



Foothills Academy

3-Year Education Plan 2017- 2020

Annual Education Results Report (AERR) 2016-17



Accountability Statement

The Annual Education Results Report for the 2016/17 school year and the Education Plan for the three years commencing September 5, 2017 for Foothills Academy Society 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 2016/2017 school year and the three-year Educational Plan for 2017/2020 on November 30th 2017



Board Chair



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

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 to go on to successful and meaningful post-secondary education. We build on students' strengths to enable them to become the great individuals whom they are all capable of being.

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



Trends and Issues

The 2016-2017 school year at Foothills Academy was another successful year for the program, generating success for students with Learning Disabilities from grades 3 to 12. As Foothills Academy approaches its 40th year in operation, we remain loyal to our goal of serving and supporting individuals with Learning Disabilities; to enable them to reach their true potential in the education system, and become prepared for life after school in Post-Secondary education or the workplace. Foothills Academy has always strived to deliver effective, evidence based programming for students with Learning Disabilities, so that the bright students who pass through our school become equipped with the essential academic and social skills required to realized their goals in life.

The staff at Foothills Academy have always been tasked with ensuring that they are at the forefront of the research for best practices for working with students with Learning Disabilities, and so professional development continues to be a major focus to support this. With continuous development and growth an important part of the professional life at Foothills Academy, we have built upon our in-house collaborative efforts, with regular lunch and learns sharing best practices from the classroom; also providing opportunities for staff to share new programs and best practices garnered from specific courses on Learning Disabilities undertaken externally. We also have the added luxury and essential asset of an associated in-house manager of Professional Development and Parent Education, who supports staff to implement further best practices for students with Learning Disabilities.

In addition to the essential development and growth of the school staff, we try to ensure that all of our parents and stakeholders are well equipped to work effectively with children and youth with Learning Disabilities. The role of parents in a child's education is great, and we ensure that parents are an integral piece of the picture when it comes to each student's education. Aside from the regular communication, meetings, and involvement with Individual Programming for students, Foothills Academy puts on regular parent workshops in the evenings to provide critical information to parents about a wide range of issues pertaining to Learning Disabilities and associated disorders.

At Foothills Academy, we believe that we are providing the best possible care of, and opportunities for, our students; all whilst ensuring that we are inclusive of every socio-economic group in the population. It has always been our mandate to provide access to our programs for those children in need, and therefore we ensure that we do not turn families away based on financial need. This creates a significant need for a bursary program, of which over 40% of our families have some access to. The need for philanthropy at Foothills Academy is great, and it is an integral part of our culture and community. We continue to raise funds for the bursary program with a live and silent auction at Fall Funtasia, a Family Fun Night, and a Golf Tournament; of which all stakeholders of Foothills Academy are involved in.

In addition to the fundraising for the bursary, it is important that we continue to receive Designated Special Education Private School funding from the Ministry of Education. Having consistent and continued funding from the Province is critical for us to be able to plan for the long-term future of Foothills Academy, so that we can continue to provide a crucial service to support many students and their families living with Learning Disabilities in Alberta. It is reassuring to hear Minister Eggen's continued support for funding schools like Foothills Academy.

Foothills Academy continues to prepare students with Learning Disabilities for successful entry into Post-Secondary education or the workplace. Our achievements at Foothills have been recognized by Cambridge University's Innovate 800 program, which celebrates and showcases a selection of the best-practice organizations from around the world regarding educational innovation. To be included in such a prestigious publication is a testament to the successful work that is happening at Foothills Academy.

Internally, we have built further upon our best practices for Self-Determination Theory throughout the school, and have devised developmental targets for Self-Determination for our students to reach, and for our teachers to develop for each grade in the school. We have also worked hard in ensuring that student transitions to Post-Secondary education are effective, and as such we have developed a strong partnership with SAIT and an Adventures in Pursuing Post-Secondary Education program. This was achieved in conjunction with our implementation of a designated Learning Strategist in the school, who also developed a successful Post-Secondary fair. In addition to these initiatives within the school, we have created a student conference day, where all students in the school attend workshop sessions on a wide variety of issues pertaining to Learning Disabilities. We are equipping our students with the knowledge and understanding of how their brains work, and what supports and strategies we can employ to ensure the greatest success in their lives.

The continued success of Foothills Academy is built upon the strength of the collaborative community between students, teachers, parents, the Board of Governors and other stakeholders. The strength of Foothills continues to grow, and under the guidance and governance of the Board of Governors and their strategic, financial and long range planning, Foothills Academy is rightly proud to be serving such a needing and deserving student population in Calgary and the surrounding areas.

Simon Williams (Executive Co-Director)

Combined 2017 Accountability Pillar Overall Summary (Required for Public/Separate/Francophone/Charter School Authorities and Level 2 Private Schools)

Measure Category	Measure	Foothills Academy			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	95.0	95.5	95.0	89.5	89.5	89.3	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	76.7	77.5	73.2	81.9	81.9	81.5	Intermediate	Maintained	Acceptable
	Education Quality	96.1	96.9	95.4	90.1	90.1	89.6	Very High	Maintained	Excellent
	Drop Out Rate	0.0	0.0	1.1	3.0	3.2	3.3	Very High	Improved	Excellent
	High School Completion Rate (3 yr)	90.4	85.5	85.7	77.9	76.5	76.1	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	72.0	70.6	67.2	73.4	73.6	73.2	Intermediate	Maintained	Acceptable
	PAT: Excellence	13.8	13.3	8.8	19.5	19.4	18.8	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	81.2	93.1	87.2	83.0	82.7	83.1	Intermediate	Maintained	Acceptable
	Diploma: Excellence	5.9	19.4	15.2	22.2	21.2	21.5	Very Low	Declined	Concern
	Diploma Exam Participation Rate (4+ Exams)	49.3	44.3	40.6	54.9	54.6	53.1	Intermediate	Maintained	Acceptable
	Rutherford Scholarship Eligibility Rate	70.0	66.7	66.7	62.3	60.8	60.8	n/a	Maintained	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	70.3	95.5	76.8	57.9	59.4	59.3	Very High	Maintained	Excellent
	Work Preparation	94.1	94.2	92.8	82.7	82.6	81.9	Very High	Maintained	Excellent
	Citizenship	90.3	91.9	92.1	83.7	83.9	83.6	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	96.3	94.9	96.7	81.2	80.9	80.7	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	84.3	82.4	84.2	81.4	81.2	80.2	Very High	Maintained	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. 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.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
6. Participation in Provincial Achievement Tests was impacted by the 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.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. Participation in Diploma Examinations was impacted by the 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.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
11. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.

**Combined 2017 Accountability Pillar First Nations, Métis and Inuit Summary
(Required for Public/Separate/Francophone School Authorities)**

Measure Category	Measure	Foothills Academy (FNMI)			Alberta (FNMI)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student Learning Opportunities	Program of Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Drop Out Rate	*	*	n/a	5.8	6.1	6.7	*	*	*
	High School Completion Rate (3 yr)	n/a	*	n/a	53.6	50.2	47.8	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	n/a	n/a	51.7	52.4	52.1	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	6.7	6.3	6.3	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	77.1	76.1	76.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	10.7	10.2	10.2	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	*	n/a	21.8	20.7	20.3	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	*	n/a	34.2	31.9	31.9	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	31.8	33.5	33.3	n/a	n/a	n/a
	Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Parental Involvement	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Continuous Improvement	School Improvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the 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.
5. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
6. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
7. Participation in Diploma Examinations was impacted by the 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.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
9. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
10. Student demographic data used when calculating Student Outcome Measures and Provincial Achievement Tests results was updated in October 2016. This impacted results based on enrolment (e.g., self-identified First Nations, Metis and Inuit), exception (e.g., learning disability) and grant program codes (e.g., English as Second Language students) reported in previous years.



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 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:

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

Improvement Table

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

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

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

Overall Evaluation Table

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

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

Category Evaluation

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

Outcome One: Alberta’s students are successful

Performance Measure	Results (in percentages)					Target 2017	Evaluation			Targets		
	2013	2014	2015	2016	2017		Achievement	Improvement	Overall	2018	2019	2020
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	76.6	62.5	68.6	70.6	72.0		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).	11.3	5.0	8.1	13.3	13.8		Intermediate	Maintained	Acceptable			

Comment on Results
 We are pleased with the number of students who are achieving in the acceptable and excellence ranges. Our population consists of students who struggle with learning and formal cumulative exams can be extra challenging. We feel students improve their performance with experience and time in our program.

 Strategies are embedded into daily instruction and students have time in their schedules to focus upon learning and study strategies.

Strategies
 School administration review Provincial Achievement Test results with each staff member every year. Staff are required to identify concepts or question types that their students did not perform well on. Staff and administration collaborate to come up with strategies to improve performance in the identified areas. Staff are encouraged to review bulletins from Alberta Education and use all released test items in their formal reviews.

- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
 3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
 4. Participation in Provincial Achievement Tests was impacted by the 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.



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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017		2017	Achievement	Improvement	Overall	2018	2019
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	89.4	79.7	88.9	93.1	81.2		Intermediate	Maintained	Acceptable			
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	14.9	13.0	13.0	19.4	5.9		Very Low	Declined	Concern			

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016		2017	Achievement	Improvement	Overall	2018	2019
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	95.8	85.7	85.9	85.5	90.4		Very High	Maintained	Excellent			
Drop Out Rate - annual dropout rate of students aged 14 to 18	0.0	0.5	2.8	0.0	0.0		Very High	Improved	Excellent			
High school to post-secondary transition rate of students within six years of entering Grade 10.	76.9	68.2	66.9	95.5	70.3		Very High	Maintained	Excellent			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	66.7	70.0		n/a	Maintained	n/a			
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	66.7	9.5	36.8	44.3	49.3		Intermediate	Maintained	Acceptable			

Comment on Results

We are disappointed to see the decline in this year's diploma examinations standard of excellence, as we pride ourselves on the great successes our students can achieve, with the right supports and strategies for each individual's needs, with regards to their Learning Disability. However, although this area declined last year, we provided more opportunities in higher academic courses for a larger than usual population in grade twelve. We consciously adjusted our in-school entry requirements of higher level courses (typically math and science based) and gave a greater access to the most demanding academic courses. Although we want to ensure that all of our students fulfil their true potential, there is a possibility that we lowered the entry requirements for the most academic courses too much for those students who desperately wanted to challenge the courses, but who didn't quite meet the typical requirements. This would have had a profound effect of certain results, and therefore could explain the results.

It is also apparent, since we have a small student population, that the same students who struggled so much in the more academic math courses, were also the students who were in chemistry and physics, and had similar struggles. Although we have have great supports in class for students with Learning Disabilities, many individuals with Learning Disabilities have additional struggles with attention or anxiety related issues. These factors can significantly impact students during examination times.

The fact that approximately two out of every three graduates qualify for the Rutherford Scholarship indicates our students are leaving our program with the knowledge and

skills they require to be successful beyond Foothills Academy. This is a fact we are extremely proud to share.

Strategies

We have a small graduating class every year. We now have students who are electing to complete grade 12 over two years, to give themselves a better chance of meeting specific post-secondary requirements. This can ensure all of our students meet the requirements to earn a high school diploma and prevent any of them from “dropping out”.

In order for our students to write more than four or diploma exams, they must take two sciences and Math 30-1 or Math 30-2 for the entire school year. The trend sees less students taking two or more sciences and more students finishing high school with Math 20-2 or Math 30-3. Math 20-2 meets the requirement to receive a diploma and Math 30-3 does not require students to write a diploma. We are very intentional in our attempts to set up our students for success by encouraging them to take courses in which they can excel, while simultaneously meeting the requirements to graduate and qualify for their desired post-secondary program. We will certainly ensure to hold to our in-school policy of having a clear and strict entry requirement to advance into the more academic classes in high-school.

