
Our goal is to provide the means to enable each student to become an enthusiastic, effective and joyful learner within a community of learners



**Footprints for Learning Academy
Combined 3-Year Education Plan (2014/2015
to 2016/2017) and Annual Education Results
Report (AERR)- 2013/2014**

Heritage, Innovation, Progress

Message from the Board Chair

It has been a busy couple years at Footprints for Learning Academy. In 2011/2012 we had just one small kindergarten class of 19 children. We then expanded and grew our school to offer 2 classes of kindergarten (20 students per class) and one class of approximately 18 grade one students. This was just our second year as an accredited elementary private school. After the January announcement of our planned 2013/14 school year expansion to K-7 with 225 students, it was not long before we were full and waitlisted. Since that time we continue to be full and waitlisted. For the 2014/2015 school year we added another classroom making us a K-8 school with 250 students.

This 2015-2016 school year, we have expanded to grade nine. We have also expanded our school space to include a new classroom, science lab, three bathrooms and a change room. Our current population is 300 students with a waitlist. The community of Airdrie has welcomed us with open arms and we hope to continue adding a grade each year until we become a full K-12 school.

We have prepared this report in hopes that it will be informative and helpful. We are happy to review our successes and areas that we need improvement in from this past year in order to prepare for the future. We would also like to thank our parents, staff and most of all, our students for making FFLA a success.

Regards,

Jane Anderson, Chairman of the Board

Accountability Statement

The Annual Education Results Report for the 2015/2015 school year and the Education Plan for the three years commencing September 1, 2015 for Footprints for Learning 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 2015/2016 school year and the three-year Education Plan for 2014/2017 on October 25, 2015.

Mission Statement

Our vision at Footprints for Learning Academy is to provide an encouraging environment to cultivate the success of each individual child's needs based on the values, heritage, innovation and progress. Heritage encourages students to follow in and learn from the footsteps of those before us. Innovation provides teaching methods and resources that will offer students opportunities to advance in their individual learning needs which leads to progress where students step out into the changing world and are confident with their skills to embrace any challenges ahead.

Teaching and Learning Philosophy

The Footprints for Learning program is committed to providing the dynamic, interactive, student-centered activities and environment required to meet the social physical, intellectual, creative, emotional and self-concept developmental needs of young children.

We provide an environment which is inviting, spacious, emotionally and physically safe with a large variety of learning opportunities.

We are committed to establishing a positive and communicative relationship with children and their families and believe that this is essential in creating an atmosphere of respect and trust. We share with parents the opportunity and responsibility of educating their child.

We provide each child with a variety of learning experiences which expand their knowledge and increase their understanding of the world. We provide a Spanish program to expand the student's languages.

We encourage and support student-initiated activities which enable students to share feelings, emotions and ideas with others and give each student a sense of self-worth.

We provide a variety of multi-sensory and differentiated teacher-directed activities to provide the students with information and experiences which will enable all students to become successful and enthusiastic learners.

We believe that emotional engagement is essential to motivating and personalizing learning. Therefore, we encourage humour, music, and fun in the daily activities and projects that students undertake.

We provide opportunities for students to learn values; to respect friends and teachers, to work cooperatively, to learn to make good choices and to be kind, self-disciplined and responsible.

Motto: Heritage, Innovation and Progress

Profile of the School Authority

Footprints for Learning offered grades K-1 during the 2012/2013 school year. Our program offers small class sizes with full time aids to help the teachers. This allows more one on one teaching and thereby make our 3 Tier Method of mastery possible. Our students do not move on until they have mastered the concepts prior (Math and Literacy). Similarly, we do not hold those students back that are ready to move forward. Our small class sizes and help from teacher's aids make this logistically possible.

We also collaborate with outside qualified organizations to screen our kindergarten children for Speech and OT delays. These outside organizations offer services for students that fall into these categories. The assistance the children receive is enabling them to fulfill their potential and get the help they need.

Our programs all fall under the Alberta Program of Studies however, we do add to this curriculum by including Spanish and Entrepreneurship programs.

Due to the success and high demand from parents in our community, we secured a 15,000 square foot building and equipment for lease in order to expand for our 2013/2014 school year. We opened enrollment for the expansion up in January of 2013 and were full and waitlisted by June of 2013. The total number of spaces offered are 225 spaces between the grades of Kindergarten and grade 7. We again expanded our school by adding one classroom and 25 students to make us a K-8 school for the 2014/2015 school year. We plan to continue expanding until we are a full K-12 school.

This 2015/2016 school year, we expanded our building to include 2 new classrooms, 3 bathrooms and a change room. We now go from grade K-9 and are waitlisted yet again.

Combined 2015 Accountability Pillar Overall Summary (Required for Public/Separate/Francophone/Charter School Authorities and Level 2 Private Schools)

Measure Category	Measure Category Evaluation	Measure	Footprints for Learning Societ			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	Safe and Caring	96.5	93.6	93.6	89.2	89.1	88.9	Very High	Maintained	Excellent
Student Learning Opportunities	n/a	Program of Studies	79.6	87.4	87.4	81.3	81.3	81.2	High	Maintained	Good
		Education Quality	93.4	92.8	92.8	89.5	89.2	89.5	Very High	Maintained	Excellent
		Drop Out Rate	n/a	n/a	n/a	3.4	3.3	3.3	n/a	n/a	n/a
		High School Completion Rate (3 yr)	n/a	n/a	n/a	76.4	74.9	74.6	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	Concern	PAT: Acceptable	62.5	55.6	55.6	73.0	73.1	73.9	Very Low	Maintained	Concern
		PAT: Excellence	5.4	2.8	2.8	18.8	18.4	18.9	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	85.2	85.5	84.6	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	21.0	21.1	20.0	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	54.9	50.5	54.4	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	61.2	60.9	61.3	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	n/a	n/a	n/a	59.8	59.2	59.0	n/a	n/a	n/a
		Work Preparation	88.8	70.4	70.4	82.0	81.2	80.4	Very High	Improved	Excellent
		Citizenship	92.9	92.3	92.3	83.5	83.4	83.1	Very High	Maintained	Excellent
Parental Involvement	Excellent	Parental Involvement	96.7	90.1	90.1	80.7	80.6	80.2	Very High	Improved	Excellent
Continuous Improvement	Issue	School Improvement	78.0	97.9	97.9	79.6	79.8	80.1	High	Declined Significantly	Issue

Notes:

1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
2. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2. Current and historical Diploma results have been adjusted to reflect change in data source system.
3. The subsequent pages include evaluations for each performance measure. If jurisdictions desire not to present this information for each performance measure in the subsequent pages, please include a reference to this overall summary page for each performance measure.
4. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
5. Please note that participation in Diploma Examinations and Grade 9 Provincial Achievement Tests was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.
6. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Combined 2015 Accountability Pillar FNMI Summary (Required for Public/Separate/Francophone School Authorities)

[No Data for Overall Summary - FNMI]

Notes:

1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
2. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2. Current and historical Diploma results have been adjusted to reflect change in data source system.
3. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
4. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
5. Please note that participation in Diploma Examinations and Grade 9 Provincial Achievement Tests was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Measure Evaluation Reference (Optional)

Achievement Evaluation

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

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

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 65.90	65.90 - 70.33	70.33 - 79.81	79.81 - 84.65	84.65 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.45	13.45 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 73.76	73.76 - 81.00	81.00 - 86.67	86.67 - 90.27	90.27 - 100.00
Diploma: Excellence	0.00 - 7.14	7.14 - 13.16	13.16 - 19.74	19.74 - 24.05	24.05 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Rutherford Scholarship Eligibility Rate	0.00 - 43.18	43.18 - 49.83	49.83 - 59.41	59.41 - 70.55	70.55 - 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)

Desired Outcome One: Every student is successful

Specific Outcome: Students achieve student learning outcomes.

