

**ANNUAL EDUCATION RESULTS REPORT**  
**November 2009**

The annual education results report for Renfrew Educational Services for the 2008-09 school year was prepared under the direction of the Board of Directors in accordance with the responsibilities under the *Private Schools Regulation* and the *Education Grants Regulation*. The Board is committed to using the results in this report, to the best of our abilities, to improve the outcomes for our students. We will use the results to develop sound strategies for our three-year education plan to ensure that all our students can acquire the knowledge, skills and attitudes they need to be self-reliant, responsible, caring and contributing members of society.

## SHARING OF RESULTS ACHIEVED

The Board of Directors communicates its major accomplishments and results of the past year to parents and the school community by:

Making the AERR accessible to parents and the school community through the RES website: [www.renfreweducation.org](http://www.renfreweducation.org) as well as upon request at the administration office.

## SUMMARY OF ACCOMPLISHMENTS

Renfrew Educational Services (RES) has 5 locations located in the northeast, northwest and southeast quadrants of the City of Calgary. In total RES serves the needs of nearly 500 children and students in the City of Calgary. We have Special Education Designation with Alberta Education.

Our elementary education program provides education for students between 6 and 12 years of age. As of September 30, 2008, there were 98 students registered. Our ECS programs provide inclusive education for children between 2.5 and 5 years of age. As of September 30, 2008, total enrolment for our preschool programs was 390.

- RES provided inclusive educational programming designed to meet the needs of individual children in the ECS programs.
- RES provided adapted and modified programming designed to meet the needs of individual children in the ECS programs.
- RES provided modified programming designed to meet the needs of individual students in the elementary education program.
- Teachers provided language rich, developmentally appropriate programming for all children & students in their classrooms.
- RES continued to update equipment and learning materials as needed for the classrooms.
- RES continued to be committed to providing support for families in a variety of ways. Examples: PAC, field trips, in-class volunteering, family support groups, transition planning groups, etc.
- The Board of Directors ensured that our organization was effectively, legally and ethically managed.
- Children and students made qualitative and quantitative progress on educational, classroom-based and therapeutic assessments.
- RES continued to develop relationships with business partners – they in turn continued their support and commitment to us.
- Renfrew staff presented “Helping Kids Soar” workshops to the community at large and in-house.

- Staff broadened their skills through ongoing professional development which included attending conferences, such as the ECEC conference, Regional Consortia, Alberta Education Information Sessions, Education and Therapeutic Based conferences.
- Parents provided positive feedback on the education of their children.
- Involvement in the Student Health Partnership Initiative continued.
- Elementary education classrooms utilized the computer lab and software and hardware was updated as required.
- ECS classrooms utilized computers, and software and hardware was updated as required.
- The assistive technology specialists continued to supply new ideas and technology as needed by children, students, parents and teachers. This team continued to provide in-services for RES, outside agencies and school boards.
- Student-led conferences were highly successful for students, parents and teachers in the elementary education program.
- The Family Support Team supported many of our families through direct contact, “meet and greet” groups, seminars and workshops.
- RES families committed thousands of hours to volunteering within our various programs.
- The grade 6 Junior Leaders assumed leadership roles in our school in a variety of ways – examples: MC at assemblies, Terry Fox run, “Operation Christmas Child” campaign, United Way Fundraising, in-house fundraising for special events.
- Teachers continued to follow the Safe and Caring Guidelines put out by Alberta Education and involved the school community in participating in “virtue of the month” activities.
- In the Elementary Education program, the multi-age grouping approach for language arts and math in division two continued to be very successful.
- In the ECS and Elementary Education Programs, teachers continued to strive to be exceptional leaders in Developmentally Appropriate Practices and carried that into all areas of the classroom.
- All ECS and Elementary Education Programs were involved in the Alberta Initiative for School Improvement (AIS) drama project.