We are continuing to provide additional supports for all of our students in the realms of anxiety and attention (plus many other mental health issues), and so hope to be able to support setting them up for greater success in examination situations.

Many of our students have struggles from time to time when it comes to motivation, and we are therefore focusing upon motivation of students in ongoing, school-wide professional development with all of our staff. We are focusing on Self-Determination Theory, and autonomous motivation, which helps to build intrinsic desire in students to do well in all of their schooling, and beyond. We notably had students struggling in this area, and with the further training of our staff, we will be able to consistently, appropriately and successfully be able to support all students in need as we move forwards.

We have further developed our departmental teams this year too, as well as struck a data team to help us analyze our results more broadly, school-wide, so that all staff are actively involved in the process. This also allows us to create vertical and horizontal planning groups throughout the school, which helps us to scaffold and develop greater continuity between grades and teachers can more readily build upon each other’s work. This year, staff are also focusing upon formative assessment methods in the classroom.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English

Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.

5. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
6. Participation in Diploma Examinations was impacted by the 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. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
8. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.



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

Performance Measure	Results (in percentages)					Target 2017	Evaluation			Targets		
	2013	2014	2015	2016	2017		Achievement	Improvement	Overall	2018	2019	2020
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	87.3	92.4	91.9	91.9	90.3		Very High	Maintained	Excellent			
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.	88.4	94.5	89.6	94.2	94.1		Very High	Maintained	Excellent			

Comment on Results
 We have always considered Foothills Academy to be a strong and collaborative community. Student, parents, teachers and stakeholders are all commitment members of our close knit, family like community. Our students are engaged in many aspects of our program. They are counted on to fundraise, plan school events and identify new extra-curricular activities.

The staff at Foothills Academy work hard to establish relationships with every student in the program. This relationship often extends to the family of the student and together, we work on developing the appropriate skills and attitudes to appreciate and celebrate individuality. It is these attitudes that lead our students to become successful lifelong

Strategies
 Our students are explicitly taught self-advocacy and social skills. With guidance from staff, students are expected collaboratively problem solve. We expect students to always consider the perspective of others and work towards maintaining respectful and kind relationships.

- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. 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.

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

Performance Measure	Results (in percentages)					Target 2017	Evaluation			Targets		
	2013	2014	2015	2016	2017		Achievement	Improvement	Overall	2018	2019	2020
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	77.9	91.1	80.5	86.0	83.0		n/a	n/a	n/a			

- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. 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.

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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
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	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	n/a			
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	n/a	n/a	*	n/a	n/a		n/a	n/a	n/a			
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	n/a	n/a	*	n/a	n/a		n/a	n/a	n/a			

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the 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.
5. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
6. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
7. Participation in Diploma Examinations was impacted by the 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.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016		2017	Achievement	Improvement	Overall	2018	2019
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	n/a	n/a	n/a	*	n/a		n/a	n/a	n/a			
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	*	*	*	*	*		*	*	*			
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			
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	*	n/a		n/a	n/a	n/a			
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	n/a	n/a	n/a	*	n/a		n/a	n/a	n/a			

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
5. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
6. Student demographic data used when calculating Student Outcome Measures and Provincial Achievement Tests results was updated in October 2016. This impacted results based on enrolment (e.g., self-identified First Nations, Métis and Inuit), exception (e.g., learning disability) and grant program codes (e.g., English as Second Language students) reported in previous years.

Outcome Three: Alberta’s education system is inclusive

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	94.1	94.6	94.9	95.5	95.0		Very High	Maintained	Excellent			

Comments on Results

Our population consists entirely of students who have been diagnosed with a learning disability. There are frequently co-disorders related to anxiety, attention and social skills. As such, there is significant emphasis placed on the development of skills and strategies to cope and compensate. We are consistently communicating that students get what they need in our program and the needs are very specific to the individual. Our students are expected to understand themselves and thus, appreciate and celebrate their differences.

Strategies

This past October we held our second annual Inside/Out Student Conference. This conference is designed to help students understand themselves and their peers. There were many different sessions and some of the topics included: mindfulness, social thinking, self-regulation, executive functions, healthy habits, self-advocacy and working memory and processing speed. We will review and collect feedback regarding the conference. The data we collect will be instrumental to the planning of the third edition which will take place in the fall of 2018.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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.



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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017		2017	Achievement	Improvement	Overall	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.	72.3	71.3	70.7	77.5	76.7		Intermediate	Maintained	Acceptable			

Comment on Results

Based on previous results, we realized that we had not done a good enough job of communicating all of the programs we were offering at Foothills Academy. Our focus has always been on the academics, but we needed to improve how we reported on the other subjects that are within the larger program. Last year was the first year we had Team One (grades three to six) report cards include evaluations and comments from non-academic courses. This is likely the reason we maintained our results from the previous school year.

Also, physical education was scheduled every school day for all students up to and including grade ten. Phys. Ed. 20 and 30 are also every day, but not mandatory courses.

Students in grades seven through nine are rotated through several elective courses. We intentionally expose them to all the areas they can choose to pursue in high school and perhaps beyond. We find most of our students are now choosing electives in high school that either interest them or provide a foundation for post-secondary programs they aim to pursue.

All our high school electives are now formally reported on each reporting period. All students have health timetabled into their schedule up to and including CALM 20.

Strategies

We are committed to having physical education as a part of every student's day and will continue to make every effort to include it in our master timetable, where applicable. Students will continue to rotate through electives in grades seven through nine, so as to expose them to all the options available in high school. All report cards will include all subjects being taught throughout each school week.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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.

Outcome Five: Alberta’s education system is well governed and managed

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
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.	82.8	91.1	79.1	82.4	84.3		Very High	Maintained	Excellent			
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	90.9	98.7	96.5	94.9	96.3		Very High	Maintained	Excellent			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	92.3	95.7	93.5	96.9	96.1		Very High	Maintained	Excellent			

Comment on Results

We feel confident families with students in our program are able to see progress that is measurable and significant. Progress often takes time and we have many new families each year. Results indicating improvement or status quo are likely difficult for our new parents to accurately assess. Those families who have spent more than three years in our program are often able to identify and articulate improvements that have been made.

We are very proud of the amount of parental support we receive. We strive to collaborate with all of our families to ensure the best and most appropriate practices are applied. We have four formal opportunities for parents to meet with staff throughout the school year and are happy to report they are extremely well-attended. We also communicate regularly with our weekly E-news. Regular communication with families is both an expectation and goal. We are very open with our belief that we are the most successful when working together with our families.

The improvement made in the area of basic education could be due to our increased effort to formally report on all subjects being taught.

Strategies

The theme for this current school year is, “Learning Together, Reflecting Together, Advancing Together”. We are very keen to collect feedback regularly in an attempt to identify areas where we can improve. We continue to look for evidence based practices and new technologies to help our students achieve their full potential. We are aware and realistic that this requires time and effort. We continue to support staff in professional development and have incorporated Lunch and Learns once a month. We have also scheduled monthly meeting where staff have the opportunity to learn from each other and engage in collaborative planning. This is all in addition to the professional development that we provide in August and February. Working at Foothills Academy is both challenging and rewarding. We have assembled an excellent staff who strive to improve individually and as a team. We are committed to providing the best possible education for the exceptional students within our program.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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.



Note:

Summary of Financial Results

- Please see attached charts

Budget Summary

- Please see attached charts

Capital and Facilities Projects

- No capital or major facilities projects were undertaken during the 2016 - 2017 year

Summary of Facility and Capital Plans

- No capital or major facilities projects were undertaken during the 2016 - 2017 year

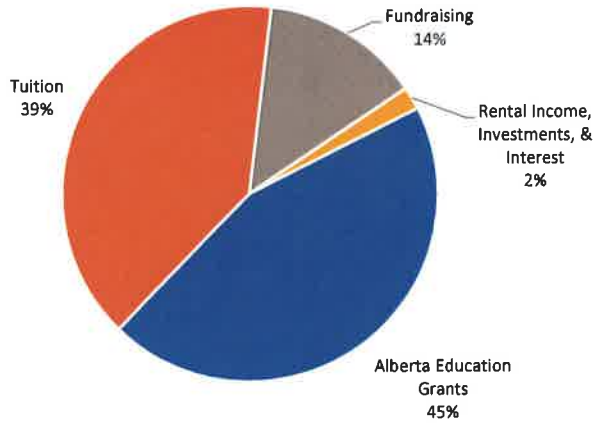
FINANCIAL STATEMENTS

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

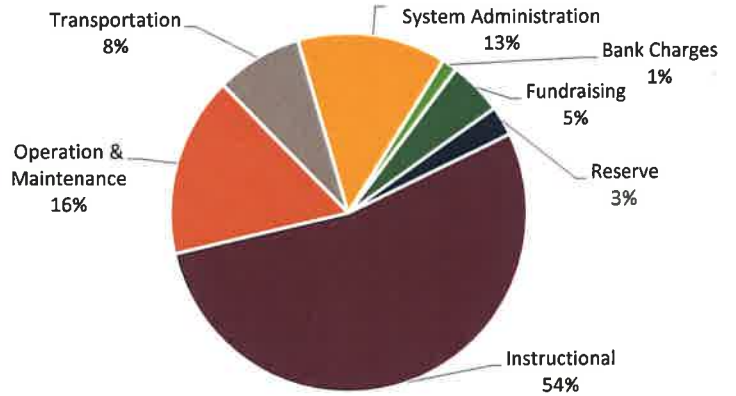
Foothills Academy

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

Revenue: \$8,087,277



Expenses: \$7,407,628



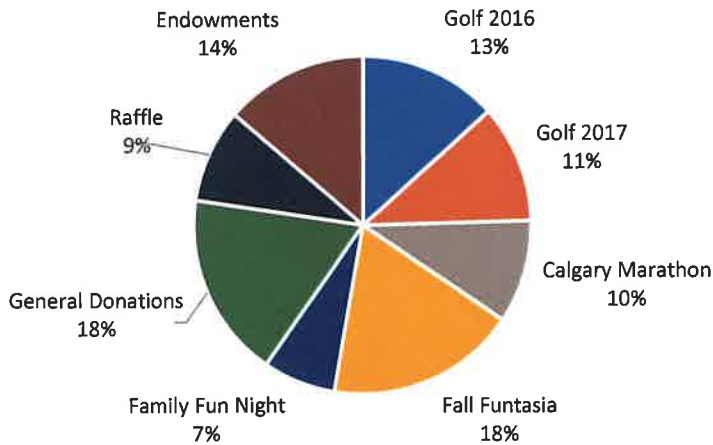
Capital Purchases: \$293,000

Operational Surplus: \$679,649

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 & Donations \$1,102,950



Tremendous community support plus the efforts of parents, staff, board, and volunteers raised much needed bursary funds. In total 102 bursaries were applied for and approved valued in excess of \$855,000.

Fundraising results (and expenses were higher in 2016/17 because of the timing for the golf tournaments which saw two tournaments fall in the same fiscal year.