[No Data for Diploma Exam Results]

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2015	Achievement	Improvement	Overall	2016	2017	2018
High School Completion Rate - Percentage of 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	n/a			
Drop Out Rate - annual dropout rate of students aged 14 to 18	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
High school to post-secondary transition rate of students within six years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			

Comment on Results

During the 2014-2015 School year, our enrolment included grades K-8; therefore, we do not have diploma examination results to report.

Strategies

- For the 2015-2016 school year we expanded up to grade 9.
- Teachers will assess students through written and oral assessment.
- Footprints for Learning Academy will continue to offer small class sizes.
- Continue teacher professional development in literacy and numeracy – Writer’s Workshop and Math U See for example.
- Maintain open communication with students and parents to address any students at risk.
- Flag and track student progress via progress reporting each month.

Notes:

1. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2. Current and historical Diploma results have been adjusted to reflect change in data source system.
2. 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.
3. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
4. Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Specific Outcome: Students achieve student learning outcomes.

Performance Measure	Results (in percentages)					Target 2015	Evaluation			Targets		
	2011	2012	2013	2014	2015		Achievement	Improvement	Overall	2016	2017	2018
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	n/a	n/a	n/a	92.3	92.9		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.	n/a	n/a	n/a	70.4	88.8		Very High	Improved	Excellent			

Strategies

At FFLA, we strive to ensure students receive opportunities to learn about how to be upstanding citizens in a variety of ways:

- Morning announcements that highlight the citizenship skill and value.
- Creating a monthly citizenship bulletin board.
- Direct teaching of FFLA’s Skill and Value program each month.
- Use of FFLA’s newly developed Skills and Values Goal books.
- Conducting monthly citizenship assemblies to award students who exemplify the monthly skill and value.
- Planning monthly service projects locally, nationally and globally.
- Student Council for grades 4-9.
- Grade 8/9 Leadership class: students volunteer in the classrooms and community.
- Sports teams/clubs: Basketball, Badminton, Floor Hockey
- Choir: singing to the elderly and at various locations
- Clubs: Yearbook committee, Camera Club, Art club, Homework Club, Recycle club
- Volunteer Tea: students plan, decorate and serve the volunteers.

Our school provides opportunities for students to learn about business sense and responsibility in the workforce through:

- Our Entrepreneurship program from grades 1-9.
- Creation of a school tuck shop, where students work shifts, sell product and are responsible to stock shelves and report on sales.
- Student led fundraising planning and implementation.

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

Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Specific Outcome: Students achieve student learning outcomes. (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	n/a	n/a	n/a	45.8	59.4		n/a	n/a	n/a			

Strategies:

Students demonstrate the knowledge, skills and attitudes necessary for lifelong learning by:

- Communication of Learning Outcomes through “I Can” statements orally, on bulletin boards, student work, rubrics and newsletters.
- Personal goal setting.
- Mastery learning.
- Project based learning.
- Monthly field trips to a variety of locations.
- Engaging with guest speakers, visitors and teachers.

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

Specific Outcome: Students demonstrate a strong foundation in literacy and numeracy.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	n/a	n/a	n/a	55.6	62.5		Very Low	Maintained	Concern			
Overall percentage of 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	2.8	5.4		Very Low	Maintained	Concern			

Comment on Results

This was our second year participating in the PAT exams. Many of our students in this group score low in Literacy and Numeracy and have we have been working to improve in this area within the classroom.

Strategies

- Analysis of PAT results with all staff to identify areas of need.
- Focus on reading and writing skills through Writer's Workshops at bi-weekly PLC's.
- Incorporation of Writer's Workshops in each classroom to strengthen written skills.
- Use of Math U See program and Applied Math classes to develop and advance student skills.
- Professional Development for preparing students for PAT's.
- Implementation of After-School Homework club to tutor and assist struggling students.
- Summer School program.
- Immediate identification and intervention of struggling Literacy and Numeracy students.
- Parent Information and training evenings for implementing Math practice and help at home.

Notes:

1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
2. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
3. Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Desired Outcome Two: Alberta has quality teaching and school leadership

Specific Outcome: Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	n/a	n/a	n/a	87.4	79.6		High	Maintained	Good			

Strategies:

Students at FFLA will continue to be given various opportunities to receive a broad program of studies including:

- A broad music and drama program that teaches singing, dancing, African drumming, ukulele and piano with two school-wide performances a year.
- Cultural Art
- Grade 8/9 Leadership Class
- Entrepreneurship for grades 1-9
- Computer class (recently upgraded computers)
- Health
- Physical Education daily for 45min periods
- Spanish for grades K-9 two to three times a week
- French for grades 4-6
- Monthly field trips
- 2 laptops for each classroom

Teachers will continue to receive opportunities to prepare and grow their competencies by:

- Professional Growth Plans submitted each year.
- Professional Growth Plans utilized by Principal to locate and recommend specific seminars, classes and conferences.
- Teacher reflection of Professional Growth.
- Bi-weekly PLC meetings.
- PLC meetings with other schools for collaboration opportunities.
- Teacher Inter-visitation at other schools.
- In-house PD days.
- Sharing lessons and teaching strategies with staff at PLC's and Staff Meetings.
- Observation of colleague's classrooms and teaching.
- PAT analysis with all staff.

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

Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Desired Outcome Three: Alberta's education system is governed effectively

Specific Outcome: The education system demonstrates collaboration and engagement.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	n/a	n/a	n/a	90.1	96.7		Very High	Improved	Excellent			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	n/a	n/a	n/a	92.8	93.4		Very High	Maintained	Excellent			

Strategies

We strive to keep parents informed and involved in their child's education at FFLA. We will continue to work towards strong collaboration and engagement by:

- Maintaining an open-door policy.
- Utilizing parent volunteers in the classroom, school and on field trips.
- Providing parents with monthly classroom newsletters and school newsletters.
- Regular parent contact regarding concerns.
- Emailed progress reports.
- Access to student grades on Thinkwave.
- Regularly updating the school website and calendar.
- Promoting open communication with teachers via email, phone or the agenda.
- Holding an annual "Year-End Carnival" for all families.
- Conducting a yearly school-made survey for parents to fill-out.
- Conducting and collaborating on Parent Board Meetings.
- Conducting Parent Teacher Interviews.
- Providing a school open-house.
- Offering school tours.
- Offering office hours for parents to meet with the Principal.

