

**Annual Education Results Report
2010-2011
Three-Year Education Plan
2011-2014**



**PHOENIX FOUNDATION
Combined Report**

Accountability Statement

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

The Board approved this combined Annual Education Results Report for the 2010/2011 school year and the three-year Education Plan for 2011 – 2014 on Nov 17, 2011.

About this Document

PURPOSE:

The purpose of this document is three-fold. (1) to satisfy the requirements of AB Education (2) to highlight and summarize our major accomplishments for the 2010 school year and (3) to improve the quality of the educational programs Phoenix provides to the unique community it serves.

TIMELINES AND COMMUNICATION:

This document is due to be submitted to Alberta Education by Nov 30, 2010. After that date the report will be made available to the public on our website and emailed out to our families, Board of Directors and staff. Anyone can request a hardcopy by writing to the school. This document may be updated to incorporate suggestions from Alberta Education. (AISI report and details are available from the school.)

This Document can be found at:

http://www.phoenixfoundation.ca/Phoenix%20PDF%20Files/APORI_201110_A%200175_Combined%203%20Year%20Education%20Plan%20and%20AERR1.pdf

BASIS:

The statistics in this report are based on a survey completed in the spring of 2010 completed by Alberta Education. We normally have very low participation rates so we usually schedule an evening meeting in the spring to discuss the results with families, the board and staff. We use this meeting to decipher the context of the question and to seek ideas for improvement. This information then forms the primary basis of the report. In order to add additional body and soul to this report, we have drawn on anecdotal information and observations made by key stakeholders and outside parties.

TERMINOLOGY:

- **Community Class** – classes offered at Phoenix. These classes are open to all students. They are usually hands-on, messy and very enjoyable, however, they may not necessarily constitute an entire course or curriculum. Phoenix classes are considered resources in the same manner as a book, kit or guide. What the student, parent and teacher do together to achieve the APS (Alberta Program of Studies) is considered to be a “course”.
- **Home-based** - refers to an education program whereby part of the learning occurs at home.
- **Home Education** – refers to the specific educational program in which a student is registered with AB Education. This program choice is governed by the provisions of the Home Education Regulations.
- **Home-schooling** – is the term families use to describe their educational beliefs and practices. It may not be an accurate reflection of the program enrollment with AB Education. i.e. a family may have three students, each enrolled in an online program, a blended program and a home education program. Each program would be classified by AB Education in a different manner with different requirements, best practices and regulation however to the family; all of their students are “home schoolers”.
- **Learning Coach** – means a certificated teacher with expertise in pedagogy, acting as a mentor and facilitator, to enhance the capacity for addressing the diverse learning needs of students.
- **School-Directed** – created by AB Education personnel to differentiate between the aligned program Phoenix offers and a “parent-directed” or home education program. While not home education; it may be home-based. Under this educational option, the certificated teachers play a key role in that they are responsible for the diagnostic, prescriptive and evaluative components of the student’s education. The parent’s role is to provide the day-to-day instruction.
- **In-the-Scene-Education** – a new delivery model pioneered by the Phoenix Foundation. A Creation Studio is decorated with a particular theme. Learning stations are designed to allow for hands-on manipulation of objects and direct learning opportunities.

Background Information about the School

The Phoenix School is an accredited private school newly located at 320 19 Street SE. in Calgary, Alberta. We provide academic programs for students ECS to Grade 12. We specialize in customized learning – learning that is tailored to individual student’s needs and their family’s values.

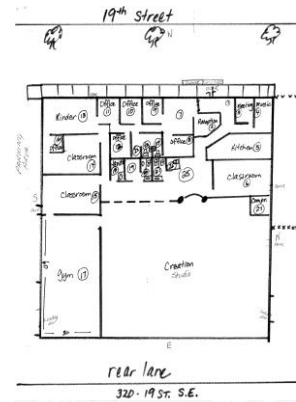


The school services more than 160 students. We have 18 - 22 staff members throughout the year.

2010 was a very special year for Phoenix. After an exhaustive two year search, we finally located a suitable building and secured a ten-year lease on a building. This coincided with the celebration of our 7th birthday! On September 1, 2011, we hosted the gala grand opening of our new location.



