



Foothills Academy

3-Year Education Plan 2016 - 2019 Annual Education Results Report (AERR) 2015 -16



Message from the Board Chair

The Board of Governors of Foothills Academy Society has worked diligently over the past year to build on the successful legacy of the school over the past thirty-five years. Having overseen the successful transition of senior leadership, the Board of Governors updated the strategic plan for Foothills Academy Society. The strategic priority for the Board is to ensure that the school and community services will continue to grow, develop and lead in the world of education and Learning Disabilities. The Board provides ongoing guidance and support for Foothills to ensure that our highly-trained, competent and dedicated staff are working with the students to maximize student development academically, socially and emotionally.

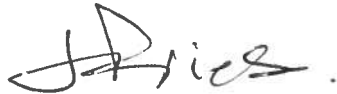
Ensuring that our school maintains adequate funding is a major priority for the Board of Governors. We are eager to support and collaborate with the Ministry of Education. We applaud the Ministry in supporting diversity and choice in education. As a Designated Special Education Private School we are aware of the unique nature of our school and the essential services we provide to a significant proportion of an underserved population. It is important to us that we continue to work hard to provide, not only an outstanding school program for students with Learning Disabilities, but a successful program that is accessible to all students and families regardless of their financial need. We continue to work hard to support and promote the unique and exceptional bursary program so that we can make sure that no appropriate student is turned away due to a lack of financial resources. More than anything, Foothills is a community of dedicated people working together to provide outstanding support to children and families with learning disabilities.

The diversity of the Board provides the school with the depth and breadth to continue their fine work. We will continue to advocate for our staff and students, so that our Vision to support all individuals with Learning Disabilities is furthered.

Accountability Statement

The Annual Education Results Report for the (year) school year and the Education Plan for the three years commencing September 1, (year) for (name of school authority) 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 Education Plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2015/2016 school year and the three-year Educational Plan for 2016/2019 on November 30th 2016



Board Chair

Foundation Statements (optional)

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 recognize that we are interdependent with our global community – by participating in research, public education, inservice and advocacy, through community service.

Vision:

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



A Profile of the School Authority (optional)

Foothills Academy is a special education school, serving students with Learning Disabilities. The school consists of two components:

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 a part time assistant. The enrolment of the school is presently at 288 students. We focus on a wide range of strategies to help students find success; ensuring 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 success. The aim for our students is 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 continues to strive to deliver exceptional programming for students with Learning Disabilities, so that all students at Foothills Academy can achieve their true potential, academically, socially and emotionally. Ensuring that students are provided with the appropriate skills and strategies for effective and successful learning is essential, and the individualized programming provided by skilled teachers is crucial to this process. Student success depends upon each teacher's ability to identify the specific strengths and areas of need of each student, and therefore strong professional development and teacher collaboration is an important trend throughout the system at Foothills Academy.

Recognizing the need for skilled practitioners and the importance of positive relationships and support from families, Foothills staff continue to engage in best practices for students with Learning Disabilities, as well as working closely with parents and family members. In addition to supports in speech-language pathology and occupational therapy, there is collaboration between school and our Community Services, providing exemplary supports in mental health counselling, assessment, teacher training, and recreational programming. Foothills is set up for continued success in serving the needs of students with Learning Disabilities.

A significant issue at Foothills Academy over the year has been the impact of the faltering economy felt by many families throughout the city. Foothills continues to pride itself on ensuring that no family is turned away due to financial need, and our bursary program is being accessed by more families than ever before. Nearly half of our families have bursary support, and this is an essential piece of Foothills Academy's fabric that makes such an inclusive and caring culture throughout the society. It is a testament to the hard work and dedication of our volunteers, families, staff and supporters that our bursary continues to be available to support many students in need, to help them reach their potential.

The demand for places within the school continues to grow, and being able to provide places for all applicants is an issue that needs to be addressed. With the school at capacity, we need to help all families find suitable programs to meet the needs of the students. We are thankful for the continued support from the Ministry of Education, and we laud Minister Eggen's belief in choice for education and continued funding for Designated Special Education Private Schools; without support from the Ministry, we wouldn't be able to run the programs and services that we so effectively provide to students.

Within the school, we continue to work on best, evidence-based practices for working with students with Learning Disabilities, and we focus professional development around such practices, to ensure that we remain at the forefront of effective educational programming for students with Learning Disabilities. Within these best practices, Foothills Academy has identified Self-Determination Theory as a significant area of focus, to develop students' levels of intrinsic motivation; as we know how capable all of

our students are, and empowering them to strive to reach their potential is critical. This, coupled with strategies in executive functioning, make up much of the professional development for staff, to ensure that all students receive the best possible programming for success.

Classroom continue to have low student to teacher ratios, which allows individualized instruction to be given to meet student needs. Programs such as Zones of Regulation have been implemented school-wide to address the needs of the all-round student, and Mindfulness plays a role in many classrooms too. All classrooms have extensive Assistive Technologies to support student learning, many of which are applied in a manner for Universal Design for Learning. Additionally, extra-curricular activities are abound; the highlight being an Outdoor Education trip to Utah's Canyonlands, Arches National Park, and Moab.

Our year ended with the celebration of Gordon Bullivant's achievements as Executive Director of Foothills Academy, as we hosted a formal retirement event for Gordon, to recognize all of the contributions he has made to Foothills Academy and the world of Learning Disabilities over the course of his career. Gordon's happy retirement is much deserved, and we will continue to make strides forwards to make positive impacts in the lives of students and families living with Learning Disabilities.

Sincerely,
Simon Williams
Executive Co-Director



Combined 2016 Accountability Pillar Overall Summary (Required for Public/Separate/Francophone/Charter School Authorities and Level 2 Private Schools)

Measure Category	Measure Category Evaluation	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	Excellent	Safe and Caring	95.5	94.9	94.5	89.5	89.2	89.1	Very High	Maintained	Excellent
Student Learning Opportunities	Excellent	Program of Studies	77.5	70.7	71.4	81.9	81.3	81.4	Intermediate	Improved	Good
		Education Quality	96.9	93.5	93.9	90.1	89.5	89.5	Very High	Improved	Excellent
		Drop Out Rate	0.0	2.8	1.1	3.2	3.5	3.5	Very High	Maintained	Excellent
		High School Completion Rate (3 yr)	85.5	85.9	89.1	76.5	76.5	75.5	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	Acceptable	PAT: Acceptable	70.6	68.6	65.5	73.6	72.9	73.4	Intermediate	Maintained	Acceptable
		PAT: Excellence	13.3	8.1	6.6	19.4	18.8	18.6	Low	Improved	Acceptable
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	95.0	90.0	89.6	85.0	85.2	85.1	Very High	Maintained	Excellent
		Diploma: Excellence	16.7	13.3	14.7	21.0	21.0	20.5	Intermediate	Maintained	Acceptable
		Diploma Exam Participation Rate (4+ Exams)	44.3	36.8	51.7	54.6	54.4	53.5	Intermediate	Maintained	Acceptable
		Rutherford Scholarship Eligibility Rate	66.7	n/a	n/a	60.8	n/a	n/a	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Excellent	Transition Rate (6 yr)	95.5	66.9	70.6	59.4	59.7	59.3	Very High	Improved Significantly	Excellent
		Work Preparation	94.2	89.6	90.8	82.6	82.0	81.1	Very High	Maintained	Excellent
		Citizenship	91.9	91.9	90.5	83.9	83.5	83.4	Very High	Maintained	Excellent
Parental Involvement	Excellent	Parental Involvement	94.9	96.5	95.4	80.9	80.7	80.5	Very High	Maintained	Excellent
Continuous Improvement	Excellent	School Improvement	82.4	79.1	84.3	81.2	79.6	80.0	Very High	Maintained	Excellent

Notes:

- Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
- 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.
- 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 (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- 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, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
- Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and 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 these events.
- Participation in Diploma Examinations was impacted by the flooding in June 2013 and 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 these events.
- Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Combined 2016 Accountability Pillar FNMI Summary (Required for Public/Separate/Francophone School Authorities)

Measure Category	Measure Category Evaluation	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
Student Learning Opportunities	n/a	Drop Out Rate	*	*	n/a	6.1	7.0	7.2	*	*	*
		High School Completion Rate (3 yr)	*	n/a	n/a	50.2	47.7	46.4	*	*	*
Student Learning Achievement (Grades K-9)	n/a	PAT: Acceptable	n/a	n/a	n/a	52.4	52.1	52.8	n/a	n/a	n/a
		PAT: Excellence	n/a	n/a	n/a	6.3	6.5	6.2	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	*	n/a	78.2	78.3	77.3	n/a	n/a	n/a
		Diploma: Excellence	n/a	*	n/a	10.0	9.5	9.4	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	*	n/a	n/a	20.7	21.0	20.4	*	*	*
		Rutherford Scholarship Eligibility Rate	*	n/a	n/a	31.9	n/a	n/a	*	*	*
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	n/a	n/a	n/a	33.5	33.0	33.3	n/a	n/a	n/a

Notes:

- Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
- 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.
- 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 (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- 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, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and 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 these events.
- Participation in Diploma Examinations was impacted by the flooding in June 2013 and 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 these events.
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Measure Evaluation Reference (Optional)

Achievement Evaluation

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

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

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 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 - 73.77	73.77 - 80.97	80.97 - 86.66	86.66 - 90.29	90.29 - 100.00
Diploma: Excellence	0.00 - 7.14	7.14 - 13.15	13.15 - 19.74	19.74 - 24.05	24.05 - 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
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.

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.

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)

Charter Goal: (For Charter Schools Only)

Outcome: (Charter Outcome)

- Charter Goals, Outcomes and Performance Measures (locally determined, consistent with Section 35 of the School Act, per the charter school's purpose/mandate)

Performance Measures	Results (in percentages)					Target*		Targets		
	2012	2013	2014	2015	2016	2016	2016	2017	2018	2019
Locally Determined Performance Measure(s)										

Comment on Results (OPTIONAL)

Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of "Improved" or "Improved significantly" on Accountability Pillar measures, may be included.

Strategies

For each outcome, charter schools must develop and include strategies (at least one strategy for each outcome) in the plan.

Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	76.2	76.6	62.5	68.6	70.6		Intermediate	Maintained	Acceptable			
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	13.1	11.3	5.0	8.1	13.3		Low	Improved	Acceptable			

Comment on Results (OPTIONAL)

Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of "Improved" or "Improved significantly" on Accountability Pillar measures, may be included.

Based on the data above, we have made small improvements with regards to the performance of our students on Provincial Achievement Tests. Children in our program have been diagnosed with Learning Disabilities, and have experienced challenges with learning in the past. Many children are below grade level when they enter our program and it can take several years to catch them up. We are proud of the percentage of our students that are able to earn grades within the acceptable standard range.

Strategies

School administration has met with each staff whose students participated in Provincial Achievement Tests. The results were reviewed and an analysis of the learning outcomes occurred. Departments were encouraged to share these results and brainstorm effective instructional strategies to improve understanding of the learning outcomes for which our students did not perform well the previous year. Each department will meet throughout the year to discuss progress and areas of concern. An increase in

communication ought to result in a better awareness of the areas the students are struggling. Our grade 8 and 9 students now have two formal assessment periods where they are provided cumulative exams in all four academic areas. Teachers are encouraged to use the resources from Alberta Education, including released items, when creating and preparing the students for our formal exams. We are hopeful the additional experience with cumulative exams, similar to what we expect the Provincial Achievement Tests to be like, will help our students be well prepared, and ultimately help them to achieve even greater success.

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. 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 (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
3. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and 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 these events.
4. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).



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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016		Achievement	Improvement	Overall	2017	2018	2019
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	88.2	89.4	89.3	90.0	95.0		Very High	Maintained	Excellent			
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	22.4	14.9	16.1	13.3	16.7		Intermediate	Maintained	Acceptable			

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015		Achievement	Improvement	Overall	2017	2018	2019
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	92.0	95.8	85.7	85.9	85.5		Very High	Maintained	Excellent			
Drop Out Rate - annual	0.0	0.0	0.5	2.8	0.0		Very High	Maintained	Excellent			

dropout rate of students aged 14 to 18												
High school to post-secondary transition rate of students within six years of entering Grade 10.	58.5	76.9	68.2	66.9	95.5		Very High	Improved Significantly	Excellent			
Percent age of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	66.7		n/a	n/a	n/a			
Percent age of students writing four or more diploma exams within three years of entering Grade 10.	48.0	66.7	9.5	36.8	44.3		Intermediate	Maintained	Acceptable			

Comment on Results

We are very confident that our student results on diploma exams are competitive enough for them to be able to apply to a post secondary institution of their choosing. Our students may struggle maintaining similar results within the standard of excellence, but it is important to understand the obstacles our students face with anxiety and executive functioning. That being said, we are proud to provide a balanced program of equal emphasis on support for the cores and areas of interest that transfers to their post secondary pursuits. We want our students to discover their areas of success and focus their energies on developing those strengths. In some cases, this may result in our students only writing three diploma exams.

Very few of our students upgrade their programming after they have graduated, however some of our students transition to larger district schools over the course of their high school experience.

Strategies

A large focus of the grade 12 program at Foothills Academy is diploma exam preparation. Strategies are incorporated into each course and reinforced throughout their duration. We only semester language arts and social studies, so students can focus on one subject when experiencing diploma exams for the first time. We have increased the number of cumulative exams students complete and require the format and questions be similar to those we would expect to be on the diploma exam. There is regular communication with the students and they are consistently guided to enrol in courses where they will find the most success. We are hopeful this will help our students earn the highest scores possible on their diploma exams.