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

Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Specific Outcome: Students and communities have access to safe and healthy learning environments.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	n/a	n/a	n/a	93.6	96.5		Very High	Maintained	Excellent			
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.	n/a	n/a	n/a	97.9	78.0		High	Declined Significantly	Issue			

Comment on Results

At FFLA, we value the environment that our students are engaged in. Our facility is not only equipped with a Music Room, two Gymnasiums, Computer cart, SmartBoard and large sunlit classrooms, but we also work hard to ensure our teachers maintain an environment that is safe and caring for their students.

We have noted that the percentage of parents, teachers and students who feel that we have improved or stayed the same the last three years has declined significantly. We have worked to rectify this area of concern. We recently expanded our space to include two new classrooms (one being a science lab with counters and sinks), a janitor’s closet/storage, water fountain, 3 bathrooms and a change room.

Strategies

In order to ensure we maintain access to safe and healthy learning environments we:

- Will continue to ensure equipment is kept up-to-date in order to meet all the required learning outcomes by utilizing a ‘maintenance request form’.
- Implement “Classroom Expectations Checklist” for teachers to adhere to.
- Monitor classrooms monthly via the Principal.
- Implement a school-wide “healthy eating initiative”.
- Improved the “Fun Lunch” program by utilizing the “Healthy Hunger” program.
- Offer nutrition classes.
- Received training from “Little Warriors”.
- Train teachers on disciplinary actions and School Code of Conduct.
- Train teachers on Alberta Educations Positive Reinforcement in the classroom.
- Incorporate end-of-day routines for classroom clean-up and jobs.
- Maintain frequent and consistent incident reporting.
- Provide a variety of extra-curricular activities for students to participate in.
- Installed a school security system with alarm codes, doorbell and surveillance
- Lock all outside doors to the school during school hours.
- Installed locks on all classroom doors.
- Installed blinds on all classroom windows and doors.
- Equipped each classroom with first aide backpacks (includes: student enrollment, blanket and first aide supplies) to be taken at recess and on field trips.

-
- Installed a school wide intercom system.
 - Supervision: wear yellow safety vests, put out pylons, wear first aide backpacks
 - Participate in assisted Fire Drill with local fire department.
 - Hold fire drills and lockdown drills.
 - Updated lockdown procedures.

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

Desired Outcome Four: First Nations, Métis and Inuit students are successful

Specific Outcome: The achievement gap between First Nations, Métis and Inuit (FNMI) students and all other students is eliminated.

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

[No Data for Overall FNMI Results]

[No Data for Overall FNMI Results]

Comment on Results
We currently do not have any families who have self-identified as FNMI.
Strategies

Notes:

1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
2. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2. Current and historical Diploma results have been adjusted to reflect change in data source system.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
5. Please note that participation in Diploma Examinations and Grade 9 Provincial Achievement Tests was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Summary of 2014/2015 Financial Position
(Combined Budget & Audited Financials)

	AFS 2015	Budget 2015 (NOTE *)
		Note 9
Alberta Education (excluding Home Education)	\$1,227,965	\$1,204,013
Alberta Education - Home Education	\$0	\$0
Total Alberta Education Revenues	\$1,227,965	\$1,204,013
Other Government of Alberta	\$0	\$0
Federal Government and/or First Nations	\$0	\$0
Other Alberta school authorities	\$0	\$0
Instructional fees/Tuition fees	\$151,923	\$153,750
Non-instructional fees (O&M, Transportation, Admin, etc.)	\$0	\$0
Other sales and services	\$0	\$0
Interest on investments	\$0	\$0
Gifts and donations	\$6,876	\$0
Gross school generated funds	\$48,421	\$0
Amortization of capital allocations	\$0	\$0
Other	\$0	\$0
Total Revenues	\$1,435,185	\$1,357,763
Certificated salaries (excluding home education) Note 8	\$703,335	\$748,382
Certificated benefits Note 8	\$61,039	\$56,307
Non-certificated salaries and wages (excluding home education) Note 8	\$164,062	\$185,885
Non-certificated benefits Note 8	\$15,287	\$11,711
Services, contracts and supplies other than leases (excluding home education)	\$80,410	\$335,800
Leases - Building	\$232,228	\$0
Leases - Other	\$4,556	\$0
Severe Disabilities (excluding home education)	\$19,603	\$0
Early Literacy (excluding home education)	\$16,845	\$0
English as a Second Language (excluding home education)	\$3,000	\$0
Regional Collaborative Service Delivery (excluding home ed.)	\$0	\$0
Gross school generated funds	\$48,421	\$0
Amortization of capital assets:		
From restricted funds	\$0	\$0
From unrestricted funds	\$7,313	\$0
Total amortization of capital assets	\$7,313	\$0
Interest on capital debt	\$0	\$0
Other interest charges	\$0	\$0
Losses (gains) on disposal of capital assets	\$0	\$0
Other Mild/Moderate	\$17,719	\$0
Total Expenses	\$1,373,818	\$1,338,085
SURPLUS (DEFICIT) OF REVENUES OVER EXPENSES	\$61,367	\$19,678

Parental Involvement

We are committed to establishing a positive and communicative relationship with children and their families and believe that this is essential in creating an atmosphere of respect and trust. We share with parents the opportunity and responsibility of educating their child.

FFLA is happy to have an “open door” policy that welcomes parents to come in to the school to volunteer and help out. They are required to submit a Criminal Record Check – Vulnerable Sector each school year. We are fortunate to have such eager and willing parents to help out in and around our school.

Parents are involved in their child’s education via:

- A yearly school calendar which can be easily accessed on our school website.
- Monthly classroom calendars which are emailed and posted on our website.
- Agenda messages.
- Receiving email messages and “Shout Outs” each week/month from teachers.
- Open communication via email, telephone or notes.
- Participating in a school survey each year.
- Attending Parent Board Meetings.
- Attending Parent Teacher Interviews and Open-Houses.
- Volunteering opportunities.
- Attending school training and information nights.

The Parent Association Board

Expectations of FFLA Board Members

The Parents Association Board serves as an Advisory Board.

Serve as a member of the Parents Board for the duration of the entire applicable school year

Attend and participate in three Board meetings on-campus, per year.

- Fall Meeting: On-Campus (Sept TBA)
- Winter: On-Campus (January TBA)
- Spring Meeting: On-Campus (April TBA)

In addition to the Board Meetings, a parent board member is expected to attend any committee meetings held in accordance to a committee they volunteered for and were appointed to.

Decide how you would like to make a difference for FFLA and carry out your work in your assigned committee.