The new building has four traditional instructional classrooms of varying sizes (one more than our last location), a larger gym, a beautiful kitchen, a quiet Library/ Study area, teachers offices, a principal office, administrator’s office, five bathrooms, computer and iPad space, instructors den, a staff atrium, various storage areas, a welcoming reception area which includes a secretary work space and waiting room, a meeting room with board room table, a music room and a unique new feature - a Creation Studio - for our new delivery model - IN-THE-SCENE-EDUCATION.



We also have a yard and our own parking lot. The facility is centrally located and we are very proud of the hard work of the staff and Phoenix community that brought this to fruition.

Phoenix offers four programs: (1) the school-directed program which is described in the school information as being “fully aligned with the Alberta Education *Programs of Study*” and which is submitted to Alberta Education for full student funding (2) the home education program, sometimes referred to as the parent-directed program, which meets Alberta Education’s funding requirements for home education programs, (3) an ECS program which adheres to the Kindergarten Program Statement and (4) a blended program consisting of two distinct parts – school-directed and home education.



Phoenix also hosts hundreds of curriculum-related, hands-on classes each year. There are language arts, science, physical education, math, music, art, social studies, drama, dance, computer classes and more. Classes last year ran Tuesdays, Wednesdays and Thursdays for approximately 5- 7 weeks at a time and are open to all home schooling students, not just registered students. This year classes run Tuesday, Wednesday, Thursday and Saturday.

The school is open Tuesday to Friday from 9:00 AM until 4:00 PM each day and now Saturdays from 9:00 – 1:00 PM. Phoenix operates on a year-round schedule and is open for a total of 1140-1200 hours per year. The school is closed 11 weeks each year for holidays and breaks.

SCHOOL PHILOSOPHY

Phoenix has developed a mission, vision and values/beliefs that form the philosophical foundation of the school. These foundations are described on the website and in the *Phoenix Handbook*. We welcome children in Grades K-12 from all religious and ethnic backgrounds who accept the philosophy and mission of our school.



Mission - to provide unique learning opportunities for families so that each young person may develop into a life-long learner and active, responsible global citizen.

Mandate

- Phoenix will deliver school directed, customized education for K-9 students and home education supervision for students ranging from K-12.
- Phoenix accepts students and families that are equal partners in their education and demonstrate a desire to grow, learn and contribute.
- Phoenix will teach students that the acquisition of knowledge is a life-long journey.
- Phoenix will foster personal responsibility, social responsibility and cultural awareness to ensure that students will develop into responsible global citizens.
- Phoenix will provide students with a quality education that will be measured through recognized achievement reporting methods.
- Phoenix will provide a learning environment that is safe, inclusive and productive for students, staff and families.

Beliefs

1. We believe that each child has unique talents, skills, interests and learning styles and that their education should respect these key elements.
2. We believe that parents are the primary educators of their children therefore a meaningful partnership with them is critical.
3. We believe that the support and guidance of our caring, dedicated, qualified professionals will enhance the academic, physical, social, spiritual and emotional qualities of our students.

October 2011 Accountability Pillar Overall Summary

Measure Category	Measure Category Evaluation	Measure	Phoenix Home Education			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	Safe and Caring	100.0	87.7	93.8	88.1	87.6	86.6	Very High	Maintained	Excellent
Student Learning Opportunities	n/a	Program of Studies	93.6	80.2	88.3	80.9	80.5	80.1	Very High	Maintained	Excellent
		Education Quality	93.9	75.6	87.8	89.4	89.2	88.9	Very High	Maintained	Excellent
		Drop Out Rate	10.1	12.1	16.0	4.2	4.3	4.7	Very Low	Maintained	Concern
		High School Completion Rate (3 yr)	*	*	n/a	72.6	71.5	71.1	*	*	*
Student Learning Achievement (Grades K-9)	Concern	PAT: Acceptable	16.3	20.8	17.6	79.3	79.1	78.0	Very Low	Maintained	Concern
		PAT: Excellence	0.0	0.0	2.1	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	59.6	56.9	57.0	*	*	*
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	100.0	66.7	83.3	80.1	79.9	79.8	Very High	Improved	Excellent
		Citizenship	98.9	89.3	94.7	81.9	81.4	79.9	Very High	Maintained	Excellent
Parental Involvement	Excellent	Parental Involvement	100.0	93.0	96.5	79.9	80.0	79.4	Very High	Maintained	Excellent
Continuous Improvement	Excellent	School Improvement	91.7	73.3	86.7	80.1	79.9	78.8	Very High	Maintained	Excellent

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 (*).



