*	*	n/a	n/a	n/a
Percentage of students where computer technology has been implemented into their core curriculum to support learning goals in the classroom and on IPP's, measured through final progress reports (local results)	100	100	100	100	100	100				100	100	100
Percentage of parents satisfied with the quality of teaching their child receives. (Local results)	n/a	100	100	90	100	90				90	90	90

Comment on Results

Generally the students enrolled in our program are on a modified curriculum throughout their educational career and will transition into a supported adult program upon graduation. Students completing our program at the grade 12 year, transition to a variety of learning opportunities and community PDD programs such as, modified university programs, day programs, volunteer work experience programs, or life skill based programs.

To date, students within our program do not participate in provincial achievement tests or diploma examinations or exams. In the future an application will be made to Alberta Education for a "certificate of school completion" for all students. This certificate is provided to those students with severe disabilities completing 12 years of education.

Using computer technology to enhance and augment student learning continues to be an important part of the Janus Academy program. All of our students received instruction from a Specialized Technology Instructor each week. In addition, we continued to ensure that all students had access to such technology on a regular basis and that it was part of their program goals. One can see from the data, all students demonstrated progress with their individual and targeted goals related to computer technology.

Strategies

- Continue to develop and implement the computer technology component
- Investigate all learning opportunities for our students graduating from our program who will not be transitioning into post-secondary education.
- Increase training opportunities in regards to Alberta Program of Studies and implementing a modified curriculum in the classrooms.

Notes:

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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	n/a	n/a	n/a	60.0	n/a	65	n/a	n/a	n/a	65	65	65
Percentages of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	n/a	n/a	n/a	75.0	n/a	75	n/a	n/a	n/a	n/a	n/a	n/a
Percentage of teacher and parent satisfaction that high school graduates demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	n/a	n/a	n/a	57.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Percentage of students that have a portion of their IPP that targets citizenship skills (for those students to which this is an appropriate and functional goal). (Local results)	n/a	n/a	100	100	100	100				100	100	100
Number of students enrolled in the Jr. High/High school program. . (Local results)	10	12	12	15	16	16				16	16	16
Number of students graduating each year - receiving certificate of completion (Local results)	0	0	0	1	1	1				1	1	1
Percentage of parents satisfied with the direction by the Janus Academy (I.e. programs offered, population served, teaching philosophy). . (Local results)	n/a	n/a	93	100	100	90				90	90	90

Comment on Results

Due to our school population entirely made up of special needs students, it is noted that when parents were asked if their child models "active citizenship", their answers often reflected that they "don't know" or are "unsure". Through further discussion it became apparent that parents were more focused on their children's day to day essential life skills rather than citizenship characteristics.

All of our students have goals which target learning and gaining appropriate social and behavioural skills that allows them to function to the best of their ability. Specific goals in this area vary dependant on the student's skill level.

In analyzing our results it became apparent that the majority of our parents tend to be more focused on their children's essential life skills and were unsure if employment was a reasonable expectation given their child's abilities' and current age range.

All, of our students who fall within the high school age range of 15-20 years have prevocational skills programming included in their daily programming. This may include skills such as, use of money, assembly, sorting, wood work and office work.

We expect many of our students will transition into adult day programs or occupy supported volunteer roles, rather than paid employment opportunities. Programming focuses on teaching our students the necessary skills needed to function as independently as possible, in the future.

Since our school population is more heavily weighted with elementary aged students, and our population is entirely made up of special needs, it is noted that when parents were asked about "high school graduates" their answers often reflected that they "don't know" or are "unsure". Through further discussion it became apparent that parents were more focused on their children's day to day essential life skills rather than post-secondary or even post-high school. During, parent-teacher conferences and parent meetings and discussions, we will continue to endeavour to broaden the understanding that building a foundation of learning in the early years leads to lifelong learning.

All students in our Junior High and Senior High School have a portion of their IPP and program, which target life skills, personal care skills, and pre-vocational skills. We continue to work on expanding this portion of the program to allow more opportunities for our students to actively participate within their community. We are very pleased with the results of our parent's level of satisfaction with the direction of Janus Academy (programs offered, population served and teaching philosophy, etc). This measure assures us that our target population needs are being met at a high standard.

Strategies

- Work together with support services such as our Speech pathologists and Occupational Therapists to encompass citizenship goals and themes.
- Continue to implement a community integration program for the Jr. and Sr. High school students to practice and learn active citizenship skills.
- Continue to provide pre-vocational programming through community partnerships and classroom skill development for our Jr. High/High school aged students.
- Explore possible transitional vocational/ volunteer community work placements
- Compile resources and list of potential programs for our students to make when the transition is required.
- Provide support to parents who are facing the challenge of transitioning from the high school program into and adult services.
- Implement social skills targets/goals into student IPP, as needed.
- Continue to offer a functional life skill program to prepare Jr. High/High school students for community integration.
- Increase opportunities for volunteering within the community and community projects that our older students may participate in.
- Continuing to survey our parents on their satisfaction with the direction of the school and communicate such goals and ask for input at annual parent meetings and the AGM.