## **HIGHLIGHTS OF AISI PROJECT:**

In 2008-09 we continued working with our Drama and Special Education project that began in 2006-07. We developed a drama program based on the research that indicates that children and students with special needs would respond well to such a program. In the 2008-09 school year we continued to provide professional development to the teachers through the expertise of a drama consultant, so that they would continue developing the skills to integrate drama into their regular pedagogic model. We purchased resources, supplies and specialized equipment such as stage lighting and risers. Students were able to demonstrate their learning through many varied performances - on-stage, in the classroom, assemblies, performing at a large gala in front of over 800 guests and in the community. Drama provided another way in which to implement and achieve a variety of IPP goals as well, such as language arts, gross motor and social skills. Teachers found that by using drama across the curriculum, they were more effective in meeting the diverse learning needs of children and students.

## **ACTIONS TAKEN TO MEET THE NEEDS OF CHILDREN AND STUDENTS WITH SPECIAL NEEDS:**

- We continued to be committed to the inclusion of preschool children with special needs, regardless of their disability, with typically developing children.
- A transdisciplinary team of specialists (classroom teachers, child development facilitators, resource team, administration, occupational therapists, psychologists, speech-language pathologists, physical therapists) worked together to develop individual program plans, classroom strategies and a variety of educational experiences for children/students with mild, moderate or severe disabilities.
- We continued to be committed to appropriate class sizes with low child/student to staff ratios.
- Educational and therapy strategies designed to assist each child/student to reach his/her potential were implemented.
- The Assistive Technology Team continued to service the needs of children/students who had severe expressive language difficulties, physical challenges and learning challenges. As this team becomes more knowledgeable and skilled each year, the case load increases and more children/students benefit, enabling them to experience a high degree of success.
- Staff once again participated in a large number of in-services provided through the expertise of RES staff as well as outside experts to enhance programs for children/students with special needs.
- Innovative activities that would meet the needs of all children/students were collaboratively planned by classroom staff – examples: “school wide special days”, reading week activities to meet all levels of ability, sport’s day, etc.

## October 2009 Accountability Pillar Overall Summary

Goal	Measure Category	Measure Category Evaluation	Measure	Renfrew Educational Services			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	92.6	n/a	n/a	86.9	85.1	84.6	Very High	n/a	n/a
	Student Learning Opportunities	n/a	Program of Studies	80.8	n/a	n/a	80.3	79.4	78.7	High	n/a	n/a
			Education Quality	88.7	n/a	n/a	89.3	88.2	87.8	High	n/a	n/a
			Drop Out Rate	n/a	n/a	n/a	4.8	5.0	4.9	n/a	n/a	n/a
			High School Completion Rate (3 yr)	n/a	n/a	n/a	70.7	71.0	70.6	n/a	n/a	n/a
Goal 2: Excellence in Learner Outcomes	Student Learning Achievement (Grades K-9)	Concern	PAT: Acceptable	0.0	1.4	4.1	76.8	75.3	75.6	Very Low	Declined	Concern
			PAT: Excellence	0.0	0.0	0.5	19.2	18.3	18.3	Very Low	Maintained	Concern
	Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	84.4	84.4	84.5	n/a	n/a	n/a
			Diploma: Excellence	n/a	n/a	n/a	19.1	19.4	20.3	n/a	n/a	n/a
			Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	53.3	53.6	53.6	n/a	n/a	n/a
			Rutherford Scholarship Eligibility Rate (Revised)	n/a	n/a	n/a	57.3	56.8	55.8	n/a	n/a	n/a
	Preparation for Lifelong	n/a	Transition Rate (6 yr)	n/a	n/a	n/a	60.7	60.3	59.1	n/a	n/a	n/a

	Learning, World of Work, Citizenship		Work Preparation	61.8	n/a	n/a	79.6	80.1	78.1	Very Low	n/a	n/a
			Citizenship	84.3	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	91.8	n/a	n/a	80.1	78.2	77.9	Very High	n/a	n/a
	Continuous Improvement	n/a	School Improvement	77.1	n/a	n/a	79.4	77.0	76.7	High	n/a	n/a

### Goal One: High Quality Learning Opportunities for All

**Outcome:** *Schools provide a safe and caring environment.*

Performance Measure	Results (in percentages)					Target	
	2005	2006	2007	2008	2009	2009	
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.	Authority	n/a	n/a	n/a	n/a	92.6	>90
	Province	83.1	84.4	84.2	85.1	86.9	
Overall							

RES follows the Safe and Caring Guidelines put out by Alberta Education. Since our overall rating was 92.6%, this would indicate that the Safe and Caring implementation has been effective to date. We will continue to utilize these guidelines while continuing to explore other best practices and resources in this area.