To ensure our students receive a high school diploma, we will continue to encourage our students to maintain a manageable course load. Administration and teaching staff meet regularly with our high-school students to ensure they are on a path that is in line with their goals and the requirements for post secondary. We feel strongly this support will allow us to maintain a very low dropout rate.

To effectively prepare our students for a smooth post-secondary transition, our efforts begin in grade 10. Our learning strategist presents programming to help our students explore career choices and chart their academic paths to ensure success. In grade 11, our students are exposed to post secondary options by tours, school visits from recruiters and hosting events like our post secondary fair. Families are included in the process with our parent night sessions presented by representatives from accessibility services from various post secondary institutions. This year, we are piloting a program with a local post secondary institution where students are given the opportunity to learn about transitions from directly from the instructors themselves. In our students' grade 12 year we spend time to families to help our students apply for early admission.

We will continue to make all of our high-school students aware of the opportunity to earn the Rutherford Scholarship. We regularly review progress with students and help them to set academic goals. The Rutherford Scholarship is discussed a minimum of twice a year with students and parents. We are confident this communication will help us to ensure the majority of our high school students are eligible.

All of our grade 12 students will write one diploma during the January set of exams. We will counsel our students to work towards meeting the requirements for the specific post-secondary programs for which they have expressed an interest. Due to the increase in standards, we feel that more of our students will be writing at least four diploma exams.

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. 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.
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, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
4. 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.
5. Participation in Diploma Examinations was impacted by the flooding in June 2013 and 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 these events.
6. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).



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

Perform ance Measur e	Results (in percentages)					Target 2016	Evaluation			Targets		
	2012	2013	2014	2015	2016		Achieve ment	Improve ment	Overall	2017	2018	2019
Percent age of teachers , parents and students who are satisfied that students model the characte ristics of active citizensh ip.	88.5	87.3	92.4	91.9	91.9		Very High	Maintain ed	Excellen t			
Percent age of teachers and parents who agree that students are taught attitudes and behavio urs that will make them successf ul at work when they finish school.	89.8	88.4	94.5	89.6	94.2		Very High	Maintain ed	Excellen t			

Comment on Results

Our mission is to facilitate learning in youth and children who have diagnosed Learning Disabilities, so it is crucial that our programming foster active citizenship within our school population. We accomplish this in part through experiential learning, encouraging students to take an active role in their education. From the time students enter our earliest programs, they are incorporated into the development and monitoring of their Individual Program Plans. Students are provided opportunities to be reflective on their report card progress and are active in meetings with families and staff. A wide array of extracurricular activities and in class initiatives are facilitated that reach out to the broader community. Many of our students are given the chance to function as mentors to the younger grades, representatives for our school when tours are given to the public and specific leadership excursions are organized for our high school students. As a registered charity, a lot of our fundraising endeavours involve our student population, reinforcing the importance of working together as a community to cultivate change.

Strategies

To develop the skills and attitudes required to be active citizens we have expanded on successful programs introduced last year and introduced new initiatives. Our relationship with the Colonel Belcher extended care centre continues to develop through the Linkages program. Our Model United Nations club has increased fivefold in the number of

members with participation in multiple events throughout Calgary. To increase the mentorship opportunities for our students we have begun a reading buddies program pairing up our junior high students with our youngest readers. Volunteers from our grade 6 program have become recess mentors, facilitating structured activities and becoming role models for positive social skills on the playground. Our grade 11 classes had the highest participation rate of any previous year in the Empowered U program, a 3 day leadership retreat. Mid year facilitation and implementation of the Zones of Regulation program schoolwide has provided us with the ability to talk about emotional regulation using consistent language and supports. Beyond the classroom, families have been provided workshops on a variety of subjects based on student needs that encourage the quality and consistency of behavioural supports at home.

Notes:

1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).



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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Percent age 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 with only K-9 schools)</i>	75.3	77.9	91.1	80.5	86.0		n/a	n/a	n/a			

Comment on Results (OPTIONAL)

Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of "Improved" or "Improved significantly" on Accountability Pillar measures, may be included.

Strategies

Notes:

1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Outcome Two: The achievement gap between First Nations, Métis, and Inuit students and all other students is eliminated

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
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		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		n/a	n/a	n/a			
Overall percentage of self-identified	n/a	n/a	n/a	*	n/a		n/a	n/a	n/a			

FNMI students who achieved the acceptable standard on diploma examinations (overall results).												
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			

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. 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 (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
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, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
4. 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.
5. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and 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 these events.
6. Participation in Diploma Examinations was impacted by the flooding in June 2013 and 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 these events.
7. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Outcome Two: *The achievement gap between First Nations, Métis, and Inuit students and all other students is eliminated (continued)*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2016	Achievement	Improvement	Overall	2017	2018	2019
High School Completion Rate - Percent age of self-identified FNMI students who completed high school within three years of entering Grade 10.	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	*	*	*	*		*	*	*			
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	n/a		n/a	n/a	n/a			
Percent age of Grade 12 self-identified FNMI students eligible	n/a	n/a	n/a	n/a	*		*	*	*			

for a Rutherford Scholarship.												
Percent age 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	*		*	*	*			

Comment on Results (OPTIONAL)

Presently, our school does not have self-identified First Nations, Metis or Inuit students enrolled in our building. However, we still recognize the importance of Aboriginal perspectives within our programming.

Strategies

All of our students are provided opportunities to explore Aboriginal perspectives. Many of the most successful experiences come first hand, with our grades attending events with aboriginal speakers providing workshops on various aspects of their culture. Staff have been provided opportunities to attend professional development on meaningful approaches to Aboriginal education. Our school has a plan to recognize that we are in Treaty Seven territory.

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. 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.
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. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Outcome Three: Alberta's education system is inclusive

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Percent age 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.	93.6	94.1	94.6	94.9	95.5		Very High	Maintained	Excellent			

Comment on Results

All of our students have diagnosed Learning Disabilities and have therefore struggled with some aspect of learning. We are very open and honest when we discuss learning disabilities with our students. Students understand that individual learning needs are different for every child and we all have different strengths. This unique situation provides us the opportunity to create an environment that is aware, supportive and accepting of each other's differences.

We consistently emphasize the importance of a child's social emotional wellbeing. Our level of communication between families, teachers and students, when conflicts arise, allow us to find resolutions quickly and amicably. As a result, students feel cared for and respected.

Positive mental health and relationships are regular topics of discussion in each grade.

Strategies

Our staff received professional development on the concept mindfulness. Staff have been using activities to help students be aware of other perspectives, remain grounded and regulate their emotions.

Students have been provided the opportunity to create, organize and maintain clubs to help support gay-straight alliances.

Staff organized a student conference where students could better understand themselves as well as appreciate some of the challenges other students may face.

Notes:

1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Outcome Four: Alberta has excellent teachers, school and school authority leaders

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
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.	67.9	72.3	71.3	70.7	77.5		Intermediate	Improved	Good			

Comment on Results

We are proud of our growth in this area. As a grade 3 to 12 school with a small population, certain challenges arise when coordinating a variety of opportunities for our students in the areas of fine arts, careers, technology, health and physical education. We have taken steps to increase the diversity of our programs and improve the ways that we communicate opportunities to families. We also understand that there is room for further development and regularly seek new opportunities that will enhance our program.

Strategies

Many of our programs have continued from the previous year with the addition of a movement elective and a coding program for our junior high students and a 3D printing course for high school. To expand our programming beyond what we have been capable of providing in the past we have also looked to the larger community for enrichment. For our food electives in grades 7 to 12 we are inviting culinary professionals from restaurants in Calgary to work with our students. Microsoft is running App and game design workshops for our junior high students after class. We have partnered with an organization to provide a drivers training program for interested students. To equip our students with the experiences needed to make informed decisions on career choices we have partnered with SAIT to offer a rotation of trade courses. This new addition and existing partnerships with Junior Achievement supplements the already dense career programming facilitated by our CALM and Learning Strategist. Our physical education department has expanded to include a teacher for elementary junior high and a high school teacher. We now offer early morning physical education to accommodate for students that are interested in more diversity within their course load.

Notes:

1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Outcome Five: The education system is well governed and managed

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Percent age of teachers , parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	79.4	82.8	91.1	79.1	82.4		Very High	Maintained	Excellent			
Percent age of teachers and parents satisfied with parental involvement in decisions about their child's education.	91.8	90.9	98.7	96.5	94.9		Very High	Maintained	Excellent			
Percent age of teachers , parents and students satisfied with the overall quality of basic education.	93.3	92.3	95.7	93.5	96.9		Very High	Improved	Excellent			

Comment on Results (OPTIONAL)

Parents have always been viewed as equal partners in our program's success. Regular communication and involvement ensures parents feel heard and respected. The Foothills Academy Parents Association has always been active in fundraising and supporting the needs of other families.

We continuously evaluate our program to ensure we are meeting the very diverse needs of our population. We often check in with the students and their families to collect feedback regarding programs we are offering and programs students may be interested in us offering.

Strategies

For each outcome, authorities must develop and include strategies (at least one strategy for each outcome) in the plan to address Accountability Pillar results.

This year we provided a parent workshop to explain the choices within our program and how we meet the criteria set out by Alberta Education.

We continue to set aside three formal opportunities for parents to meet with staff regarding their child's IPP, academic progress and future programming.

There are now three annual general meetings where all parents are informed of upcoming events, fundraising initiatives and general information regarding the school program.

We continue to send out weekly electronic newsletters to keep parents informed as to what is coming up in the near future.

Notes:

1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).



Note:

Future Challenges (Optional)

- For details please refer to the appropriate policy and requirements for planning and results reporting guide (links included below).

<http://www.education.alberta.ca/admin/resources/planning/reporting2015.aspx>

Summary of Financial Results

- Please see attached chart.

Budget Summary

- Please see attached chart.

Capital and Facilities Projects

- No capital or major facilities projects were undertaken during the 2015 - 2016 year.

Summary of Facility and Capital Plans

- No capital or major facility projects are planned for 2016 - 2017.

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, and it is important to have parents 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

- AERR and the Three Year Plan are available on our website: www.foothillsacademy.org/aboutfoothills/reports/ For more information, visit the website, call 403 279 9400, or email 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 expectations. There are no disclosures to report at this time.

Diploma Examination Results – Measure Details (OPTIONAL)

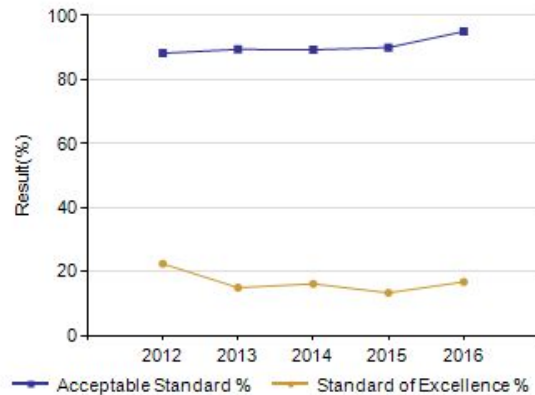
Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2012		2013		2014		2015		2016		2016	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	Authorit y	100.0	21.4	85.7	0.0	90.9	0.0	94.7	0.0	100.0	0.0		
	Provinc e	86.3	11.3	85.9	10.4	87.6	11.8	86.5	11.4	86.8	10.7		
English Lang Arts 30-2	Authorit y	90.9	18.2	100.0	8.3	100.0	11.1	91.7	8.3	100.0	42.9		
	Provinc e	89.6	10.7	89.4	10.9	89.8	13.1	88.6	11.2	89.1	12.3		
French Lang Arts 30-1	Authorit y	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Provinc e	95.6	13.5	95.4	12.4	96.6	14.6	95.5	9.9	93.8	8.7		
Françai s 30-1	Authorit y	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Provinc e	96.5	18.9	96.8	18.2	99.3	29.2	95.3	17.1	99.3	20.3		
Pure Mathe matics 30	Authorit y	91.7	16.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Provinc e	82.0	27.5	59.0	11.4	*	*	n/a	n/a	n/a	n/a		
Applied Mathe matics 30	Authorit y	70.0	10.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Provinc e	75.8	10.3	71.4	17.9	n/a	n/a	n/a	n/a	n/a	n/a		
Mathe matics 30-1	Authorit y	n/a	n/a	n/a	n/a	28.6	0.0	83.3	33.3	83.3	50.0		
	Provinc e	n/a	n/a	80.9	35.9	75.1	27.9	76.1	31.6	70.7	25.9		
Mathe matics 30-2	Authorit y	n/a	n/a	n/a	n/a	50.0	0.0	83.3	0.0	83.3	16.7		
	Provinc e	n/a	n/a	69.5	9.7	71.3	15.0	73.9	15.5	75.4	16.8		
Social Studies 30-1	Authorit y	93.3	33.3	*	*	*	*	90.0	0.0	90.9	0.0		
	Provinc e	86.3	16.7	85.4	15.2	85.6	14.2	87.1	16.2	84.9	14.3		
Social Studies 30-2	Authorit y	100.0	33.3	93.8	31.3	100.0	27.8	86.4	13.6	100.0	37.5		
	Provinc e	83.0	13.7	82.2	13.7	83.9	14.8	81.3	12.5	81.1	13.1		
Biology 30	Authorit y	80.0	13.3	100.0	16.7	66.7	16.7	87.5	12.5	85.7	0.0		
	Provinc e	81.9	28.2	84.4	32.2	85.2	31.8	85.8	33.0	85.1	32.4		
Chemis try 30	Authorit y	75.0	12.5	n/a	n/a	*	*	100.0	83.3	*	*		
	Provinc e	77.1	28.7	78.8	31.8	81.5	35.2	82.1	34.2	81.5	34.5		
Physics 30	Authorit y	*	*	*	*	*	*	*	*	*	*		
	Provinc e	81.1	30.5	81.5	30.4	83.2	34.3	83.9	35.8	85.8	39.8		

Science 30	Authorit y	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	83.3	16.7		
	Provinc e	79.8	22.0	84.1	25.8	85.0	25.4	83.9	26.6	84.4	27.6		

- Notes:
1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
 2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
 3. Participation in Diploma Examinations was impacted by the flooding in June 2013 and 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 these events.
 4. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).