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

Goal Two: Transformed Education Through Collaboration

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	n/a	n/a	n/a	66.7	n/a	70	n/a	n/a	n/a	71	72	72
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	n/a	n/a	n/a	85.1	n/a	86	n/a	n/a	n/a	85	85	85
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	n/a	n/a	n/a	89.5	n/a	90	n/a	n/a	n/a	90	90	90
Percentage of students with severe behavioral issues (aggression, self injurious, safety issues etc...) that	n/a	n/a	n/a	100	100	100				100	100	100

have a Behavioral Support Plan in place. (Local results)												
Percentage of students in secondary school who participate in a pre-vocational skills program. . (Local results)	n/a	100	100	100	100	100				100	100	100
Percentage of parents and staff who feel that the school program focuses on teaching socially appropriate behaviors which will assist students in integrating into the community, as successfully as possible, when they finish school. (Local results)	n/a	n/a	n/a	83	100	80				80	80	80
Percentage of Parents who believe they are getting educational value for tuition paid. (results from internal parent survey)	n/a	100	100	100	100	90				100	100	100
Percentage of parents who feel instruction meets the needs of their child by appropriate programming being provided. (results from internal parent survey)	100	100	100	100	100	100				100	100	100

Comment on Results

The goal of our program is to emphasize a functional learning approach. As a result, we have tried very hard to offer a broad range of programs that are intensive and meet the educational and behavioral needs of our students. Included in our regular program for all students is:

1. Technology/computers taught by specialized assistive technology instructor in which all programming is individualized using software designed for our target population.
- 2.Arts- which includes music and movement classes taught by specialized music therapists as well as weekly art classes
3. Physical education which is provided each day to all students in elementary through high school. Including fine and gross motor groups, Yoga classes and outside fieldtrip such as swimming and gymnastics.
4. Pre-Vocational skills which are taught beginning at the junior high level and continue through to high school.
5. Cooking and shopping skills are taught beginning at the junior high level and continue through to high school on a weekly basis for all students.

This year we have expanded our Physical Education program to encompass recommendation provided to us by our Kinesiology specialist that was funded through our first round of AISI project. We have also expanded our arts program to encompass many learner opportunities to experience the arts that many of our students have not had in the past.

In analyzing our results it became apparent that the majority of our parents tend to be more focused on their children's essential life skills and were unsure if offering a broad program of studies including fine arts, career, technology, and health was functional given their child's abilities. Each individual students program is designed based upon what is functionally appropriate for them at any one given time. For example, Health studies may be appropriate for one student but not another and therefore not every student will be provided that opportunity.

Janus Academy provides individualized programming for each student based on the science of Applied Behavior Analysis. Much emphasis is placed on the development of socially appropriate behaviour. As a result all students with severe behavioral issues have a Behavioral Support Plan incorporated into their daily program.

We received incredibly positive feedback from our parent group when we surveyed them in regards to effort and dedication of all teaching staff. Many parents felt that their children made tremendous gains in a variety of areas such as language development, reading and math skills and daily living skills. Some parents also noted improvements in their child's ability to manage their behaviour within the home and community environment. We are very proud of these results and the positive feedback we have received.

One area we need to continue to focus on is increasing our SLP and OT support services for all students. Due to limited availability of services through REACH and SHP, we have to contract privately, which comes at a much greater cost. Therefore, we are continually working on finding ways to fund these supports.

We expect many of our students will transition into adult day programs or occupy supported volunteer roles, rather than paid employment opportunities. Programming focuses on teaching our students the necessary skills needed to function as independently as possible, in the future.

Strategies

- Increase opportunities for students to participate in broader programming through partnerships within the community.
- Keep tuition affordable through fundraising events and community support.
- Improving the quality of teaching by keeping current with the new developments within the science of Applied Behaviour Analysis and implementing these changes within our program.
- Continue to secure funding to maintain additional services.
- Continue to use the results of parent and staff evaluations to systematically identify areas for improvement, change and growth when indicated.
- Continue to use Alberta Education reviews/evaluations to improve, strengthen or change areas of concern where noted and applicable
- Continue to target any students needing the services of specialists from REACH and SHP and refer them.
- Continue to develop and implement a program that strives to meet the diverse needs of all of our students
- Continue to focus on improving the communication with parents in regards to the diversity of the program we offer as well as how this diversity in programming is used as an effective and meaningful teaching strategy.
- Continue to provide pre-vocational programming through community partnerships and classroom skill development for our Jr. High/High school aged students.
- Explore possible transitional vocational/ volunteer community work placements
- Continue to target goals focusing on teaching appropriate social and behavioural skills