Learn about FFLA, its mission, programs, activities, and goals.

Act as a representative for FFLA and as such conduct yourself in a professional and respectful manner in the community and at Board/Committee meetings. Failure to do so may result in dismissal from the Board.

Be an advocate for FFLA and serve as a resource for families in your geographic area & child's grade.

Structure of FFLA Parent Association Board

The Parent Board is formed in September of each school year. Those who desire to join the Parent Board are selected by the Administration Board and the President/Vice President of the Parent Board.

The Positions of the Parent Board are as follows:

- a. President (position is appointed by the administration board)
- b. Vice President (FFLA's school Principle)
- c. Secretary (a member from among the board members)
- d. Committee Heads (FFLA parents and/or FFLA staff that volunteer for a committee head position and are in turn appointed by the board President and Vice President. A committee head is responsible for the organization and implementation of the applicable committee's goals, objectives and responsibilities. There is only one committee head per committee formed)
- e. Other members (parents board members and/or FFLA staff members that participate either on or off a committee)

Structure of Parent Board Meetings:

- a. Welcome
- b. Update from the administration board
- c. Orders of business by the President
- d. Update from each committee in turn
- e. Orders of business by each committee head in turn (setting new goals/objectives etc.)
- f. *Any suggestions and/or questions* from parent board members directed to the administration board
- g. Discussion of new committees desired/forming the goals and objectives of each new committee
- h. A written call for volunteers to make up each new committee (one head committee member and other volunteers to work under the head of the applicable committee)
- i. Closing remarks from the President

The Forming of Committees:

- a. New committees/ committee objectives are formed at each board meeting
- b. Members of the board wishing to participate on the new committee formed are to add their name to the applicable committee list that is passed around after the forming of the committee
- c. The next business day following the board meeting, the President and Vice

President will review the committee lists and email out appointments as follows:

1. Committee Head – made of one member, the committee head is to oversee and ensure the objectives of the Committee are met. The Committee Head is to work directly with other committee members in a cooperative and professional leadership type role. The Committee Head is to report directly to the President as objectives are met or as needs/questions arise that require the attention of the President.
2. Other Committee Members- made up of 0-10 members depending on the committee, the other committee members are to work under the direction of the Committee Head in a cooperative and professional manner.

Note: Any members of a committee that are found to be uncooperative and/or unable to participate professionally in a formed committee or board meeting may be dismissed by the board President from that committee and/or meeting. If such offenses are repeated, the parent board member may be dismissed by the President from the Parent Board permanently. Such decisions are up to the sole discretion of the board President and Vice President.

Timelines and Communication

- The 2014 to 2017 Three Year Education Plan is available to the public on our website at www.footprintsforlearningacademy.com under the link to *Parent Centre* then to *School Documents*.
- For additional information including our 2015/2016 full budget report and our 2015/2016 Audited Financial Statements please email us at admin@footprintsforlearning.com

Whistleblower Protection

Footprints for Learning Academy

Whistleblower Policy

This policy is intended to encourage Board members, staff (paid and volunteer) and others to report suspected or actual occurrence(s) of illegal, unethical or inappropriate events (behaviors or practices) without retribution.

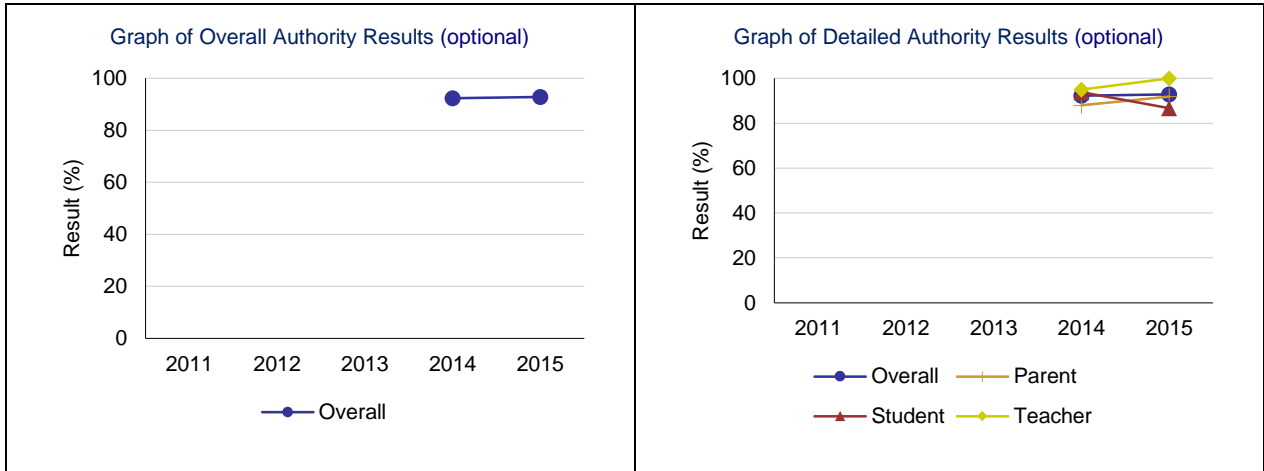
1. The Whistleblower should promptly report the suspected or actual event to his/her supervisor.
2. If the Whistleblower would be uncomfortable or otherwise reluctant to report to his/her supervisor, then the Whistleblower could report the event to the next highest or another level of management, including to an appropriate Board committee or member.
3. The Whistleblower can report the event with his/her identity or anonymously.

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4. The Whistle blower shall receive no retaliation or retribution for a report that was provided in good faith – that was not done primarily with malice to damage another or the organization.
 5. A Whistleblower who makes a report that is not done in good faith is subject to discipline, including termination of the Board or employee relationship, or other legal means to protect the reputation of the organization and members of its Board and staff.
 6. Anyone who retaliates against the Whistleblower (who reported an event in good faith) will be subject to discipline, including termination of Board or employee status.
 7. Crimes against person or property, such as assault, rape, burglary, etc., should immediately be reported to local law enforcement personnel.
 8. Supervisors, managers and/or Board members who receive the reports must promptly act to investigate and/or resolve the issue.
 9. The Whistleblower shall receive a report within five business days of the initial report, regarding the investigation, disposition or resolution of the issue.
 10. If the investigation of a report, that was done in good faith and investigated by internal personnel, is not to the Whistleblower's satisfaction, then he/she has the right to report the event to the appropriate legal or investigative agency.
 11. The identity of the Whistleblower, if known, shall remain confidential to those persons directly involved in applying this policy, unless the issue requires investigation by law enforcement, in which case members of the organization are subject to subpoena

Citizenship – Measure Details (OPTIONAL)

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

	Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	n/a	n/a	n/a	92.3	92.9	81.9	82.5	83.4	83.4	83.5
Teacher	n/a	n/a	*	95.0	100.0	92.7	93.1	93.6	93.8	94.2
Parent	n/a	n/a	n/a	88.0	91.9	78.6	79.4	80.3	81.9	82.1
Student	n/a	n/a	n/a	93.8	86.7	74.5	75.0	76.2	74.5	74.2