Graph of Diploma Examination Results – Overall (optional)



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)

	Achievement				
Improvement	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

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Participation in Diploma Examinations was impacted by the flooding in June 2013 and 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 these events.
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Diploma Examination Results by Course (optional)

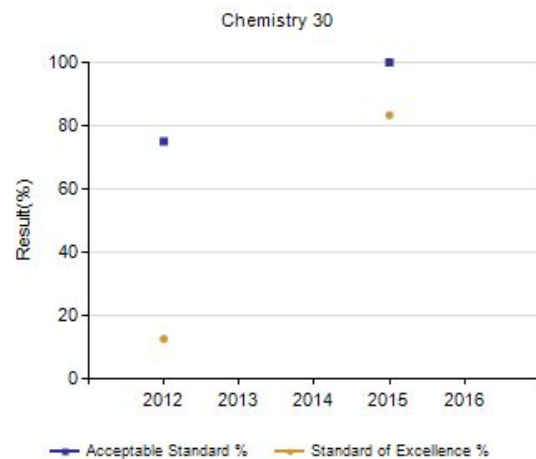
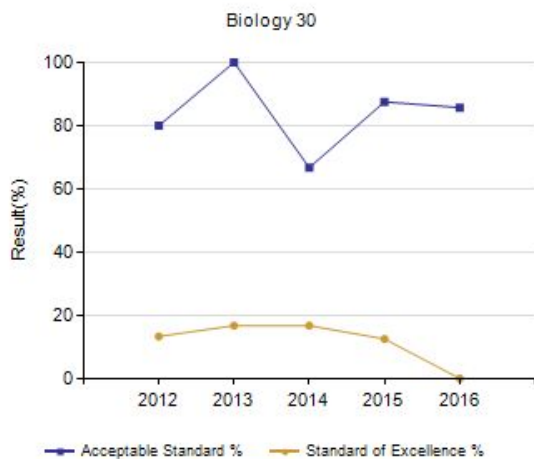
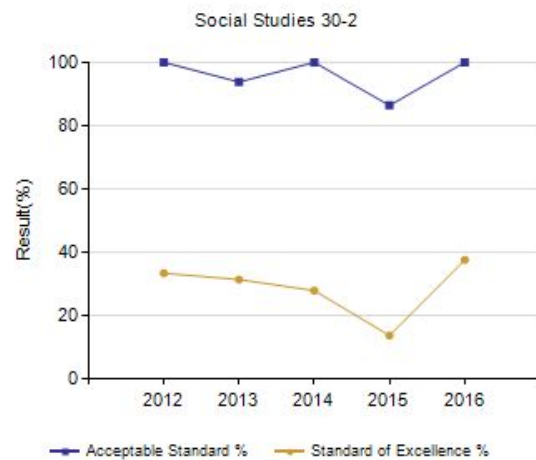
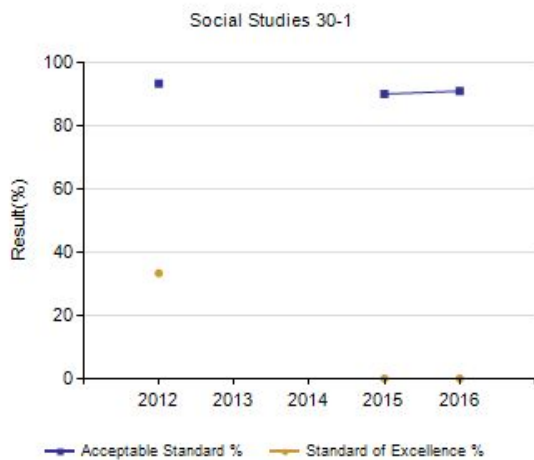
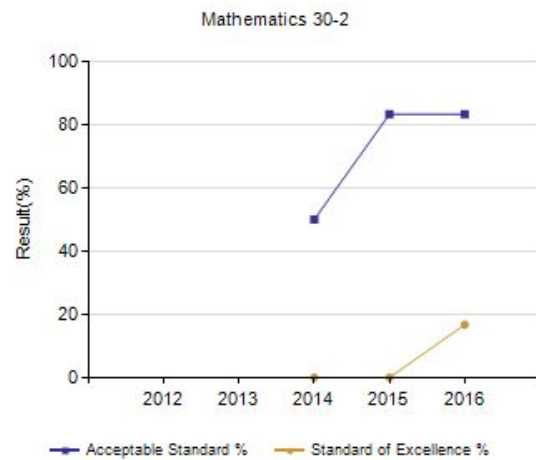
<p>English Lang Arts 30-1</p> <table><tr><th>Year</th><th>Acceptable Standard %</th><th>Standard of Excellence %</th></tr><tr><td>2012</td><td>100</td><td>20</td></tr><tr><td>2013</td><td>85</td><td>0</td></tr><tr><td>2014</td><td>90</td><td>0</td></tr><tr><td>2015</td><td>95</td><td>0</td></tr><tr><td>2016</td><td>100</td><td>0</td></tr></table>	Year	Acceptable Standard %	Standard of Excellence %	2012	100	20	2013	85	0	2014	90	0	2015	95	0	2016	100	0	<p>English Lang Arts 30-2</p> <table><tr><th>Year</th><th>Acceptable Standard %</th><th>Standard of Excellence %</th></tr><tr><td>2012</td><td>90</td><td>18</td></tr><tr><td>2013</td><td>100</td><td>8</td></tr><tr><td>2014</td><td>100</td><td>10</td></tr><tr><td>2015</td><td>90</td><td>8</td></tr><tr><td>2016</td><td>100</td><td>42</td></tr></table>	Year	Acceptable Standard %	Standard of Excellence %	2012	90	18	2013	100	8	2014	100	10	2015	90	8	2016	100	42
Year	Acceptable Standard %	Standard of Excellence %																																			
2012	100	20																																			
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2016	100	42																																			
<p>[No Data for French Lang Arts 30-1]</p>	<p>[No Data for Français 30]</p>																																				
<p>[No Data for Pure Mathematics 30]</p>	<p>Mathematics 30-1</p> <table><tr><th>Year</th><th>Acceptable Standard %</th><th>Standard of Excellence %</th></tr><tr><td>2012</td><td></td><td></td></tr><tr><td>2013</td><td></td><td></td></tr><tr><td>2014</td><td>28</td><td>0</td></tr><tr><td>2015</td><td>82</td><td>32</td></tr><tr><td>2016</td><td>82</td><td>50</td></tr></table>	Year	Acceptable Standard %	Standard of Excellence %	2012			2013			2014	28	0	2015	82	32	2016	82	50																		
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Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Participation in Diploma Examinations was impacted by the flooding in June 2013 and 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 these events.
3. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

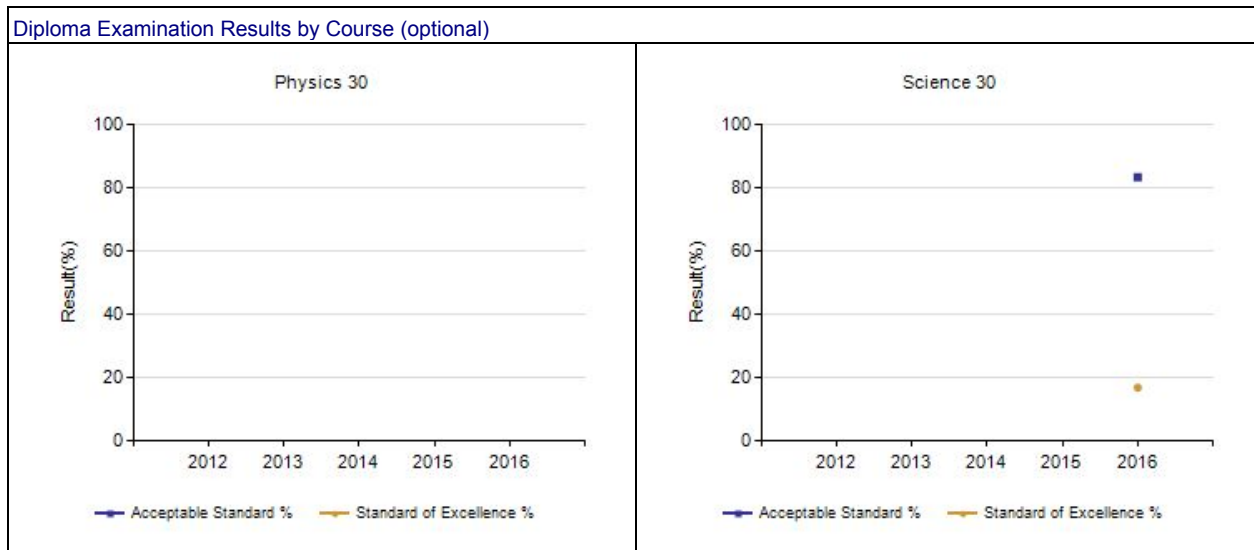
Diploma Examination Results by Course (optional)

[No Data for Applied Mathematics 30]



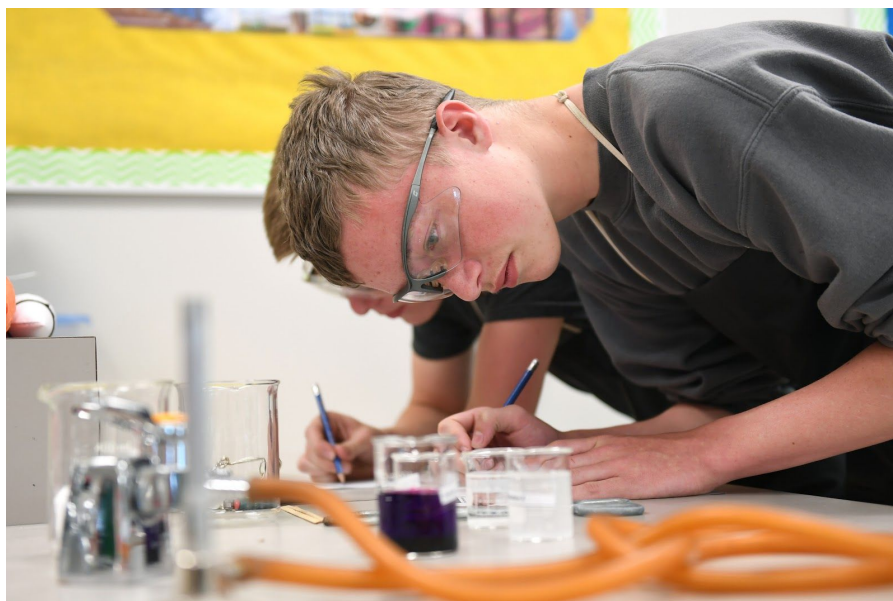
Notes:

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



Notes:

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2. Participation in Diploma Examinations was impacted by the flooding in June 2013 and 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 these events.
3. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).