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).	41.7	23.4	8.5	20.8	16.3	25.0	Very Low	Maintained	Concern	23.8	25.0	28.0
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	4.3	2.1	0.0	0.0	5.0	Very Low	Maintained	Concern	5.0	5.0	5.0

Progress, however small, is success. Celebrate it!

Phoenix provides a customized program for each and every one of our students. At phoenix this means a student may be registered in grade 3 with Alberta Education but reading at a grade 2 level, working on a grade 4 math program while exploring science and social topics within in the Alberta Program of Studies that correspond to personal interest within their division level.

The challenge with standardized testing is that it is assumed all students of a registered grade level have achieved mastery of those outcomes in the same manner, the same time frame and to the same depth. Further, the Ministry uses the Provincial Achievement Tests (PAT) results as the only measure for this Outcome.

While Phoenix fully supports and actively promotes this testing initiative, the majority of Phoenix families do not. As a result, student attendance for testing is low. Additionally, it should be noted that we service a number of special needs students that are not coded. We do not receive any extra funding for these students and do not agree with the labels that come with the coding process. Lastly, there is a very small number of students actually writing the exams and as a result, one student's scores can significantly impact the overall measure.

We do encourage parents to utilize one of the other standardized tests we have available such as the Brigance, the Canadian Test of Basic Skills, or the Kauffman test to assist in establishing benchmarks and designing an educational program to meet student needs.

Due to the unique nature of the school, participation of the PATs is low and will always be low. This culture does not believe in testing and does not readily support this measure. However, as the school, we will continue:

- Communicate our expectation that all school-directed students shall participate. This is communicated on our registration forms, in 3-6 emails throughout the year, in our newsletter and website.
- Explain and highlight benefits of the tests to parents in face-to-face interviews in January, through a parent information night and through email.
- Send out via mail information packages regarding the PATS
- Offer practice sessions for students and encourage participation in these FREE classes.

PAT TARGETS are as follows:

School Directed Students only - Primary target - Our goal will be to have ½ of our school directed students write at least one exam. Secondary target - will be to have 66% of the 3 /6/9 students who do write, write both a math and LA exam.

Outcome: Students achieve educational outcomes

Performance Measure	Results (in percentages)					Target 2011	Evaluation			Targets		
	2006	2007	2008	2009	2010		Achievement	Improvement	Overall	2012	2013	2014
High School Completion Rate - percentages of students who completed high school within three years of entering Grade 10.	n/a	n/a	n/a	*	*		*	*	*			
Drop Out Rate - annual dropout rate of students aged 14 to 18	n/a	20.0	*	12.1	10.1	10.0	Very Low	Maintained	Concern	10.0	9.0	8.0
High school to post-secondary transition rate of students within six years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	*	*		*	*	*			
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	n/a	n/a	n/a	*	*		*	*	*			

We value flexibility! Can you touch your toes?

We have made significant progress on this measure from 2007 to 2011. Our dropout rate has decreased by 50%. In the Spring of 2010, we held a parent evening to discuss the school, its future and the future of education. Parents reflected that they were uncertain about the future and what students will need to know in the way of knowledge, skills and attitude in order to be successful. They have expressed deep concern about issues such as globalization, climate change, increased competition and the changing nature of work.

Some home schooling families feel that a diploma does not guarantee happiness or employment and as such many of our students may not achieve this standard benchmark. It is not to say that they won't go on to postsecondary education but rather that the attainment of specific skills and the development of areas of interest is more important to life long success. Furthermore many parents recognize that a high school diploma is no longer a requirement for postsecondary entrance.