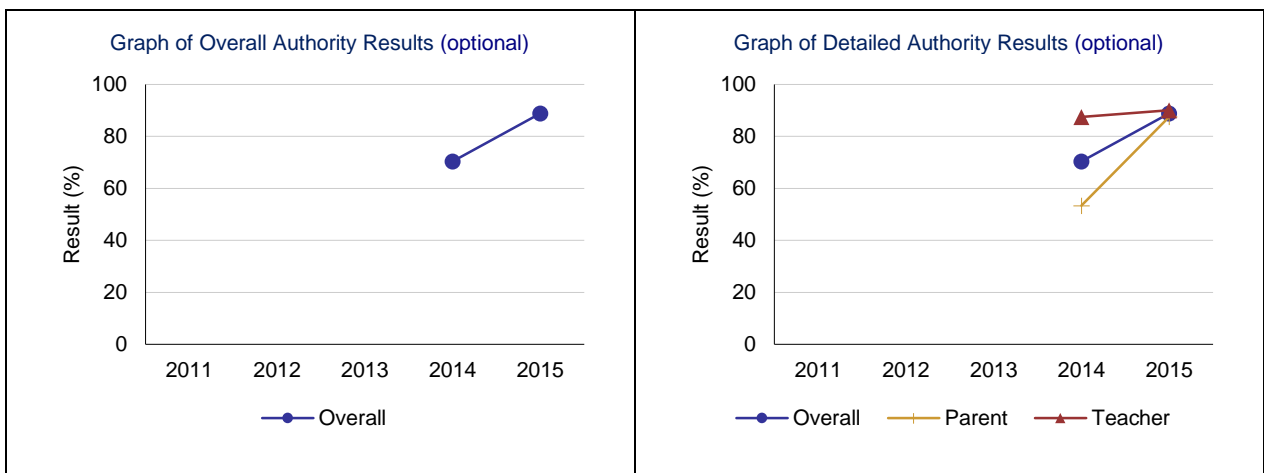


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*). Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction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

Work Preparation – Measure Details (OPTIONAL)

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.

	Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	n/a	n/a	n/a	70.4	88.8	80.1	79.7	80.3	81.2	82.0
Teacher	n/a	n/a	*	87.5	90.0	89.6	89.5	89.4	89.3	89.7
Parent	n/a	n/a	n/a	53.3	87.5	70.6	69.9	71.1	73.1	74.2

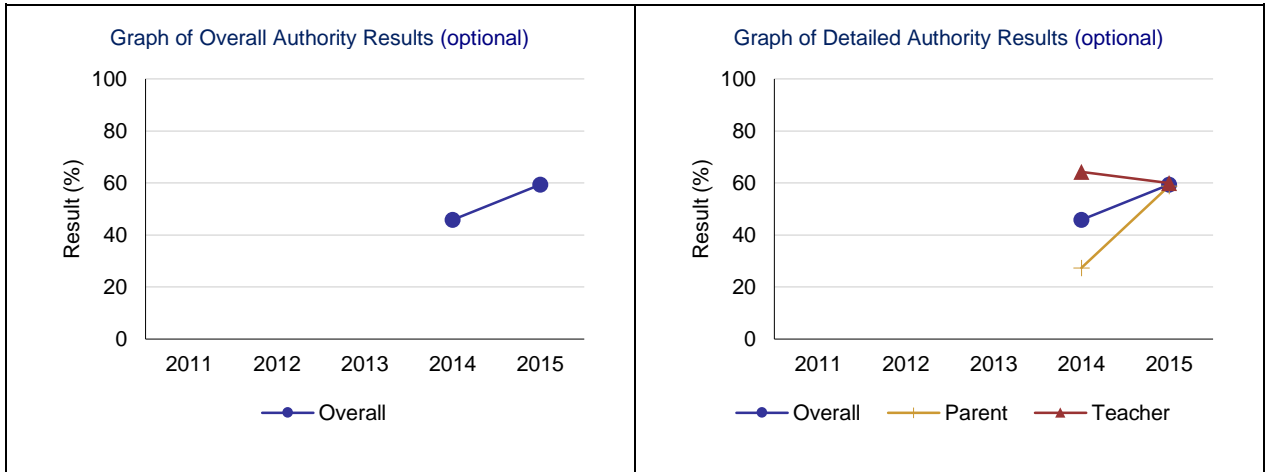


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Lifelong Learning – Measure Details (OPTIONAL)

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

	Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	n/a	n/a	n/a	45.8	59.4	67.9	68.0	68.5	69.5	70.0
Teacher	n/a	n/a	*	64.3	60.0	75.3	75.8	75.7	76.0	76.0
Parent	n/a	n/a	n/a	27.3	58.8	60.6	60.2	61.2	63.0	64.0



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

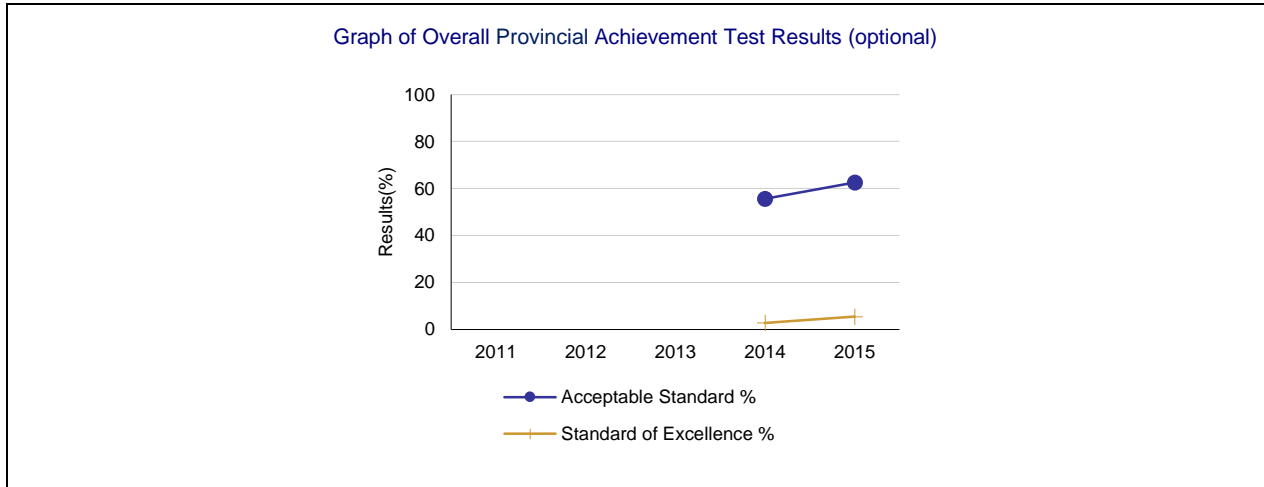
Provincial Achievement Test Results – Measure Details (OPTIONAL)