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

Performance Measure			Results (in percentages)					Target
			2005	2006	2007	2008	2009	2009
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.	Overall	Authority	n/a	n/a	n/a	n/a	80.8	>90
		Province	76.7	78.1	78.5	79.4	80.3	

RES values diverse programming and ensures that we have music, art, physical education and assistive technology specialists on staff. By participating in a wide range of professional development, teachers continued to broaden their own professional skills to further ensure the program at RES continued to be enriched.

In analyzing the results of the surveys done, it was noted that the question regarding another language impacted the overall percentage. RES is a Designated Special Education School with adapted and modified curriculum. As such we do not offer a second language program as it is not appropriate for our population.

As part of our teacher-parent education, teachers will ensure that parents have a good understanding of how health education is integrated throughout all subject areas as appropriate. Teachers will highlight student progress in the report card and in their weekly newsletter to parents.

Although teachers reflected a very high rate of satisfaction when it came to the drama in fine arts, parents' feedback was not as high. Teachers will continue to educate parents through conferences and weekly newsletters on how drama is utilized daily as a very effective teaching strategy.

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

Performance Measure			Results (in percentages)					Target
			2005	2006	2007	2008	2009	2009
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	Overall	Authority	n/a	n/a	n/a	n/a	88.7	>90
		Province	86.1	87.7	87.6	88.2	89.3	

We will continue to strive to provide exemplary education for the children in our preschool programs as well as the students in our elementary education program by ensuring that teachers continue to attend professional development and share best teaching practices as a teaching community.

When it came to how satisfied or dissatisfied parents were with the quality of education and the quality of teaching, 100% were either very satisfied or satisfied. 50% of parents either strongly agreed or agreed that their children had an understanding of what they were expected to learn at school. We are unclear if this is a reflection of the quality of the program or student understanding of the program as RES serves a population of students with special needs. Through continued parent contacts such as PAC, conferencing, one-one meetings with administration, we will continue to explore parent feedback for further clarification.

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

Performance Measure			Results (in percentages)					Target
			2005	2006	2007	2008	2009	2009
Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.	Overall	Authority	n/a	n/a	n/a	n/a	72.4	>90
		Province	67.2	68.5	68.2	69.2	70.3	

It was noted on the survey breakout, that parents were less satisfied with services (beyond regular instruction) that helped students to read and write. RES will investigate and ascertain whether we need to reallocate our resource teachers' time to possibly provide even more reading and writing supplementary programming. We will continue to encourage parent involvement in the home reading program as this is important to ongoing reading and writing development. Teachers will discuss the importance of this program during all conferences, school visits, etc. to help educate parents to understand that reading at home continues to be very important for children of any age. Teachers were surveyed in regards to academic and career counseling. It is important to note that a majority of our teacher respondents were ECS teachers

who reflected they “did not know”. Our programs are K-6 and academic and career counseling are not the focus of our schools. Our programs are modified and adapted to meet the special needs of our population. In setting the target for 2008-09 in our Three Year Education Plan, we had interpreted the measure on “community” to be outside of school and realize now that the term was only for inside the school community. Targets will need to be adjusted accordingly.