We believe that the acquisition of knowledge is a lifelong journey and that students who participate in education through Phoenix will be well-equipped to deal with the future. To do this, we continue:

- utilize the special education skills of Learning Coaches with regards to diagnosis and identification of children at risk. We have reviewed the "Making a Difference" book with our entire staff. Each staff members has a copy and is expected to utilize the various strategies detailed in the book to assist students.
- promote awareness of the SHIP program (Student Health Initiative Program) in order to provide early intervention and support for struggling students.
- provide parents with information about community resources and services available to them.
- Seek out new partnerships within the community in order to provide services and resources for our families
- maintain existing partnership with organizations such as ADLC (Alberta Distance Learning Centre) to be able to offer credited programs for high school students.
- utilize the expertise of the staff with regards to expanding our grade 10-12 offerings at the school by offering a modified course schedule for high school students.
- offer some online courses as provided by the Province as an alternative delivery method for students.
- encourage students to achieve the specific requirements of the post secondary program they wish to enter.

Phoenix will continue to offer:

- A unique environment where students can work at their own pace with flexible scheduling,
- access to all wide variety of community resources including experts in the field,
- a variety of hands-on educational experiences including many field trips,
- access to different styles of learning,
- opportunities for parents to be involved in the planning and delivery of the program, students the opportunity to take responsibility for their own learning and to explore areas of personal interest

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	100.0	89.3	98.9		Very High	Maintained	Excellent			
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	100.0	66.7	100.0		Very High	Improved	Excellent			
Percentage of teacher and parent satisfaction that high school graduates demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	n/a	n/a	58.3	45.8	84.7		n/a	n/a	n/a			

To Boldly Go . . .

It is hard to determine what skills are needed to prepare students for the future. As such, our focus has been more on attitudes and behaviors. Home-schooled children are independent learners and happier overall. Additionally, these children all moved on to participate in the labor force or to higher education and none are dependent on social assistance. (Deani van Pelti 2003) Long-term studies have shown that the children of this current generation of home-based educators have similar results and continue to surpass those achieved by the average public school student in these areas.

Our experience supports these findings when students have started home schooling at a young age and have no complex disabilities. We find that the later students come to home schooling, the less successful they often are. This is because home schooling requires students to be independent learners, capable of managing their own time and study skills. To succeed at the higher grade levels, students need to be able to source information, navigate the internet and make sense of large amounts of data.

Our parents felt the following skill list was important for students and would assist them in succeeding in the workforce.

- Take responsibility for learning
- Leadership roles
- Become lifelong learners
- Maintain a positive attitude
- Develop passions
- Be accepting of others differences

- Be creative and know that there are other ways of accomplishing things
- Be solutions oriented
- Independent learner
- Positive self image

We have created several work opportunities at the Centre for students. This gives them a safe place to try out their skill sets. We also provide opportunities for mentorship in classes whereby older students can assist or care take younger students. Our staff, school leaders and parents also provide positive role models to students on a daily basis with regards to active citizenship. Our wing feather program acknowledges extraordinary accomplishments by staff, students and parents. Those receiving the most number of nominations at the end of the year are acknowledged with a special certificate at our year-end ceremony.

We continue:

- encourage students to be life-long learners. This is modeled for them by staff, parents and teachers.
- encourage students to be independent learners, to follow their passions, to not compare themselves to others but to do their individual best.
- offer students choice in their educational programs.
- expect students to take responsibility for education, work and behaviour.
- offer misc. employment and volunteer opportunities for students.
- encourage staff and parents to continue to be positive role models for students.
- assist students with personal service projects.
- seek and offer low cost or free programs and activities from the community that encourage active citizenship.



Goal Two: Transformed Education Through Collaboration

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

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	96.4	80.2	93.6		Very High	Maintained	Excellent			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	n/a	n/a	100.0	75.6	93.9		Very High	Maintained	Excellent			
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	100.0	87.7	100.0		Very High	Maintained	Excellent			

We honor the differences!

Every student at Phoenix is doing something different! Different books, programs, hours, options and levels! It is their Learning Coaches job to facilitate a customized program that meets the needs to each and every student. To complement our students program, we offer 40+ weeks of programming each year that not only covers the curriculum but many topics of interest.

Phoenix offered approximately 1100 - 1200 hrs. of access to instruction in a variety of forms – from one-on-one tutoring, to group project work, classroom opportunities, fieldtrips, online courses and more. This past year, we offered extensive art, drama and music programs, in addition to several technology classes and many physical education classes.

While Phoenix provides many services onsite to students, it should be noted that our program parameters permit parents to purchase classes and opportunities for their students using community resources. As such, we offer up to \$1500 per student in the way of resource funding so that the parent in conjunction with their Learning Coach can provide unique educational opportunities.