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

Course	Measure	Foothills Academy							Alberta			
		Achievement	Improvement	Overall	2016		Prev 3 Year Average		2016		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	Very High	Improved	Excellent	11	100.0	12	90.5	29,730	86.8	28,663	86.7
	Standard of Excellence	Very Low	Maintained	Concern	11	0.0	12	0.0	29,730	10.7	28,663	11.2
English Lang Arts 30-2	Acceptable Standard	Very High	Maintained	Excellent	7	100.0	11	97.2	16,707	89.1	15,920	89.3
	Standard of Excellence	Very High	Improved	Excellent	7	42.9	11	9.3	16,707	12.3	15,920	11.7
French Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,282	93.8	1,247	95.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,282	8.7	1,247	12.3
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	153	99.3	140	97.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	153	20.3	140	21.5
Pure Mathematics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	105	59.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	105	11.4
Applied Mathematics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	28	71.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	28	17.9
Mathematics 30-1	Acceptable Standard	High	Improved	Good	6	83.3	7	56.0	20,492	70.7	20,735	77.4
	Standard of Excellence	Very High	Improved	Excellent	6	50.0	7	16.7	20,492	25.9	20,735	31.8
Mathematics 30-2	Acceptable Standard	Very High	Maintained	Excellent	6	83.3	9	66.7	13,631	75.4	11,425	71.6
	Standard of Excellence	High	Improved	Good	6	16.7	9	0.0	13,631	16.8	11,425	13.4
Social Studies 30-1	Acceptable Standard	High	Maintained	Good	11	90.9	10	90.0	22,494	84.9	21,869	86.0
	Standard of Excellence	Very Low	Maintained	Concern	11	0.0	10	0.0	22,494	14.3	21,869	15.2
Social Studies 30-2	Acceptable Standard	Very High	Maintained	Excellent	8	100.0	19	93.4	19,790	81.1	19,060	82.5
	Standard of Excellence	Very High	Maintained	Excellent	8	37.5	19	24.2	19,790	13.1	19,060	13.7
Biology 30	Acceptable Standard	High	Maintained	Good	7	85.7	9	84.7	22,539	85.1	21,806	85.2
	Standard of Excellence	Very Low	Declined	Concern	7	0.0	9	15.3	22,539	32.4	21,806	32.3
Chemistry 30	Acceptable Standard	*	*	*	5	*	6	100.0	19,265	81.5	18,126	80.8
	Standard of Excellence	*	*	*	5	*	6	83.3	19,265	34.5	18,126	33.7
Physics 30	Acceptable Standard	*	*	*	5	*	n/a	n/a	10,291	85.8	10,126	82.9
	Standard of Excellence	*	*	*	5	*	n/a	n/a	10,291	39.8	10,126	33.5
Science 30	Acceptable Standard	Intermediate	n/a	n/a	6	83.3	n/a	n/a	8,790	84.4	6,841	84.3
	Standard of Excellence	Intermediate	n/a	n/a	6	16.7	n/a	n/a	8,790	27.6	6,841	25.9

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
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. Participation in Diploma Examinations was impacted by the flooding in June 2013 and 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 these events.
4. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Measure Evaluation Reference - Achievement Evaluation

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

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

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
Pure Mathematics 30	Acceptable Standard	0.00 - 54.07	54.07 - 76.74	76.74 - 86.06	86.06 - 92.18	92.18 - 100.00
	Standard of Excellence	0.00 - 6.15	6.15 - 18.46	18.46 - 29.38	29.38 - 34.62	34.62 - 100.00
Applied Mathematics 30	Acceptable Standard	0.00 - 73.06	73.06 - 80.94	80.94 - 90.03	90.03 - 91.69	91.69 - 100.00
	Standard of Excellence	0.00 - 4.57	4.57 - 10.29	10.29 - 16.08	16.08 - 23.77	23.77 - 100.00
Mathematics 30-1	Acceptable Standard	0.00 - 57.63	57.63 - 68.32	68.32 - 78.44	78.44 - 84.84	84.84 - 100.00
	Standard of Excellence	0.00 - 14.01	14.01 - 18.70	18.70 - 29.21	29.21 - 35.39	35.39 - 100.00
Mathematics 30-2	Acceptable Standard	0.00 - 44.98	44.98 - 61.19	61.19 - 73.82	73.82 - 82.40	82.40 - 100.00
	Standard of Excellence	0.00 - 1.59	1.59 - 6.06	6.06 - 13.68	13.68 - 17.02	17.02 - 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:

1. 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. 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.

Overall Evaluation Table

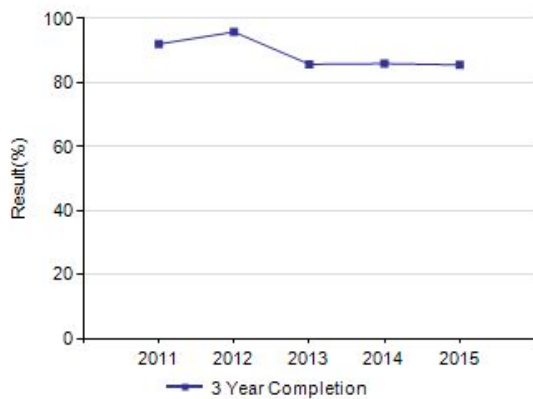
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

High School Completion Rate – Measure Details (OPTIONAL)

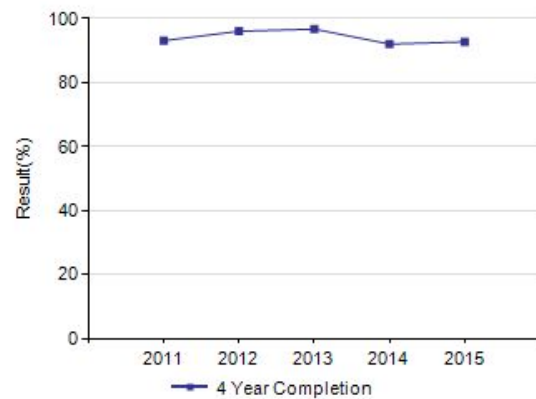
High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.

	Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
3 Year Completion	92.0	95.8	85.7	85.9	85.5	74.2	74.8	75.3	76.5	76.5
4 Year Completion	93.1	96.0	96.7	92.0	92.7	78.0	79.2	79.6	79.9	81.0
5 Year Completion	100.0	91.9	100.0	100.0	93.4	79.4	80.6	81.5	82.0	82.1

Graph of Authority Results (optional)

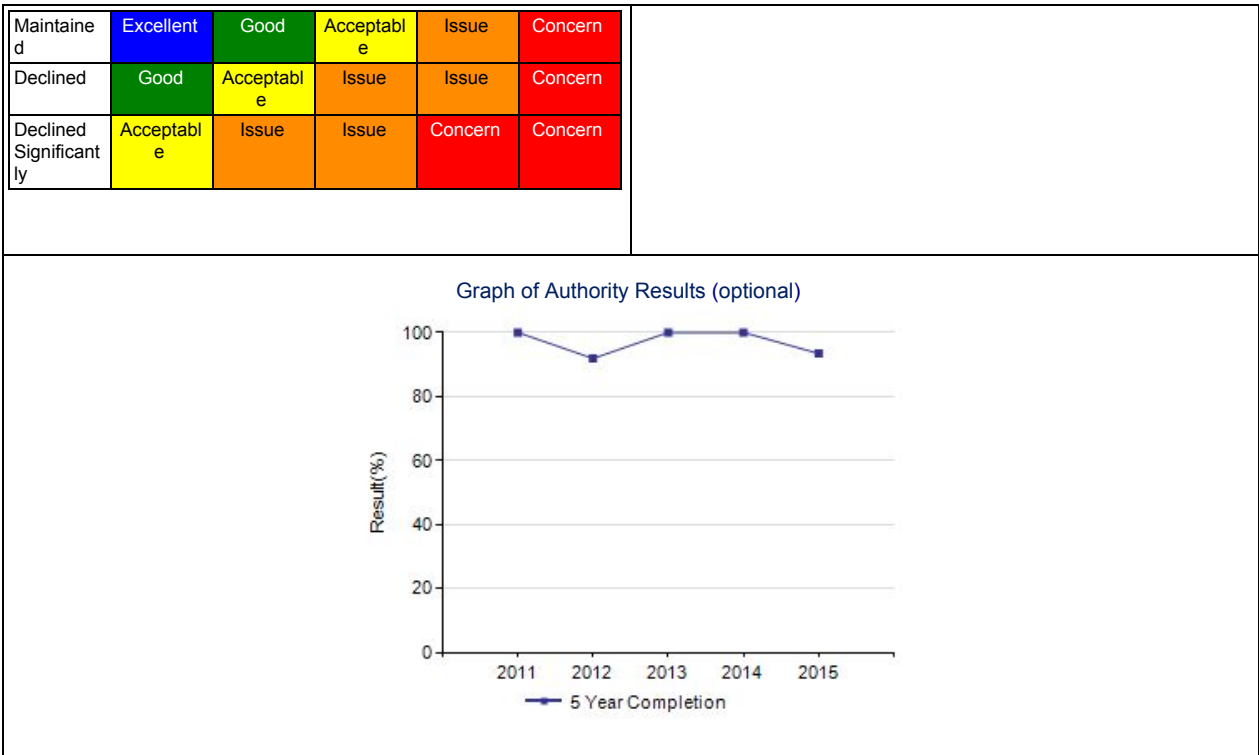


Graph of Authority Results (optional)



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)

	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue

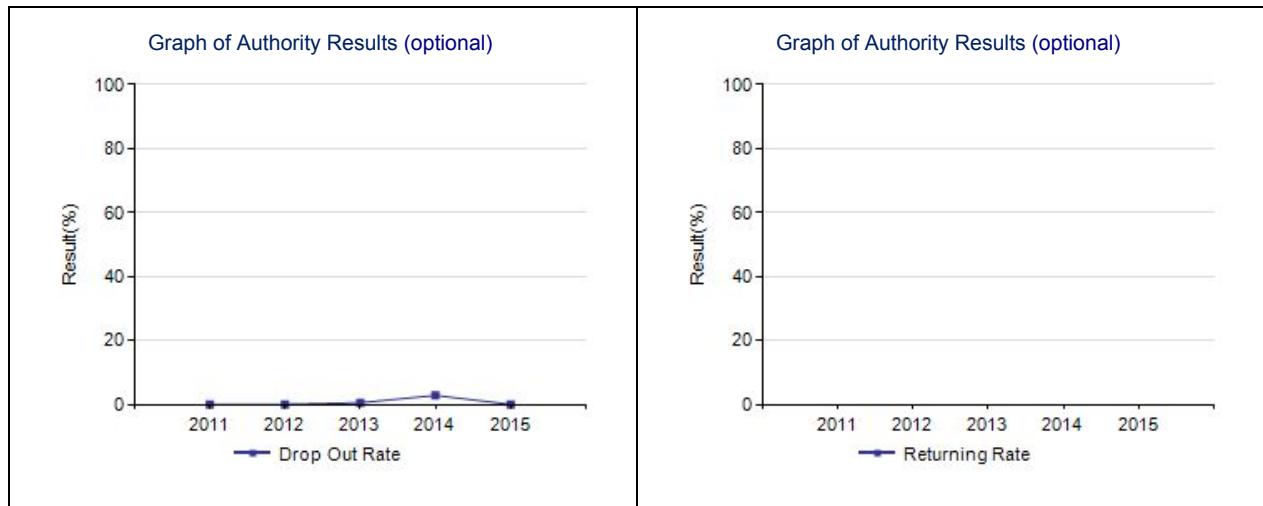


- Notes:
1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
 2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).



Drop Out Rate – Measure Details (OPTIONAL)

Drop Out Rate - annual dropout rate of students aged 14 to 18										
	Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Drop Out Rate	0.0	0.0	0.5	2.8	0.0	3.8	3.6	3.3	3.5	3.2
Returning Rate	n/a	n/a	n/a	*	*	23.2	22.8	20.7	20.9	18.2



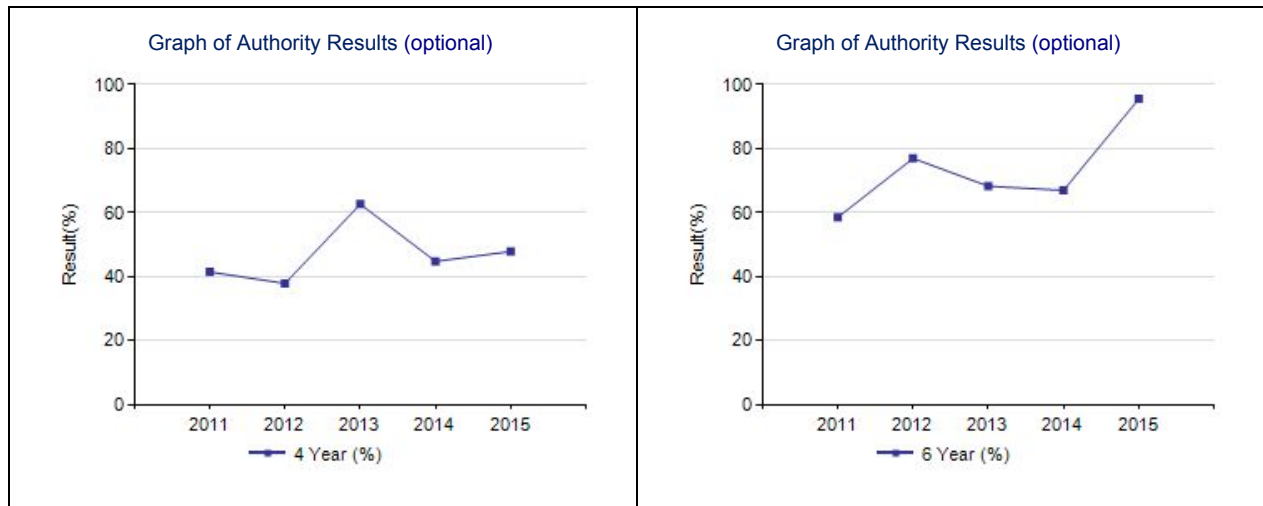
Notes:

Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI). Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).



