



## 3-Year Education Plan 2019-2022



## Annual Education Results Report (AERR) 2018-2019



### **Message from the Board Chair**

Foothills Academy was built around the belief that all students with Learning Disabilities have exceptional potential and, with the right supports and guidance, that they can achieve great success in school, post-secondary, and the workplace.

As we guide Foothills Academy through its 40<sup>th</sup> year, we continue to provide exceptional school programming for students living with Learning Disabilities in Calgary and area. We also continue to serve the wider LD/ADHD community through our Community Services, providing psychological services, individual one-to-one remedial instruction, recreational programming and educational opportunities for parents and professionals across Canada.

We are proud to see Foothills Academy as a leader in developing and implementing evidence-based teaching practices for students with Learning Disabilities. The core of our successful work with the LD/ADHD population stems from our foundational philosophy of Self-Determination Theory, as we help our students to Find Understanding, Build Confidence and Maximize Potential.

The demand for placements within the school at Foothills Academy continues to be overwhelming, which puts a greater need upon our bursary fund. For the past 40 years Foothills Academy has been able to ensure that families are not turned away from the school or Community Services due to their financial situation. This is an integral part of Foothills Academy's philosophy, and the Board continues to ensure sustainable funding to keep up our mandate.

Foothills Academy's Board continues to provide sound oversight of the governance of the society. The broad range of skills and experience at the table provides us with a collective strength to continue moving forwards and ensuring sustainability, and growth, of our successful programs and outreach. On behalf of the Board, I would like to thank our Executive Co-Directors and our faculty and staff for their efforts and dedication in ensuring success in 2018-2019. I would like to personally thank all of my fellow Board Members and members of the Board Committees who have volunteered their valuable time, effort and expertise on behalf of Foothills Academy over the past year.

Harold Esche.

### Accountability Statement

The Annual Education Results Report for the 2018/2019 school year and the Three-Year Education Plan commencing September 1, 2019 for Foothills Academy were 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 plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2018/2019 school year and the Three-Year Education Plan for 2019/2022 on January 6<sup>th</sup> 2020.



Board Chair



Date

## Foundation Statements

### **Mission:**

The mission of Foothills Academy is to facilitate learning in persons, primarily youth and children, identified as having a Learning Disability by providing quality educational programs and a supportive environment for families and staff. We also recognize that we are partners within a universal system of research, public education, in-service and advocacy through our Community Services.

### **Vision:**

We will be recognized for our expertise in working with individuals identified as having Learning Disabilities locally, provincially, nationally and internationally.

### **Principles:**

As a designated Special Education Private School, we strive to ensure that Foothills Academy's school program is accessible to all students who are eligible for the program. As such, we have a substantial bursary to support families in need, which requires great commitment from stakeholders of Foothills Academy in order to make this bursary sustainable. We

### **Beliefs:**

We know that all children with Learning Disabilities have great potential, and Foothills Academy seeks first to Find Understanding, Build Competence and then Maximize Potential. All individuals have relative strengths, and although these are not a result of any disability, they are an important focus for success in school; supported by the development of growth mindsets and evidence-based strategies and programs. We are aware that all of our students can become highly successful and contributing members of society, as they are expected to transition into post-secondary education or into meaningful sectors of the workplace.



## **A Profile of the School Authority**

Foothills Academy is a Designated Special Education Private School, serving students with Learning Disabilities from grades 3 to 12. Foothills Academy also has a Community Services outreach department to work with individuals, families and professionals living and working with Learning Disabilities in the wider community locally, provincially, national and internationally.

The School Program is a full-time program for students with Learning Disabilities from grades 3 to 12 following the Alberta Education Curriculum. The staff to student ratio is typically around 1:6 with a teacher and part-time assistant. With just less than 300 students, we focus upon a wide range of strategies to help students find success; ensuring that students reach their full potential. As well as creating and developing new strategies to help our students reach their potential, we are conducting research to support our program development and associated successes. The aim for our students is to go on to successful and meaningful post-secondary education. We build on students' strengths to enable them to become the great individuals whom they are all capable of being.

The mandate of Estelle Siebens Community Services is to assist children, youth, and adults who are experiencing difficulties in their school, work, and/or home environments as a result of Learning Disabilities and/or ADHD, and related social/emotional challenges. We offer assistance to these individuals as well as parents and relevant professionals through the provision of psychoeducational assessments; recreational and psychosocial programming for children and adolescents; counselling services; parent presentations; professional development workshops and intensive remedial instruction for reading, writing, and mathematics.

## Trends and Issues

Foothills Academy maintains its strengths and successes in the results of this year's Annual Report. The past four years have seen Foothills place a significant emphasis upon consolidating, and developing where necessary, strong foundational supports for all students; in the realms of their social, emotional and academic needs. We have invested significant time and development into professional development for staff in these areas, and we are seeing greater strength and consistency in student achievement as a result. When students' social and emotional needs are met, we are afforded a greater ability to build the strong characteristics required for academic and post secondary success. As always, we have great pride in all of our students. They have overcome much adversity, by virtue of working through educational systems with a Learning Disability. We recognize where our students require supports and accommodations, and where they truly shine with their individual strengths and abilities. Our annual results for transitions to post-secondary remain strong, despite the unfavourable statistical outcomes facing children and youth living with Learning Disabilities.

In conjunction with our successful transition to post-secondary rates, we are continuing to produce consistently favourable results for our high-school diploma goals. Considering the academic adversity besetting students with Learning Disabilities when entering Foothills Academy, it is fulfilling to see such significant growth from our students when they graduate with an abundance of potential to thrive. A continuing trend in this year's report is the challenge our students may face in the younger grades to achieve a standard of excellence in Provincial Achievement Tests. Although some of our younger students are excelling, it is unsurprising that some students in the younger grades struggle to attain the standard of excellence, as they are entering Foothills in the younger grades due to their significant struggles in other systems. This trend is something that we continually review, but we also remain realistic and draw upon the edict that Rome wasn't built in a day. We build the foundations in the younger grades, so that our students can be successful and achieve their potential later on in school life. It is important for us to reiterate and recognize that high-school diploma success in grade 12, is a result of all of our staff's work from grade three and upward.

Ultimately, we continue to provide a safe and caring environment for children with Learning Disabilities. Foothills Academy looks to understand each student, for their unique strengths and needs, whilst helping each child **understand** themselves. We support every student to have **confidence** in the knowledge of how successful they can be, so that they can truly maximize their **potential** in school and life.

### **Find Understanding, Build Confidence, Maximize Potential.**

Furthermore, our ongoing developments this year have included focusing upon specific intervention strategies for literacy and numeracy. We recognized a need to pinpoint more intensive remediation with some students, and as a result we are

attempting to provide more one on one remediation time with those students most in need.

Our online training platform is continuing to grow, as we see teachers and professionals from across the province and beyond, using our online Learning Disabilities course for training in other systems and districts; and the parent version also has a considerable uptake. Notably, undergraduate students in faculties of education are using Foothills Academy's Learning Disabilities course to supplement their teacher training, as it is being recognized as a go-to for some of the best practices to be used when working with our student population.

On a more provincial note, it is important to recognize the striking of the Education Act as of September 1<sup>st</sup>. The Minister for Education, the Honourable Adrianna LaGrange, is a strong advocate for choice in education, which is clearly supported in the Education Act. Choice in education provides a clear and logical rationale for supporting independent schools from a provincial level, and we continue to thank the Honourable Minister for her ongoing commitment and support to independent schools; especially for support of Designated Special Education Private Schools (DSEPS). We like to point out that although choice in education is important, DSEPS are more than a choice, they are a need. DSEPS play such an important role in the educational landscape of Alberta, that we need to highlight the supports we can provide our vulnerable student population, which they have not been able to access elsewhere. By doing so, the additional savings we are making for public systems remains significant.

It was wonderful that the Honourable Minister LaGrange visited Foothills in October, and we were delighted to have the opportunity to tour her around the school. Our students were excited to meet her, as well as the Honourable Jason Copping, Minister for Labour and Immigration. We have great support from the provincial government, and that it is a testament to the recognition of the important role Foothills Academy plays in supporting the needs of our students and the wider community of children, families and professionals across the province.

Within the school itself, we continue to focus upon the issue of remaining current with the latest evidenced based practices for staff to be as effective as possible when working with our student population. Teacher Growth and Supervision remains a priority, as it should, and with the introduction of the new competencies for Teaching Quality Standards, and Leadership Quality Standards, it is important for us to ensure all staff are exceeding the expectations of their profession and of Foothills Academy; with the intention of creating the best possible learning environment for students with Learning Disabilities.

Our annual report this year certainly reflects the crucial role Foothills continues to play, to help students find understanding, build confidence and maximize potential. We are striving to equip our students with the diverse range of skills and opportunities for them to head into post secondary or the workplace, and to be successful in

careers and jobs that may not even yet exist. Our strong and stable annual report is ultimately a testament to the hard work and dedication of the staff, parents, board and stakeholders. Together, they make Foothills successful, and allow us to continue to make such a difference in the lives of these wonderful children and their families.

### **Summary of Accomplishments**

As part of our ongoing success this year, we continued to promote Foothills Academy's Inside Out Conference. It was the third year of our student conference to promote a greater understanding and awareness of mental health needs, executive functioning strategies, transition plans, and meta-cognitive understanding.

As well as this, we had successful literacy initiatives such as Camp Reads Smore, the family campfire reading morning; a richly rewarding experience for all of our students and parents. In conjunction with literacy initiatives, we also focused upon numeracy with the Team One Math Fair. Our high-school students once again represented at the Model UN, grade 11 students experienced the tremendous growth opportunities provided by participating in Empowering Minds, and our Headstrong students continued to play a vital role as leaders in the school. We continue to promote mental health awareness with Hats on for Mental Health, address anti-bullying initiatives with days such as Pink Shirt Day, and have ongoing FNMI initiatives throughout the year; including events on National Indigenous People's Day, and awareness of the blight of residential schools through Truth and Reconciliation on Orange Shirt Day.

As well as the ongoing clubs, teams and extra-curricular opportunities which are provided through the year, our students participated in the CISAA league with four volleyball teams, three golf teams, two basketball teams, one floor hockey team, 40 students in badminton tournaments, and a huge contingent of athletes involved with track and field competition. One of our students also received \$1000 scholarship from CISAA for Athlete of the Year. Our runners also participated in the Santa Shuffle, and we continued to provide broader arts opportunities for our students with the likes of the annual drama production.

Foothills continues to be a rich source of opportunity and experience for student growth. We would like to congratulate all of our student participants in their hard work outside of the classroom, and a big thank you to all of our volunteers (staff, parents, community members) who work beyond the scope of their regular roles to ensure that our students have greater opportunities for success beyond the classroom.

Simon Williams MEd, PGCE (Cantab)  
Executive Co-Director

**Combined 2019 Accountability Pillar Overall Summary (Required for Public/Separate/Francophone/Charter School Authorities and Level 2 Private Schools)**

Measure Category	Measure	Foothills Academy			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	94.7	92.5	94.3	89.0	89.0	89.3	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	74.2	72.9	75.7	82.2	81.8	81.9	Intermediate	Maintained	Acceptable
	Education Quality	94.9	93.6	95.5	90.2	90.0	90.1	Very High	Maintained	Excellent
	Drop Out Rate	0.8	0.8	0.3	2.6	2.3	2.9	Very High	Maintained	Excellent
	High School Completion Rate (3 yr)	90.4	84.0	86.6	79.1	78.0	77.5	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	70.6	67.8	70.1	73.8	73.6	73.6	Intermediate	Maintained	Acceptable
	PAT: Excellence	8.3	11.6	12.9	20.6	19.9	19.6	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	89.6	72.1	82.1	83.6	83.7	83.1	Very High	Maintained	Excellent
	Diploma: Excellence	11.7	7.0	10.8	24.0	24.2	22.5	Low	Maintained	Issue
	Diploma Exam Participation Rate (4+ Exams)	58.5	56.0	49.9	56.3	55.7	55.1	High	Maintained	Good
	Rutherford Scholarship Eligibility Rate	65.7	82.6	73.1	64.8	63.4	62.2	Intermediate	Maintained	Acceptable
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	73.0	76.3	80.7	59.0	58.7	58.7	Very High	Maintained	Excellent
	Work Preparation	91.5	91.5	93.3	83.0	82.4	82.6	Very High	Maintained	Excellent
	Citizenship	89.4	87.6	89.9	82.9	83.0	83.5	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	95.7	94.4	95.2	81.3	81.2	81.1	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	85.9	86.0	84.2	81.0	80.3	81.0	Very High	Maintained	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
5. 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 6, 9, 9 KAE); Français (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
6. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. 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; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
11. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.



**Combined 2019 Accountability Pillar First Nations, Métis and Inuit Summary (Required for Public/Separate/Francophone School Authorities)**

Measure Category	Measure	Foothills Academy (FNMI)			Alberta (FNMI)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student Learning Opportunities	Program of Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Drop Out Rate	n/a	n/a	n/a	5.4	4.8	5.6	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	56.6	53.3	52.4	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	*	n/a	n/a	54.0	51.7	51.9	*	*	*
	PAT: Excellence	*	n/a	n/a	7.4	6.6	6.5	*	*	*
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	77.2	77.1	76.7	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	11.4	11.0	10.6	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	24.6	24.4	22.3	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	37.1	35.9	34.0	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	*	n/a	n/a	34.2	33.0	32.8	*	*	*
	Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Parental Involvement	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Continuous Improvement	School Improvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. 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 6, 9, 9 KAE); Français (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. 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; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
6. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
7. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
9. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

**Measure Evaluation Reference (Optional)**

**Achievement Evaluation**

Achievement evaluation is based upon a comparison of Current Year data to a set of standards that 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 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 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	0.00 - 47.98	47.98 - 55.78	55.78 - 68.95	68.95 - 74.96	74.96 - 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)

## Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	68.6	70.6	72.0	67.8	70.6	75	Intermediate	Maintained	Acceptable	72	75	80
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	8.1	13.3	13.8	11.6	8.3	15	Very Low	Maintained	Concern	12	15	20

### Comment on Results

Although our target for the overall percentage of students who achieved acceptable on PATs was 75%, we did still see an improvement in our students' scores, which was 3% below the provincial average. Considering that students come to Foothills Academy because of their academic struggles relating to their Learning Disabilities, it is encouraging that the difference between the school average and provincial average is small. One may assume that there is a significant lag between students' achievement scores and their overall ability when they begin at Foothills Academy. Some students sitting the grade 6 and 9 PATs may only have been with us at Foothills Academy for the year, and so these discrepancies may be more prominent, since remediating gaps in the profile of a student with a Learning Disability is not often a swift process. There has been an improvement in Math PAT scores over the past three years, some of which may be attributed to the initiative of implementing a Math Coach and visual Math strategies into grade three and four classes. This is yet to clearly carry forwards into grade 9 Math PATs and is something we will continue to work upon. Our grade 6 PAT English Language Arts scores at the acceptable level continue to be strong, which is a testament to much of the intensive work conducted by teachers in the younger grades, as the majority of diagnosed Learning Disabilities identified are language based, and so this should theoretically be the most challenging PAT.