With regards to educational opportunities, Phoenix will continue to:

- offer quality programs and classes supplemental to teacher's program work with students.
- explore new resources for rent or purchase by students.
- seek parent, staff and student input in the creation of community classes.
- increase awareness of community resources.

With regards to quality, Phoenix will continue to:

- ensure that classes offered by Phoenix have multi-sensory activities and meet the diverse needs of students.
- do regular reviews of both the certificated teachers and class room instructors.

With regards to accessibility, Phoenix will continue to:

- To streamline processes / touch points between the school and families.

- To expand lines of communication – to ensure that parents understand the purpose of the resource money and how it is available for the purpose of providing these learning opportunities.

With regards to safety, we continue to review our emergency plan each year and to address relevant issues as they arise. Miscellaneous building maintenance such as regular carpet cleaning, repairing equipment and repainting are completed in a timely fashion. Every year, we run a two-day emergency first aid course for all staff. High school students and parents attend as well.

With regards to kindness, we encourage our staff to be positive role models for students. Further, we embed into our job descriptions one staff project each year and require each staff member to do acts of kindness. This dovetails nicely with our Act of Kindness award. Our wing feather program encourages volunteer contribution, leaps of learning and recognizes superior effort. We also utilize a brag board to give positive feedback to students. Each year, we add to our compassion fund from donations by parents. From this fund each child receives a birthday card. We also use this fund to send out thank you cards, gifts to speakers, baby gifts and other cards.

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	100.0	93.0	100.0		Very High	Maintained	Excellent			
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	100.0	73.3	91.7		Very High	Maintained	Excellent			

It's not the mistake you make but how you fix it that counts!

Due to the nature of the school, this is an essential part of enrolment – parents are equal partners in the educational process and participate in all key decisions. Phoenix will continue to:

- maintain contact for school-directed programs to 150 – 200 per student.
- monitor quality of contact between teachers and parents.
- maintain website, newsletter, emails, yahoo site and Google calendar.

Phoenix is a small responsive school and it is easy for us to adjust our processes and procedures. This is something we do on a regular basis. We consider all aspects of our process open to change. With regards to improvement, Phoenix will continue to:

- maintain our staff manual, updating policies, procedures and operational processes.
- continue to look for ways to improve our efficiency and customer service

With regards to professional development, Phoenix will continue to:

- provide detailed on-site training.
- offer each staff member a chance to attend a workshop or session off-site with the Calgary Regional Consortium, University of Calgary or other provider.
- encourage staff to read about home-based education and provide resources for this. support professional development of all staff.

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

Outcome: FNMI students are engaged in learning

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

We incorporate the First Nations' perspective into some many things we do and offer. We are very lucky to have several native families. They volunteer their time to enrich our programming and share their traditions. THANK YOU!



We will continue to:

- Honor and celebrate diversity throughout our programming
- Host workshops specific to local FNMI traditions in our Creation Studio or our Garden Studio

PARENTAL INVOLVEMENT

Phoenix is so much more than a school to many people – it is a community and a source of support. People volunteer in many different ways:

- On our board
- Cleaning
- Resources
- Professional services
- Expertise in classrooms
- Support of each other
- Business advice . . . and so on!

Without our families, staff and school leadership team, we would not have been able to move to our new building!

CAPITAL AND FACILITIES PROJECTS

Over the summer, we started the renovation process on our new building. We expect that all major renovations will be this year. This includes:

- Painting the entire building
- Replacing flooring
- Building some devising walls
- Upgrading the plumbing
- Renovation the kitchen
- Finding sponsors for each room
- Creating a server room

Next summer, we hope to:

- Beautify the yard
- Paint a mural on the North side
- Increase signage
- Paint some accent colors on the façade

Summary of Financial Results

Full Audited Statements are available from the front desk upon request. Please note: Our major financial change to this year's statement involved the relocation of the school to our new address – 320 19 Street SE. We did renovations and upgrades to our facility. Thanks to the many parents and staff who donated countless hours to make this happen!