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				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
4 Year Rate	41.4	37.8	62.6	44.7	47.8	38.4	39.4	39.7	38.3	37.0
6 Year Rate	58.5	76.9	68.2	66.9	95.5	58.4	59.3	59.0	59.7	59.4



Notes:

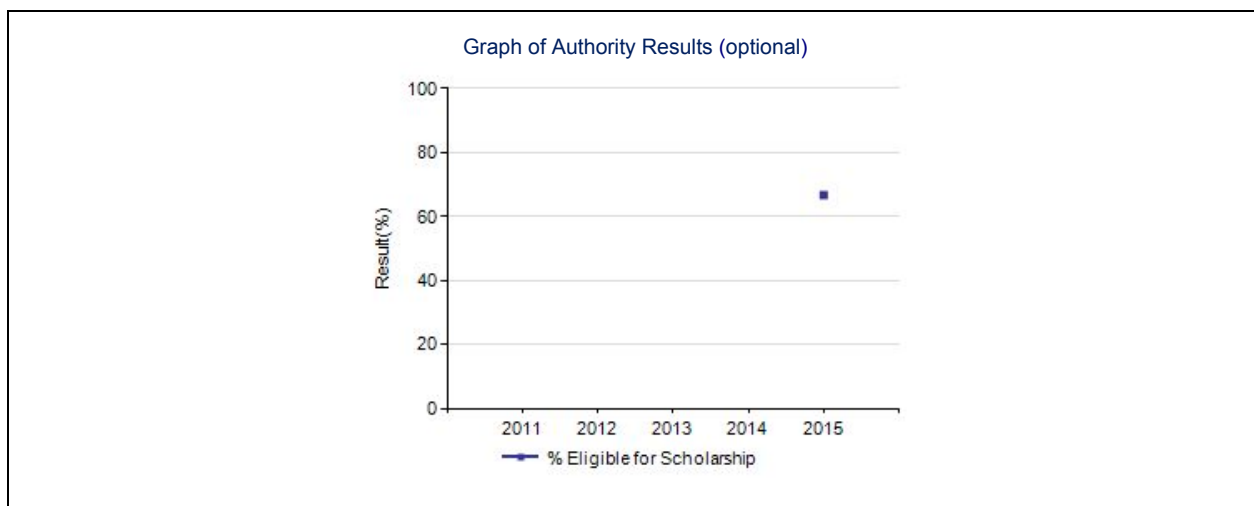
1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).



Rutherford Eligibility Rate – Measure Details (OPTIONAL)

Percentage of Grade 12 students eligible for a Rutherford Scholarship.										
	Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	n/a	66.7	n/a	n/a	n/a	n/a	60.8

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
2011	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2012	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2013	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
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	20	60.6	22	66.7



Notes:

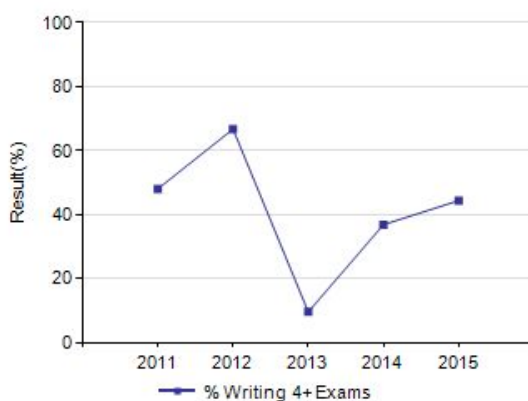
1. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

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				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
% Writing 0 Exams	8.0	0.0	4.8	14.1	11.4	16.8	16.5	16.6	15.7	15.7
% Writing 1+ Exams	92.0	100.0	95.2	85.9	88.6	83.2	83.5	83.4	84.3	84.3
% Writing 2+ Exams	92.0	95.8	95.2	85.9	88.6	80.1	80.5	80.3	81.4	81.2
% Writing 3+ Exams	84.0	91.7	33.3	61.3	60.1	66.7	66.8	63.3	65.0	64.7
% Writing 4+ Exams	48.0	66.7	9.5	36.8	44.3	55.6	55.9	50.1	54.4	54.6
% Writing 5+ Exams	20.0	33.3	0.0	16.4	15.8	36.7	37.5	31.5	36.3	37.1
% Writing 6+ Exams	4.0	4.2	0.0	0.0	0.0	13.9	14.3	11.4	13.1	13.8

Graph of Authority Results (optional)



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				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
English Language Arts 30-1	32.0	54.2	33.3	44.0	53.1	54.5	54.7	53.9	54.0	53.2
English Language Arts 30-2	60.0	41.7	61.9	32.0	31.3	25.8	25.9	27.1	28.0	28.7
Total of 1 or more English Diploma Exams	92.0	95.8	95.2	76.0	84.4	78.4	78.6	78.7	79.7	79.5
Social Studies 30	0.0	0.0	n/a	n/a	0.0	0.3	0.0	n/a	n/a	0.0
Social Studies 30-1	36.0	58.3	14.3	12.0	25.0	47.8	47.6	45.8	45.1	43.5

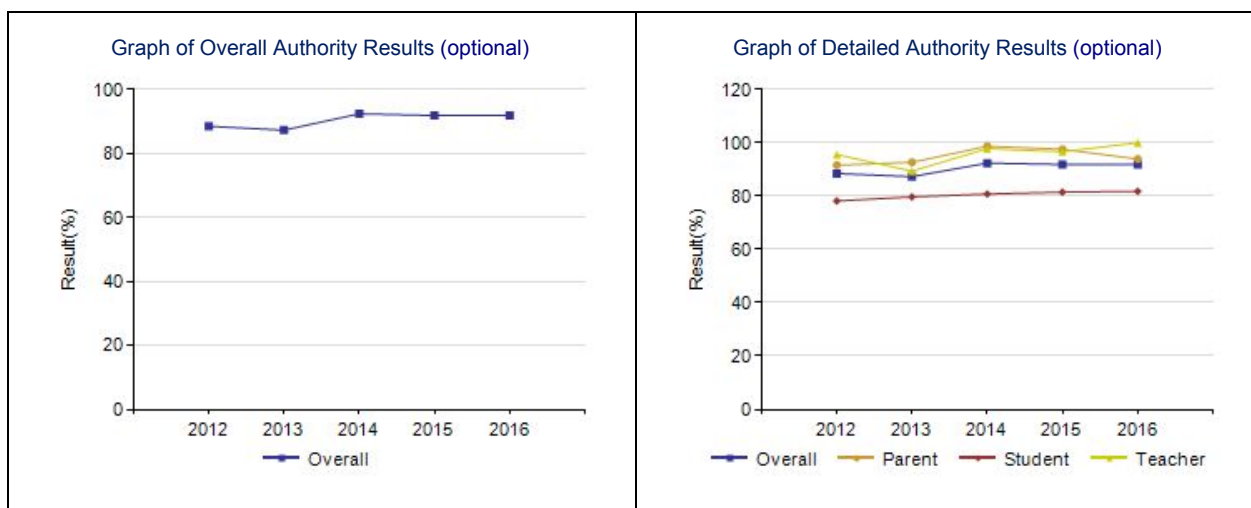
Social Studies 33	0.0	0.0	n/a	n/a	0.0	0.1	0.0	n/a	n/a	0.0
Social Studies 30-2	56.0	37.5	81.0	72.0	62.5	30.8	31.9	33.7	35.2	36.7
Total of 1 or more Social Diploma Exams	92.0	95.8	95.2	84.0	87.5	78.2	78.7	78.8	79.6	79.5
Pure Mathematics 30	44.0	50.0	0.0	0.0	0.0	42.3	42.2	7.2	0.1	0.0
Applied Mathematics 30	40.0	41.7	0.0	0.0	0.0	19.9	19.5	0.2	0.0	0.0
Mathematics 30-1	n/a	n/a	0.0	28.0	18.8	n/a	n/a	29.7	37.3	37.1
Mathematics 30-2	n/a	n/a	0.0	28.0	34.4	n/a	n/a	16.7	21.4	22.4
Total of 1 or more Math Diploma Exams	84.0	87.5	0.0	56.0	53.1	61.6	61.1	52.1	57.0	57.6
Biology 30	40.0	66.7	28.6	28.0	31.3	42.5	42.8	42.2	41.4	40.6
Chemistry 30	24.0	33.3	0.0	16.0	18.8	35.8	36.5	31.5	34.7	35.7
Physics 30	8.0	12.5	14.3	20.0	15.6	20.5	20.2	17.3	20.0	19.9
Science 30	0.0	0.0	0.0	0.0	3.1	9.0	10.3	9.8	12.8	14.1
Total of 1 or more Science Diploma Exams	48.0	75.0	33.3	48.0	50.0	58.8	59.2	57.3	59.4	59.8
Français 30-1	0.0	0.0	0.0	0.0	0.0	0.3	0.3	0.3	0.3	0.2
French Language Arts 30	0.0	0.0	0.0	0.0	0.0	2.7	2.6	2.7	2.7	2.8
Total of 1 or more French Diploma Exams	0.0	0.0	0.0	0.0	0.0	3.0	2.9	3.0	2.9	3.0

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Participation in Diploma Examinations was impacted by the flooding in June 2013 and 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 these events.
3. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Citizenship – Measure Details (OPTIONAL)

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.										
	Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	88.5	87.3	92.4	91.9	91.9	82.5	83.4	83.4	83.5	83.9
Teacher	95.6	89.4	97.8	96.7	100.0	93.1	93.6	93.8	94.2	94.5
Parent	91.6	92.7	98.7	97.6	93.9	79.4	80.3	81.9	82.1	82.9
Student	78.2	79.7	80.8	81.5	81.8	75.0	76.2	74.5	74.2	74.5

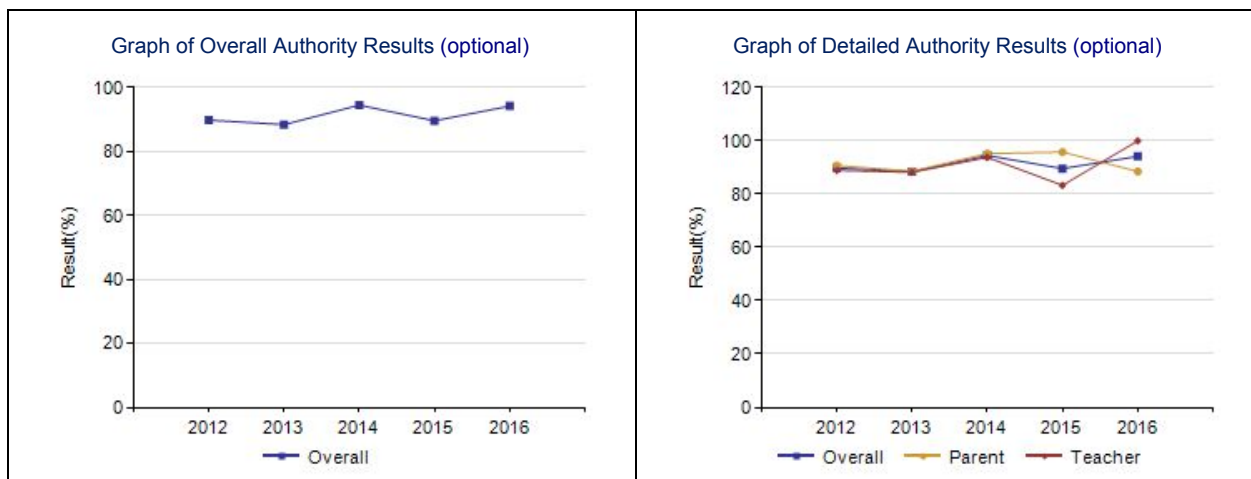


Notes:

1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

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				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	89.8	88.4	94.5	89.6	94.2	79.7	80.3	81.2	82.0	82.6
Teacher	88.9	88.2	93.8	83.3	100.0	89.5	89.4	89.3	89.7	90.5
Parent	90.7	88.6	95.2	95.8	88.5	69.9	71.1	73.1	74.2	74.8



Notes:

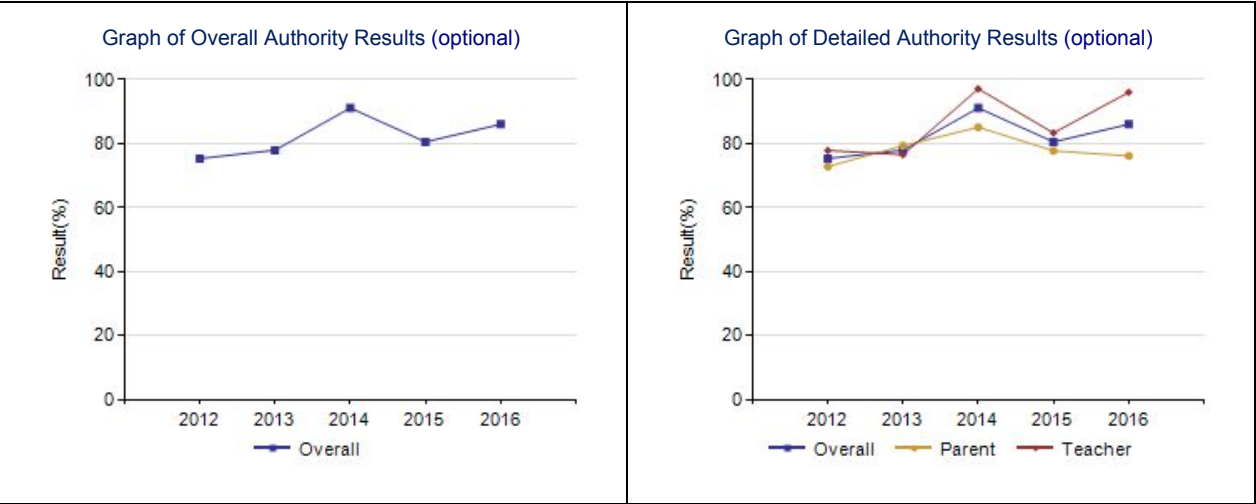
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).