In the grade 9 Social Studies and Science PAT results, the acceptable standard for both of these subjects at Foothills Academy is higher than the provincial average (73% vs. 68%, and 81% vs. 75% respectively). Many challenges facing students with Learning Disabilities are language based, and it is refreshing to observe the strengths of our students shining through in the more language heavy conceptual classes of Social Studies and Science.

### Strategies

Students join Foothills Academy with many strengths, and also with significant needs in areas where they have been struggling in school (most often core academic areas in Math and Language). We will continue to provide supports and interventions for these areas where students struggle most upon arriving at Foothills Academy. Developing strategies which are being implemented and building upon previous years' professional development work is a major focus, to ensure greater consistency and growth in each classroom. The Math department aims to be more deliberate in the consistent use of the Concrete, Representational and Abstract (CRA) approach to Math instruction; especially with the foundational skill requirements. A selection of Math teachers also

trained in the evidence-based Math Intervention program for basic skills, On Cloud Nine, to identify areas of the program which could be used for class-wide instruction, small group work, and one on one interventions.

We also developed more time in the schedule for individual intervention strategists in Math and in Language Arts, to work directly with students who were in the greatest need of remedial support in these key academic subjects. The Language Arts support intervention strategist works with teachers to implement common skills and language around the possible implementation of aspects of Lindamood-Bell's LiPS program, and the Math intervention specialist works through Lindamood-Bell's On Cloud Nine to identify the necessary areas of support required by our most struggling mathematicians. In the other academic subject areas, we will continue to work on developing Social Studies strategies, such as the current initiative to work on source-based questions. In the Science department, there is ongoing discussion about the need for, and development of a more purposeful STEAM lab, to help us build upon our success in this area. With such continued supports and strategies, we feel that it is not unrealistic to aim for significantly higher targets of acceptable standard and standard of excellence by 2022.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. 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 6, 9, 9 KAE); Français (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

*Outcome One: Alberta's students are successful (continued)*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	88.9	93.1	81.2	72.1	89.6	85	Very High	Maintained	Excellent	90	95	95
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	13.0	19.4	5.9	7.0	11.7	15	Low	Maintained	Issue	15	20	20

**Comment on Results**

The significant increase in students achieving acceptable standard on diploma examinations exceeds the 2019 target of 85%. 100% of our students in Language Arts achieve acceptable standard on diplomas, as did all of our smaller class of Math 30-1 students. As is typical with many individuals with Learning Disabilities, test anxiety can be a significant impediment when it comes to high-stakes exams, which could possibly be contributing to the low achievement levels of students at the standard of excellence in diplomas. However, there was still a 4.5% increase from the previous year, and a high on doubling from two years prior; raising our 3 year rolling average to 8.2%. This rolling average remains lower than our 12.8% rolling average from 2015-2017, but gives us

realistic optimism to strive towards targets that will bring our rolling average closer to 15%-20% in this category in the coming years.

### Strategies

Many students are accessing increasingly vital mental health supports to address their anxieties around tests and exam taking. School staff (teachers, assistants and counsellors) are continuing to provide ongoing support and clear guidance for students around exams and test taking. Counsellors will work in classrooms with teachers to help deliver a consistent language for all students to understand how to best deal with test taking strategies when it comes to coping with exam stress, pressure and anxiety. On the day of tests, and throughout the year, staff help to coach students into the right mindset to be as well regulated and in control as possible. In addition to this, school psychologists are collaborating with staff to develop clear understanding of student psychoeducational assessments; to provide clear, focused and measured strategies for each student's individual needs.

There is also a plan to place a greater emphasis on Future Planning for all grades. This may help students to engage more readily with their Urgency of Reality; which is ultimately supporting students' development of their intrinsic motivation to be successful at school and in life after graduation. When coupled with the intensive supports provided by the staff, this can positively impact student performance in exams and in the classroom.

There is also a consistent approach to elements of Visible Learning being developed throughout the school, which can help to structure more consistently effective teaching and learning school-wide.

The ongoing focus of Disciplinary Literacy is an important strategy for the school to keep building upon. We are confident that the positive impacts of Disciplinary Literacy will continue to grow, as we create a more consistent understanding of language throughout all subjects; and all teachers of all subjects and grades realize their vital role in teaching critical elements of reading and writing.

#### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. 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; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
4. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.



*Outcome One: Alberta's students are successful (continued)*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018		2019	Achievement	Improvement	Overall	2020	2021
High School Completion Rate – Percentage of students who completed high school within three years of entering Grade 10.	85.9	85.5	90.4	84.0	90.4	95	Very High	Maintained	Excellent	95	95	95
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	36.8	44.3	49.3	56.0	58.5	50	High	Maintained	Good	55	55	60
Drop Out Rate - annual dropout rate of students aged 14 to 18	2.8	0.0	0.0	0.8	0.8	0	Very High	Maintained	Excellent	0	0	0
High school to post-secondary transition rate of students within six years of entering Grade 10.	66.9	95.5	70.3	76.3	73.0	80	Very High	Maintained	Excellent	85	85	85
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	66.7	70.0	82.6	65.7	70	Intermediate	Maintained	Acceptable	75	80	85

**Comment on Results**

We have seen a steady increase in the percentage of students who completed high-school within three years of entering Grade 10. This may be due to the more consistent approach we have to support students to enter the most appropriate course streams in high school. The transition to post-secondary growth may also be a testament to this, as with more specific and relevant Futures Planning, students in the appropriate stream for their desired future careers and professions may be being more successful as a result of knowing their trajectory and therefore follow through more readily with their post-secondary plans. With ongoing improvements in our Futures Planning strategies for high-school, students are finding greater success in the most appropriate course streams related to their future plans for life after Foothills Academy. We continue to have a low dropout rate, and ideally we will see this to be at zero consistently over the coming years. It is imperative to note that statistically speaking, nearly 50% of students with Learning Disabilities will drop out from high-school before graduation. Therefore, we can be satisfied that the results in this annual report are largely maintained, although we will continue to target increasingly successful goals.

**Strategies**

For the purpose of this report, it is important to consider that the social and emotional welfare of our students is of primary importance. When students' Learning Disabilities and associated disorders impact their mental health, this becomes priority. In some rare events, students may not receive a high school diploma for a variety of reasons, but we will investigate further options for these rare situations, for the students concerned to receive certificates of high school achievement, via the development of a more clear, deliberate and communicated plan. It is also imperative that we continue to provide the essential counselling supports to our students who are struggling beyond the needs of their Learning Disability. Our counselling team works closely with students and staff, to ensure a range of strategies and supports are in place so that students with anxieties and other mental health struggles are supported appropriately. As a school, we are systematically reinforcing the process by which services are delivered to students. With this current year's consolidation

of the Foothills Academy Support Tiers (FAST), there is an increasingly clear system for supporting all of our students to be successful.

Futures planning is an ongoing area of development within the school, and this impacts the motivation, commitment and streaming of students through high school. Having developed a specific role for a Learning Strategist over the past few years, we continue to evolve this role to ensure that all students have a clear trajectory for success after high school. Foothills Academy also prides itself on strong relationships and communication with parents, and this can have a significant impact upon the above measures. We strive to build these teacher/parent relationships even more, and this year we have implemented a monthly call home to parents, to keep them apprised of events and situations happening in the short-term; to hopefully avoid any long-term situations which could impact a student's overall success and achievement.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. 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.
4. 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; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
5. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
6. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
8. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
9. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

*Outcome One: Alberta's students are successful (continued)*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	91.9	91.9	90.3	87.6	89.4	95	Very High	Maintained	Excellent	95	95	95

**Comment on Results**

We have maintained the high standard of excellence regarding students modelling characteristics of active citizenship. Although we did not quite achieve our lofty target of 95%, it is reasonable to maintain this target for the next three years, as it should be an achievable goal to reach. At the forefront of our success is the concept of Self-Determination Theory, which is well lauded at Foothills Academy, and is embedded into the philosophy of what we do every day. A significant piece of Self-Determination is the fostering of strong relationships, and it is likely that this supports students model active citizenship. When students arrive at Foothills Academy, they have typically been struggling in another system, and perhaps have been struggling to fit in. Many students arrive at Foothills and realize that they are not alone, and that many individuals require some additional supports, or alternative instruction for them to be successful and reach their true potential. This could also contribute to the strong relationships exhibited by our students, which could ultimately promote characteristics of active citizenship.

**Strategies**

As we continue to support and promote active citizenship throughout the school, we become more engaged with our wider community too. 2020 will see us host our fourth annual Inside Out Conference where students learn metacognitive skills to help reach greater success in, and out, of the classroom. We work on developing a greater sense of regulation, executive functioning, and social skills for all students, to complement their academic skills. Grade 12 leaders present to the younger grades about their own Learning Disabilities, challenges they have faced, and successes they have had when overcoming obstacles in their lives. This allows greater relationships to be built throughout the student population, and positive results ensue.

In the wider community, students participated in WE Day, and the model UN is becoming a regular fixture for high-school students at Foothills Academy. Within the local community, we continue to develop relationships with the Colonel Belcher Retirement Home, so that students can actively connect with our neighbours, and be positive, active citizens within our geographical community too.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

## Outcome Two: First Nations, Métis, and Inuit students in Alberta are successful

(Results and evaluations for First Nations, Métis and Inuit measures are required for Public/Separate/Francophone School Authorities only)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	n/a	n/a	n/a	n/a	*		*	*	*			
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	n/a	n/a	n/a	n/a	*		*	*	*			
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	*	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	*	n/a	n/a	n/a	n/a		n/a	n/a	n/a			

### Comment on Results

Despite the absence of data for specific First Nations, Metis and Inuit students at Foothills Academy, the importance of supporting and promoting First Nations, Metis and Inuit students and communities is great. We continue to review the potential challenges and obstacles which may confront FNMI students and families from accessing services at Foothills Academy. We are also engaged in working within our current student and family population, to support families who may identify as FNMI but for whatever reason choose not to. As we build capacity throughout the school community, we strive to provide opportunities for Foothills students and families to showcase their indigenous identity. We continue to engage in recognizing our indigenous population, their culture and history, as we further develop understanding and support for all future FNMI students and families.

### Strategies

In light of Alberta Education's new Teaching Quality Standards (TQS) which we prepared for last year, we now embrace these standard. One of the TQS competencies requires all teachers to be able to apply foundational knowledge about First Nations, Metis and Inuit, for the benefit of all students. Although this may lend itself more readily to some subjects than others (namely Social Studies and English Language Arts; where incidentally we are building a comprehensive, grade appropriate, literature collection of FNMI authors and issues), we recognize the need to engage in collaborative, whole school approaches to build capacity. In preparation for this, our junior-school math teachers undertook professional development to teach the math curriculum in a way that relates to indigenous

cultures and histories. As we move forwards, we will strategize to expand examples of this teaching throughout all math and science classes school-wide.

Another school-wide initiative we are developing this year is to create more experiences for students and staff to engage in meaningful activities such as the Blanket Ceremony. We also continue to promote National Indigenous People’s Day throughout the school, whilst maintaining an awareness that it should not just be a one-day event; the principles need to be focused upon throughout the year. Orange shirt day is another annual event we will continue to recognize, to highlight some of the important issues needing to be addressed in activities and events relating to reconciliation.

Further activities throughout the year will be a continuation of the drumming circle engaged in by the younger grades, where a Two Spirit member of a local indigenous community leads drumming circle workshops with our younger students.

We endeavor to commit to building our resources of indigenous authors in the library, and reaching out to foster stronger relationships in the community to build opportunities for us to connect FNMI supports throughout our program.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. 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 6, 9, 9 KAE); Français (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. 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; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
6. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
7. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.

*Outcome Two: First Nations, Métis, and Inuit students in Alberta are successful (continued)*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2019	Achievement	Improvement	Overall	2020	2021	2022
High School Completion Rate – Percentage of self-identified FNMI 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			
Percentage of self-identified FNMI 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			
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	*	*	*	n/a	n/a		n/a	n/a	n/a			
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	n/a	n/a	n/a	n/a	*		*	*	*			
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	*	n/a	n/a	n/a		n/a	n/a	n/a			



**Outcome Three: Alberta has excellent teachers, school leaders, and school authority leaders**

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
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.	70.7	77.5	76.7	72.9	74.2	80	Intermediate	Maintained	Acceptable	80	85	85

**Comment on Results**

Although we were 5% shy of our target this year, we still made improvements in this goal, and will continue striving towards a long-range goal of 85% satisfaction. The teacher and parent satisfaction rates for the broad range of programs offered are both around 80%, whereas student satisfaction in this realm is closer to 60%. This 20% discrepancy perhaps indicates the unmet needs of students when it comes to programming. Of course, there are limits to what we can offer, and there are realities as to how we can provide some courses to students. However, it is important for us to address this starkly different perspective between students versus the parents and teachers. Some of this may be attributed to our lack of a comprehensive music program for students, or the absence of a shop program for students considering a career in the trades.