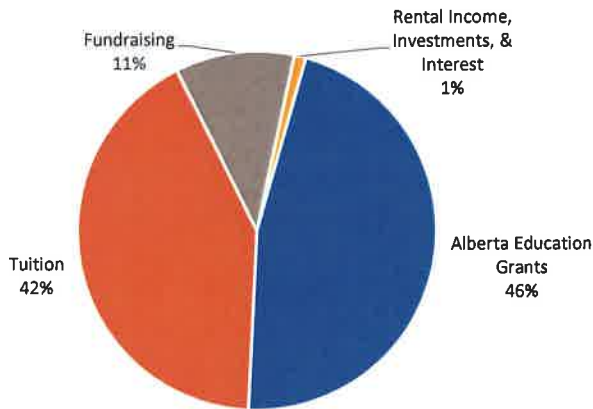
FOOTHILLS ACADEMY SOCIETY

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

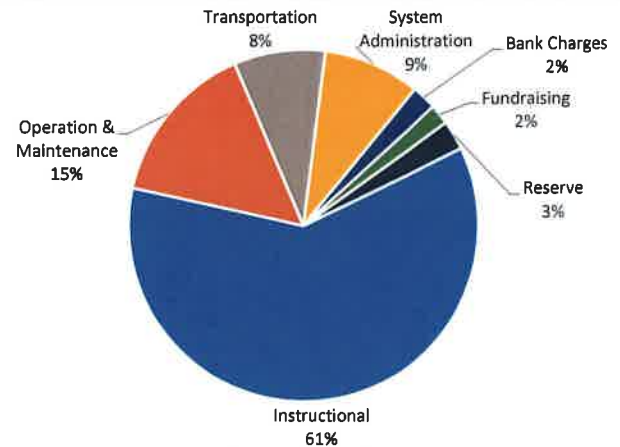
OPERATING BUDGET

For the period September 1, 2017 to August 31, 2018

Revenue: \$7,652,000



Expenses: \$7,317,796



Capital Purchases: \$293,000

Anticipated Surplus: \$334,204

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 website: www.foothillsacademy.org

Audited statements are available upon request.
Auditor: Sihota Taylor

	Budget 2017/18	Results %
Revenue Summary		
Alberta Education Grants	\$3,623,241	45%
Tuition	\$3,203,210	40%
Fundraising	\$1,102,950	14%
Interest	\$157,876	2%
Total Revenue	\$8,087,277	100%
Expenditure Summary		
Instructional	\$3,966,272	54%
Operations & Maintenance	\$1,202,813	16%
System Administration	\$999,491	13%
Transportation	\$582,251	9%
Fundraising	\$359,377	5%
Bank Charges	\$100,924	1%
Reserve	\$196,500	3%
Total Operating Expenditures	\$7,407,628	100%

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.

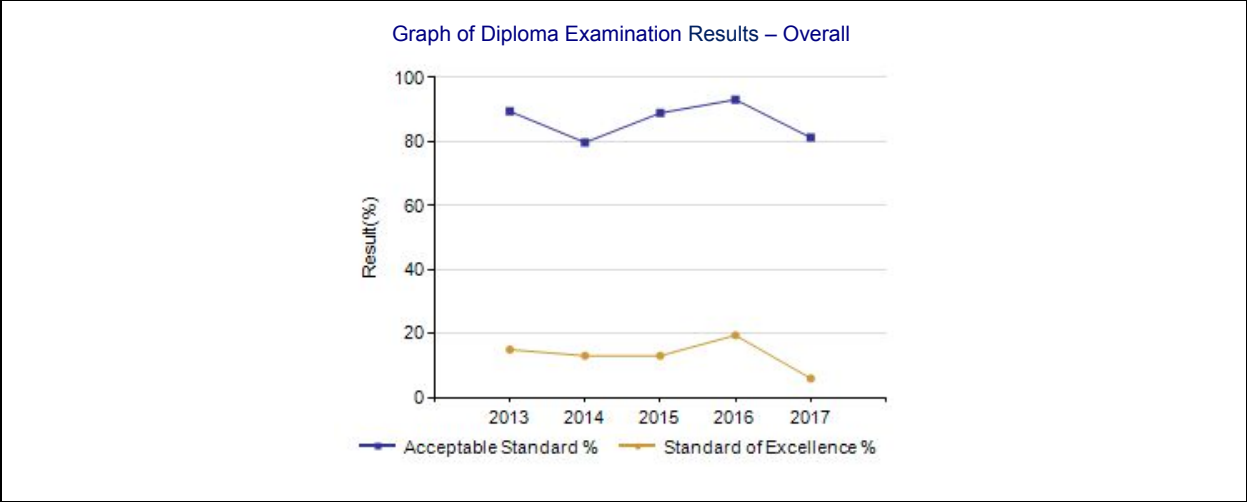
APPENDIX

Diploma Examination Results – Measure Details (OPTIONAL)

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2013		2014		2015		2016		2017		2017	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	Authority	85.7	0.0	90.9	0.0	94.7	0.0	100.0	0.0	88.2	5.9		
	Province	85.9	10.4	87.6	11.8	86.5	11.4	86.8	10.7	86.5	11.7		
English Lang Arts 30-2	Authority	100.0	8.3	100.0	11.1	91.7	8.3	100.0	42.9	100.0	16.7		
	Province	89.4	10.9	89.8	13.1	88.6	11.2	89.1	12.3	89.5	11.4		
French Lang Arts 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	95.4	12.4	96.6	14.6	95.5	9.9	93.8	8.7	94.7	9.4		
Français 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	96.8	18.2	99.3	29.2	95.3	17.1	99.3	20.3	98.1	18.6		
Pure Mathematics 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	59.0	11.4	*	*	n/a	n/a	n/a	n/a	n/a	n/a		
Applied Mathematics 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	71.4	17.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
Mathematics 30-1	Authority	n/a	n/a	28.6	0.0	83.3	33.3	83.3	50.0	50.0	0.0		
	Province	80.9	35.9	75.1	27.9	76.1	31.6	70.7	25.9	73.1	30.7		
Mathematics 30-2	Authority	n/a	n/a	50.0	0.0	83.3	0.0	83.3	16.7	77.8	11.1		
	Province	69.5	9.7	71.3	15.0	73.9	15.5	75.4	16.8	74.7	15.9		
Social Studies 30-1	Authority	*	*	*	*	90.0	0.0	90.9	0.0	85.7	0.0		
	Province	85.4	15.2	85.6	14.2	87.1	16.2	84.9	14.3	86.0	14.8		
Social Studies 30-2	Authority	93.8	31.3	100.0	27.8	86.4	13.6	100.0	37.5	*	*		
	Province	82.2	13.7	83.9	14.8	81.3	12.5	81.1	13.1	80.6	12.6		
Biology 30	Authority	100.0	16.7	66.7	16.7	87.5	12.5	85.7	0.0	50.0	0.0		
	Province	84.4	32.2	85.2	31.8	85.8	33.0	85.1	32.4	84.2	32.3		
Chemistry 30	Authority	n/a	n/a	*	*	100.0	83.3	*	*	100.0	14.3		
	Province	78.8	31.8	81.5	35.2	82.1	34.2	81.5	34.5	83.1	38.6		
Physics 30	Authority	*	*	*	*	*	*	*	*	88.9	0.0		
	Province	81.5	30.4	83.2	34.3	83.9	35.8	85.8	39.8	85.7	41.8		
Science 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	83.3	16.7	*	*		
	Province	84.1	25.8	85.0	25.4	83.9	26.6	84.4	27.6	84.9	28.4		

Notes:

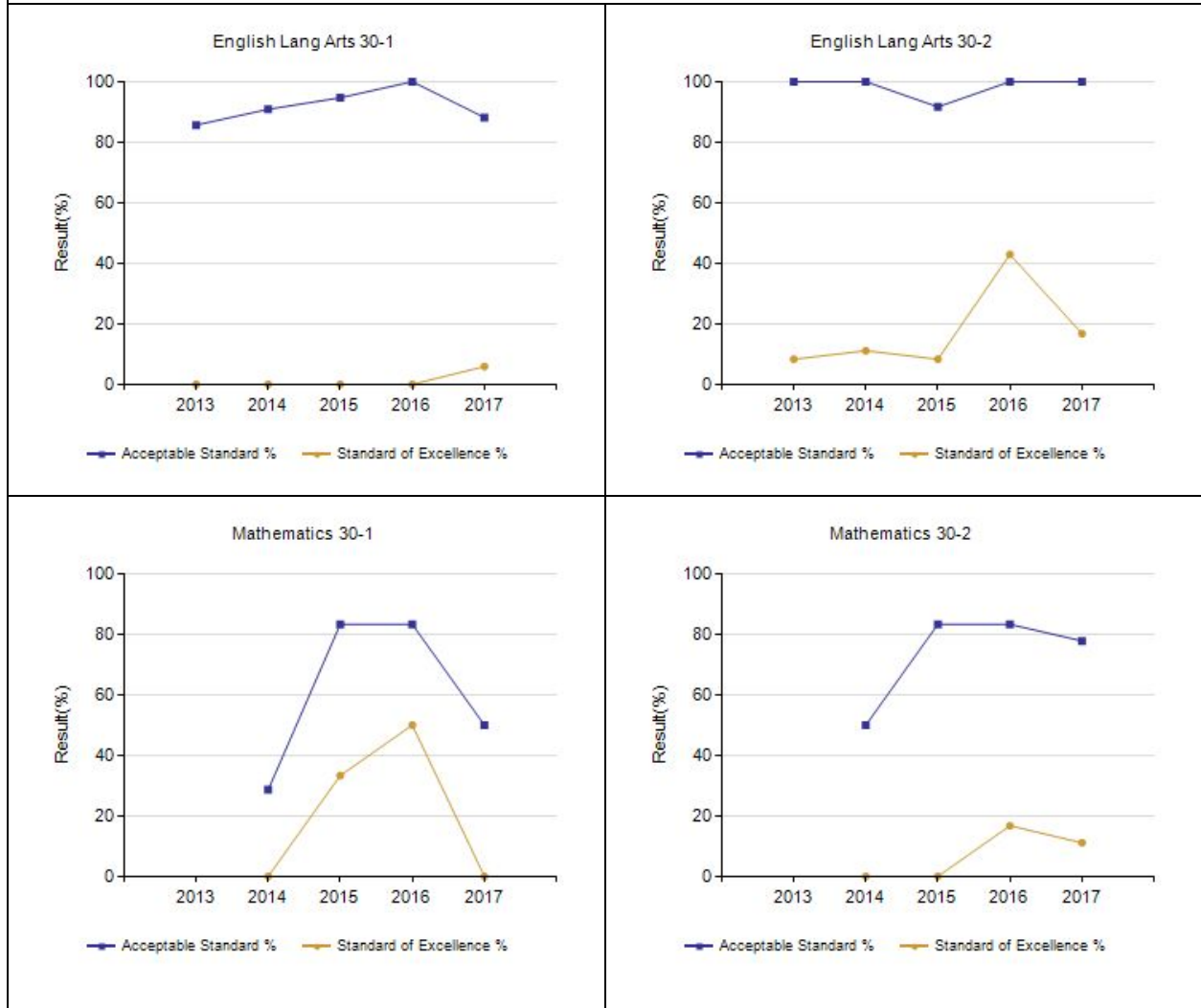
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
4. Participation in Diploma Examinations was impacted by the 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.



- Notes:
- 1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 - 2. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
 - 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.