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				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	75.3	77.9	91.1	80.5	86.0	68.0	68.5	69.5	70.0	70.7
Teacher	77.8	76.5	97.1	83.3	96.0	75.8	75.7	76.0	76.0	77.3
Parent	72.8	79.3	85.1	77.7	76.1	60.2	61.2	63.0	64.0	64.2



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



Provincial Achievement Test Results – Measure Details (OPTIONAL)

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2012		2013		2014		2015		2016		2016	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	Authority	79.2	12.5	75.0	6.3	57.7	0.0	66.7	5.6	88.9	5.6		
	Province	82.7	17.8	82.5	16.3	81.9	17.6	82.8	19.5	82.9	20.4		
French Language Arts 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	89.3	17.3	88.6	16.3	88.0	15.6	87.5	13.6	87.7	14.2		
Français 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	91.0	21.9	94.0	21.6	90.6	17.1	89.0	15.0	91.4	17.2		
Mathematics 6	Authority	50.0	8.3	56.3	0.0	34.6	0.0	22.2	2.8	55.6	2.8		
	Province	74.7	16.6	73.0	16.4	73.5	15.4	73.2	14.1	72.2	14.0		
Science 6	Authority	75.0	20.8	81.3	12.5	50.0	7.7	66.7	11.1	72.2	11.1		
	Province	77.8	28.2	77.5	25.9	75.9	24.9	76.3	25.3	78.0	27.1		
Social Studies 6	Authority	58.3	8.3	62.5	0.0	57.7	3.8	69.4	5.6	75.0	16.7		
	Province	73.2	19.5	72.7	19.0	70.4	16.6	69.8	18.1	71.4	22.0		
English Language Arts 9	Authority	89.7	10.3	n/a	n/a	85.7	0.0	92.1	2.6	61.5	15.4		
	Province	77.4	16.4	76.7	14.8	76.3	15.0	75.6	14.4	77.0	15.2		
English Language Arts 9 KAE	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	61.4	5.8	62.4	4.3	62.8	3.5	63.0	4.5	59.8	6.2		
French 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	87.5	12.2	87.2	13.9	86.5	11.1	85.8	10.1	83.0	10.8		
Français 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	84.6	16.1	84.0	14.5	86.1	17.8	88.5	20.2	86.4	26.8		
Mathematics 9	Authority	66.7	7.7	85.0	15.0	85.7	7.1	71.1	2.6	57.7	23.1		
	Province	66.4	17.8	66.8	18.3	67.1	17.3	65.3	17.9	67.8	17.5		
Mathematics 9 KAE	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	62.5	15.3	65.8	14.7	63.4	14.5	60.9	14.4	61.2	13.0		
Science 9	Authority	84.6	20.5	95.0	30.0	85.7	0.0	86.8	15.8	76.9	23.1		
	Province	74.1	22.4	72.9	20.0	73.2	22.1	74.1	22.8	74.2	22.4		

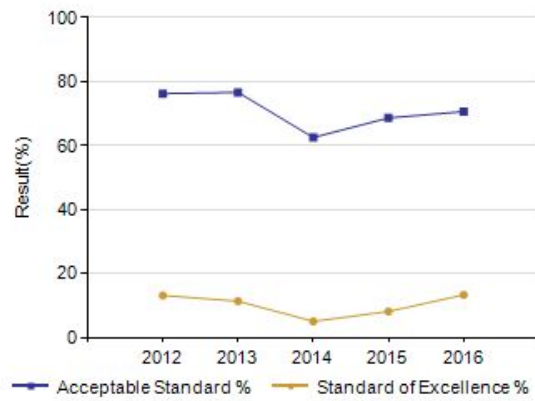
Science 9 KAE	Authorit y	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Provinc e	67.9	17.3	68.4	17.1	64.1	14.9	64.5	15.1	63.8	14.3		
Social Studies 9	Authorit y	89.7	15.4	75.0	10.0	85.7	28.6	71.1	18.4	73.1	15.4		
	Provinc e	68.9	19.1	65.5	18.8	65.5	19.9	65.1	19.8	64.7	18.0		
Social Studies 9 KAE	Authorit y	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Provinc e	63.5	13.9	64.6	13.0	61.8	10.7	57.3	11.2	58.0	11.6		

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
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 flooding in June 2013 (Grade 9 only) and 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 these events.
4. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).



Graph of Overall Provincial Achievement Test Results (optional)

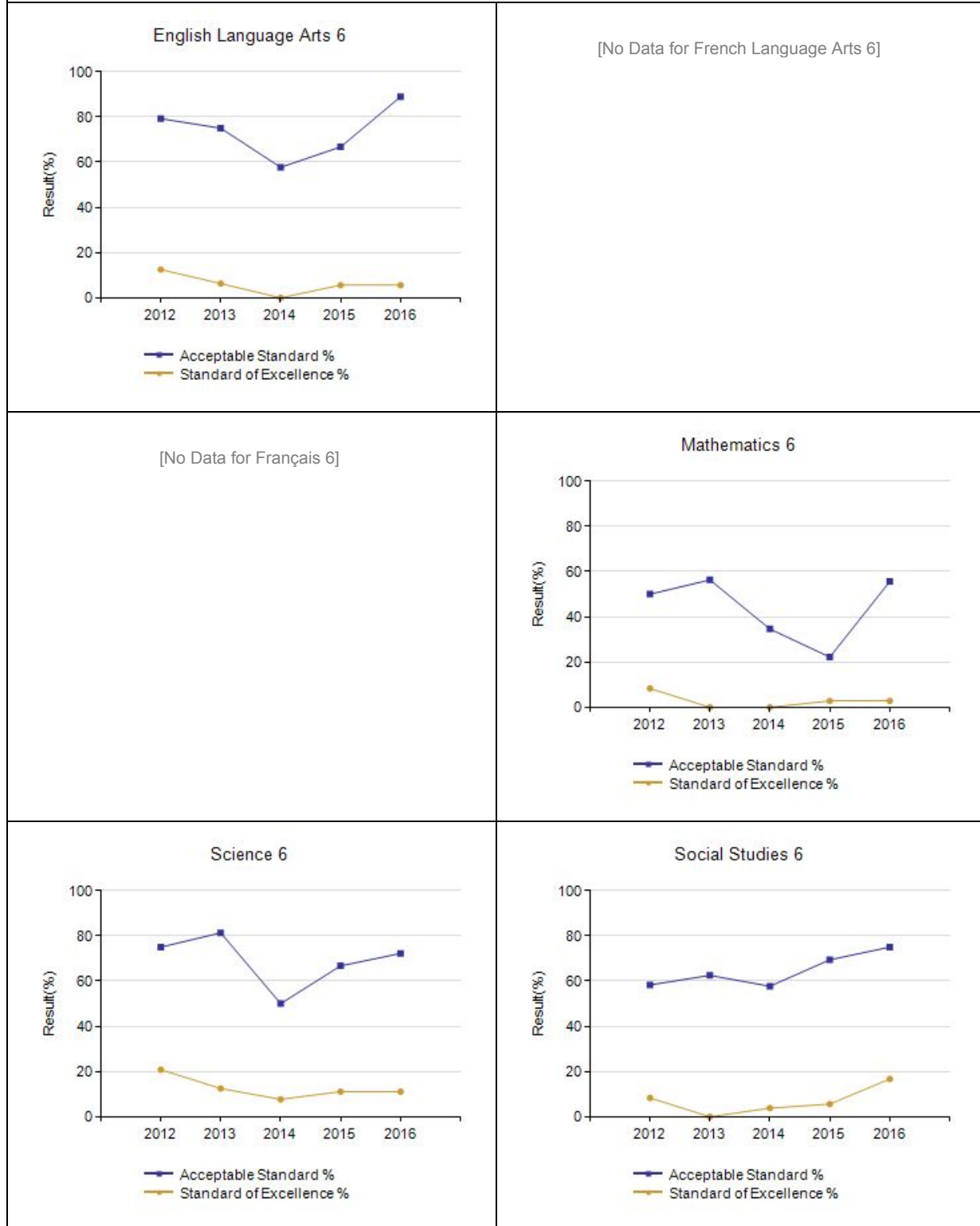


Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and 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 these events.
3. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).



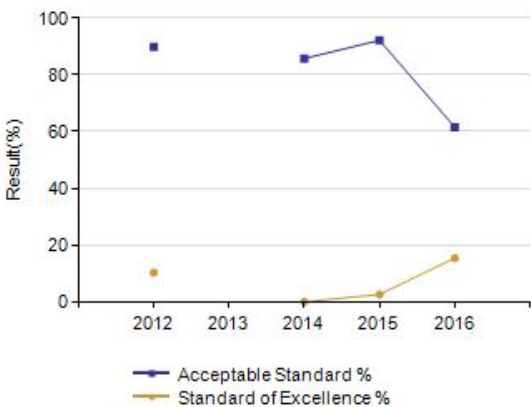
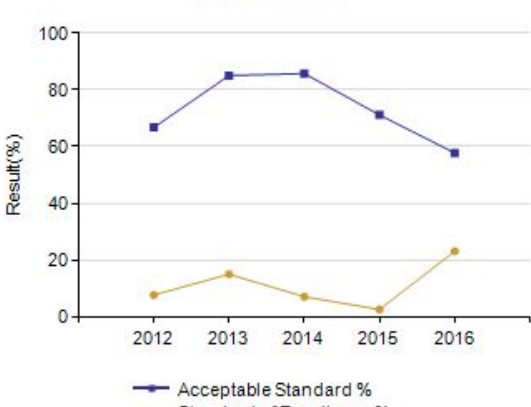
Graph of Provincial Achievement Test Results by Course (optional)



Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and 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 these events.
3. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Graph of Provincial Achievement Test Results by Course (optional)

<p>English Language Arts 9</p>  <table><tr><th>Year</th><th>Acceptable Standard %</th><th>Standard of Excellence %</th></tr><tr><td>2012</td><td>90</td><td>10</td></tr><tr><td>2013</td><td></td><td></td></tr><tr><td>2014</td><td>85</td><td>0</td></tr><tr><td>2015</td><td>92</td><td>2</td></tr><tr><td>2016</td><td>60</td><td>15</td></tr></table>	Year	Acceptable Standard %	Standard of Excellence %	2012	90	10	2013			2014	85	0	2015	92	2	2016	60	15	<p>[No Data for English Lang Arts 9 KAE]</p>
Year	Acceptable Standard %	Standard of Excellence %																	
2012	90	10																	
2013																			
2014	85	0																	
2015	92	2																	
2016	60	15																	
<p>[No Data for French Language Arts 9]</p>	<p>[No Data for Français 9]</p>																		
<p>Mathematics 9</p>  <table><tr><th>Year</th><th>Acceptable Standard %</th><th>Standard of Excellence %</th></tr><tr><td>2012</td><td>65</td><td>5</td></tr><tr><td>2013</td><td>85</td><td>15</td></tr><tr><td>2014</td><td>85</td><td>5</td></tr><tr><td>2015</td><td>70</td><td>0</td></tr><tr><td>2016</td><td>55</td><td>20</td></tr></table>	Year	Acceptable Standard %	Standard of Excellence %	2012	65	5	2013	85	15	2014	85	5	2015	70	0	2016	55	20	<p>[No Data for Mathematics 9 KAE]</p>
Year	Acceptable Standard %	Standard of Excellence %																	
2012	65	5																	
2013	85	15																	
2014	85	5																	
2015	70	0																	
2016	55	20																	

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and 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 these events.
3. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Graph of Provincial Achievement Test Results by Course (optional)



- Notes:
- 1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
 - 2. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and 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 these events.
 - 3. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).



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

		Foothills Academy							Alberta			
		Achievement	Improvement	Overall	2016		Prev 3 Year Average		2016		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	High	Improved Significantly	Good	36	88.9	26	66.5	47,606	82.9	45,843	82.4
	Standard of Excellence	Very Low	Maintained	Concern	36	5.6	26	3.9	47,606	20.4	45,843	17.8
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,854	87.7	2,780	88.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,854	14.2	2,780	15.1
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	569	91.4	500	91.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	569	17.2	500	17.9
Mathematics 6	Acceptable Standard	Very Low	Improved	Issue	36	55.6	26	37.7	47,512	72.2	45,774	73.2
	Standard of Excellence	Very Low	Maintained	Concern	36	2.8	26	0.9	47,512	14.0	45,774	15.3
Science 6	Acceptable Standard	Low	Maintained	Issue	36	72.2	26	66.0	47,543	78.0	45,788	76.6
	Standard of Excellence	Very Low	Maintained	Concern	36	11.1	26	10.4	47,543	27.1	45,788	25.3
Social Studies 6	Acceptable Standard	Intermediate	Maintained	Acceptable	36	75.0	26	63.2	47,522	71.4	45,710	71.0
	Standard of Excellence	Intermediate	Improved	Good	36	16.7	26	3.1	47,522	22.0	45,710	17.9
English Language Arts 9	Acceptable Standard	Very Low	Declined Significantly	Concern	26	61.5	26	88.9	43,780	77.0	38,487	76.2
	Standard of Excellence	High	Improved	Good	26	15.4	26	1.3	43,780	15.2	38,487	14.8
English Lang Arts 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,638	59.8	1,514	62.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,638	6.2	1,514	4.1
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,611	83.0	2,584	86.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,611	10.8	2,584	11.7
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	403	86.4	372	86.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	403	26.8	372	17.5
Mathematics 9	Acceptable Standard	Low	Declined	Issue	26	57.7	26	78.4	43,253	67.8	38,217	66.4
	Standard of Excellence	High	Improved	Good	26	23.1	26	4.9	43,253	17.5	38,217	17.8
Mathematics 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,125	61.2	1,872	63.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,125	13.0	1,872	14.6
Science 9	Acceptable Standard	Very High	Maintained	Excellent	26	76.9	26	86.3	43,834	74.2	38,760	73.4
	Standard of Excellence	Very High	Improved	Excellent	26	23.1	26	7.9	43,834	22.4	38,760	21.6
Science 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,591	63.8	1,492	65.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,591	14.3	1,492	15.7
Social Studies 9	Acceptable Standard	Intermediate	Maintained	Acceptable	26	73.1	26	78.4	43,775	64.7	38,759	65.4
	Standard of Excellence	Intermediate	Maintained	Acceptable	26	15.4	26	23.5	43,775	18.0	38,759	19.5
Social Studies 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,608	58.0	1,454	61.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,608	11.6	1,454	11.6

Notes:

- Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).