It is important to note that there has been much of the development at Foothills in more recent years, to ensure that a broader range of programs is offered to all students. We have been consistently developing fine arts throughout the school, and high school has a very comprehensive program for this now. PE has always delivered a broad and rich program to all students, and now, more than ever, we have more teams, clubs and activities running through PE.

Teachers and parents may be able to see more clearly the great strides we have taken recently to enhance our careers and Futures Planning throughout Foothills. The specialist staff we have working and developing professional relationships with post-secondary institutions is quite exceptional and a wonderful asset for our students and their futures. It may also be that students still expect to see a specific technology class, despite having technology integrated into every lesson. All students have a wide range of access to assistive technology devices in every class, where they have support and each class is embedded into GSuite for Education, including Google Classroom. These provide important skills for us to develop not just the technological skills needed for formatting and presenting material, but the executive functioning and organizational skills which students need to be successful in their future lives.

**Strategies**

It is apparent that we need to poll students more thoroughly in this domain, to clearly identify where they feel Foothills is not providing as broad a range of programming for them as they would like. We have historically been unable to consistently provide the breadth of

programming some students may crave, with music and shop typically being the areas most students would like to see at Foothills. We are developing a music program (after having trialed music for the past few years with more comprehensive clubs), and we are beginning a house-building option for our junior-high students this year; an endeavor which if fruitful could roll into a fully-fledged high school option.

We will also develop a clearer transition strategy to communicate to students the range of opportunities available at the next grade level. Currently there are significant transition plans in place when students move from between Teams in the school (every two grades are combined into a Team). We will enhance the communication to students about opportunities available, and this will be supplemented with ongoing development of career planning and futures planning. Over the previous years we have developed greater connections with local post-secondary institutions and linked high school students with certain programs at SAIT. We will focus upon bringing transitions and career planning (futures planning) into the younger grades as we continue to develop this area of opportunity for Foothills students. PE continues to provide great structure, and our teams and clubs are becoming more consistent by the year, which may help students feel more satisfied with this area.

We will also be more deliberate with how technology is embedded into all academic and non-academic classes. Although this clearly already happens, it will be a focus for us to be more deliberate, and this is also an important focus that links somewhat to competency 4 of this year's new Teaching Quality Standard, where establishing inclusive learning environments teachers must use appropriate universal and targeted strategies to support students' strengths and responding to specific learning needs is critical.

As well as continuing to develop programming directly for students, we continue to strive for outstanding Professional Development and continuous professional growth for all teachers and leaders. Our online PD creations focus specifically upon working with the students with Learning Disabilities and Attention Deficit Hyperactivity Disorder, so not only are we supporting our teachers and leaders, we are building capacity and excellence in educators throughout the province.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

## Outcome Four: Alberta’s K-12 education system is well governed and managed

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
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.	94.9	95.5	95.0	92.5	94.7		Very High	Maintained	Excellent	95	95	95
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	93.5	96.9	96.1	93.6	94.9	95	Very High	Maintained	Excellent	95	95	100
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	89.6	94.2	94.1	91.5	91.5		Very High	Maintained	Excellent			
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning. <i>(This measure is required for charter and private school authorities that do not have grades 10-12.)</i>	80.5	86.0	83.0	85.6	86.7		n/a	n/a	n/a			
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	96.5	94.9	96.3	94.4	95.7	95	Very High	Maintained	Excellent	95	95	100
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	79.1	82.4	84.3	86.0	85.9	90	Very High	Maintained	Excellent	90	90	95

### Comment on Results

A continued strength of Foothills Academy is that of providing a safe and caring school for a vulnerable student population, and a parent population of strong advocates needing supports for their children’s education. It is telling that 99% of the teachers agree that students are safe at school and that they are learning the importance of caring for other, respect and fairness. This is a foundational block for Foothills, as we need to build strong relationships with, and between, our students in order to be able to develop a sense of competence and belief before we see great success. 88% of the students agreed with this sentiment, but it was still 10% lower than the perception of teachers and parents. It is apparent that all groups see the quality of education at Foothills as being good, and that the school as stayed the same or improved.

It is interesting to see the high satisfaction rate of parental involvement in the school and decisions made about their child’s education, as we see the parents to be an integral part of the school process.

## Strategies

Although the system is measured as well governed and managed, it is important for us to continue to strive forwards with initiatives and ongoing strategy development in all of these areas. The aspect of safe and caring schools is critical, as we need to continually support the ranging needs of our often-vulnerable student population. Where students with Learning Disabilities may have experienced struggles in other systems, it is important for us to continually monitor and support their social and emotional needs when they are at Foothills Academy. The language of Zones of Regulation is now embedded into daily life at Foothills, staff are more and more proficient with social thinking skills, and leadership is working with staff and students with a greater focus upon restorative justice. These latter two strategies are areas for us to continue developing and making more consistent throughout the whole school.

We aim to ensure that the quality of education continues to be reported as highly satisfactory by students, parents and teachers. This year we have opened up more opportunities for high school courses in management and some added online opportunities. This links to an aspect of our goals in outcome three relating to futures planning. We are opening up more opportunities in high school to develop further career and futures planning programs for students at Foothills Academy.

The very high percentage of teachers and parents who are satisfied with parents' involvement in decisions about their children's education, could partly be attributed to the frequent, open and consistent communication between teachers and parents. Although this is highly satisfactory, we will continue to develop strategies to further enhance ongoing communication between teachers and parents. This year we are scheduling monthly calls home to parents from homeroom teachers, to ensure all parents are well versed and engaged with their child's online grades, marks and reports. We believe that frequent communication with parents in this way will help to further support parents with any concerns they may have and will allow parents to continue to provide input and support into their child's learning.

Although a high percentage of parents and teachers feel the school has improved or stayed the same, there were less students with the same opinion. Students had less satisfaction in this area, and although we offer a wide range of clubs and groups for students, we will review the role of the student council and student leadership, to see if there is a greater opportunity for student voice in more significant and important decisions and matters throughout the school. This year, the grade 12 students have taken a more proactive role in revamping graduation, and so we will also foster more opportunities for students to make change in the school in a number of areas.

### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.

### **Future Challenges**

We are seeing greater complexity in student needs throughout society as a whole, and this is not something that is missed in our student population at Foothills Academy. The challenges facing all children and youth in today's technology rich, social media centric, and immediate information world, are greater than ever. It is a world where active lifestyles are less and less encouraged by virtue of the appealing ability to socialize and play from a screen, and the demands this ever-changing world places upon a child's academic performance and mental health are great. In addition to this, we see the once linear path to a career dissolving, as the careers many of today's students will be employed in, have yet to have been invented. The future for so many children and youth is uncertain due to the complex and changing times in which we live. This does not create huge opportunity for students to be highly motivated, and this is perhaps more so in students who are struggling in school. Therefore, our challenges at Foothills are greater. We need to ensure that we continue to pursue the most effective engagement strategies for students with Learning Disabilities, so that they can understand and appreciate their strengths and are motivated to be highly successful at school and in life in general. We will continue our research in this area, and promote new strategies and programs to support all children, and professional development for all staff.

Coupled with the challenging complexity of the world, and the students currently inhabiting it, we need to ensure that we are maximizing the efficiency of our strong counselling team at Foothills Academy. More and more consultations are required with students and parents and staff, and the team dynamic between counselling, teacher, parent and child is more important now than ever.

As we continue to meet the significant challenges facing us, the demand for places in the school continues to grow. Our wait lists are large, and we want to be able to support as many students and families as possible. Although we are able to provide community supports through our Community Services department, it is important to note that we could readily fill another school of the same size, if it were at our disposal. Our recent 40<sup>th</sup> anniversary celebration kicked off a capital campaign for us to explore opportunities to support our students with more stability and in an enhanced manner, as well as looking at how to reach more students with the Learning Disabilities. As is often the case, much of this comes down to financial support, and so we are pleased to have the support of the Ministry of Education, so that we can hopefully look forwards to continued predictable and sustainable funding, so that we can effectively plan for the future. Beyond this, we will continue to look for generous benefactors who want to support our work with children with Learning Disabilities, to help us continue to make huge differences in the lives of so many children and their families living with Learning Disabilities in Calgary and the surrounding area.



**Summary of Financial Results**

- For details please refer to the appropriate policy and requirements for planning and results reporting guide.

**Budget Summary**

- For details please refer to the appropriate policy and requirements for planning and results reporting guide.

**Parental Involvement**

Parental guardian and family involvement is an essential component of the successes we have at Foothills Academy. We strive to build positive relationships with all parents and guardians, as they are integral support systems to their child's success. Parents have direct communication with homeroom teachers and academic teachers, and open, honest and regular communication is important between the school and home. Parents can provide feedback to help us develop individual programs for some students. It is important to have parent thoroughly involved in the IPP process so that collaboration between the student, teacher and parents makes a considerable difference to each child's learning. Parents can bring concerns, ideas and initiatives to administration or the parents' association (FAPA), from where the ideas of the parents can be used when developing our Three-Year Plan. We believe that parental feedback from the Alberta Education Parent surveys helps us to continue planning for a successful future. The positive culture generated within the school by the parents is also evident in the significant efforts parents also make with regards to fundraising and advocating for Foothills Academy and for individuals with Learning Disabilities.

### **Timelines and Communication**

The AERR and Three-Year Plan are available on our website:

[www.foothillsacademy.org/aboutfoothills/reports/](http://www.foothillsacademy.org/aboutfoothills/reports/)

For more information, visit our website, call 403 270 9400, or email

[info@foothillsacademy.org](mailto:info@foothillsacademy.org)

### **Whistleblower Protection**

Foothills Academy has developed a clear and effective Whistleblower policy and procedure document, which is in accordance with Alberta Education's requirements. There are no Whistleblower disclosures to report at this time.

**APPENDIX – Measure Details (OPTIONAL)**

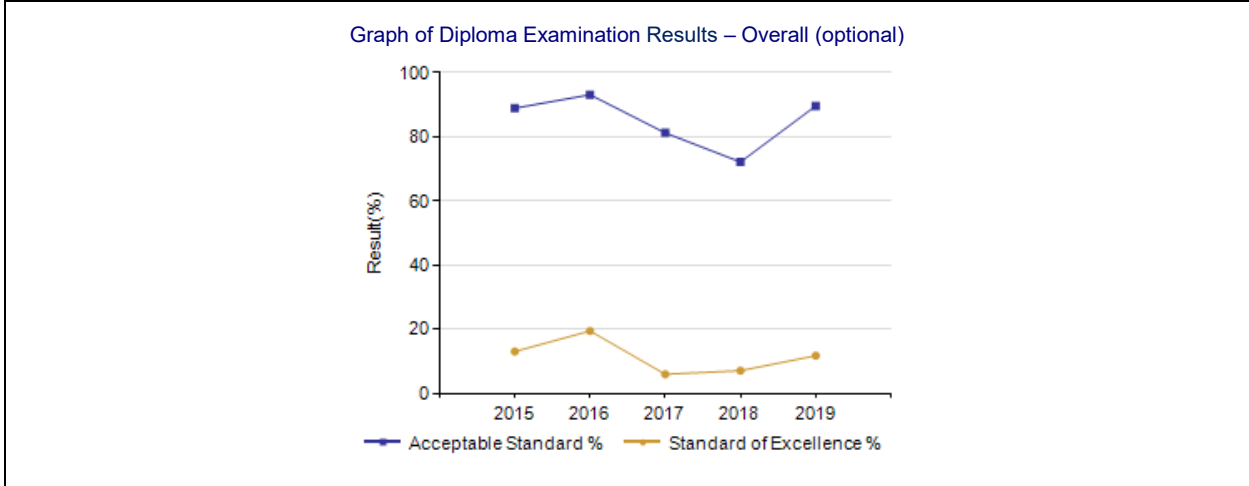
The following pages include tables and graphs that provide detailed data for the performance measures. Authorities may include these under each measure/outcome to provide context and help in interpreting the results.