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

Performance Measure			Results (in percentages)					Target
			2005	2006	2007	2008	2009	2009
Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.	Overall	Authority	n/a	n/a	n/a	n/a	79.5	>85%
		Province	76.9	78.6	78.3	79.5	81.4	

RES will increase parent and student understanding that they can access support for problems other than school work through their teachers, resource teachers, the principal, therapists, psychologists and family support as needed. The principal and teachers will provide this information through our monthly parent newsletter, through the weekly classroom newsletter and during conferencing. Family support will continue to educate families through campaigns such as workshops, bulletin board displays, etc. Teachers will hold classroom discussions to increase awareness amongst the students.

RES continually evaluates the efficacy of programs and services provided to children and students. When an area of need is identified, we set up working groups and parents may be consulted to improve outcomes. RES will continue to consult with outside agencies and professionals to assist in ensuring that programs and teaching strategies meet the needs of children and students at risk. As well, consultation with in-house agency specialists will continue (ie. FASD behaviour consultants, assistive technology consultants, etc.). Our resource & therapy teams are available to assess and provide consultation regarding students’ academic & therapy needs.

**Goal Two: Excellence in Student Learning Outcomes**

**Outcome: Students demonstrate high standards in learner outcomes.**

Performance Measure		Results (in percentages)										
PAT Results by Number Enrolled - percentages of students who achieve the acceptable standard and the percentages who achieve the standard of excellence on Grades 3, 6 and 9 Provincial Achievement Tests (cohort results).		2005		2006		2007		2008		2009		
		A	E	A	E	A	E	A	E	A	E	
<b>Grade 3</b>	English Language Arts 3	Authority	*	*	*	*	*	*	*	*	*	*
		Province	82.2	16.2	81.3	14.1	80.3	17.7	80.1	16.1	81.3	18.2
	Mathematics 3	Authority	*	*	*	*	*	*	*	*	*	*
		Province	80.3	26.1	82.0	26.9	79.9	23.5	78.7	23.9	79.7	26.8

<b>Grade 6</b>	English Language Arts 6	Authority	30.8	15.4	*	*	*	*	*	*	*	*
		Province	77.3	15.5	79.0	15.9	80.3	19.8	81.1	21.0	81.8	18.9
	French Language Arts 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
		Province	85.1	8.8	87.5	11.2	88.1	11.0	87.7	14.2	91.5	15.9
	Français 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
		Province	92.0	22.8	94.5	19.7	93.0	18.0	94.3	17.1	92.6	18.7
	Mathematics 6	Authority	15.4	0.0	*	*	*	*	*	*	*	*
		Province	78.2	18.1	75.2	15.6	74.0	14.5	74.6	15.9	76.6	16.8
	Science 6	Authority	23.1	0.0	*	*	*	*	*	*	*	*
		Province	79.8	26.0	78.1	27.7	75.2	26.6	74.8	24.1	76.5	24.8
	Social Studies 6	Authority	38.5	0.0	*	*	*	*	*	*	n/a	n/a
		Province	78.4	21.5	78.6	22.9	77.4	22.3	77.9	23.8	84.8	27.6

		Results (in percentages)									
		2005		2006		2007		2008		2009	
		A	E	A	E	A	E	A	E	A	E
<b>Overall</b>	Authority	16.0	2.5	5.6	0.0	5.4	1.4	1.4	0.0	0.0	0.0
	Province	76.4	18.4	76.0	17.9	75.5	18.6	75.3	18.3	76.8	19.2

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

Students in grades 3 & 6, in consultation with parents, were given the opportunity to participate in provincial achievement tests. The goal of RES is to report provincial achievement test results whenever possible. Should 6 or more students participate in the provincial achievement tests, RES will report those results. Students participated in grade 3 & 6 curriculums, modified as appropriate for their individual learning needs. RES will investigate using IPP goals as a measure of student success as it is more reflective of their needs and programming.

**Outcome: Students are well prepared for lifelong learning**

Performance Measure			Results (in percentages)					Target
			2005	2006	2007	2008	2009	2009
Percentage of teacher and parent satisfaction that high school graduates demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	Overall	Authority	n/a	n/a	n/a	n/a	53.9	>65
		Province	64.4	66.1	65.6	66.7	67.4	

Since our school is strictly preschool and elementary education, and our population is made up of mainly children with 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 transition meetings, parent-teacher conferences and at parent workshops we will continue to endeavour to broaden the understanding that building a foundation of learning in the early years leads to lifelong learning.