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2011		2012		2013		2014		2015		2015	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	77.8	0.0	78.6	7.1		
	Province	83.0	18.5	82.7	17.8	82.5	16.3	81.9	17.6	82.8	19.5		
French Language Arts 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	89.4	17.1	89.3	17.2	88.6	16.3	88.0	15.6	87.5	13.6		
Français 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	92.2	17.6	91.0	21.9	94.0	21.6	90.6	17.1	89.0	15.0		
Mathematics 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	33.3	0.0	35.7	0.0		
	Province	73.7	17.8	74.7	16.6	73.0	16.4	73.5	15.4	73.3	14.1		
Science 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	66.7	11.1	78.6	7.1		
	Province	76.2	25.0	77.8	28.2	77.5	25.9	75.9	24.9	76.4	25.3		
Social Studies 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	44.4	0.0	57.1	7.1		
	Province	71.1	18.5	73.2	19.5	72.7	19.0	70.4	16.6	69.8	18.1		
English Language Arts 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	79.1	16.3	77.4	16.4	76.7	14.8	76.3	15.1	75.6	14.4		
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	67.2	7.9	61.4	5.8	62.4	4.3	62.9	3.5	62.8	4.6		
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	88.8	15.0	87.5	12.2	87.2	13.9	86.5	11.1	85.9	10.1		
Français 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	90.2	15.8	84.6	16.1	84.0	14.5	86.1	17.8	88.5	20.2		
Mathematics 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	66.1	17.3	66.5	17.8	66.9	18.3	67.1	17.3	65.3	18.0		
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	64.9	14.9	62.4	15.4	65.9	14.7	63.4	14.5	60.7	14.4		
Science 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	74.9	20.8	74.2	22.4	73.0	20.0	73.2	22.1	74.1	22.9		
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	69.5	15.3	67.9	17.3	68.4	17.1	64.1	14.9	64.4	15.2		
Social Studies 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	67.2	19.0	68.9	19.1	65.6	18.8	65.5	19.9	65.1	19.8		
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	61.9	13.6	63.5	13.9	64.6	13.0	61.8	10.7	57.2	11.2		

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

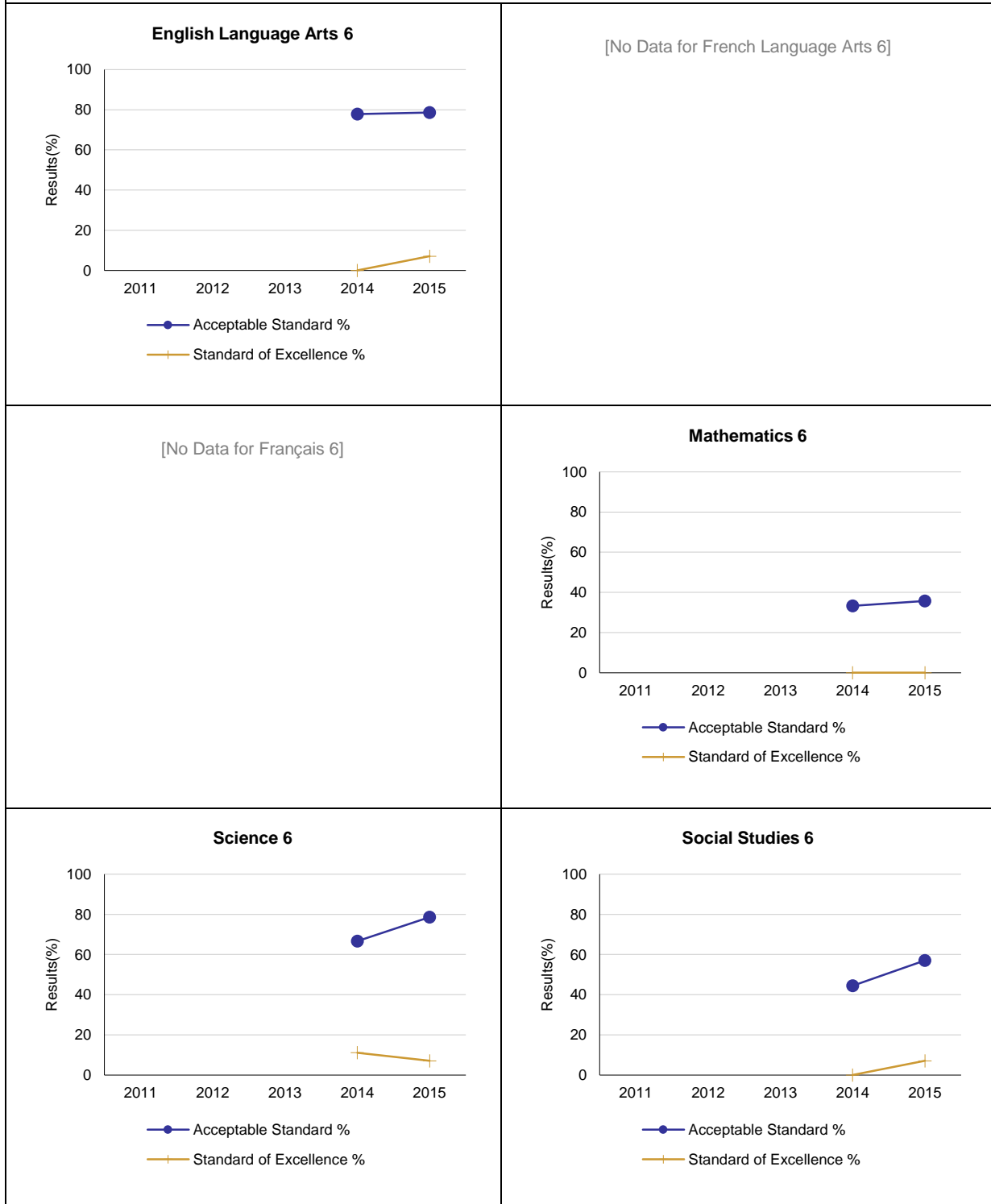
"A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.