**Diploma Examination Results – Measure Details (OPTIONAL)**

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2015		2016		2017		2018		2019		2019	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	Authority	94.7	0.0	100.0	0.0	88.2	5.9	82.6	0.0	100.0	7.7		
	Province	86.5	11.4	86.8	10.7	86.5	11.7	87.5	13.2	86.8	12.3		
English Lang Arts 30-2	Authority	91.7	8.3	100.0	42.9	100.0	16.7	70.0	0.0	100.0	11.1		
	Province	88.6	11.2	89.1	12.3	89.5	11.4	88.0	13.1	87.1	12.1		
French Lang Arts 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	95.5	9.9	93.8	8.7	94.7	9.4	93.8	11.0	91.5	10.1		
Français 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	95.3	17.1	99.3	20.3	98.1	18.6	97.4	23.0	98.6	29.5		
Mathematics 30-1	Authority	83.3	33.3	83.3	50.0	50.0	0.0	64.3	14.3	100.0	33.3		
	Province	76.1	31.6	70.7	25.9	73.1	30.7	77.8	35.3	77.8	35.1		
Mathematics 30-2	Authority	83.3	0.0	83.3	16.7	77.8	11.1	37.5	0.0	87.5	12.5		
	Province	73.9	15.5	75.4	16.8	74.7	15.9	74.2	16.4	76.5	16.8		
Social Studies 30-1	Authority	90.0	0.0	90.9	0.0	85.7	0.0	85.0	15.0	90.9	0.0		
	Province	87.1	16.2	84.9	14.3	86.0	14.8	86.2	17.7	86.6	17.0		
Social Studies 30-2	Authority	86.4	13.6	100.0	37.5	*	*	80.0	6.7	80.0	0.0		
	Province	81.3	12.5	81.1	13.1	80.6	12.6	78.8	12.2	77.8	12.2		
Biology 30	Authority	87.5	12.5	85.7	0.0	50.0	0.0	58.3	4.2	76.9	0.0		
	Province	85.8	33.0	85.1	32.4	84.2	32.3	86.6	36.6	83.9	35.5		
Chemistry 30	Authority	100.0	83.3	*	*	100.0	14.3	87.5	12.5	*	*		
	Province	82.1	34.2	81.5	34.5	83.1	38.6	83.6	38.3	85.7	42.5		
Physics 30	Authority	*	*	*	*	88.9	0.0	71.4	14.3	n/a	n/a		
	Province	83.9	35.8	85.8	39.8	85.7	41.8	86.2	43.6	87.5	43.5		
Science 30	Authority	n/a	n/a	83.3	16.7	*	*	n/a	n/a	*	*		
	Province	83.9	26.6	84.4	27.6	84.9	28.4	85.4	31.5	85.7	31.2		

Notes:

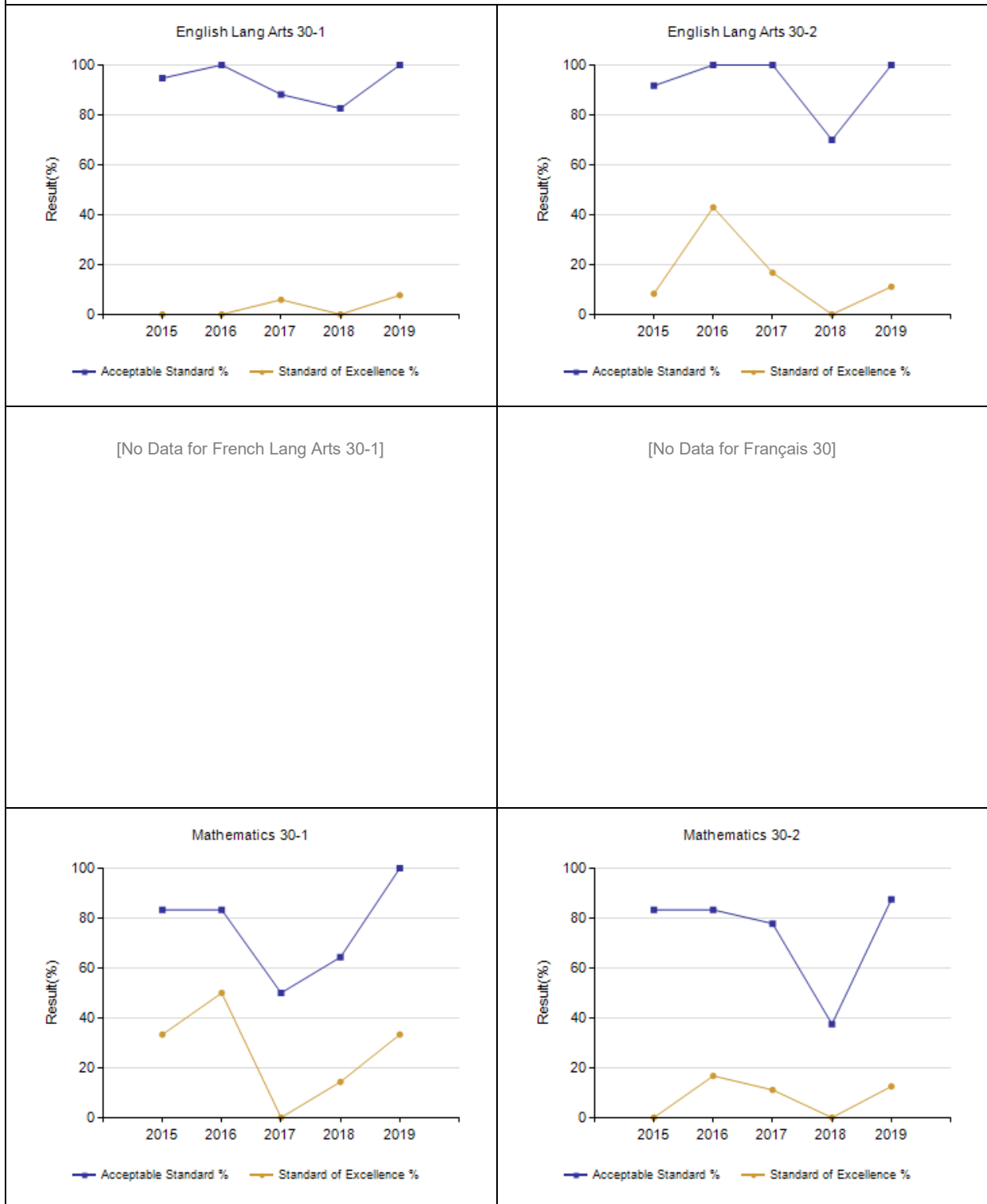
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
4. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. A written-response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
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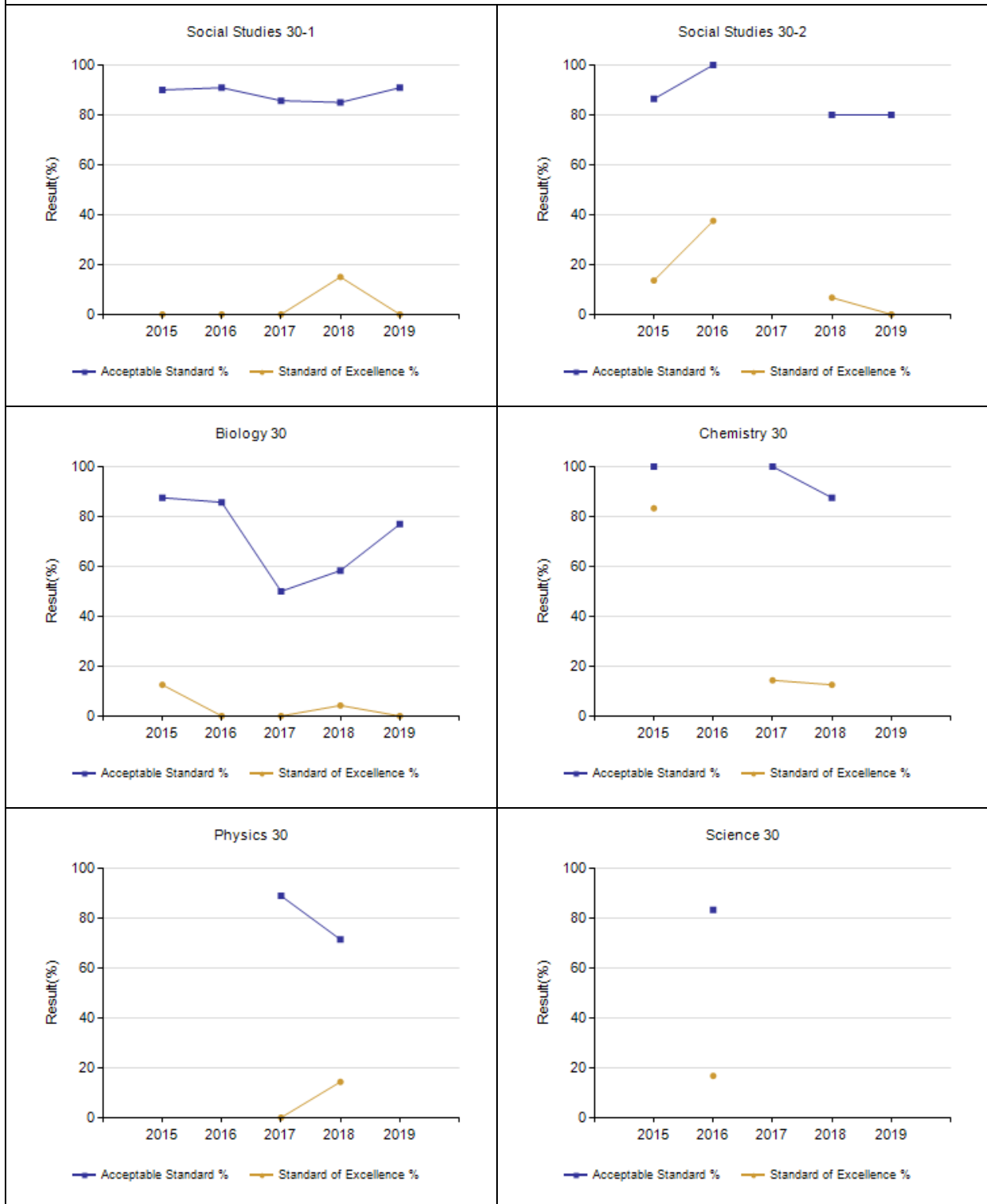
Diploma Examination Results by Course (optional)



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
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Diploma Examination Results by Course (optional)



Notes:

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2. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.



Diploma Examination Results Course By Course Summary With Measure Evaluation (optional)

Course	Measure	Foothills Academy							Alberta			
		Achievement	Improvement	Overall	2019		Prev 3 Year Average		2019		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	Very High	Improved	Excellent	13	100.0	17	90.3	29,832	86.8	30,091	86.9
	Standard of Excellence	Intermediate	Maintained	Acceptable	13	7.7	17	2.0	29,832	12.3	30,091	11.9
English Lang Arts 30-2	Acceptable Standard	Very High	Maintained	Excellent	9	100.0	8	90.0	16,640	87.1	16,563	88.9
	Standard of Excellence	Intermediate	Maintained	Acceptable	9	11.1	8	19.8	16,640	12.1	16,563	12.3
French Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,215	91.5	1,296	94.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,215	10.1	1,296	9.7
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	139	98.6	154	98.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	139	29.5	154	20.6
Mathematics 30-1	Acceptable Standard	n/a	n/a	n/a	6	100.0	9	65.9	19,389	77.8	20,337	73.9
	Standard of Excellence	n/a	n/a	n/a	6	33.3	9	21.4	19,389	35.1	20,337	30.6
Mathematics 30-2	Acceptable Standard	n/a	n/a	n/a	8	87.5	8	66.2	14,465	76.5	14,107	74.8
	Standard of Excellence	n/a	n/a	n/a	8	12.5	8	9.3	14,465	16.8	14,107	16.4
Social Studies 30-1	Acceptable Standard	High	Maintained	Good	11	90.9	15	87.2	21,610	86.6	22,179	85.7
	Standard of Excellence	Very Low	Maintained	Concern	11	0.0	15	5.0	21,610	17.0	22,179	15.6
Social Studies 30-2	Acceptable Standard	Intermediate	Maintained	Acceptable	10	80.0	12	90.0	20,758	77.8	20,078	80.2
	Standard of Excellence	Very Low	Declined	Concern	10	0.0	12	22.1	20,758	12.2	20,078	12.6
Biology 30	Acceptable Standard	Low	Maintained	Issue	13	76.9	14	64.7	22,442	83.9	22,853	85.3
	Standard of Excellence	Very Low	Maintained	Concern	13	0.0	14	1.4	22,442	35.5	22,853	33.8
Chemistry 30	Acceptable Standard	*	*	*	5	*	8	93.8	18,525	85.7	18,929	82.7
	Standard of Excellence	*	*	*	5	*	8	13.4	18,525	42.5	18,929	37.2
Physics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	8	80.2	9,247	87.5	9,974	85.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	8	7.1	9,247	43.5	9,974	41.7
Science 30	Acceptable Standard	*	*	*	2	*	6	83.3	9,676	85.7	9,180	84.9
	Standard of Excellence	*	*	*	2	*	6	16.7	9,676	31.2	9,180	29.2

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.
3. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
4. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. A written response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.

### Measure Evaluation Reference - Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards that 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.

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Lang Arts 30-1	Acceptable Standard	0.00 - 81.51	81.51 - 85.05	85.05 - 90.15	90.15 - 94.10	94.10 - 100.00
	Standard of Excellence	0.00 - 2.28	2.28 - 6.43	6.43 - 11.18	11.18 - 15.71	15.71 - 100.00
English Lang Arts 30-2	Acceptable Standard	0.00 - 81.90	81.90 - 88.81	88.81 - 94.35	94.35 - 97.10	97.10 - 100.00
	Standard of Excellence	0.00 - 3.70	3.70 - 8.52	8.52 - 14.55	14.55 - 18.92	18.92 - 100.00
French Lang Arts 30-1	Acceptable Standard	0.00 - 78.73	78.73 - 92.86	92.86 - 100.00	100.00 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.21	5.21 - 16.67	16.67 - 23.04	23.04 - 100.00
Social Studies 30-1	Acceptable Standard	0.00 - 69.65	69.65 - 80.38	80.38 - 87.98	87.98 - 95.79	95.79 - 100.00
	Standard of Excellence	0.00 - 2.27	2.27 - 8.63	8.63 - 14.51	14.51 - 19.76	19.76 - 100.00
Social Studies 30-2	Acceptable Standard	0.00 - 71.97	71.97 - 79.85	79.85 - 87.56	87.56 - 91.42	91.42 - 100.00
	Standard of Excellence	0.00 - 3.94	3.94 - 8.65	8.65 - 14.07	14.07 - 23.34	23.34 - 100.00
Biology 30	Acceptable Standard	0.00 - 68.26	68.26 - 79.41	79.41 - 85.59	85.59 - 92.33	92.33 - 100.00
	Standard of Excellence	0.00 - 10.75	10.75 - 21.84	21.84 - 29.26	29.26 - 33.42	33.42 - 100.00
Chemistry 30	Acceptable Standard	0.00 - 58.10	58.10 - 69.51	69.51 - 80.34	80.34 - 84.74	84.74 - 100.00
	Standard of Excellence	0.00 - 11.22	11.22 - 20.47	20.47 - 30.47	30.47 - 35.07	35.07 - 100.00
Physics 30	Acceptable Standard	0.00 - 50.06	50.06 - 71.77	71.77 - 83.00	83.00 - 88.67	88.67 - 100.00
	Standard of Excellence	0.00 - 5.61	5.61 - 18.10	18.10 - 31.88	31.88 - 41.10	41.10 - 100.00
Science 30	Acceptable Standard	0.00 - 64.19	64.19 - 77.66	77.66 - 86.33	86.33 - 98.50	98.50 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 14.69	14.69 - 25.03	25.03 - 38.93	38.93 - 100.00

Notes:

- 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%.
- Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.