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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2007	2008	2009	2010	2011	2011	Achievement	Improvement	Overall	2012	2013	2014
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	n/a	n/a	n/a	87.5	n/a	85	n/a	n/a	n/a	85	85	85
Percentages of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	n/a	n/a	n/a	85.7	n/a	85	n/a	n/a	n/a	85	85	85
Number of students targeted in AISI project (local results)	9	9	26	37	43	43				43	43	43
Percentage of parents who provided input into their child's Individual Program Plan. (Local results)	n/a	n/a	100	100	100	100				100	100	100
Percentage of teaching staff who are satisfied with the professional development opportunities and feel they are focused on school priorities, effectively address their ongoing professional development needs, and contribute significantly to their professional growth. (Local results)	n/a	n/a	83	100	100	85				85	85	85
Percentage of teachers/classroom coordinator/administration involved in developing professional growth plans and using them to facilitate growth. (Local results)	n/a	100	100	100	100	100				100	100	100
Percentage of staff that successfully passed their probationary training period and competency checklists with satisfactory results. (Local results)	n/a	n/a	100	100	100	100				100	100	100

Comment on Results

The percentage of parents surveyed who indicated that they believe that the Janus Academy has improved or stayed the same over the last three years is unavailable due to data suppression. However, we continue to work hard on keeping out community up to date with school initiatives, and general knowledge of the school. We noted that our school population has remained fairly consistent over the past three years with a minimal number of students leaving our jurisdiction and a few new ones joining. This consistency in the families we sever enables us to focus on local goals that are highlighted or brought to our attention by our parents and ensure that changes and growth occur.

Providing training and ongoing professional development opportunities remains a high priority and staff survey results support this. Opportunities provided to staff were in a variety of areas; Specialized training in effective teaching procedures for students on the autism spectrum, curriculum based training, speech and language training, leadership training and non-restrictive practices. We also were able to provide additional training time to our teachers and classroom coordinators to allow them time to provide additional hands on training to their classroom staff on a weekly basis. This has improved the overall quality of education and individualized approach we are able to take with all of our students. Staff have also reported an increase in the satisfaction they have in their job and a feeling of improved competency and support provided by the school.

Strategies

- Continue to develop and implement an AISI project.
- Administration will attend all private school meetings and in-services.
- Administration will continue to participate in leadership training.
- All staff and parents will be involved in School Improvement Plan development.
- Janus Academy will offer in-service and consultative support to education partners.
- Continue to implement teacher/classroom coordinator peer evaluations to ensure continuous professional growth.
- Continue to implement a Behavioral Therapist teaching competency evaluation.

- Continue to provide professional development opportunities on site and off that ensure continuous staff development.
- Teaching staff will participate in on-going training, provided by senior teaching staff and community.
- Teaching staff will participate in related external professional development.
- Continuation of personnel to head up and implement a staff training program.
- Continual research of successful school programs for children and youth with autism.
- Professional development focuses on competencies needed to help students with autism reach their learning potential.

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 Nations, Métis and Inuit (FNMI) Students

Outcome: FNMI students are engaged in learning

Strategies

- Continue to develop and implement a program that strives to meet the diverse needs of all of our students

<u>Revenue</u>	Actual AFS 2010-2011	Projected 2011-2012
Alberta Education	\$1,101,618	\$1,108,807.48
Operating contributions	\$100,072	\$25,000.00
Gifts and donations/Fundraising	\$256,032.	\$310,000.00
Summer Camp	39,844	\$40,000.00
Tuition	\$387,000	\$430,000.00
Interest	\$5,014	\$3,000.00
Amortization	\$6608	\$0.00
	\$1,896,188	\$1,916,807.48
<u>Expenses</u>		
Consulting fees	\$19,620	\$45,950.00
Insurance	\$6,914	\$6,320.00
Interest and bank charges	\$5448	\$12,000.00
Office	\$29,964	\$21,500.00
Professional development	\$10,963	\$14,000.00
Professional fees	\$23,058	\$5,000.00
Rent	\$90,268	\$83,925.00
Salaries and wages	\$1,614,807	\$1,619,206.36
Summer Camp	\$39,844	\$40,000.00
Supplies	\$61,786	\$51,257.97
Transportation	\$4,779	\$12,000.00
Telephone and utilities	\$3,086	\$3,300.00
Amortization	\$17,270	\$0.00
	\$1,927,807	\$1,914,459.33
	(31,619)	\$2,348.15

% Of Spending Instruction	90%
% Of Spending Operating Expenses	7%
% Of Spending on Administration	3%
Total Expenditures	100%

The public can obtain budget and expenditure information regarding Janus Academy by contacting the Janus Academy, 2223 Spiller Rd SE, Calgary, Alberta, T2G-4G9 Phone: 403-262-3333.