Private School Authority Code:	1264
School Code:	J0175

STATEMENT OF REVENUES AND EXPENSES for the Year Ended August 31 (in dollars)

	AFS 2011	Budget 2011 (NOTE *)	AFS 2010 (NOTE *)
		0	0
REVENUES			
Alberta Education	\$674,753	\$668,261	\$705,909
Other Government of Alberta	\$1,391	\$2,500	\$0
Federal Government and/or First Nations	\$0	\$0	\$0
Other Alberta school authorities	\$0	\$0	\$0
Instructional fees/Tuition fees	\$0	\$18,000	\$0
Non-instructional fees (O&M **, Transportation, Admin, etc.)	\$31,999	\$11,000	\$15,331
Other sales and services	\$9,325	\$3,000	\$9,368
Interest on investments	\$2,547	\$500	\$0
Gifts and donations	\$3,037	\$9,000	\$1,545
Gross school generated funds	\$14,534	\$2,000	\$13,826
Amortization of capital allocations	\$0	\$0	\$0
Other (specify): Special project fund	\$10,336	\$30,000	\$59,226
Total Revenues	\$747,922	\$744,261	\$805,205
EXPENSES			
Certificated salaries	\$148,837	\$152,800	\$128,346
Certificated benefits	\$20,499	\$22,920	\$8,406
Non-certificated salaries and wages	\$123,738	\$106,560	\$69,003
Non-certificated benefits	\$17,426	\$15,984	\$4,480
Services, contracts and supplies	\$369,077	\$412,960	\$354,972
Gross school generated funds	\$14,534	\$3,000	\$13,826
Capital and debt services			
Amortization of capital assets	\$0	\$0	\$0
Interest on capital debt	\$6,052	\$0	\$0
Other interest charges	\$0	\$0	\$1,334
Losses (gains) on disposal of capital assets	\$0	\$0	\$0
Other (specify):	\$8,316	\$26,000	\$59,514
Total Expenses	\$708,479	\$740,224	\$639,881
SURPLUS (DEFICIT) OF REVENUES OVER EXPENSES	\$39,443	\$4,037	\$165,324

Summary of Budget

The full budget report is available from the front desk upon request.

Phoenix Foundation				
1264				
<i>Private and Confidential</i>				
BUDGET FOR 2011-2012 for the Year Ending August 31				
OPERATING	Budget 2011-2012	Budget 2010-2011	Budget 2009 / 2010	Projected 2008 / 2009
REVENUES	162	162	160	160
Alberta Education	\$671,492	\$668,261	\$653,653	\$478,083
Other Government of Alberta	\$49,000	\$2,500	\$3,500	\$0
Federal Government and/or First Nations	\$0	\$0	\$0	\$0
Other Alberta school authorities	\$0	\$0	\$0	\$0
Instruction fees / Tuition fees	\$24,000	\$18,000	\$21,200	\$16,000
Non-instructional (*O&M, Transportation, Admin fees, etc)	\$7,000	\$11,000	\$12,600	\$16,400
Other sales and services	\$1,500	\$3,000	\$5,000	\$0
Interest on investments	\$3,000	\$500	\$500	\$0
Gifts /donations/ casino	\$45,000	\$9,000	\$30,000	\$10,000
Net school generated funds	\$3,000	\$2,000	\$3,000	\$0
Amortization of capital allocations			\$0	\$0
Other (specify):	\$500	\$30,000	\$0	\$50,000
TOTAL REVENUES	\$804,492	\$744,261	\$709,970	\$570,483
EXPENSES				
Certificated salaries	\$128,800	\$152,800	\$120,000	\$126,000
Certificated benefits	\$19,320	\$22,920	\$18,000	\$15,020
Non-certificated salaries and wages	\$153,840	\$106,560	\$109,200	\$67,000
Non-certificated Benefits	\$23,076	\$15,984	\$10,920	\$7,809
Services, contracts and supplies	\$479,031	\$412,960	\$379,850	\$329,388
Net school generated funds	\$3,000	\$3,000		
Capital and debt services				
Other (specify): Special projects	\$0	\$26,000	\$48,500	\$7,000
TOTAL EXPENSES	\$807,067	\$740,224	\$686,470	\$553,691
SURPLUS(DEFICIT) OF REVENUES OVER EXPENSES	(\$2,575)	\$4,037	\$23,483	\$16,792

Donations are always welcome.