### 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

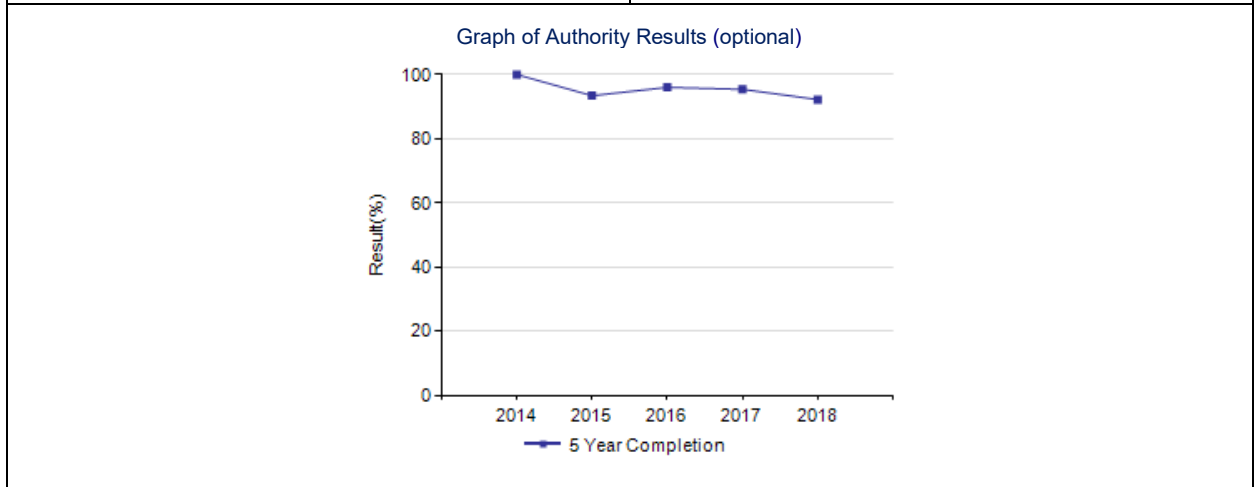
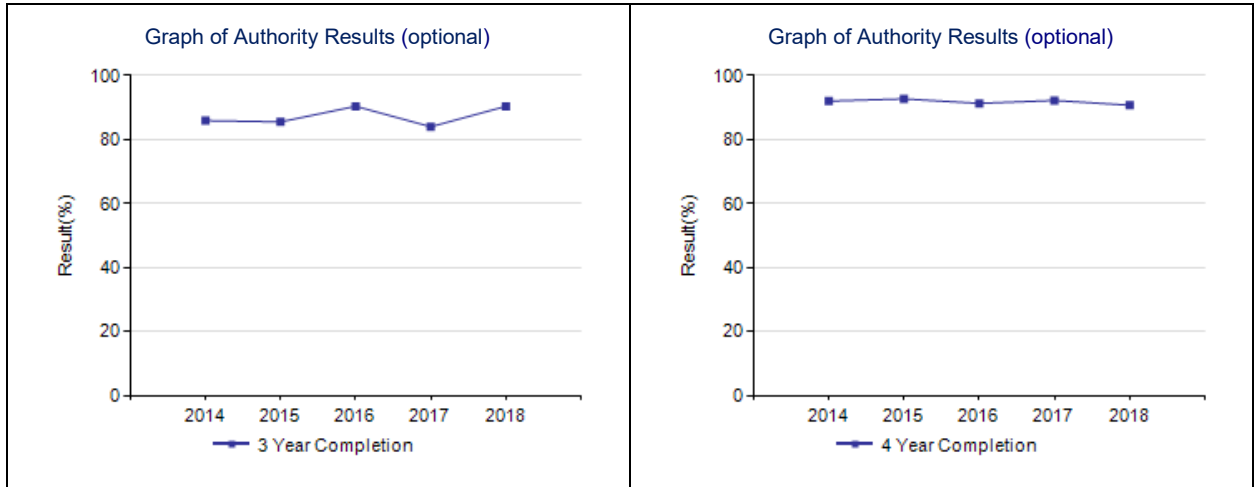
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	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

**High School Completion Rate – Measure Details (OPTIONAL)**

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.

	Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
3 Year Completion	85.9	85.5	90.4	84.0	90.4	76.5	76.5	78.0	78.0	79.1
4 Year Completion	92.0	92.7	91.3	92.2	90.7	79.9	81.0	81.2	82.6	82.7
5 Year Completion	100.0	93.4	96.0	95.4	92.2	82.0	82.1	83.2	83.4	84.8

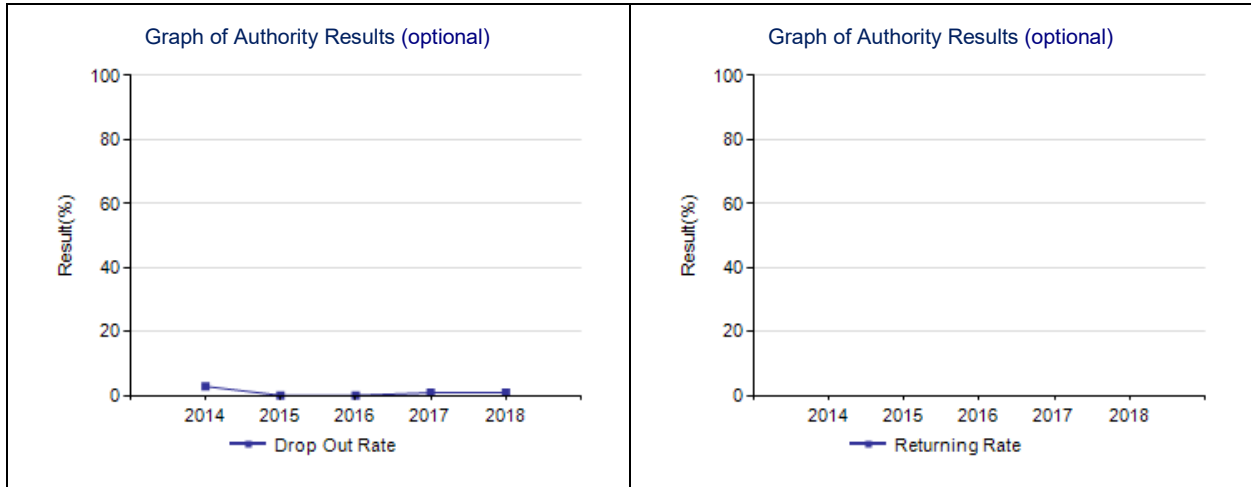


Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
3. 2016 results for 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

**Drop Out Rate – Measure Details (OPTIONAL)**

Drop Out Rate - annual dropout rate of students aged 14 to 18										
	Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Drop Out Rate	2.8	0.0	0.0	0.8	0.8	3.5	3.2	3.0	2.3	2.6
Returning Rate	*	*	*	n/a	*	20.9	18.2	18.9	19.9	22.7

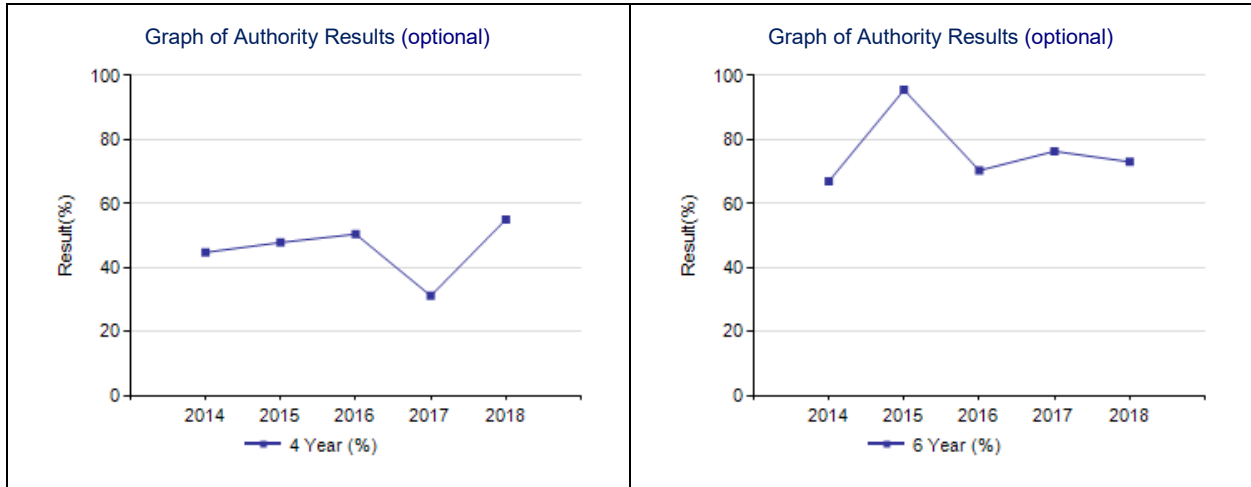


Notes:

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**High School to Post-secondary Transition Rate – Measure Details (OPTIONAL)**

High school to post-secondary transition rate of students within four and six years of entering Grade 10.										
	Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
4 Year Rate	44.7	47.8	50.4	31.1	55.0	38.3	37.0	37.0	39.3	40.1
6 Year Rate	66.9	95.5	70.3	76.3	73.0	59.7	59.4	57.9	58.7	59.0



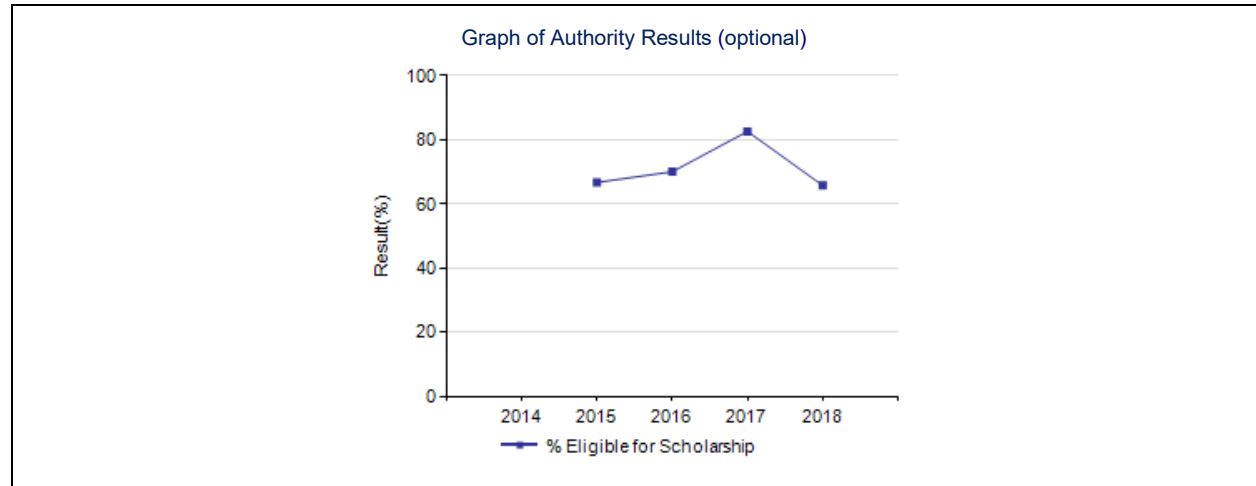
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

**Rutherford Eligibility Rate – Measure Details (OPTIONAL)**

Percentage of Grade 12 students eligible for a Rutherford Scholarship.										
	Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Rutherford Scholarship Eligibility Rate	n/a	66.7	70.0	82.6	65.7	n/a	60.8	62.3	63.4	64.8

Rutherford eligibility rate details.									
Reporting School Year	Total Students	Grade 10 Rutherford		Grade 11 Rutherford		Grade 12 Rutherford		Overall	
		Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible
2014	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2015	33	19	57.6	20	60.6	9	27.3	22	66.7
2016	20	13	65.0	12	60.0	11	55.0	14	70.0
2017	23	15	65.2	17	73.9	9	39.1	19	82.6
2018	35	20	57.1	20	57.1	10	28.6	23	65.7



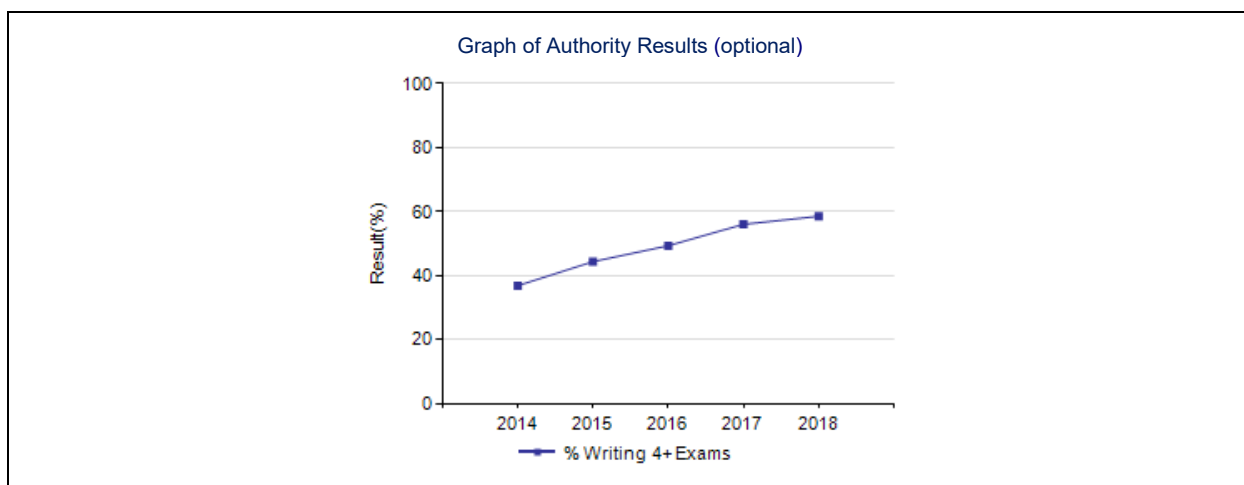
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
3. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.