**Outcome: Students are well prepared for employment.**

Performance Measure			Results (in percentages)					Target
			2005	2006	2007	2008	2009	2009
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.	Overall	Authority	n/a	n/a	n/a	n/a	61.8	n/a
		Province	74.9	77.0	77.1	80.1	79.6	
	Teacher	Authority	n/a	n/a	n/a	n/a	73.7	>85
		Province	89.1	89.4	89.2	89.3	88.9	
	Parent	Authority	n/a	n/a	n/a	n/a	50.0	>75
		Province	60.8	64.6	65.1	70.9	70.2	

In discussions it became apparent that parents of this age group of students with challenges were more focused on their children's day to day essential life skills and were unsure if employment was a reasonable expectation given their children's abilities. RES will continue to provide education for parents that attitudes and behaviours learned at school in the preschool and elementary education program will help to build success in the workplace after school is finished. We will also provide education and awareness around specialized workplace options that support adults with special needs.

16% of teachers surveyed indicated "don't know" on this question. The majority of teachers in our agency are ECS teachers who do not traditionally think of the future work prospects of the children in their classrooms. RES will focus on educating this group of teachers to understand that providing a solid foundation in ECS is important for work skills upon completion of high school.

**Outcome: Students model the characteristics of active citizenship.**

Performance Measure			Results (in percentages)					Target
			2005	2006	2007	2008	2009	2009
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	Overall	Authority	n/a	n/a	n/a	n/a	84.3	>85
		Province	75.3	76.8	76.6	77.9	80.3	

Each school year we have several new teachers on staff who must learn to work with and plan for children & students with special needs. New teachers' expectations of active citizenship in this population of children/students have to be reframed. When students receive recognition at assemblies for demonstrating a characteristic of active citizenship it is important for all involved to emphasize how important this is in our society. As part of the Junior Leaders' program, teachers continued to educate students about what it means to be an active citizen in our community. Students were actively involved with the broader community in such things as Girl Guides, Scouts, Special Olympics, school choir performances in senior centres, Operation Christmas Child, United Way, etc. This is part of active citizenship and as a school we need to bridge that understanding between students, teachers and parents through ongoing workshops and discussions.

**Goal Three: Highly Responsive and Responsible Jurisdiction**

**Outcome: The authority demonstrates effective working relationships.**

Performance Measure			Results (in percentages)					Target
			2005	2006	2007	2008	2009	2009
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	Overall	Authority	n/a	n/a	n/a	n/a	91.8	>90
		Province	76.1	77.9	77.5	78.2	80.1	

We continued to encourage our teaching staff to ensure that parents were very involved in decisions regarding their child's education. In the 2008/09 school year we asked teachers to extend a monthly invitation to parents to come and visit, volunteer, discuss any areas of concern or growth, etc. The overall performance percentage would indicate that this was highly successful. Teachers reported that they had more meaningful conversations throughout the year and that they built stronger school/home relationships. This strategy will continue to be a focus for RES.

**Outcome: The authority demonstrates leadership and continuous improvement.**

Performance Measure			Results (in percentages)					Target
			2005	2006	2007	2008	2009	2009
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.	Overall	Authority	n/a	n/a	n/a	n/a	77.1	>85
		Province	73.9	76.8	76.3	77.0	79.4	

We noted that 26% of teachers responded that they didn't know if there had been an improvement. This would be due to the new teachers on staff at RES who would not have that prior knowledge. Future trends indicate that this may not change as teachers move, leave the profession, etc. With teachers who stay on staff for three or more years, we will continue to work together to ensure that we continually improve our practices. The survey question asked of the students was "Are you proud of your school?" For many of the students in our population, the word "proud" is an abstract concept. We were unable to modify the language for our unique population, (ie. "Does coming to school make you happy?" or "Are you happy to come to school?"). Parents overall feedback was extremely positive. We will continue to work together to maintain and look for ways to improve the quality of our programming.