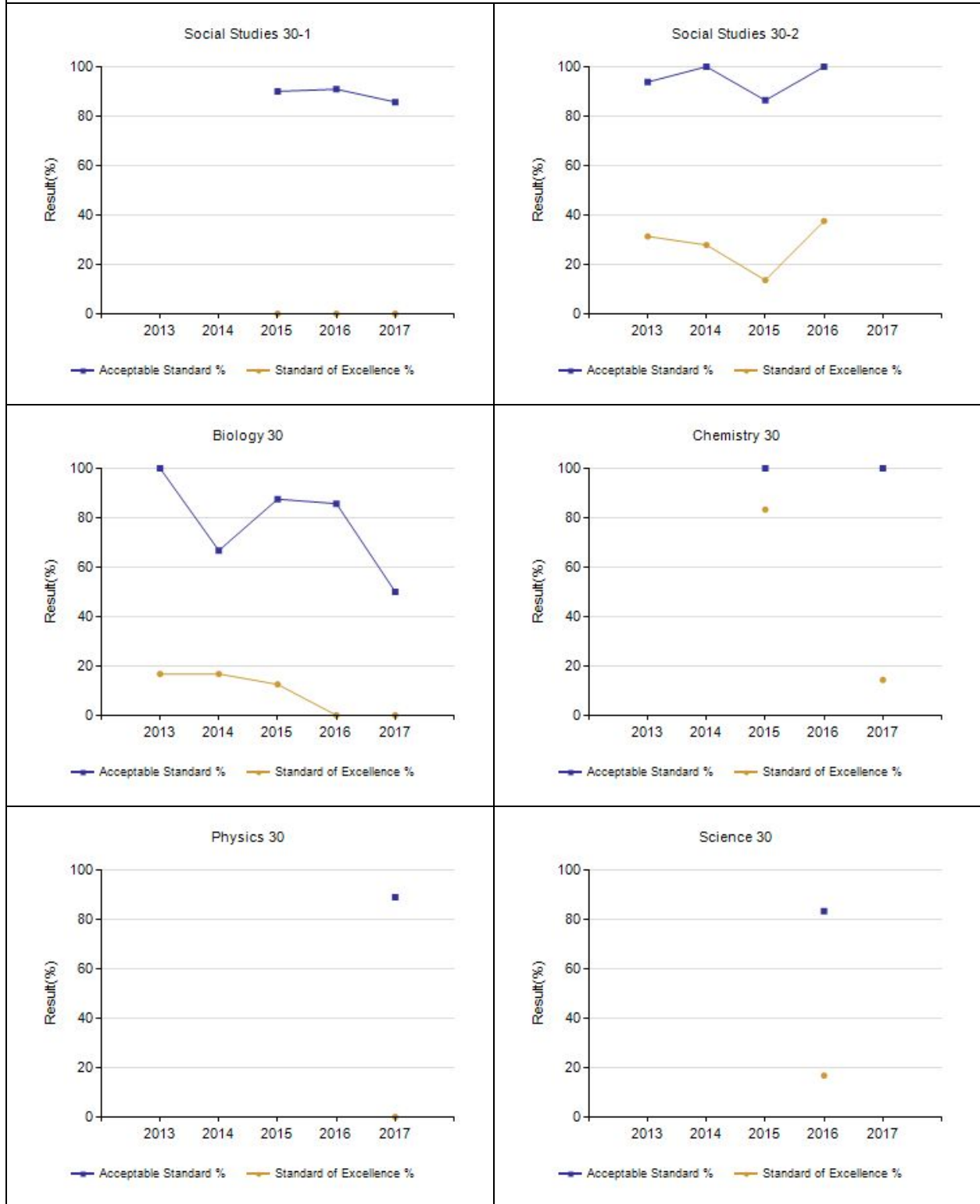
Diploma Examination Results by Course



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
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.

Diploma Examination Results by Course



Notes:

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

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

		Foothills Academy							Alberta			
		Achievement	Improvement	Overall	2017		Prev 3 Year Average		2017		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	Intermediate	Maintained	Acceptable	17	88.2	14	95.2	30,150	86.5	28,895	87.0
	Standard of Excellence	Low	Maintained	Issue	17	5.9	14	0.0	30,150	11.7	28,895	11.3
English Lang Arts 30-2	Acceptable Standard	Very High	Maintained	Excellent	6	100.0	9	97.2	16,797	89.5	16,361	89.2
	Standard of Excellence	High	Maintained	Good	6	16.7	9	20.8	16,797	11.4	16,361	12.2
French Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,375	94.7	1,256	95.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,375	9.4	1,256	11.0
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	156	98.1	140	98.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	156	18.6	140	22.2
Mathematics 30-1	Acceptable Standard	n/a	n/a	n/a	6	50.0	6	65.1	20,371	73.1	20,934	74.0
	Standard of Excellence	n/a	n/a	n/a	6	0.0	6	27.8	20,371	30.7	20,934	28.5
Mathematics 30-2	Acceptable Standard	n/a	n/a	n/a	9	77.8	8	72.2	14,327	74.7	12,738	73.6
	Standard of Excellence	n/a	n/a	n/a	9	11.1	8	5.6	14,327	15.9	12,738	15.8
Social Studies 30-1	Acceptable Standard	Intermediate	Maintained	Acceptable	14	85.7	11	90.5	22,249	86.0	21,875	85.9
	Standard of Excellence	Very Low	Maintained	Concern	14	0.0	11	0.0	22,249	14.8	21,875	14.9
Social Studies 30-2	Acceptable Standard	*	*	*	5	*	16	95.5	20,054	80.6	19,579	82.1
	Standard of Excellence	*	*	*	5	*	16	26.3	20,054	12.6	19,579	13.5
Biology 30	Acceptable Standard	Very Low	Declined	Concern	10	50.0	10	80.0	22,993	84.2	21,843	85.4
	Standard of Excellence	Very Low	Declined	Concern	10	0.0	10	9.7	22,993	32.3	21,843	32.4
Chemistry 30	Acceptable Standard	Very High	Maintained	Excellent	7	100.0	6	100.0	18,751	83.1	19,161	81.7
	Standard of Excellence	Low	Declined Significantly	Concern	7	14.3	6	83.3	18,751	38.6	19,161	34.6
Physics 30	Acceptable Standard	Very High	n/a	n/a	9	88.9	n/a	n/a	9,952	85.7	10,553	84.3
	Standard of Excellence	Very Low	n/a	n/a	9	0.0	n/a	n/a	9,952	41.8	10,553	36.6
Science 30	Acceptable Standard	*	*	*	2	*	6	83.3	9,323	84.9	7,914	84.4
	Standard of Excellence	*	*	*	2	*	6	16.7	9,323	28.4	7,914	26.6

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.
3. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
4. Participation in Diploma Examinations was impacted by the 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.

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
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.

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

Overall Evaluation Table

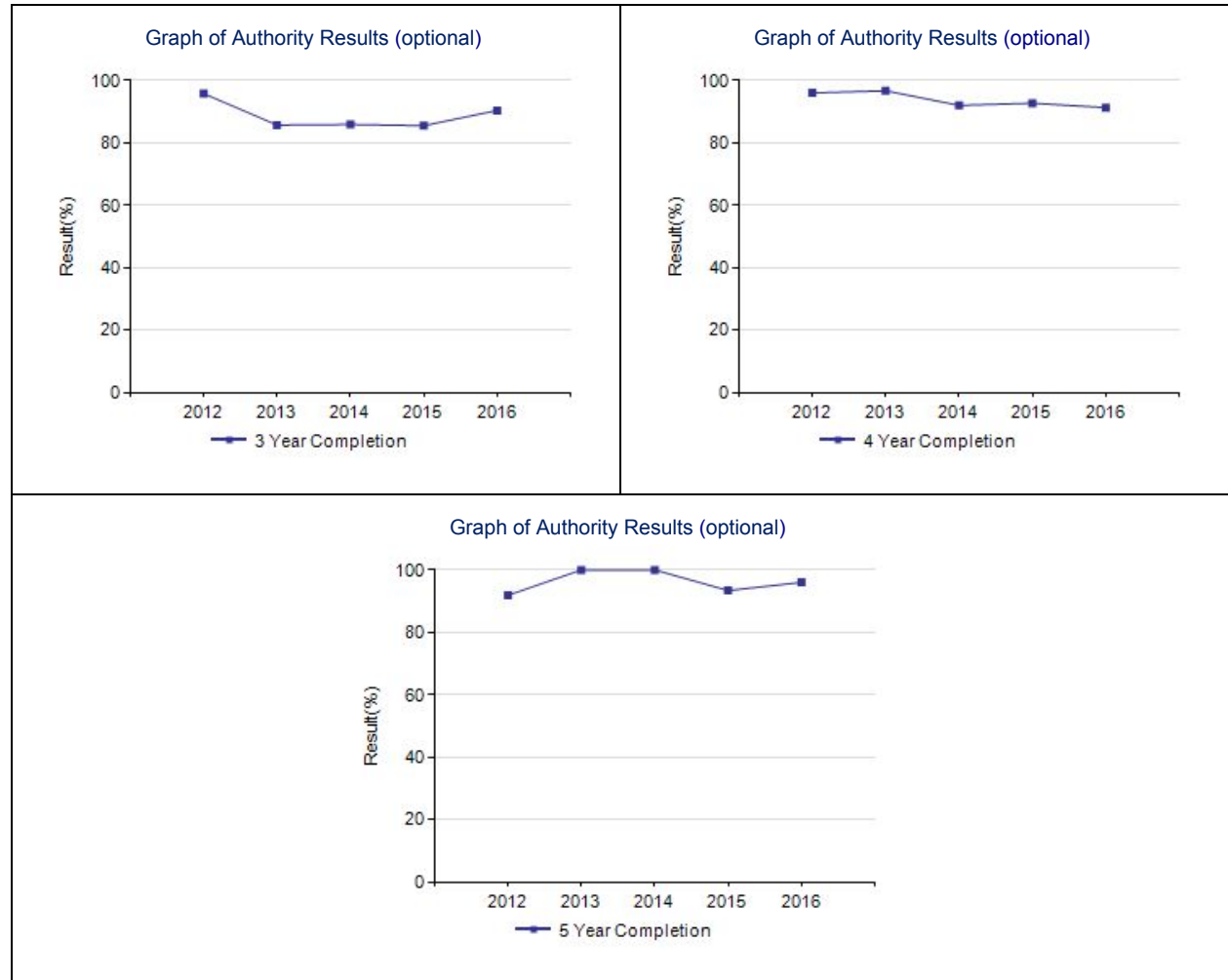
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

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

High School Completion Rate – Measure Details

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

	Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
3 Year Completion	95.8	85.7	85.9	85.5	90.4	74.8	75.3	76.5	76.5	77.9
4 Year Completion	96.0	96.7	92.0	92.7	91.3	79.2	79.6	79.9	81.0	81.2
5 Year Completion	91.9	100.0	100.0	93.4	96.0	80.6	81.5	82.0	82.1	83.2

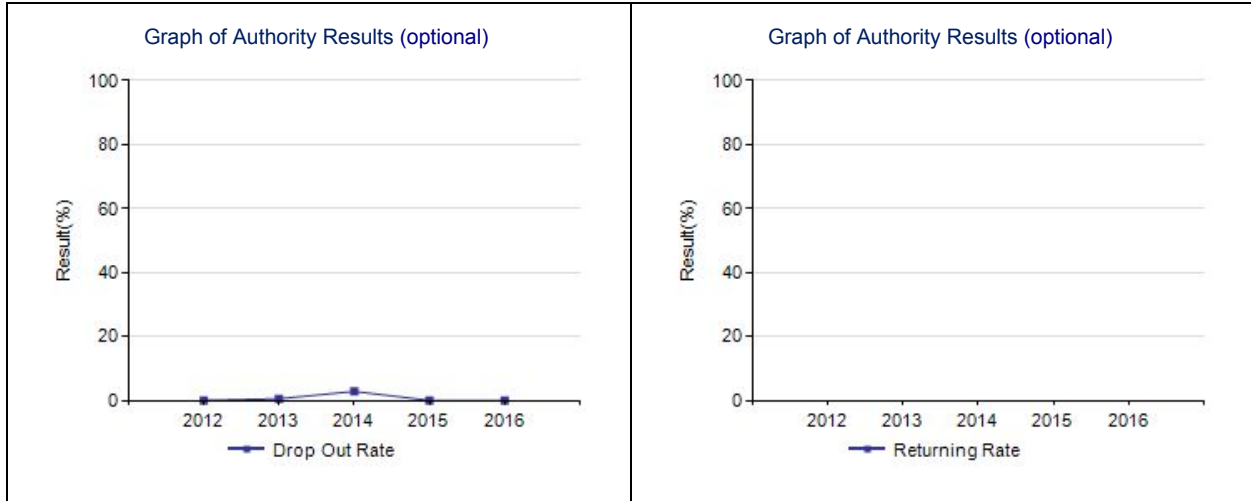


Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.