Note: Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods

Graph of Provincial Achievement Test Results by Course (optional)



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

Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

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

Course	Measure	Footprints for Learning Societ							Alberta			
		Achievement	Improvement	Overall	2015		Prev 3 Yr Avg		2015		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	Intermediate	Maintained	Acceptable	14	78.6	9	77.8	47,446	82.8	44,338	82.4
	Standard of Excellence	Low	Maintained	Issue	14	7.1	9	0.0	47,446	19.5	44,338	17.2
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,972	87.5	2,648	88.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,972	13.6	2,648	16.4
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	472	89.0	497	91.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	472	15.0	497	20.2
Mathematics 6	Acceptable Standard	Very Low	Maintained	Concern	14	35.7	9	33.3	47,377	73.3	44,292	73.8
	Standard of Excellence	Very Low	Maintained	Concern	14	0.0	9	0.0	47,377	14.1	44,292	16.2
Science 6	Acceptable Standard	Intermediate	Maintained	Acceptable	14	78.6	9	66.7	47,379	76.4	44,273	77.1
	Standard of Excellence	Very Low	Maintained	Concern	14	7.1	9	11.1	47,379	25.3	44,273	26.3
Social Studies 6	Acceptable Standard	Very Low	Maintained	Concern	14	57.1	9	44.4	47,385	69.8	44,226	72.1
	Standard of Excellence	Very Low	Maintained	Concern	14	7.1	9	0.0	47,385	18.1	44,226	18.4
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,532	75.6	38,021	76.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,532	14.4	38,021	15.4
English Lang Arts 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,553	62.8	1,543	62.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,553	4.6	1,543	4.6
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,601	85.9	2,496	87.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,601	10.1	2,496	12.4
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	391	88.5	345	84.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	391	20.2	345	16.2
Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,190	65.3	37,734	66.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,190	18.0	37,734	17.8
Mathematics 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,966	60.7	1,858	63.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,966	14.4	1,858	14.8
Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,653	74.1	38,253	73.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,653	22.9	38,253	21.5
Science 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,527	64.4	1,503	66.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,527	15.2	1,503	16.4
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,451	65.1	38,360	66.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,451	19.8	38,360	19.3
Social Studies 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,469	57.2	1,489	63.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,469	11.2	1,489	12.5

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

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.

Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

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:

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%.

Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods

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

Improvement Table

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

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

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

Overall Evaluation Table

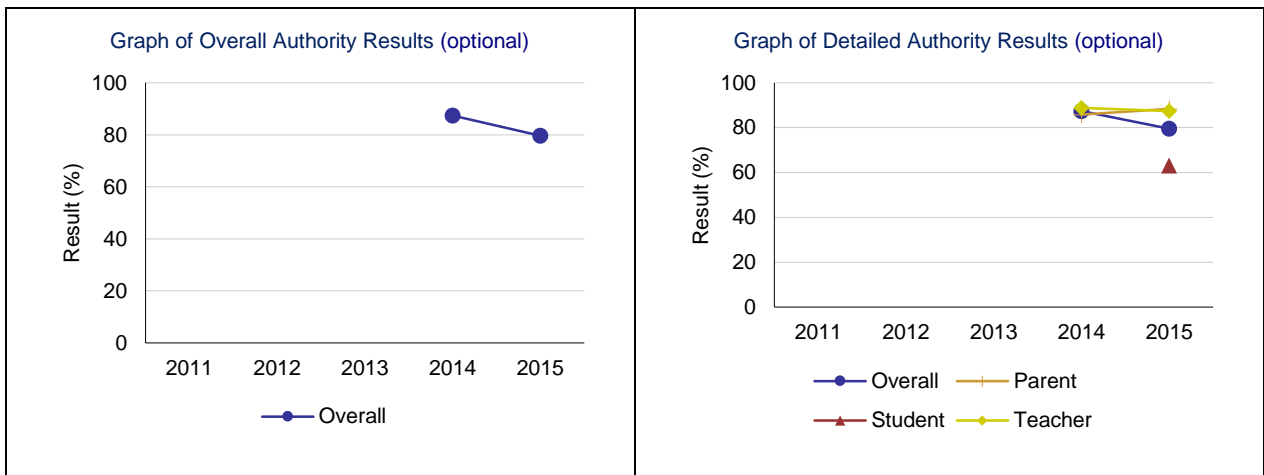
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

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

Program of Studies – Measure Details (OPTIONAL)

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.

	Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	n/a	n/a	n/a	87.4	79.6	80.9	80.7	81.5	81.3	81.3
Teacher	n/a	n/a	*	88.9	87.4	87.6	87.3	87.9	87.5	87.2
Parent	n/a	n/a	n/a	85.8	88.4	78.3	78.1	78.9	79.9	79.9
Student	n/a	n/a	n/a	n/a	63.1	76.9	76.9	77.8	76.6	76.9

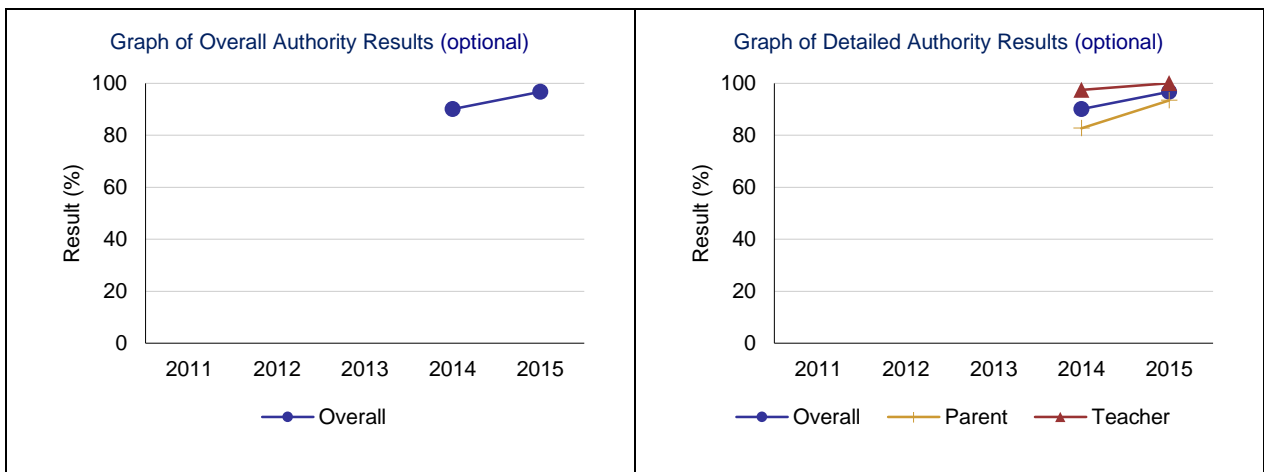


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*). Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction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

Parental Involvement – Measure Details (OPTIONAL)