**Diploma Examination Participation Rate – Measure Details (OPTIONAL)**

Diploma examination participation rate: Percentage of students writing 0 to 6 or more Diploma Examinations by the end of their 3rd year of high school.

	Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
% Writing 0 Exams	14.1	11.4	5.5	8.0	9.6	15.7	15.7	15.0	14.8	14.2
% Writing 1+ Exams	85.9	88.6	94.5	92.0	90.4	84.3	84.3	85.0	85.2	85.8
% Writing 2+ Exams	85.9	88.6	86.3	84.0	90.4	81.4	81.2	82.0	82.3	83.0
% Writing 3+ Exams	61.3	60.1	74.0	80.0	85.0	65.0	64.7	65.2	66.1	66.8
<b>% Writing 4+ Exams</b>	<b>36.8</b>	<b>44.3</b>	<b>49.3</b>	<b>56.0</b>	<b>58.5</b>	<b>54.4</b>	<b>54.6</b>	<b>54.9</b>	<b>55.7</b>	<b>56.3</b>
% Writing 5+ Exams	16.4	15.8	24.7	28.0	23.9	36.3	37.1	37.5	37.8	38.7
% Writing 6+ Exams	0.0	0.0	4.1	0.0	0.0	13.1	13.8	13.6	13.9	14.2



Percentage of students writing 1 or more Diploma Examinations by the end of their 3rd year of high school, by course and subject.

	Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
English Language Arts 30-1	44.0	53.1	44.0	64.0	63.2	54.0	53.2	54.0	55.0	56.3
English Language Arts 30-2	32.0	31.3	32.0	28.0	26.3	28.0	28.7	28.7	28.8	27.8
<b>Total of 1 or more English Diploma Exams</b>	<b>76.0</b>	<b>84.4</b>	<b>76.0</b>	<b>92.0</b>	<b>89.5</b>	<b>79.7</b>	<b>79.5</b>	<b>80.1</b>	<b>80.9</b>	<b>81.1</b>
Social Studies 30-1	12.0	25.0	48.0	56.0	52.6	45.1	43.5	45.1	44.9	45.0
Social Studies 30-2	72.0	62.5	32.0	24.0	36.8	35.2	36.7	35.8	36.4	37.1
<b>Total of 1 or more Social Diploma Exams</b>	<b>84.0</b>	<b>87.5</b>	<b>80.0</b>	<b>80.0</b>	<b>89.5</b>	<b>79.6</b>	<b>79.5</b>	<b>80.3</b>	<b>80.7</b>	<b>81.4</b>
Pure Mathematics 30	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0
Applied Mathematics 30	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Mathematics 30-1	28.0	18.8	24.0	24.0	36.8	37.3	37.1	36.4	35.5	36.5
Mathematics 30-2	28.0	34.4	28.0	36.0	18.4	21.4	22.4	23.7	25.1	24.9
<b>Total of 1 or more Math Diploma Exams</b>	<b>56.0</b>	<b>53.1</b>	<b>52.0</b>	<b>60.0</b>	<b>55.3</b>	<b>57.0</b>	<b>57.6</b>	<b>58.3</b>	<b>58.6</b>	<b>59.3</b>
Biology 30	28.0	31.3	36.0	36.0	63.2	41.4	40.6	40.7	41.7	42.7
Chemistry 30	16.0	18.8	28.0	28.0	23.7	34.7	35.7	35.6	35.1	35.8
Physics 30	20.0	15.6	20.0	36.0	18.4	20.0	19.9	19.3	18.6	18.7
Science 30	0.0	3.1	32.0	8.0	5.3	12.8	14.1	15.7	16.9	17.0
<b>Total of 1 or more Science Diploma Exams</b>	<b>48.0</b>	<b>50.0</b>	<b>80.0</b>	<b>80.0</b>	<b>81.6</b>	<b>59.4</b>	<b>59.8</b>	<b>60.5</b>	<b>61.2</b>	<b>61.8</b>
Français 30-1	0.0	0.0	0.0	0.0	0.0	0.3	0.2	0.3	0.3	0.3
French Language Arts 30	0.0	0.0	0.0	0.0	0.0	2.7	2.8	2.8	3.0	2.7
<b>Total of 1 or more French Diploma Exams</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>2.9</b>	<b>3.0</b>	<b>3.1</b>	<b>3.3</b>	<b>3.0</b>

Notes:

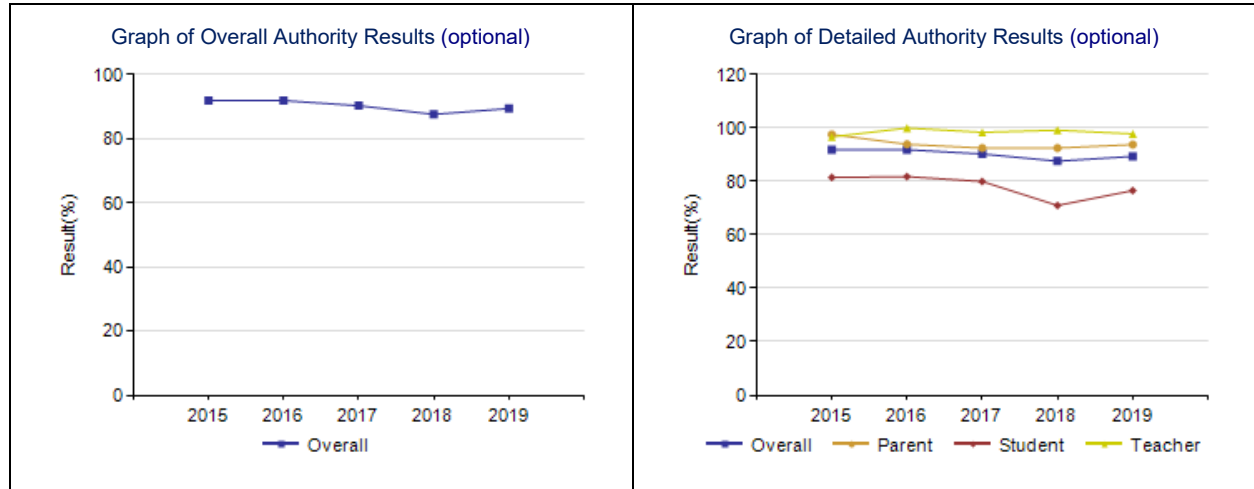
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
3. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.

4. 2016 results for 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.



**Citizenship – Measure Details (OPTIONAL)**

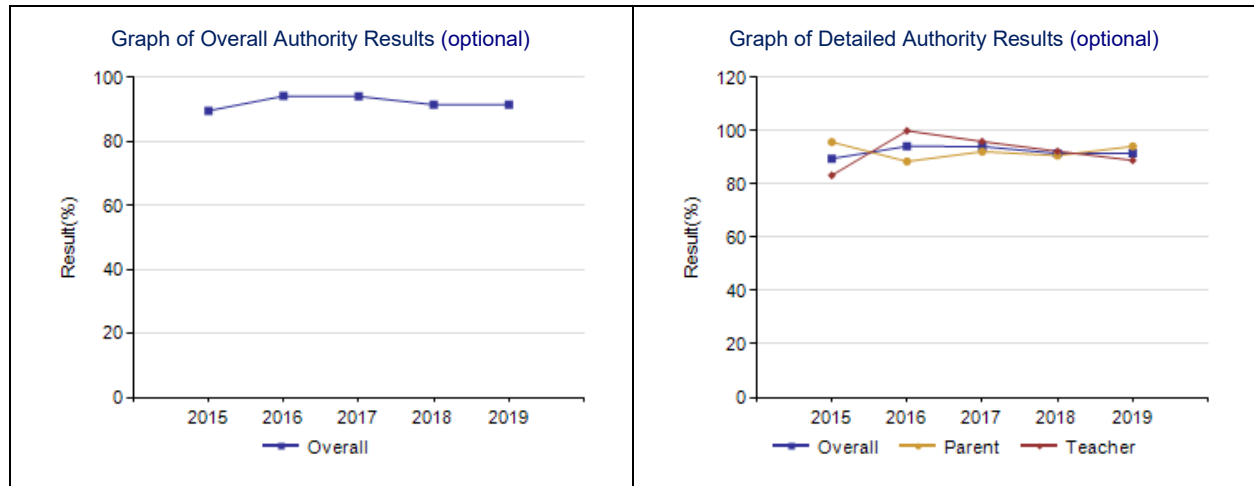
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.										
	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	91.9	91.9	90.3	87.6	89.4	83.5	83.9	83.7	83.0	82.9
Teacher	96.7	100.0	98.4	99.2	97.8	94.2	94.5	94.0	93.4	93.2
Parent	97.6	93.9	92.5	92.5	93.8	82.1	82.9	82.7	81.7	81.9
Student	81.5	81.8	80.0	71.0	76.6	74.2	74.5	74.4	73.9	73.5



- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
  2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

**Work Preparation – Measure Details (OPTIONAL)**

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.										
	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	89.6	94.2	94.1	91.5	91.5	82.0	82.6	82.7	82.4	83.0
Teacher	83.3	100.0	96.0	92.3	88.9	89.7	90.5	90.4	90.3	90.8
Parent	95.8	88.5	92.2	90.7	94.2	74.2	74.8	75.1	74.6	75.2

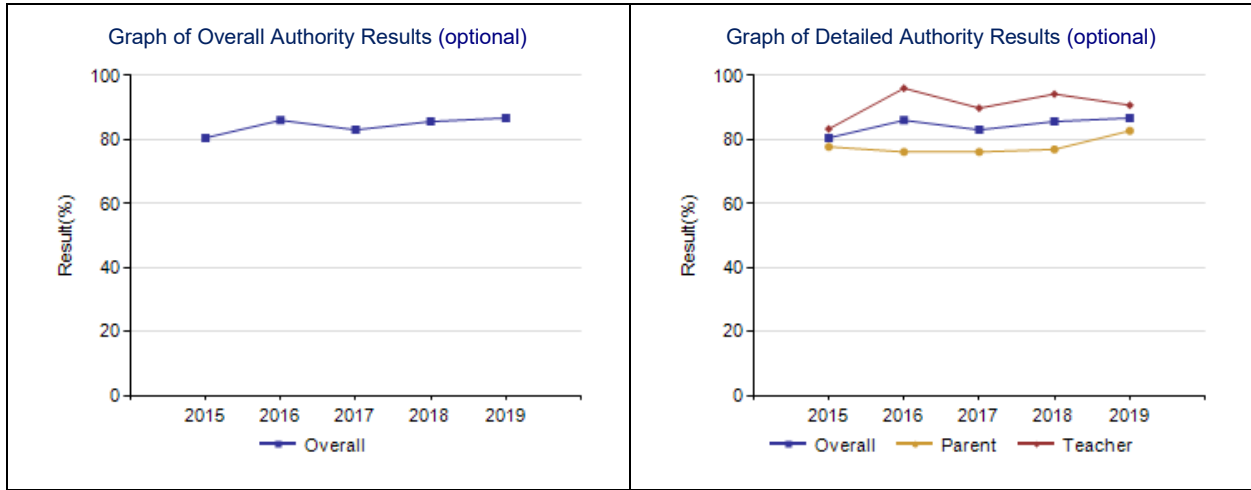


- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

**Lifelong Learning – Measure Details (OPTIONAL)**

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	80.5	86.0	83.0	85.6	86.7	70.0	70.7	71.0	70.9	71.4
Teacher	83.3	96.0	89.8	94.2	90.7	76.0	77.3	77.3	77.8	78.8
Parent	77.7	76.1	76.1	76.9	82.7	64.0	64.2	64.8	64.0	64.0



Notes:

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**Provincial Achievement Test Results – Measure Details (OPTIONAL)**

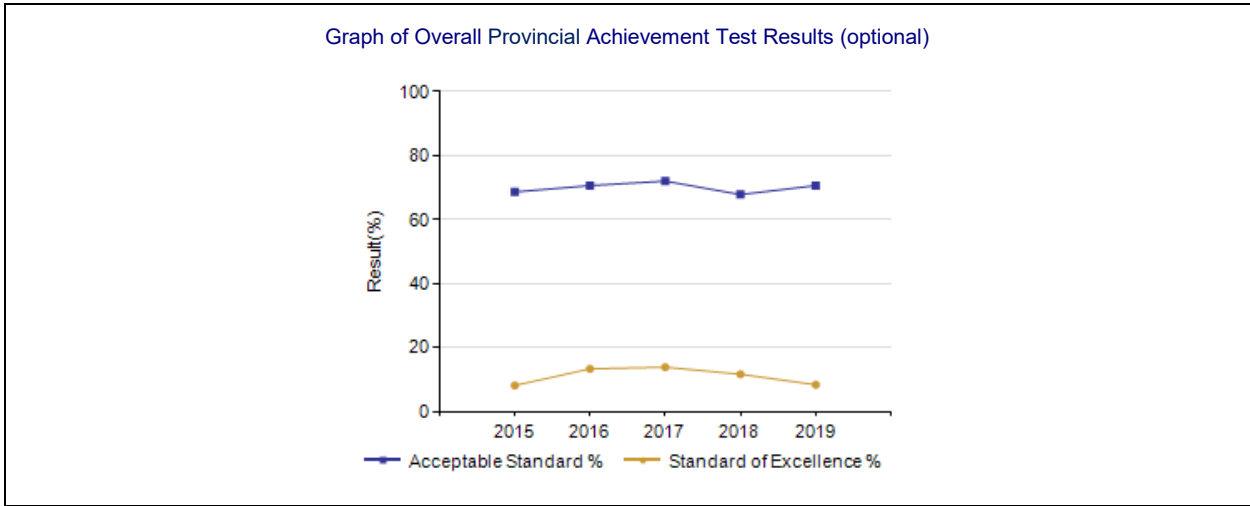
PAT Course by Course Results by Number Enrolled.