Drop Out Rate – Measure Details

Drop Out Rate - annual dropout rate of students aged 14 to 18										
	Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Drop Out Rate	0.0	0.5	2.8	0.0	0.0	3.6	3.3	3.5	3.2	3.0
Returning Rate	n/a	n/a	*	*	*	22.8	20.7	20.9	18.2	18.9

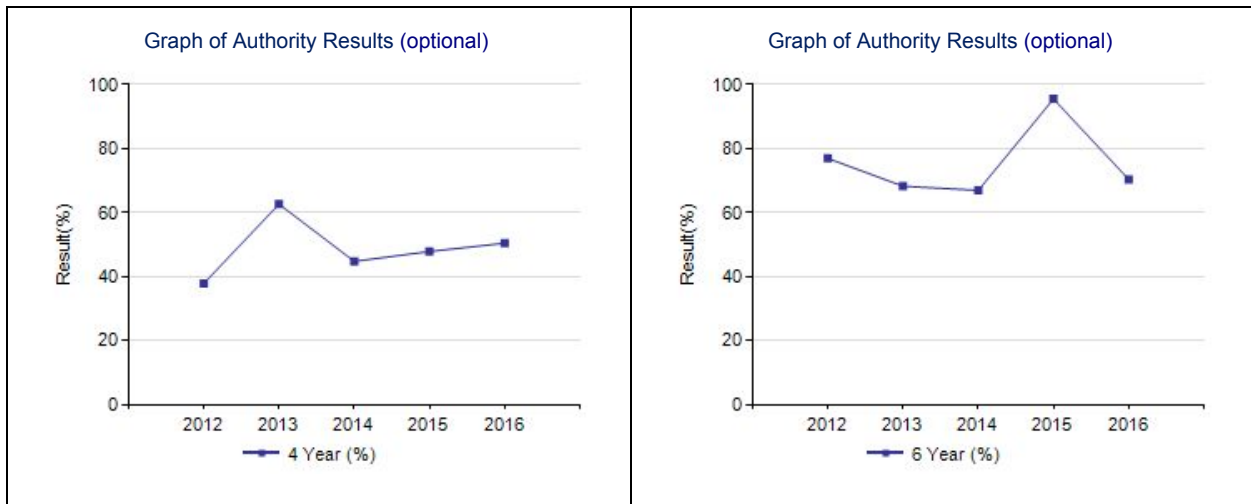


Notes:

1. 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

High school to post-secondary transition rate of students within four and six years of entering Grade 10.										
	Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
4 Year Rate	37.8	62.6	44.7	47.8	50.4	39.4	39.7	38.3	37.0	37.0
6 Year Rate	76.9	68.2	66.9	95.5	70.3	59.3	59.0	59.7	59.4	57.9



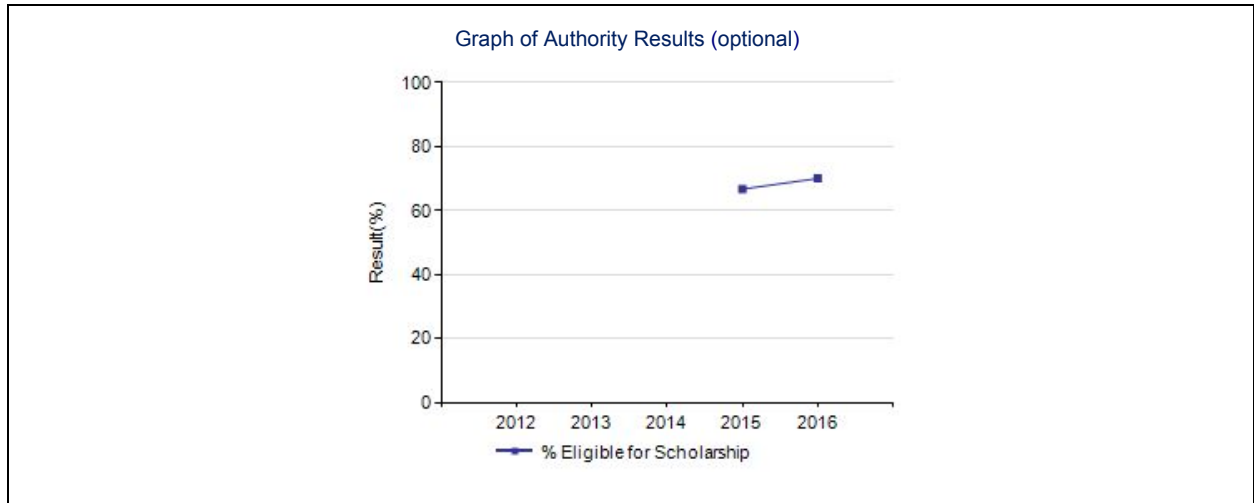
Notes:

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

Rutherford Eligibility Rate – Measure Details

Percentage of Grade 12 students eligible for a Rutherford Scholarship.										
	Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	66.7	70.0	n/a	n/a	n/a	60.8	62.3

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
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	9	27.3	22	66.7
2016	20	13	65.0	12	60.0	11	55.0	14	70.0



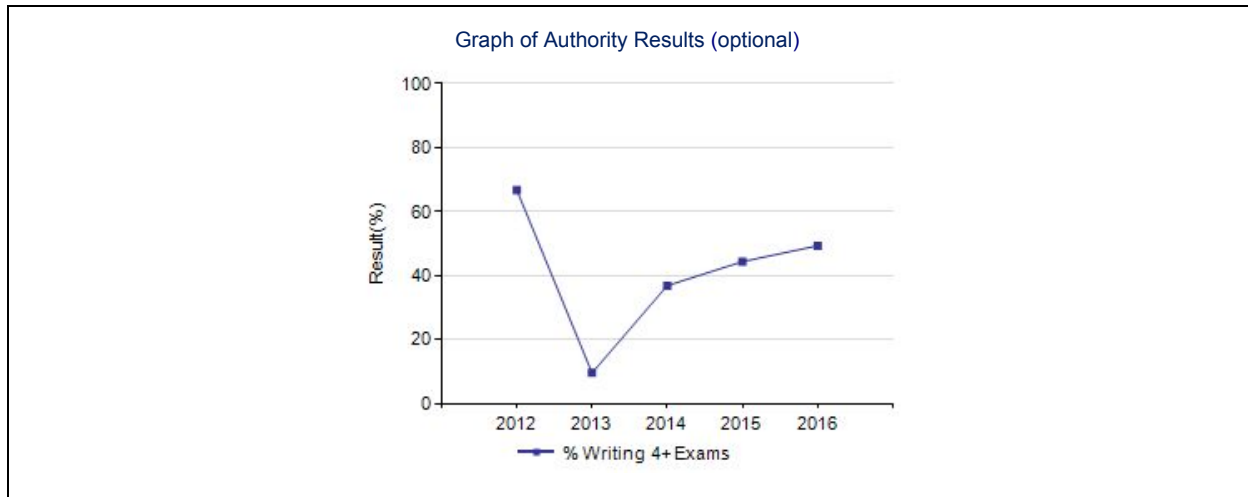
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
3. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.

Diploma Examination Participation Rate – Measure Details

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				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
% Writing 0 Exams	0.0	4.8	14.1	11.4	5.5	16.5	16.6	15.7	15.7	15.0
% Writing 1+ Exams	100.0	95.2	85.9	88.6	94.5	83.5	83.4	84.3	84.3	85.0
% Writing 2+ Exams	95.8	95.2	85.9	88.6	86.3	80.5	80.3	81.4	81.2	81.9
% Writing 3+ Exams	91.7	33.3	61.3	60.1	74.0	66.8	63.3	65.0	64.7	65.2
% Writing 4+ Exams	66.7	9.5	36.8	44.3	49.3	55.9	50.1	54.4	54.6	54.9
% Writing 5+ Exams	33.3	0.0	16.4	15.8	24.7	37.5	31.5	36.3	37.1	37.5
% Writing 6+ Exams	4.2	0.0	0.0	0.0	4.1	14.3	11.4	13.1	13.8	13.6



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

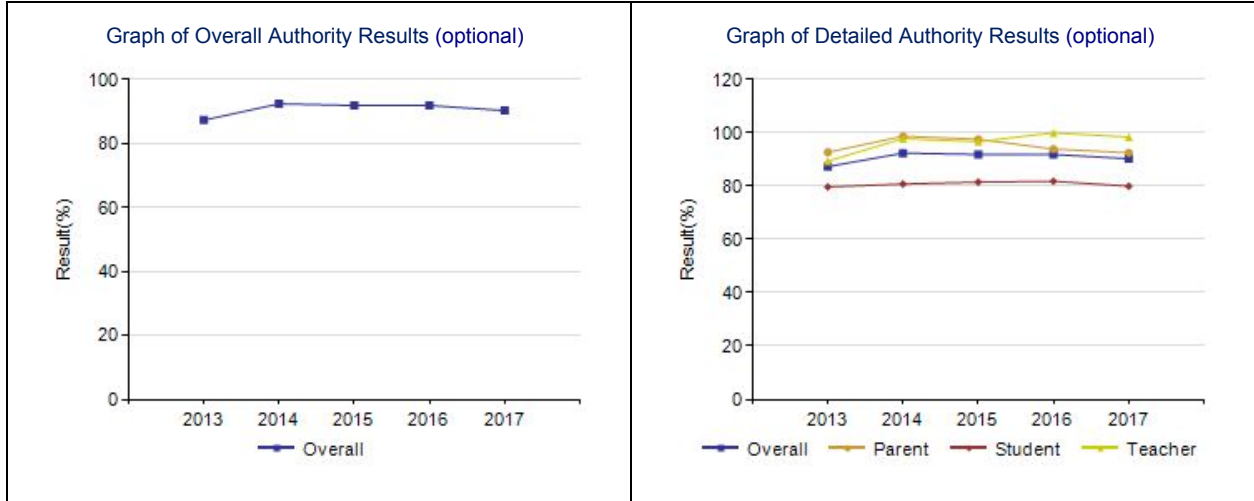
	Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
English Language Arts 30-1	54.2	33.3	44.0	53.1	44.0	54.7	53.9	54.0	53.2	53.9
English Language Arts 30-2	41.7	61.9	32.0	31.3	32.0	25.9	27.1	28.0	28.7	28.7
Total of 1 or more English Diploma Exams	95.8	95.2	76.0	84.4	76.0	78.6	78.7	79.7	79.5	80.0
Social Studies 30-1	58.3	14.3	12.0	25.0	48.0	47.6	45.8	45.1	43.5	45.1
Social Studies 30-2	37.5	81.0	72.0	62.5	32.0	31.9	33.7	35.2	36.7	35.8
Total of 1 or more Social Diploma Exams	95.8	95.2	84.0	87.5	80.0	78.7	78.8	79.6	79.5	80.2
Pure Mathematics 30	50.0	0.0	0.0	0.0	0.0	42.2	7.2	0.1	0.0	0.0
Applied Mathematics 30	41.7	0.0	0.0	0.0	0.0	19.5	0.2	0.0	0.0	0.0
Mathematics 30-1	n/a	0.0	28.0	18.8	24.0	n/a	29.7	37.3	37.1	36.4
Mathematics 30-2	n/a	0.0	28.0	34.4	28.0	n/a	16.7	21.4	22.4	23.6
Total of 1 or more Math Diploma Exams	87.5	0.0	56.0	53.1	52.0	61.1	52.1	57.0	57.6	58.3
Biology 30	66.7	28.6	28.0	31.3	36.0	42.8	42.2	41.4	40.6	40.7
Chemistry 30	33.3	0.0	16.0	18.8	28.0	36.5	31.5	34.7	35.7	35.5
Physics 30	12.5	14.3	20.0	15.6	20.0	20.2	17.3	20.0	19.9	19.3
Science 30	0.0	0.0	0.0	3.1	32.0	10.3	9.8	12.8	14.1	15.7
Total of 1 or more Science Diploma Exams	75.0	33.3	48.0	50.0	80.0	59.2	57.3	59.4	59.8	60.5
Français 30-1	0.0	0.0	0.0	0.0	0.0	0.3	0.3	0.3	0.2	0.3
French Language Arts 30	0.0	0.0	0.0	0.0	0.0	2.6	2.7	2.7	2.8	2.8
Total of 1 or more French Diploma Exams	0.0	0.0	0.0	0.0	0.0	2.9	3.0	2.9	3.0	3.1

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.

Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.										
	Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	87.3	92.4	91.9	91.9	90.3	83.4	83.4	83.5	83.9	83.7
Teacher	89.4	97.8	96.7	100.0	98.4	93.6	93.8	94.2	94.5	94.0
Parent	92.7	98.7	97.6	93.9	92.5	80.3	81.9	82.1	82.9	82.7
Student	79.7	80.8	81.5	81.8	80.0	76.2	74.5	74.2	74.5	74.4



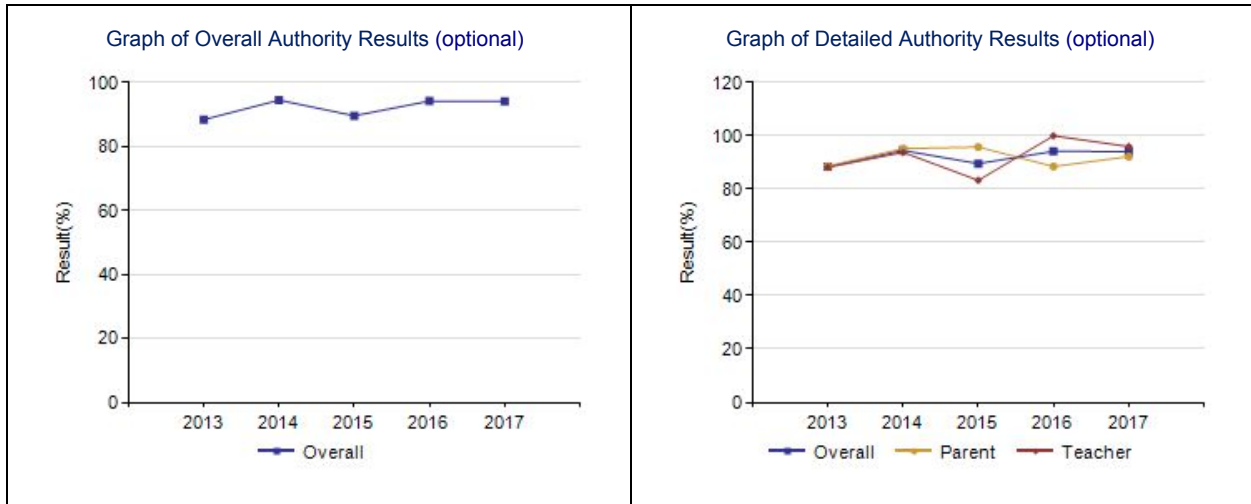
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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.

Work Preparation – Measure Details

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				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	88.4	94.5	89.6	94.2	94.1	80.3	81.2	82.0	82.6	82.7
Teacher	88.2	93.8	83.3	100.0	96.0	89.4	89.3	89.7	90.5	90.4
Parent	88.6	95.2	95.8	88.5	92.2	71.1	73.1	74.2	74.8	75.1



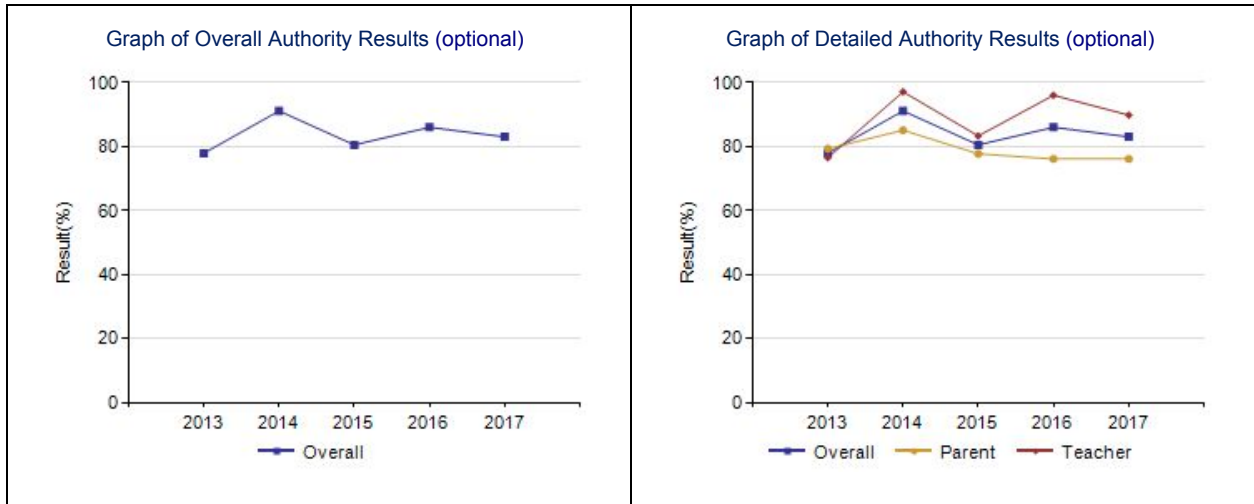
Notes:

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

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

	Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	77.9	91.1	80.5	86.0	83.0	68.5	69.5	70.0	70.7	71.0
Teacher	76.5	97.1	83.3	96.0	89.8	75.7	76.0	76.0	77.3	77.3
Parent	79.3	85.1	77.7	76.1	76.1	61.2	63.0	64.0	64.2	64.8



Notes:

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

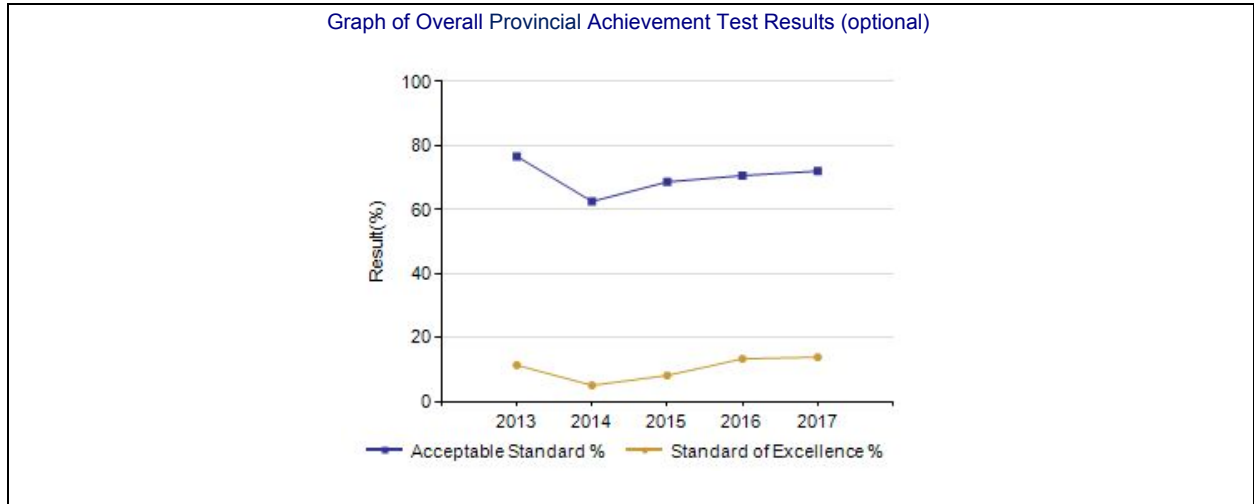


Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2013		2014		2015		2016		2017		2017	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	Authority	75.0	6.3	57.7	0.0	66.7	5.6	88.9	5.6	88.5	15.4		
	Province	82.5	16.3	81.9	17.6	82.8	19.5	82.9	20.4	82.5	18.9		
French Language Arts 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	88.6	16.3	88.0	15.6	87.5	13.6	87.7	14.2	85.1	13.5		
Français 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	94.0	21.6	90.6	17.1	89.0	15.0	91.4	17.2	92.1	21.6		
Mathematics 6	Authority	56.3	0.0	34.6	0.0	22.2	2.8	55.6	2.8	57.7	0.0		
	Province	73.0	16.4	73.5	15.4	73.2	14.1	72.2	14.0	69.4	12.6		
Science 6	Authority	81.3	12.5	50.0	7.7	66.7	11.1	72.2	11.1	80.8	46.2		
	Province	77.5	25.9	75.9	24.9	76.3	25.3	78.0	27.1	76.9	29.0		
Social Studies 6	Authority	62.5	0.0	57.7	3.8	69.4	5.6	75.0	16.7	73.1	34.6		
	Province	72.7	19.0	70.4	16.6	69.8	18.1	71.4	22.0	72.9	21.7		
English Language Arts 9	Authority	n/a	n/a	85.7	0.0	92.1	2.6	61.5	15.4	80.5	4.9		
	Province	76.7	14.8	76.3	15.0	75.6	14.4	77.0	15.2	76.8	14.9		
English Lang 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	62.4	4.3	62.8	3.5	63.0	4.5	59.8	6.2	58.8	5.9		
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	87.2	13.9	86.5	11.1	85.8	10.1	83.0	10.8	83.1	11.2		
Français 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	84.0	14.5	86.1	17.8	88.5	20.2	86.4	26.8	88.9	26.1		
Mathematics 9	Authority	85.0	15.0	85.7	7.1	71.1	2.6	57.7	23.1	53.7	7.3		
	Province	66.8	18.3	67.1	17.3	65.3	17.9	67.8	17.5	67.2	19.0		
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	65.8	14.7	63.4	14.5	60.9	14.4	61.2	13.0	57.5	13.3		
Science 9	Authority	95.0	30.0	85.7	0.0	86.8	15.8	76.9	23.1	80.5	7.3		
	Province	72.9	20.0	73.2	22.1	74.1	22.8	74.2	22.4	74.0	21.4		
Science 9 KAE	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	68.4	17.1	64.1	14.9	64.5	15.1	63.8	14.3	63.9	13.3		
Social Studies 9	Authority	75.0	10.0	85.7	28.6	71.1	18.4	73.1	15.4	65.9	9.8		
	Province	65.5	18.8	65.5	19.9	65.1	19.8	64.7	18.0	67.0	20.2		
Social Studies 9 KAE	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	64.6	13.0	61.8	10.7	57.3	11.2	58.0	11.6	56.3	12.7		

Notes:

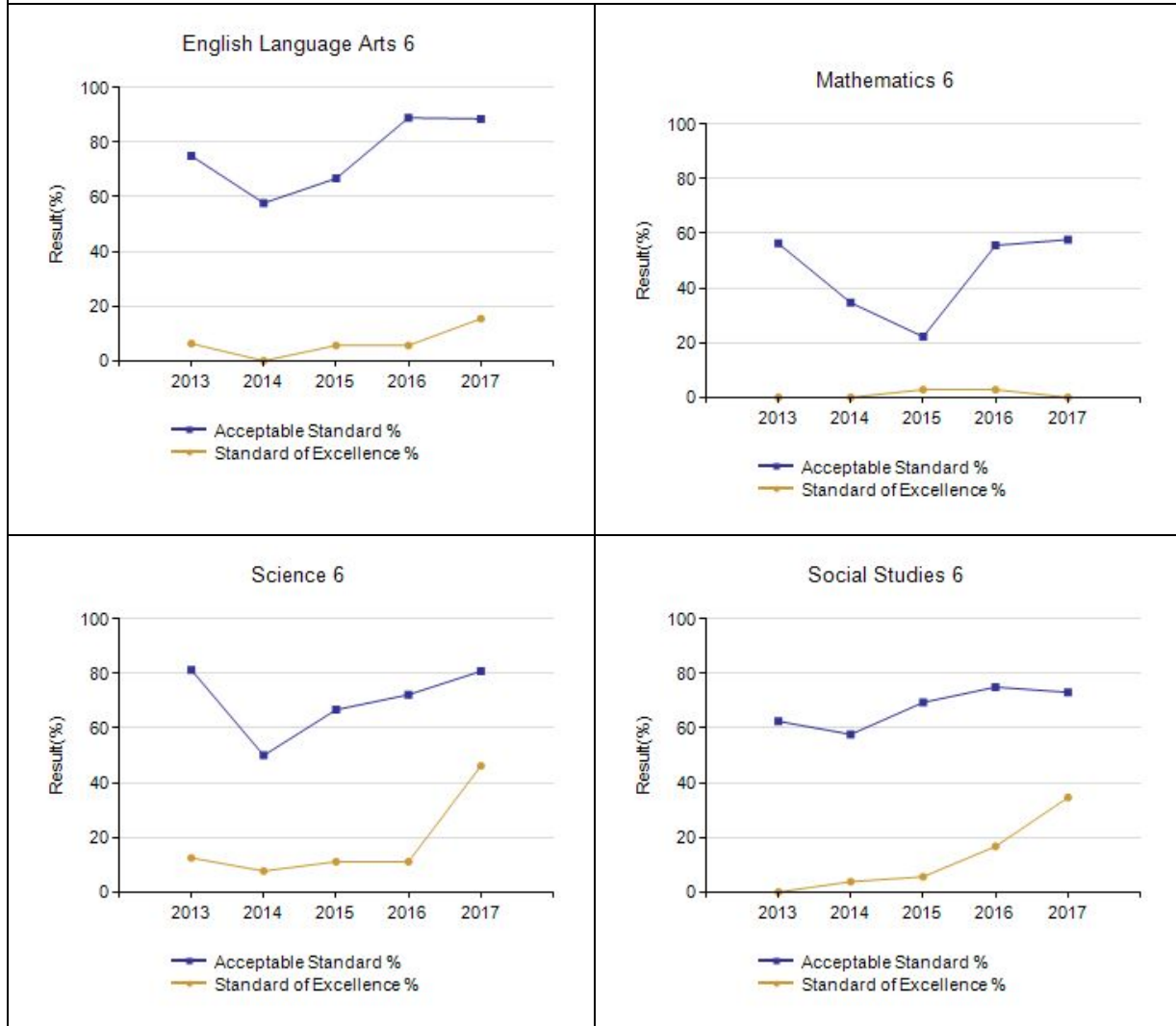
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Participation 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.



Notes:

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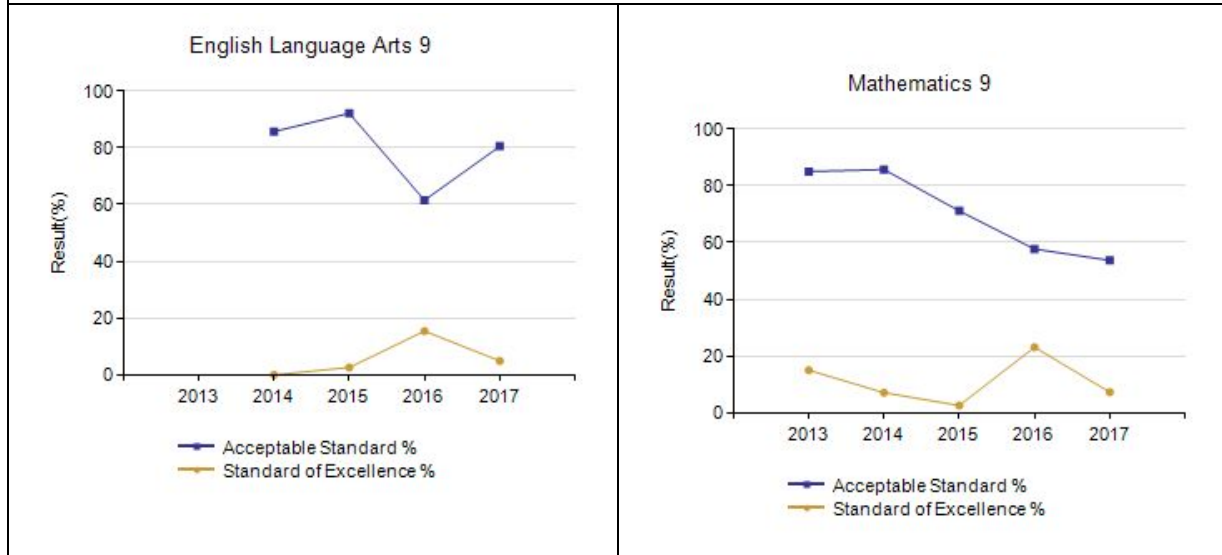
Graph of Provincial Achievement Test Results by Course



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
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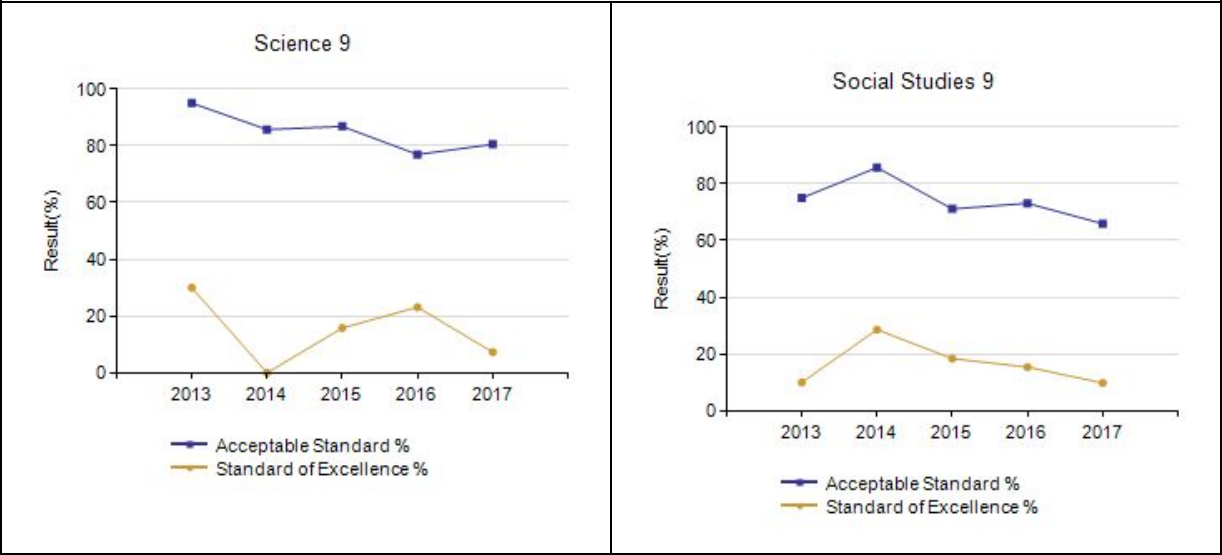
Graph of Provincial Achievement Test Results by Course



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Graph of Provincial Achievement Test Results by Course



Notes:

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PAT Results Course By Course Summary By Enrolled With Measure Evaluation

		Foothills Academy							Alberta			
		Achievement	Improvement	Overall	2017		Prev 3 Year Average		2017		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	High	Improved	Good	26	88.5	33	71.1	49,572	82.5	46,989	82.5
	Standard of Excellence	Intermediate	Improved	Good	26	15.4	33	3.7	49,572	18.9	46,989	19.2
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,185	85.1	2,864	87.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,185	13.5	2,864	14.4
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	542	92.1	524	90.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	542	21.6	524	16.5
Mathematics 6	Acceptable Standard	Very Low	Improved	Issue	26	57.7	33	37.5	49,507	69.4	46,906	73.0
	Standard of Excellence	Very Low	Maintained	Concern	26	0.0	33	1.9	49,507	12.6	46,906	14.5
Science 6	Acceptable Standard	Intermediate	Improved	Good	26	80.8	33	63.0	49,501	76.9	46,914	76.7
	Standard of Excellence	Very High	Improved Significantly	Excellent	26	46.2	33	10.0	49,501	29.0	46,914	25.8
Social Studies 6	Acceptable Standard	Intermediate	Maintained	Acceptable	26	73.1	33	67.4	49,485	72.9	46,903	70.5
	Standard of Excellence	Very High	Improved Significantly	Excellent	26	34.6	33	8.7	49,485	21.7	46,903	18.9
English Language Arts 9	Acceptable Standard	Intermediate	Maintained	Acceptable	41	80.5	26	79.8	45,487	76.8	43,746	76.3
	Standard of Excellence	Very Low	Maintained	Concern	41	4.9	26	6.0	45,487	14.9	43,746	14.9
English Lang Arts 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,428	58.8	1,576	61.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,428	5.9	1,576	4.8
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,763	83.1	2,625	85.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,763	11.2	2,625	10.7
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	379	88.9	392	87.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	379	26.1	392	21.6
Mathematics 9	Acceptable Standard	Low	Declined	Issue	41	53.7	26	71.5	45,020	67.2	43,295	66.7
	Standard of Excellence	Very Low	Maintained	Concern	41	7.3	26	11.0	45,020	19.0	43,295	17.6
Mathematics 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,848	57.5	2,026	61.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,848	13.3	2,026	14.0
Science 9	Acceptable Standard	Very High	Maintained	Excellent	41	80.5	26	83.2	45,445	74.0	43,808	73.8
	Standard of Excellence	Intermediate	Maintained	Acceptable	41	7.3	26	13.0	45,445	21.4	43,808	22.4
Science 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,440	63.9	1,547	64.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,440	13.3	1,547	14.8
Social Studies 9	Acceptable Standard	Intermediate	Maintained	Acceptable	41	65.9	26	76.6	45,484	67.0	43,722	65.1
	Standard of Excellence	Very Low	Declined	Concern	41	9.8	26	20.8	45,484	20.2	43,722	19.2
Social Studies 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,393	56.3	1,533	59.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,393	12.7	1,533	11.2

Notes:

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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.

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.