**Outcome: The authority demonstrates leadership and continuous improvement.**

Performance Measure			Results (in percentages)					Target
			2005	2006	2007	2008	2009	2009
The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.	Overall	Authority	n/a	n/a	n/a	n/a	84.2	>90
		Province	76.5	78.2	78.8	80.4	81.5	

On the teacher survey, the question was asked : "Thinking back over the past three years.... ". 21% of teachers responded that they didn't know. As reported in a prior outcome, around 25% of our teachers are new to RES, and as such they responded "don't know" as would be expected. RES strongly believes that professional development is imperative to keep teachers up-to date on "best practices". To this end, RES offered Helping Kids Soar workshops covering a wide variety of topics, in-house in-services by teachers who attended conferences, presenters brought in to offer PD on a variety of topics and continued a culture of sending teachers to conferences within Calgary, Canada and even outside of the country as appropriate for ongoing learning. RES will continue to encourage teachers to take advantage of all areas of professional development.

## **FUTURE CHALLENGES**

- ❖ On the Accountability Pillar Overall Summary, Goal 1: High Quality Learning Opportunities for All - Student Learning Achievement (Grades K-9) has been identified as an area of concern. Because RES is a DSEPS this will continue to be a challenge. Students in grades 3 & 6, in consultation with parents, were given the opportunity to participate in provincial achievement tests. The goal of RES is to report provincial achievement test results whenever possible. Should 6 or more students participate in the provincial achievement tests, RES will report those results. Students participated in grade 3 & 6 curriculums, modified as appropriate for their individual learning needs. RES will investigate using IPP goals as a measure of student success as it is more reflective of their needs and programming.
- ❖ The needs of our children/students continue to be challenging and complex. We will continue to limit our class sizes. When parents are exploring our programs, RES will strive to ensure that the program we offer meets the needs of the child/student and the parents.
- ❖ There continues to be a high demand for our programs, especially at the grade one level. As we make class sizes smaller, we must continue to help families by providing them with information regarding alternatives to our program.
- ❖ As new teacher graduates come on staff, it will be a continual challenge to provide support and professional development to ensure they are able to facilitate the high quality program parents and the community have come to expect of RES. Our resource teachers in the elementary program and teacher consultant to the preschool program will work to ensure teachers are well supported in this area.

**RENFREW EDUCATIONAL SERVICES SOCIETY**

**Condensed Statement of Operations  
Year Ended August 31, 2009**

	<b>2009 Actual \$</b>	<b>2009 Budget \$</b>
<b>REVENUE</b>		
Alberta Education grants	<b>14,694,727</b>	14,807,055
Other government funding	<b>3,225,051</b>	3,009,890
Parent fees	<b>678,542</b>	671,200
Fee for service and other	<b>3,332,245</b>	2,636,090
	<b><u>21,930,565</u></b>	<u>21,124,235</u>
<b>EXPENSES</b>		
Salaries, wages and benefits	<b>18,097,509</b>	18,038,225
Facilities	<b>1,181,259</b>	1,107,400
Instruction supplies and services	<b>729,017</b>	638,650
Administration	<b>999,072</b>	750,960
Transportation	<b>543,609</b>	589,000
	<b><u>21,550,466</u></b>	<u>21,124,235</u>
<b>EXCESS REVENUE OVER EXPENSES</b>	<b><u>380,099</u></b>	<u>-</u>

**BASIS OF PREPARATION**

The condensed statement of operations is extracted from the audited financial statements of Renfrew Educational Services Society and the budget for the year ended August 31, 2009.

A complete set of audited financial statements with the auditors report, is available on request by calling the Director of Finance and Administration at (403) 291-5038, Ext. 1399.

**Renfrew Educational Services  
Operating Expenditures by Program  
Fiscal Year Ended August 31, 2009**