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 flooding in June 2013 (Grade 9 only) and 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 these events.
4. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).



Measure Evaluation Reference - Achievement Evaluation

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

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

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	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
English Lang Arts 9 KAE	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	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
Mathematics 9 KAE	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
Science 9 KAE	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
Social Studies 9 KAE	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:

1. 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. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and 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 these events.
3. 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.

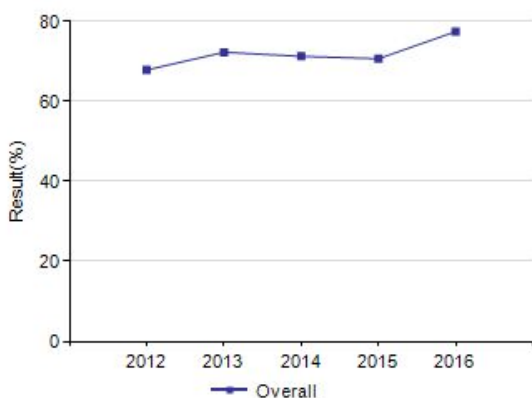
Overall Evaluation Table

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.

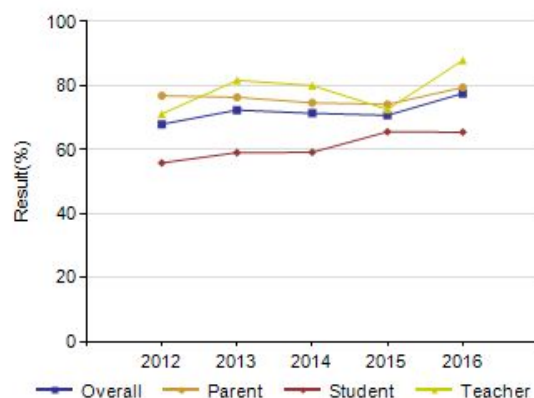
Program of Studies – Measure Details (OPTIONAL)

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				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	67.9	72.3	71.3	70.7	77.5	80.7	81.5	81.3	81.3	81.9
Teacher	71.1	81.6	80.0	72.5	87.9	87.3	87.9	87.5	87.2	88.1
Parent	76.8	76.3	74.6	74.1	79.4	78.1	78.9	79.9	79.9	80.1
Student	55.8	59.0	59.1	65.5	65.4	76.9	77.8	76.6	76.9	77.5

Graph of Overall Authority Results (optional)



Graph of Detailed Authority Results (optional)



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)

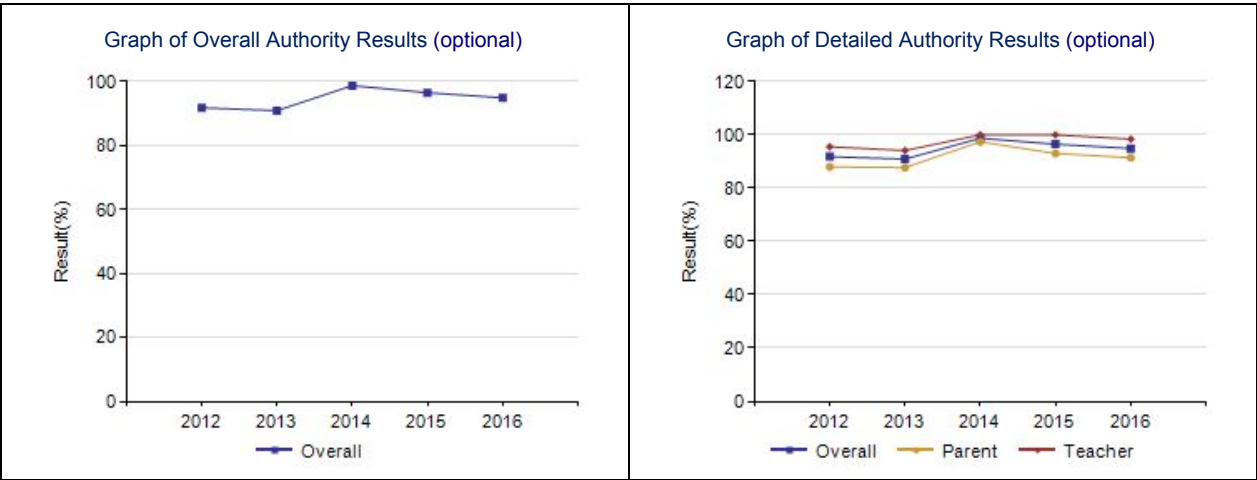
	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern

Declined Significant ly	Acceptabl e	Issue	Issue	Concern	Concern
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- Notes:
1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
 2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Parental Involvement – Measure Details (OPTIONAL)

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.										
	Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	91.8	90.9	98.7	96.5	94.9	79.7	80.3	80.6	80.7	80.9
Teacher	95.5	94.1	100.0	100.0	98.4	88.0	88.5	88.0	88.1	88.4
Parent	88.0	87.7	97.4	93.0	91.4	71.4	72.2	73.1	73.4	73.5

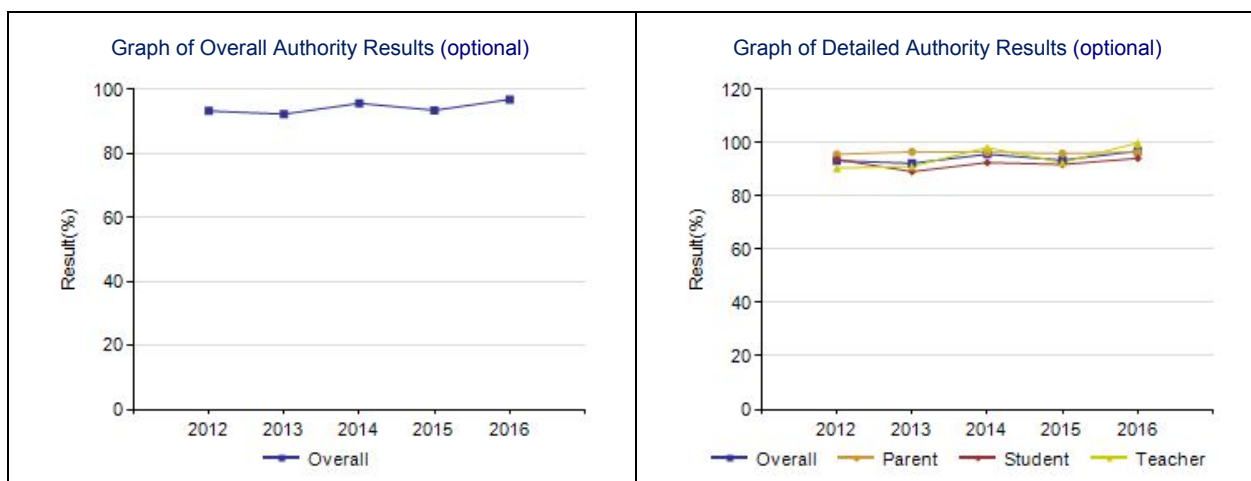


- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).



Education Quality – Measure Details (OPTIONAL)

Percentage of teachers, parents and students satisfied with the overall quality of basic education.										
	Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	93.3	92.3	95.7	93.5	96.9	89.4	89.8	89.2	89.5	90.1
Teacher	90.5	91.2	98.2	92.6	100.0	95.4	95.7	95.5	95.9	96.0
Parent	95.7	96.6	96.5	96.0	96.5	84.2	84.9	84.7	85.4	86.1
Student	93.8	89.2	92.6	91.9	94.2	88.6	88.7	87.3	87.4	88.0



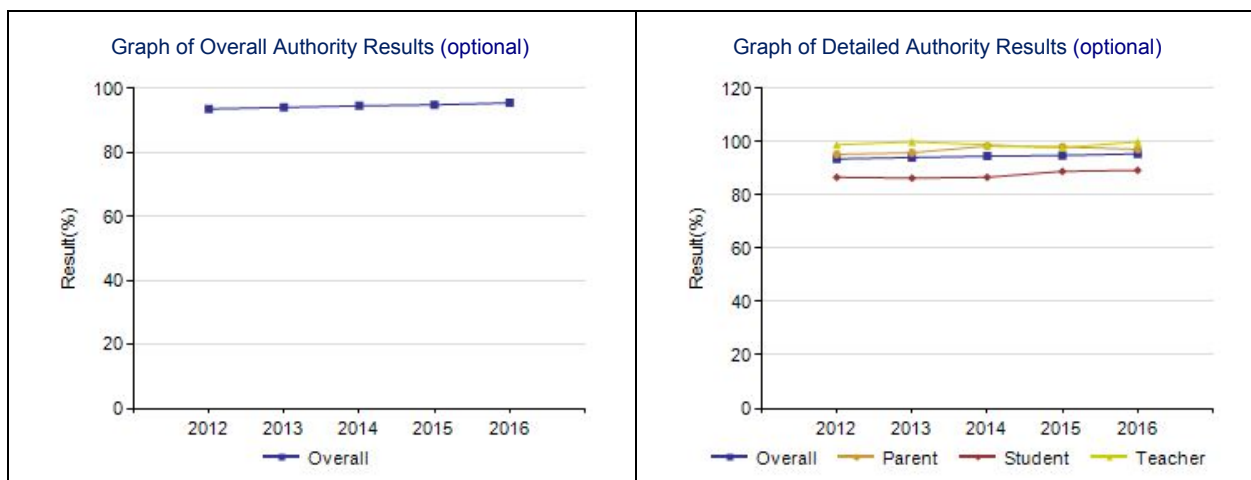
Notes:

- Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

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				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	93.6	94.1	94.6	94.9	95.5	88.6	89.0	89.1	89.2	89.5
Teacher	98.9	100.0	98.9	97.8	100.0	94.8	95.0	95.3	95.4	95.4
Parent	95.3	95.9	98.4	98.1	97.2	87.4	87.8	88.9	89.3	89.8
Student	86.7	86.4	86.7	88.9	89.3	83.7	84.2	83.1	83.0	83.4



Notes:

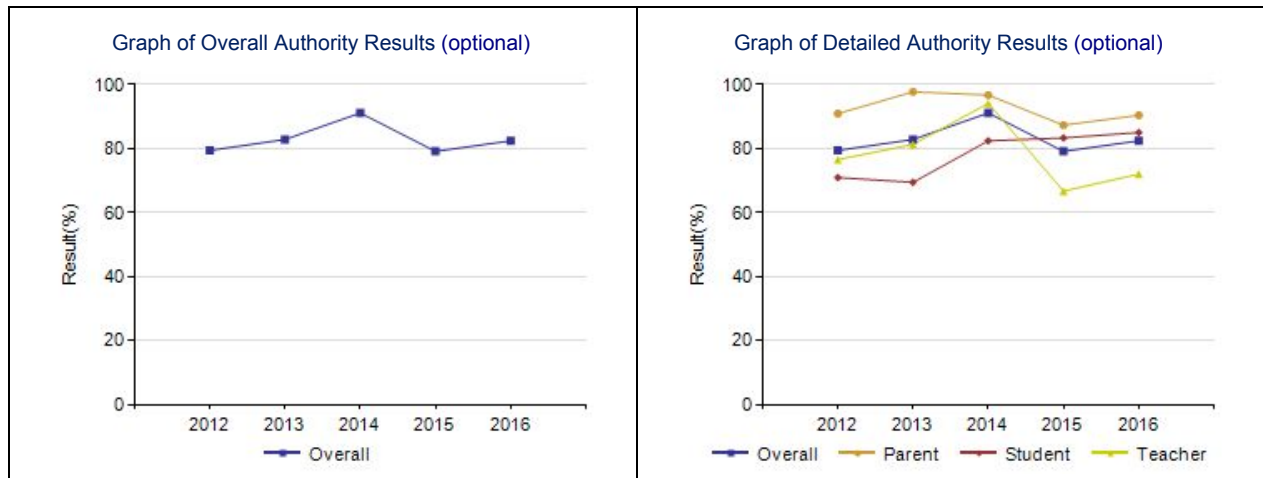
1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).



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				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	79.4	82.8	91.1	79.1	82.4	80.0	80.6	79.8	79.6	81.2
Teacher	76.5	81.3	94.1	66.7	72.0	81.1	80.9	81.3	79.8	82.3
Parent	90.9	97.7	96.7	87.3	90.4	76.2	77.9	77.0	78.5	79.7
Student	70.9	69.4	82.4	83.3	85.0	82.7	82.9	81.2	80.7	81.5



Notes:

- Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).