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

Overall Evaluation Table

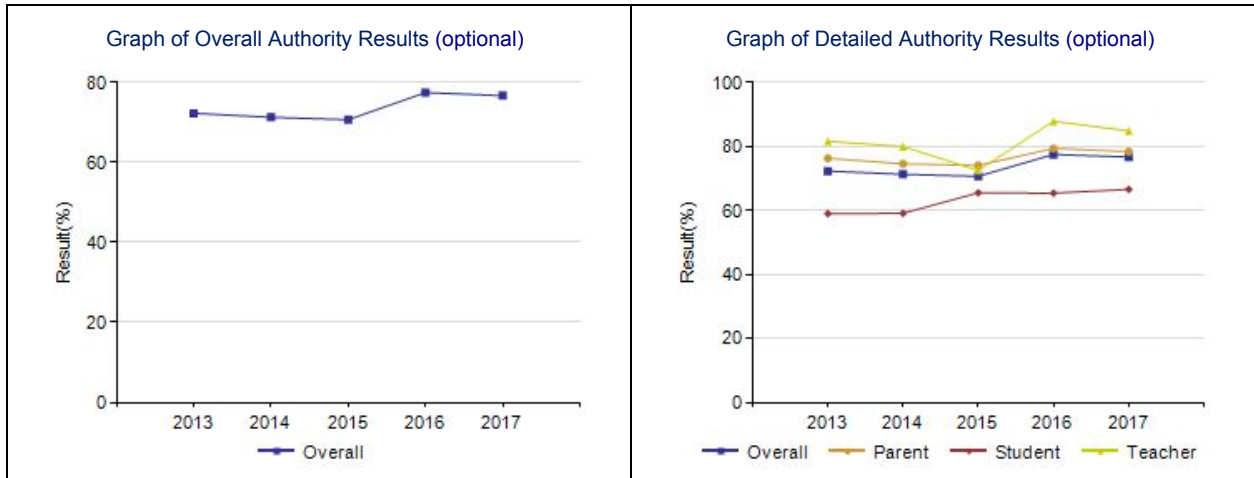
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

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

Program of Studies – Measure Details

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				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	72.3	71.3	70.7	77.5	76.7	81.5	81.3	81.3	81.9	81.9
Teacher	81.6	80.0	72.5	87.9	84.9	87.9	87.5	87.2	88.1	88.0
Parent	76.3	74.6	74.1	79.4	78.4	78.9	79.9	79.9	80.1	80.1
Student	59.0	59.1	65.5	65.4	66.6	77.8	76.6	76.9	77.5	77.7



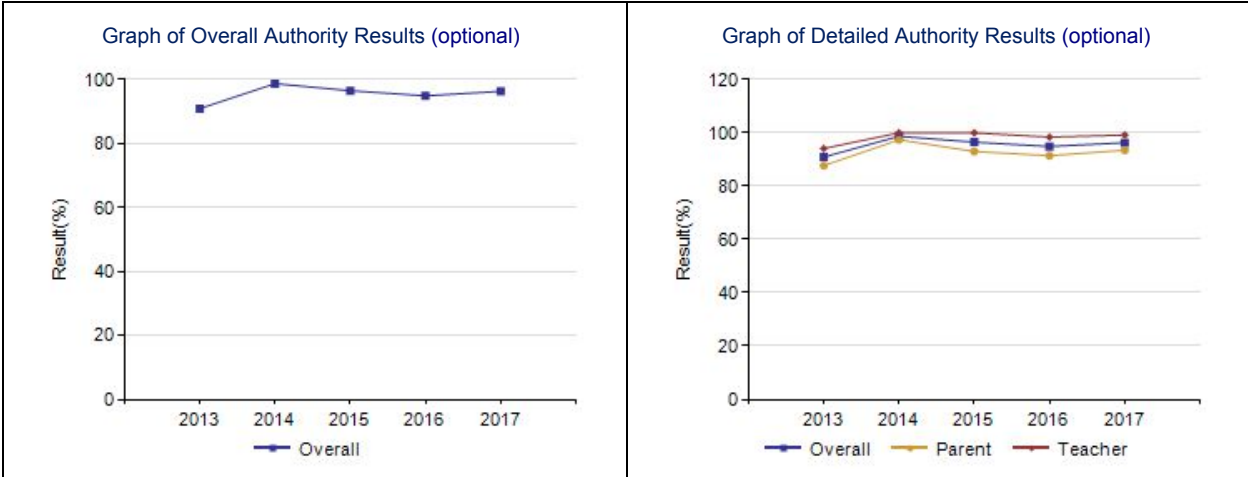
Notes:

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2. 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.

Parental Involvement – Measure Details

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

	Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	90.9	98.7	96.5	94.9	96.3	80.3	80.6	80.7	80.9	81.2
Teacher	94.1	100.0	100.0	98.4	99.2	88.5	88.0	88.1	88.4	88.5
Parent	87.7	97.4	93.0	91.4	93.5	72.2	73.1	73.4	73.5	73.9

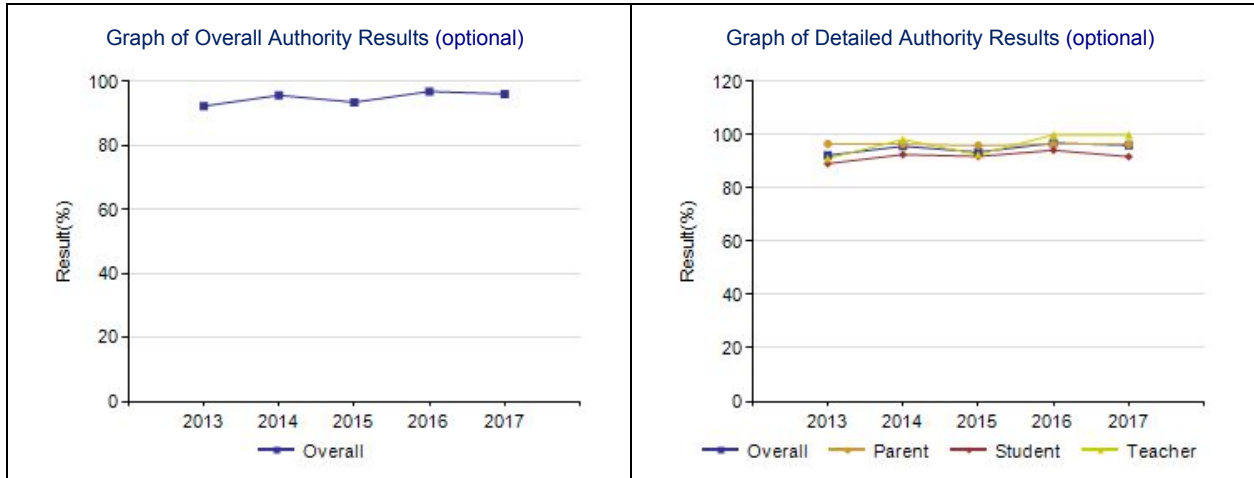


Notes:
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Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.										
	Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	92.3	95.7	93.5	96.9	96.1	89.8	89.2	89.5	90.1	90.1
Teacher	91.2	98.2	92.6	100.0	100.0	95.7	95.5	95.9	96.0	95.9
Parent	96.6	96.5	96.0	96.5	96.5	84.9	84.7	85.4	86.1	86.4
Student	89.2	92.6	91.9	94.2	91.8	88.7	87.3	87.4	88.0	88.1



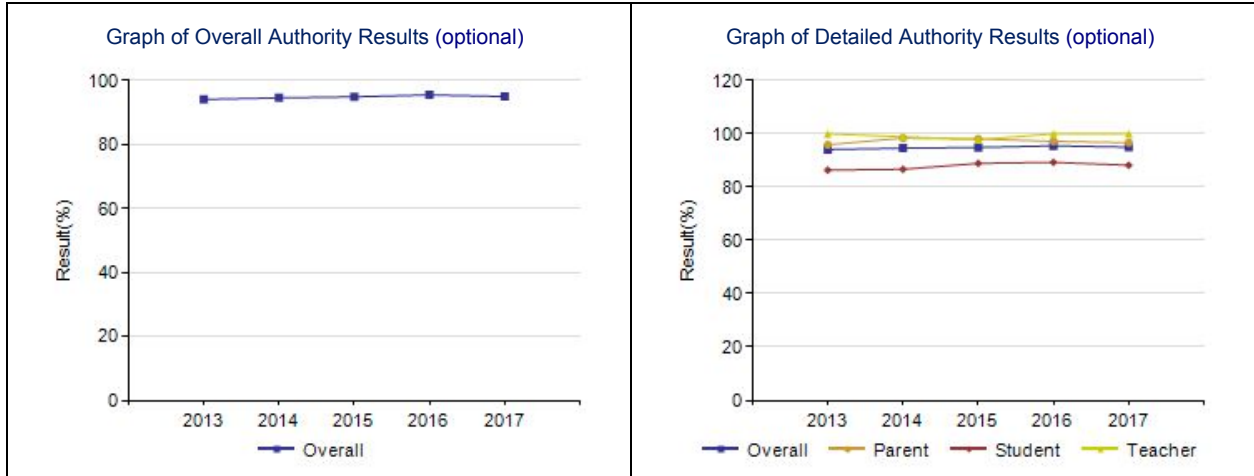
Notes:

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Safe and Caring – Measure Details

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				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	94.1	94.6	94.9	95.5	95.0	89.0	89.1	89.2	89.5	89.5
Teacher	100.0	98.9	97.8	100.0	100.0	95.0	95.3	95.4	95.4	95.3
Parent	95.9	98.4	98.1	97.2	96.7	87.8	88.9	89.3	89.8	89.9
Student	86.4	86.7	88.9	89.3	88.2	84.2	83.1	83.0	83.4	83.3



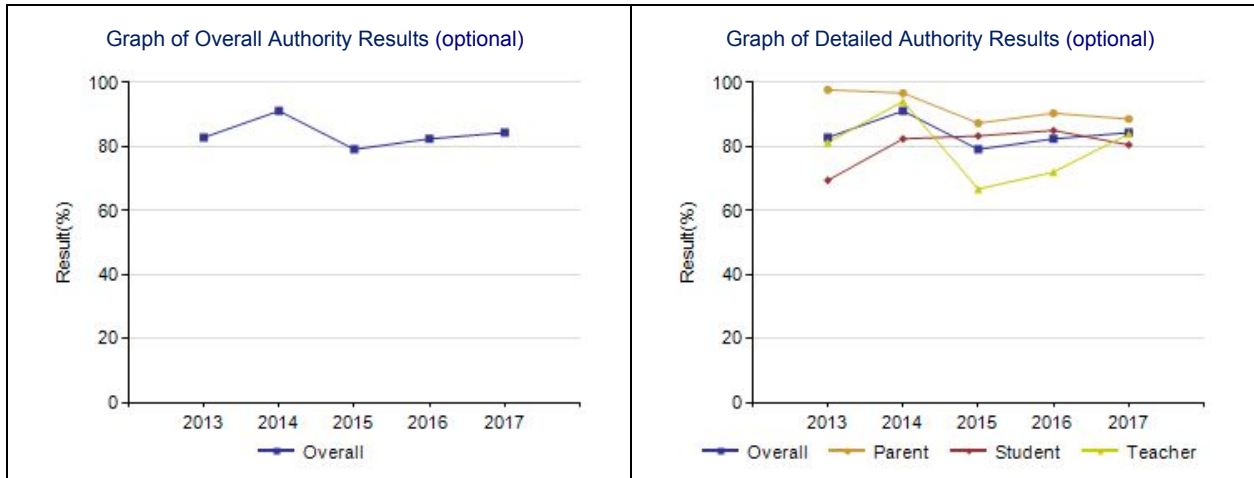
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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.

School Improvement – Measure Details

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				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	82.8	91.1	79.1	82.4	84.3	80.6	79.8	79.6	81.2	81.4
Teacher	81.3	94.1	66.7	72.0	84.0	80.9	81.3	79.8	82.3	82.2
Parent	97.7	96.7	87.3	90.4	88.6	77.9	77.0	78.5	79.7	80.8
Student	69.4	82.4	83.3	85.0	80.5	82.9	81.2	80.7	81.5	81.1



Notes:

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2. 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.