		Results (in percentages)										Target	
		2015		2016		2017		2018		2019		2019	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	Authority	66.7	5.6	88.9	5.6	88.5	15.4	77.8	3.7	88.0	0.0		
	Province	82.8	19.5	82.9	20.4	82.5	18.9	83.5	17.9	83.2	17.8		
French Language Arts 6 année	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	87.5	13.6	87.7	14.2	85.1	13.5	85.2	12.3	87.7	15.7		
Français 6 année	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	89.0	15.0	91.4	17.2	92.1	21.6	93.3	23.1	90.3	24.6		
Mathematics 6	Authority	22.2	2.8	55.6	2.8	57.7	0.0	63.0	3.7	60.0	4.0		
	Province	73.2	14.1	72.2	14.0	69.4	12.6	72.9	14.0	72.5	15.0		
Science 6	Authority	66.7	11.1	72.2	11.1	80.8	46.2	85.2	33.3	84.0	12.0		
	Province	76.3	25.3	78.0	27.1	76.9	29.0	78.8	30.5	77.6	28.6		
Social Studies 6	Authority	69.4	5.6	75.0	16.7	73.1	34.6	81.5	22.2	84.0	8.0		
	Province	69.8	18.1	71.4	22.0	72.9	21.7	75.1	23.2	76.2	24.4		
English Language Arts 9	Authority	92.1	2.6	61.5	15.4	80.5	4.9	64.3	2.4	52.6	7.9		
	Province	75.6	14.4	77.0	15.2	76.8	14.9	76.1	14.7	75.1	14.7		
K&E English Language Arts 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	63.0	4.5	59.8	6.2	58.8	5.9	55.7	5.9	57.4	5.4		
French Language Arts 9 année	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	85.8	10.1	83.0	10.8	83.1	11.2	81.4	9.8	82.9	12.3		
Français 9 année	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	88.5	20.2	86.4	26.8	88.9	26.1	82.7	22.3	88.6	26.0		
Mathematics 9	Authority	71.1	2.6	57.7	23.1	53.7	7.3	45.2	4.8	52.6	7.9		

	Province	65.3	17.9	67.8	17.5	67.2	19.0	59.2	15.0	60.0	19.0		
K&E Mathematics 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	60.9	14.4	61.2	13.0	57.5	13.3	57.4	13.6	59.6	13.2		
Science 9	Authority	86.8	15.8	76.9	23.1	80.5	7.3	73.8	9.5	81.6	10.5		
	Province	74.1	22.8	74.2	22.4	74.0	21.4	75.7	24.4	75.2	26.4		
K&E Science 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	64.5	15.1	63.8	14.3	63.9	13.3	64.6	12.3	61.7	10.7		
Social Studies 9	Authority	71.1	18.4	73.1	15.4	65.9	9.8	64.3	19.0	73.7	13.2		
	Province	65.1	19.8	64.7	18.0	67.0	20.2	66.7	21.5	68.7	20.6		
K&E Social Studies 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	57.3	11.2	58.0	11.6	56.3	12.7	55.2	14.2	55.9	15.0		

Notes:

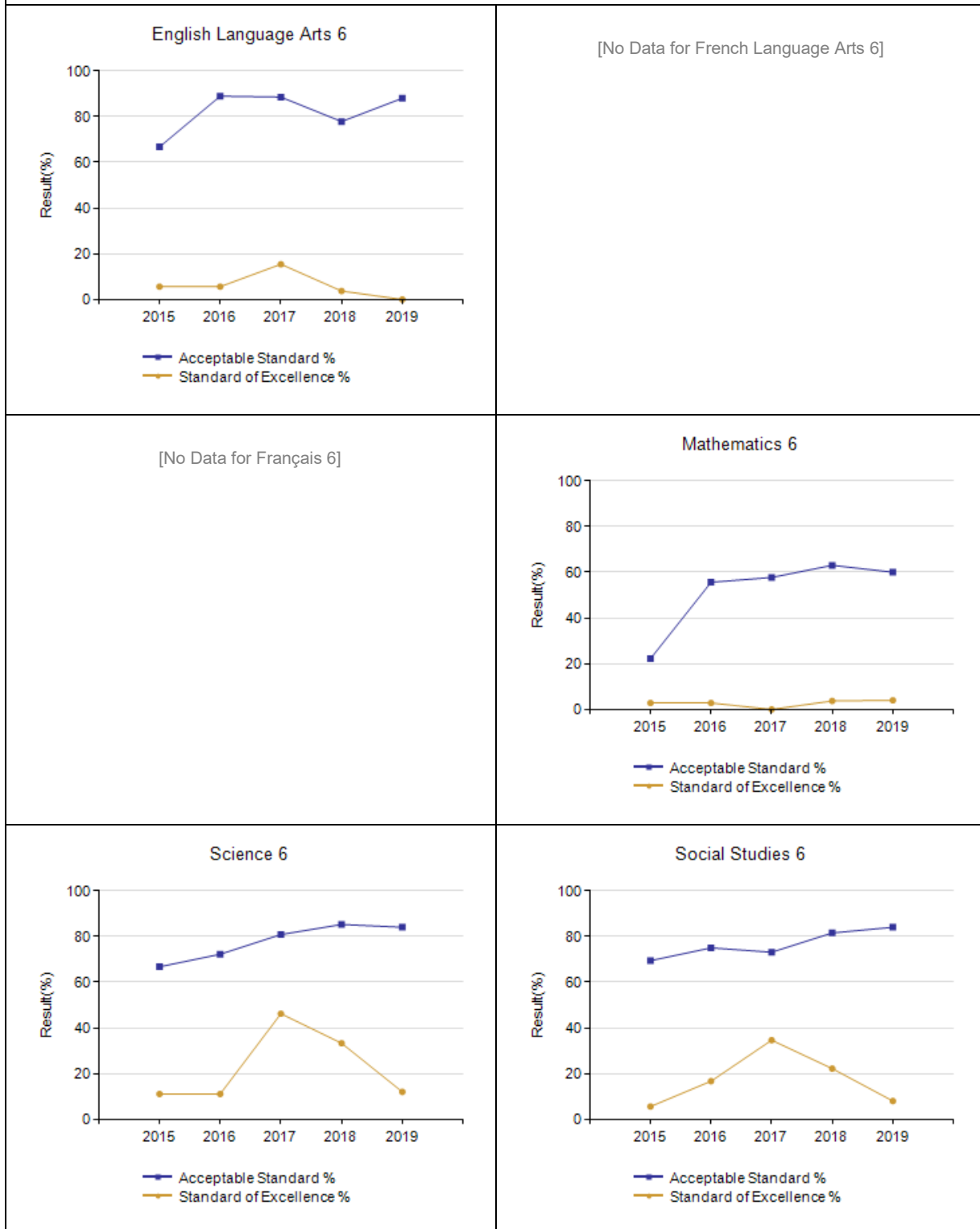
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/17 and Mathematics 9 in 2017/18, respectively.



Notes:

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Graph of Provincial Achievement Test Results by Course (optional)



Notes:

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Graph of Provincial Achievement Test Results by Course (optional)

<p style="text-align: center;"><b>English Language Arts 9</b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>92</td> <td>2</td> </tr> <tr> <td>2016</td> <td>62</td> <td>15</td> </tr> <tr> <td>2017</td> <td>80</td> <td>5</td> </tr> <tr> <td>2018</td> <td>65</td> <td>2</td> </tr> <tr> <td>2019</td> <td>52</td> <td>8</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2015	92	2	2016	62	15	2017	80	5	2018	65	2	2019	52	8	<p>[No Data for English Lang Arts 9 KAE]</p>
Year	Acceptable Standard %	Standard of Excellence %																	
2015	92	2																	
2016	62	15																	
2017	80	5																	
2018	65	2																	
2019	52	8																	
<p>[No Data for French Language Arts 9]</p>	<p>[No Data for Français 9]</p>																		
<p style="text-align: center;"><b>Mathematics 9</b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>72</td> <td>2</td> </tr> <tr> <td>2016</td> <td>58</td> <td>22</td> </tr> <tr> <td>2017</td> <td>55</td> <td>8</td> </tr> <tr> <td>2018</td> <td>45</td> <td>5</td> </tr> <tr> <td>2019</td> <td>53</td> <td>8</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2015	72	2	2016	58	22	2017	55	8	2018	45	5	2019	53	8	<p>[No Data for Mathematics 9 KAE]</p>
Year	Acceptable Standard %	Standard of Excellence %																	
2015	72	2																	
2016	58	22																	
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2018	45	5																	
2019	53	8																	

Notes:

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3. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/17 and Mathematics 9 in 2017/18, respectively.

Graph of Provincial Achievement Test Results by Course (optional)



Notes:

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PAT Results Course By Course Summary By Enrolled With Measure Evaluation (optional)

Course	Measure	Foothills Academy								Alberta			
		Achievement	Improvement	Overall	2019		Prev 3 Year Average		2019		Prev 3 Year Average		
					N	%	N	%	N	%	N	%	
English Language Arts 6	Acceptable Standard	High	Maintained	Good	25	88.0	30	85.0	54,820	83.2	49,573	82.9	
	Standard of Excellence	Very Low	Declined	Concern	25	0.0	30	8.2	54,820	17.8	49,573	19.1	
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,559	87.7	3,122	86.0	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,559	15.7	3,122	13.3	
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	663	90.3	574	92.2	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	663	24.6	574	20.6	
Mathematics 6	Acceptable Standard	Very Low	Maintained	Concern	25	60.0	30	58.7	54,778	72.5	49,502	71.5	
	Standard of Excellence	Very Low	Maintained	Concern	25	4.0	30	2.2	54,778	15.0	49,502	13.5	
Science 6	Acceptable Standard	Intermediate	Maintained	Acceptable	25	84.0	30	79.4	54,879	77.6	49,520	77.9	
	Standard of Excellence	Low	Declined	Issue	25	12.0	30	30.2	54,879	28.6	49,520	28.9	
Social Studies 6	Acceptable Standard	Very High	Maintained	Excellent	25	84.0	30	76.5	54,802	76.2	49,511	73.1	
	Standard of Excellence	Low	Declined	Issue	25	8.0	30	24.5	54,802	24.4	49,511	22.3	
English Language Arts 9	Acceptable Standard	Very Low	Declined	Concern	38	52.6	36	68.8	47,465	75.1	45,363	76.6	
	Standard of Excellence	Low	Maintained	Issue	38	7.9	36	7.5	47,465	14.7	45,363	14.9	
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,569	57.4	1,551	58.1	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,569	5.4	1,551	6.0	
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,811	82.9	2,758	82.5	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,811	12.3	2,758	10.6	
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	396	88.6	380	86.0	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	396	26.0	380	25.1	
Mathematics 9	Acceptable Standard	Low	Maintained	Issue	38	52.6	36	52.2	46,764	60.0	44,959	64.7	
	Standard of Excellence	Very Low	Maintained	Concern	38	7.9	36	11.7	46,764	19.0	44,959	17.1	
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,190	59.6	2,007	58.7	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,190	13.2	2,007	13.3	
Science 9	Acceptable Standard	Very High	Maintained	Excellent	38	81.6	36	77.1	47,489	75.2	45,363	74.6	
	Standard of Excellence	Intermediate	Maintained	Acceptable	38	10.5	36	13.3	47,489	26.4	45,363	22.7	
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,536	61.7	1,520	64.1	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,536	10.7	1,520	13.3	
Social Studies 9	Acceptable Standard	Intermediate	Maintained	Acceptable	38	73.7	36	67.7	47,496	68.7	45,366	66.1	
	Standard of Excellence	Intermediate	Maintained	Acceptable	38	13.2	36	14.7	47,496	20.6	45,366	19.9	
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,466	55.9	1,501	56.5	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,466	15.0	1,501	12.8	

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/17 and Mathematics 9 in 2017/18, respectively.



### Measure Evaluation Reference - Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards that 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.

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Language Arts 6	Acceptable Standard	0.00 - 67.95	67.95 - 78.40	78.40 - 86.09	86.09 - 91.37	91.37 - 100.00
	Standard of Excellence	0.00 - 6.83	6.83 - 11.65	11.65 - 17.36	17.36 - 22.46	22.46 - 100.00
French Language Arts 6 année	Acceptable Standard	0.00 - 41.69	41.69 - 73.54	73.54 - 92.32	92.32 - 97.93	97.93 - 100.00
	Standard of Excellence	0.00 - 2.72	2.72 - 8.13	8.13 - 15.29	15.29 - 23.86	23.86 - 100.00
Mathematics 6	Acceptable Standard	0.00 - 63.91	63.91 - 70.73	70.73 - 79.61	79.61 - 88.67	88.67 - 100.00
	Standard of Excellence	0.00 - 8.53	8.53 - 11.31	11.31 - 18.13	18.13 - 25.17	25.17 - 100.00
Science 6	Acceptable Standard	0.00 - 60.36	60.36 - 78.51	78.51 - 86.46	86.46 - 90.64	90.64 - 100.00
	Standard of Excellence	0.00 - 11.74	11.74 - 17.42	17.42 - 25.34	25.34 - 34.31	34.31 - 100.00
Social Studies 6	Acceptable Standard	0.00 - 58.97	58.97 - 68.15	68.15 - 76.62	76.62 - 83.55	83.55 - 100.00
	Standard of Excellence	0.00 - 7.30	7.30 - 12.45	12.45 - 19.08	19.08 - 30.09	30.09 - 100.00
English Language Arts 9	Acceptable Standard	0.00 - 63.55	63.55 - 75.66	75.66 - 83.70	83.70 - 90.27	90.27 - 100.00
	Standard of Excellence	0.00 - 5.96	5.96 - 9.43	9.43 - 14.72	14.72 - 20.46	20.46 - 100.00
K&E English Language Arts 9	Acceptable Standard	0.00 - 29.97	29.97 - 53.86	53.86 - 76.19	76.19 - 91.85	91.85 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 0.30	0.30 - 10.00	10.00 - 20.31	20.31 - 100.00
French Language Arts 9 année	Acceptable Standard	0.00 - 67.59	67.59 - 81.33	81.33 - 92.06	92.06 - 97.26	97.26 - 100.00
	Standard of Excellence	0.00 - 1.67	1.67 - 6.81	6.81 - 17.11	17.11 - 28.68	28.68 - 100.00
Mathematics 9	Acceptable Standard	0.00 - 52.42	52.42 - 60.73	60.73 - 73.88	73.88 - 78.00	78.00 - 100.00
	Standard of Excellence	0.00 - 8.18	8.18 - 12.49	12.49 - 18.10	18.10 - 24.07	24.07 - 100.00
K&E Mathematics 9	Acceptable Standard	0.00 - 28.14	28.14 - 53.85	53.85 - 75.83	75.83 - 94.44	94.44 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 6.07	6.07 - 20.43	20.43 - 31.67	31.67 - 100.00
Science 9	Acceptable Standard	0.00 - 50.57	50.57 - 60.14	60.14 - 72.50	72.50 - 76.89	76.89 - 100.00
	Standard of Excellence	0.00 - 3.39	3.39 - 6.71	6.71 - 11.81	11.81 - 15.85	15.85 - 100.00
K&E Science 9	Acceptable Standard	0.00 - 38.75	38.75 - 59.30	59.30 - 78.33	78.33 - 87.58	87.58 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 7.47	7.47 - 21.41	21.41 - 40.82	40.82 - 100.00
Social Studies 9	Acceptable Standard	0.00 - 56.26	56.26 - 62.27	62.27 - 74.04	74.04 - 79.85	79.85 - 100.00
	Standard of Excellence	0.00 - 10.03	10.03 - 12.78	12.78 - 19.76	19.76 - 24.03	24.03 - 100.00
K&E Social Studies 9	Acceptable Standard	0.00 - 38.79	38.79 - 53.82	53.82 - 72.42	72.42 - 84.88	84.88 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.71	5.71 - 17.19	17.19 - 36.26	36.26 - 100.00

Notes:

- 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%.
- Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.