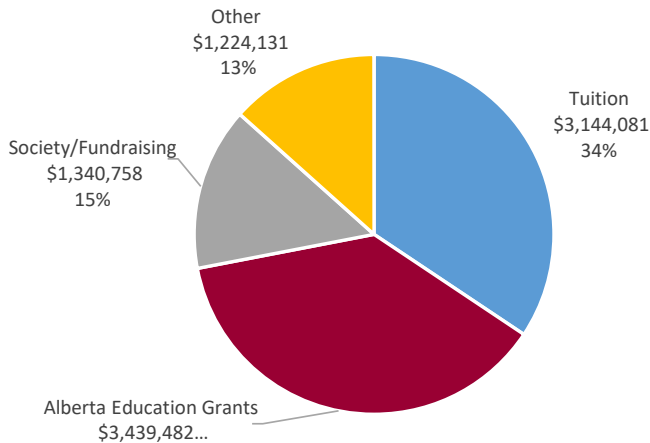
FINANCIAL STATEMENTS

For the period September 1, 2015 to August 31, 2016

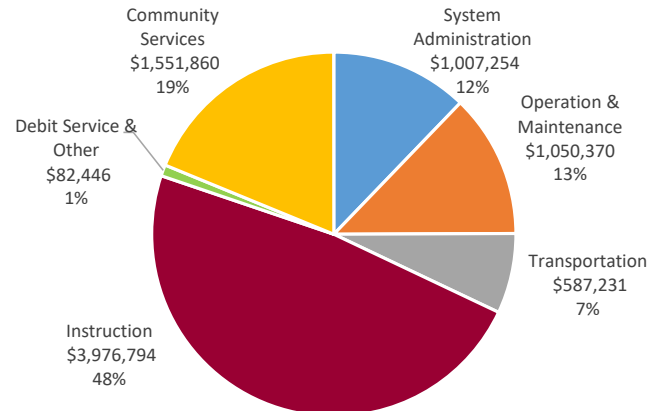
Foothills Academy

745 - 37th Street N.W.
Calgary, Alberta T2N 4T1

Revenue: \$9,148,452



Expenses: \$8,255,954



Capital Purchases: \$424,743

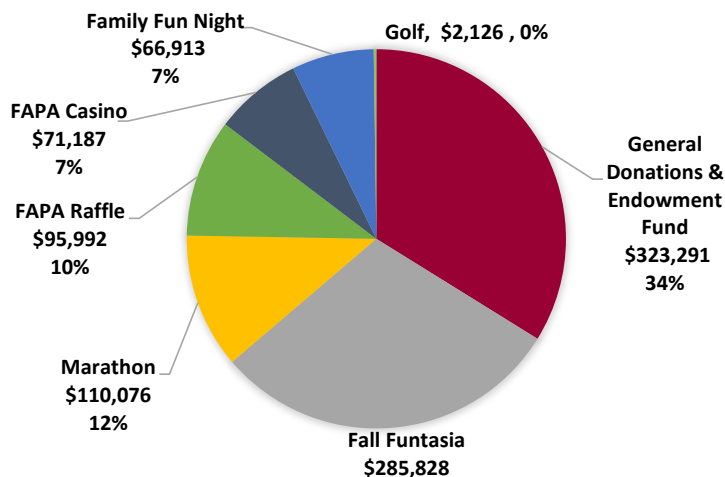
Surplus (Deficit): Operations \$892,498

As directed by Alberta Education, Foothills Academy has incorporated the accrual method of accounting. Capital assets are being amortized. For detailed financial information contact the Business Office at (403) 270-9400. Information can also be found on our website: www.foothillsacademy.org

Audited statements are available upon request.
Auditor: Sihota Taylor

FUNDRAISING

Funds Raised: \$995,414



Tremendous community support plus the efforts of parents, staff, board, and volunteers raised much needed bursary funds. In total 123 bursaries were approved valued in excess of \$900,000.

FINANCIAL STATEMENTS

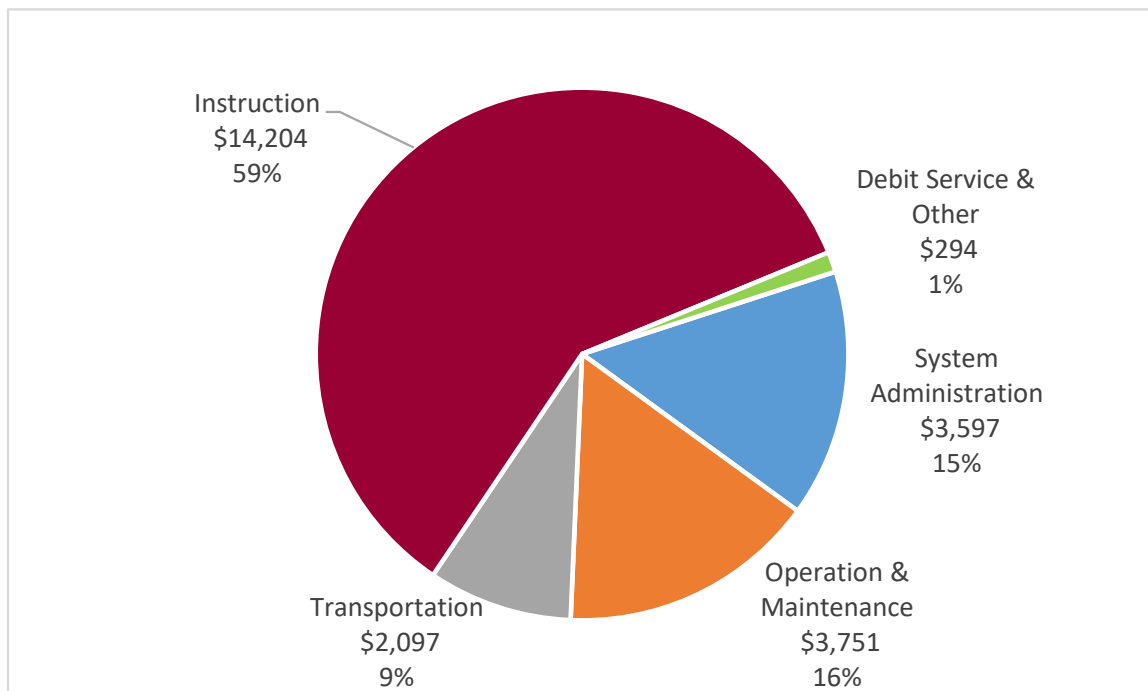
For the period September 1, 2015 to August 31, 2016

Foothills Academy

745 - 37th Street N.W.
Calgary, Alberta T2N 4T1

School Program PER PUPIL EXPENSES

Expenses: \$23,943



Note: Expenses are based on 280 students.
Community Service is self sustaining and costs are not included in school program tuition.

\$1,551,860 Community Services

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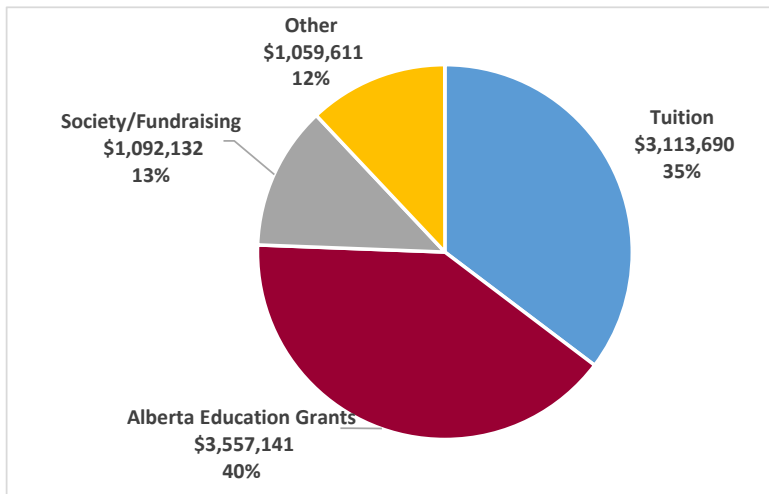
FOOTHILLS ACADEMY SOCIETY

745 - 37th Street N.W.
Calgary, Alberta T2N 4T1

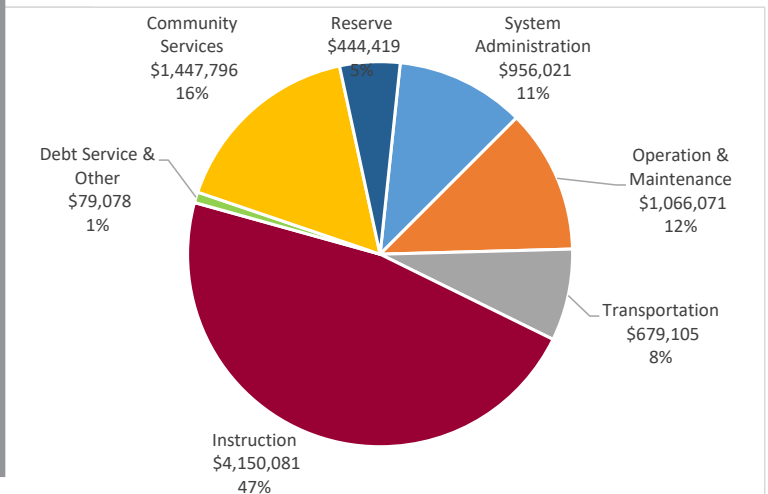
OPERATING BUDGET

For the period September 1, 2016 to August 31, 2017

Revenue: \$8,822,574



Expenses: \$8,822,574



Capital Purchases: \$250,000

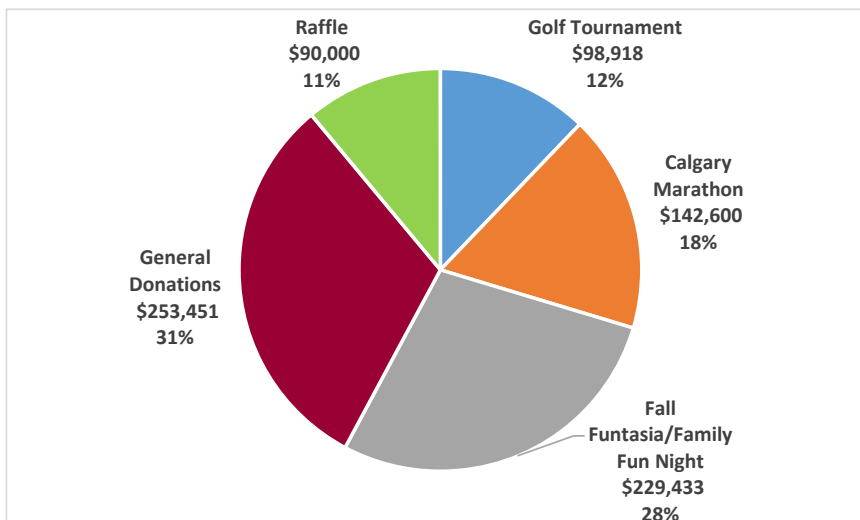
Surplus (Deficit): \$0

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Auditor: Sihota Taylor

FUND RAISING

Funds Needed to Raise: \$814,402



Tremendous community support plus the efforts of parents, staff, board, and volunteers raised much needed bursary funds. In total 123 bursaries were approved valued in excess of \$950,000. The General Donations includes some revenue earned through invested funds.

FOOTHILLS ACADEMY

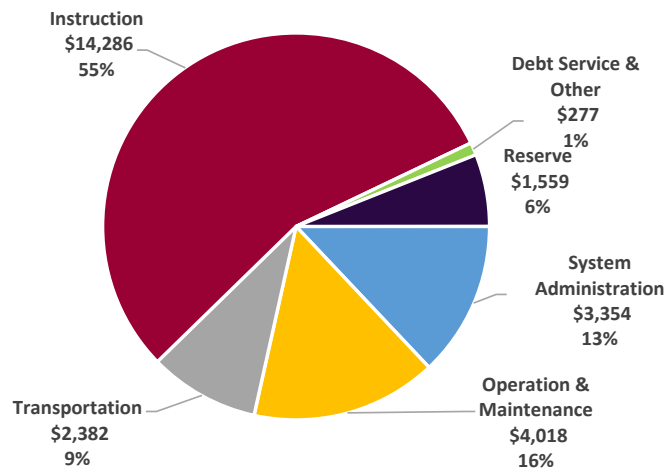
745 - 37th Street N.W.
Calgary, Alberta T2N 4T1

OPERATING BUDGET

For the period September 1, 2016 to August 31, 2017

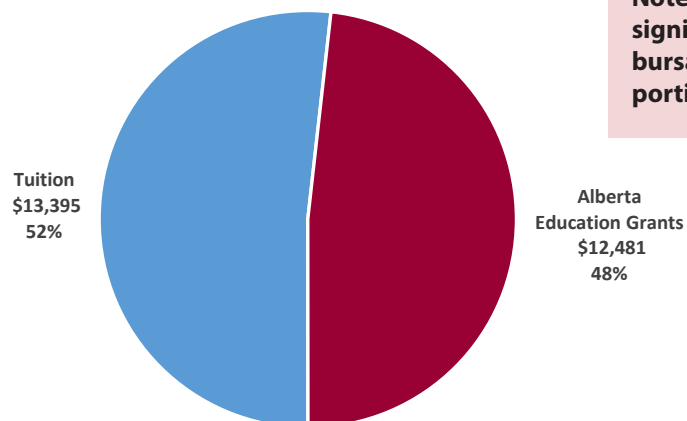
SCHOOL PROGRAM PER PUPIL EXPENSES

Expenses: \$25,876 (Excludes Community Services \$1,447,796)



SOURCE OF FUNDS

Revenue: \$25,876 (Excludes Community Services)



Note: Fundraising contributes significantly in the form of bursaries towards the Tuition portion of funding.

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Audited statements are available upon request.
Auditor: Sihota Taylor