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

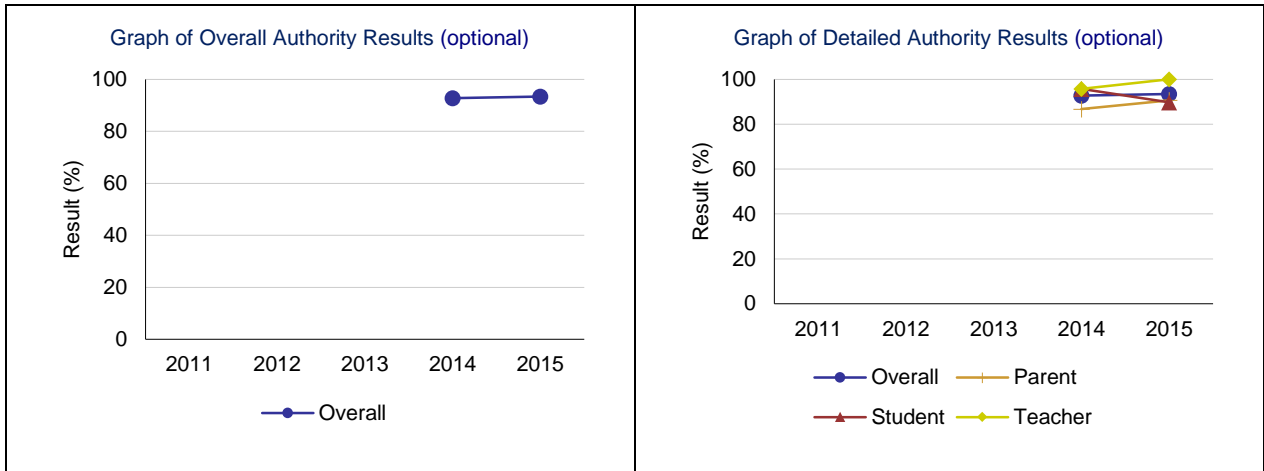
	Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	n/a	n/a	n/a	90.1	96.7	79.9	79.7	80.3	80.6	80.7
Teacher	n/a	n/a	*	97.5	100.0	88.1	88.0	88.5	88.0	88.1
Parent	n/a	n/a	n/a	82.7	93.4	71.7	71.4	72.2	73.1	73.4



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

Education Quality – Measure Details (OPTIONAL)

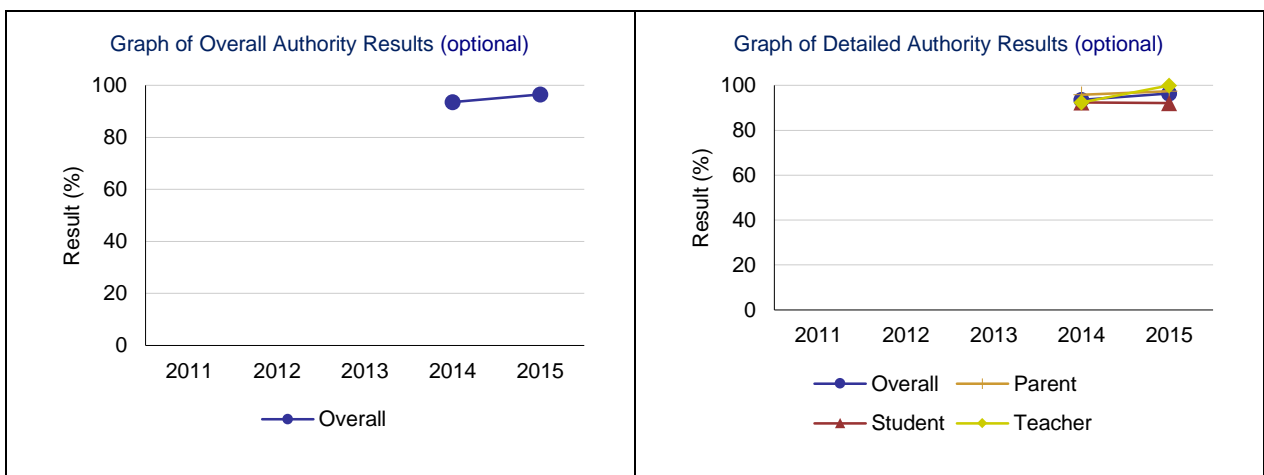
Percentage of teachers, parents and students satisfied with the overall quality of basic education.										
	Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	n/a	n/a	n/a	92.8	93.4	89.4	89.4	89.8	89.2	89.5
Teacher	n/a	n/a	*	95.8	100.0	95.5	95.4	95.7	95.5	95.9
Parent	n/a	n/a	n/a	86.7	90.6	84.2	84.2	84.9	84.7	85.4
Student	n/a	n/a	n/a	95.8	89.7	88.5	88.6	88.7	87.3	87.4



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

Safe and Caring – Measure Details (OPTIONAL)

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.										
	Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	n/a	n/a	n/a	93.6	96.5	88.1	88.6	89.0	89.1	89.2
Teacher	n/a	n/a	*	92.5	100.0	94.5	94.8	95.0	95.3	95.4
Parent	n/a	n/a	n/a	95.9	97.5	86.6	87.4	87.8	88.9	89.3
Student	n/a	n/a	n/a	92.5	92.1	83.3	83.7	84.2	83.1	83.0

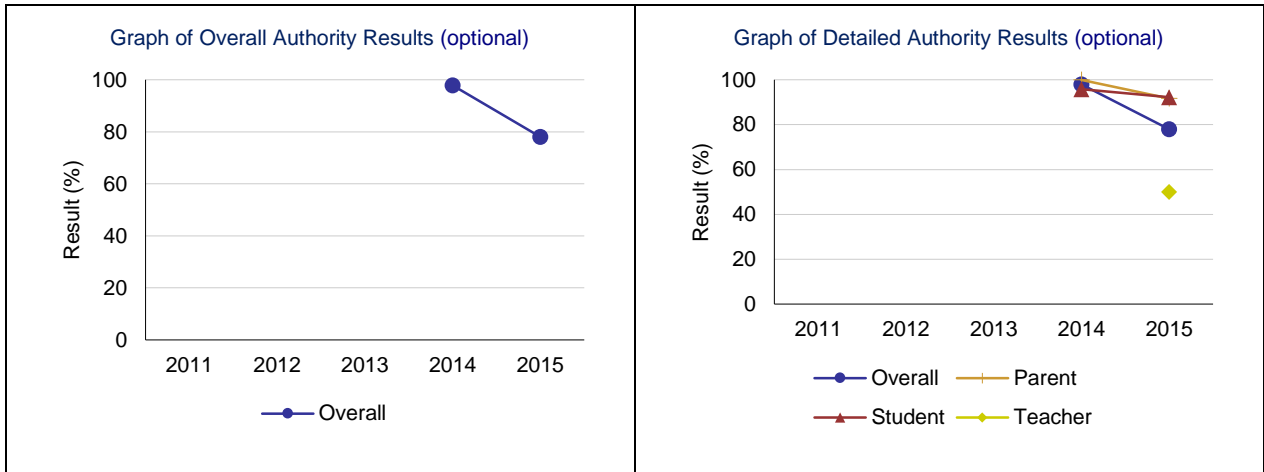


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*). Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction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

School Improvement – Measure Details (OPTIONAL)

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

	Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	n/a	n/a	n/a	97.9	78.0	80.1	80.0	80.6	79.8	79.6
Teacher	n/a	n/a	*	*	50.0	80.1	81.1	80.9	81.3	79.8
Parent	n/a	n/a	n/a	100.0	91.7	77.3	76.2	77.9	77.0	78.5
Student	n/a	n/a	n/a	95.8	92.3	82.9	82.7	82.9	81.2	80.7



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