### 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**

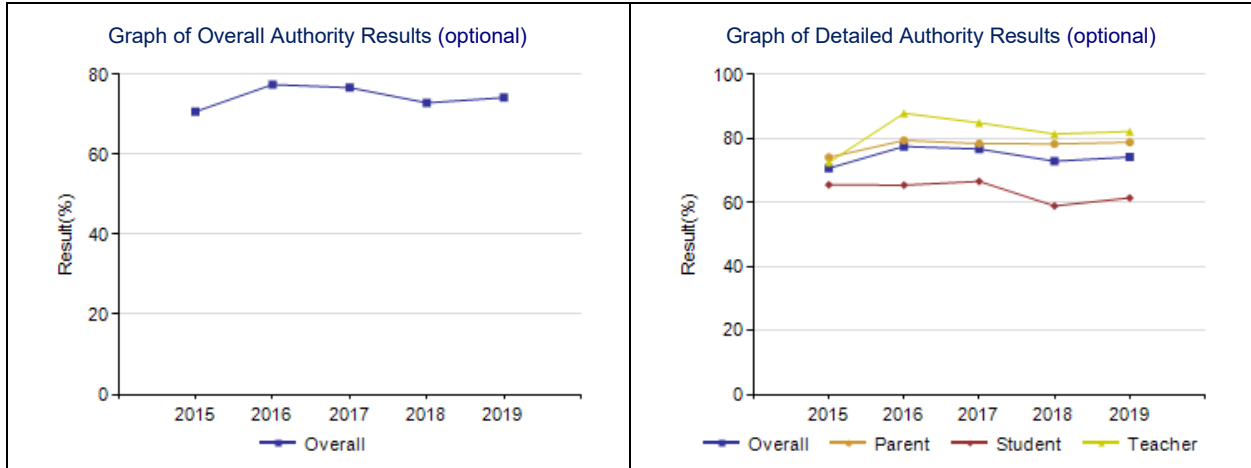
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	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

**Program of Studies – Measure Details (OPTIONAL)**

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.

	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	70.7	77.5	76.7	72.9	74.2	81.3	81.9	81.9	81.8	82.2
Teacher	72.5	87.9	84.9	81.4	82.2	87.2	88.1	88.0	88.4	89.1
Parent	74.1	79.4	78.4	78.3	78.8	79.9	80.1	80.1	79.9	80.1
Student	65.5	65.4	66.6	58.9	61.4	76.9	77.5	77.7	77.2	77.4

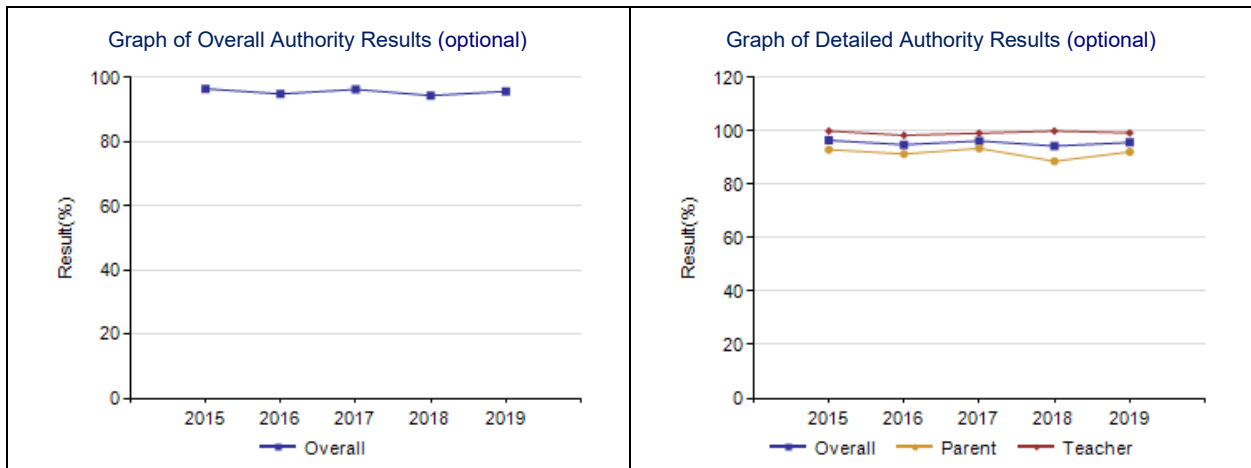


- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
  2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

**Parental Involvement – Measure Details (OPTIONAL)**

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

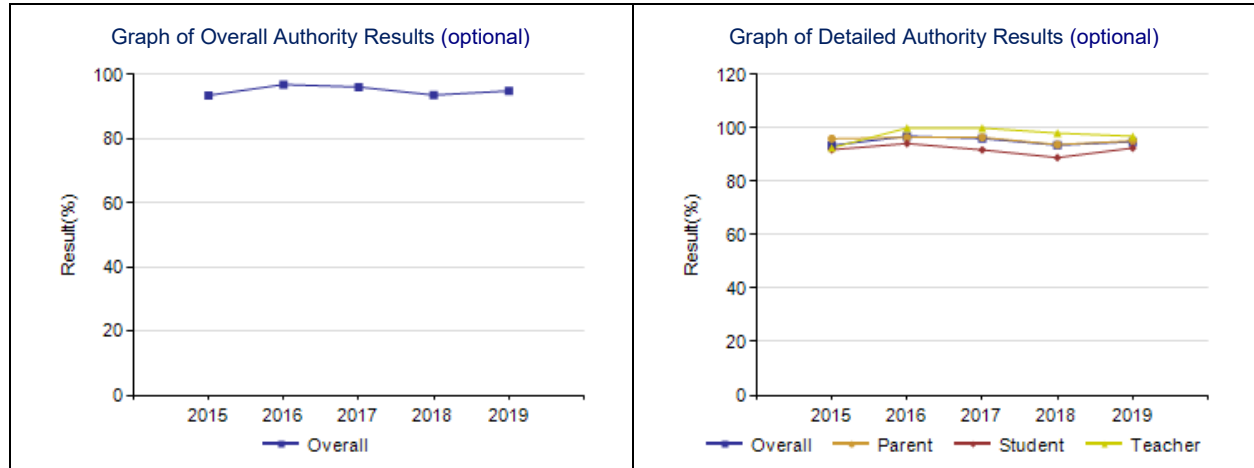
	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	96.5	94.9	96.3	94.4	95.7	80.7	80.9	81.2	81.2	81.3
Teacher	100.0	98.4	99.2	100.0	99.3	88.1	88.4	88.5	88.9	89.0
Parent	93.0	91.4	93.5	88.7	92.2	73.4	73.5	73.9	73.4	73.6



- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

**Education Quality – Measure Details (OPTIONAL)**

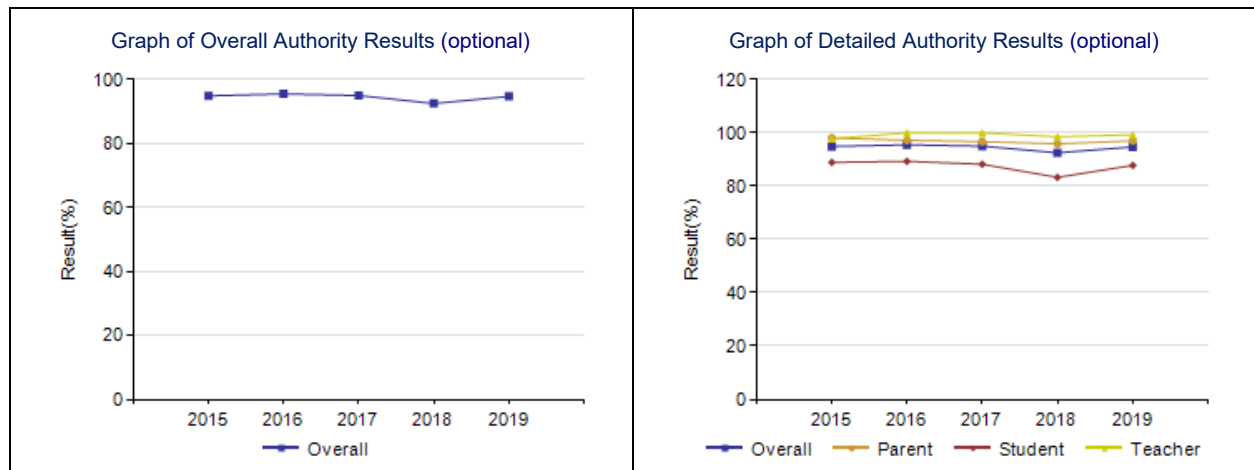
Percentage of teachers, parents and students satisfied with the overall quality of basic education.										
	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	93.5	96.9	96.1	93.6	94.9	89.5	90.1	90.1	90.0	90.2
Teacher	92.6	100.0	100.0	98.1	96.9	95.9	96.0	95.9	95.8	96.1
Parent	96.0	96.5	96.5	93.8	95.2	85.4	86.1	86.4	86.0	86.4
Student	91.9	94.2	91.8	88.9	92.5	87.4	88.0	88.1	88.2	88.1



- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
  2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

**Safe and Caring – Measure Details (OPTIONAL)**

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					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	94.9	95.5	95.0	92.5	94.7	89.2	89.5	89.5	89.0	89.0
Teacher	97.8	100.0	100.0	98.5	99.3	95.4	95.4	95.3	95.0	95.1
Parent	98.1	97.2	96.7	95.9	97.0	89.3	89.8	89.9	89.4	89.7
Student	88.9	89.3	88.2	83.3	87.8	83.0	83.4	83.3	82.5	82.3



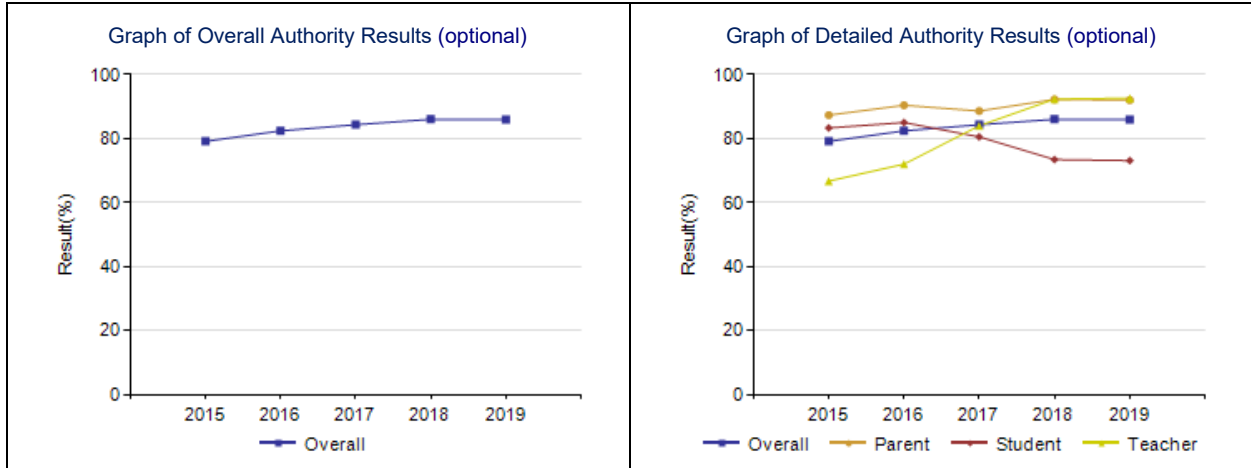
- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
  2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.



**School Improvement – Measure Details (OPTIONAL)**

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

	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	79.1	82.4	84.3	86.0	85.9	79.6	81.2	81.4	80.3	81.0
Teacher	66.7	72.0	84.0	92.3	92.6	79.8	82.3	82.2	81.5	83.4
Parent	87.3	90.4	88.6	92.2	92.0	78.5	79.7	80.8	79.3	80.3
Student	83.3	85.0	80.5	73.4	73.1	80.7	81.5	81.1	80.2	79.4



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.







































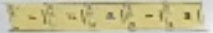






### Group

Elements that are in the same group have similar chemical properties. Elements in the same group have similar chemical properties.



### Period

Elements that are in the same period have the same number of electron shells.













