



Independent School Authority
Combined AERR and Three Year Plan

2017/2018 - 2019/2020

Accountability Statement

Accountability Statement

The Annual Education Results Report (AERR) for the 2017/2018 school year and the Education Plan for the three years commencing September 1, 2017 for Independent School Authority Ltd. o/a Summit West Independent School was prepared under 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 Staff and Board have used the results reported in the document, to the best of its abilities, to develop the Education Plan and are committed to implementing the strategies contained within the Education Plan to improve student learning and results.

Our students were registered in prior years in the Alberta Education system at various schools, including Summit West Independent School, and we have utilized the formal and informal results reported by teachers to develop the Education Plan.

The Board has approved this combined AERR for the 2017-18 school year and the three-year Education Plan for 2017/2018-2019/2020 on November 28th, 2017.

Any minor changes or additions will be reported as an addendum in an annual review process on a go forward basis until next submissions are required and mandated.

Myron Masterson
Co-Chair
Board of Directors

Karin Langdon
Co-Chair
Board of Directors

Scott Hickling
Executive Director

Foundation Statements

VISION

Personal excellence through student success.

MISSION

An independent school that offers an individualized self-directed learning approach for tomorrow's leaders that nurtures lifelong learning, engaged thinkers, and ethical citizens within a spirit of entrepreneurialism.

BELIEFS

- We believe in a community of learners that supports individual learning styles with a strong emphasis on choice, accountability, and responsibility.
- We believe in a safe and caring environment that fosters whole child development.
- We believe in fiscal responsibility.
- We believe in communication that is respectful, supportive, constructive, and designed to facilitate student success.
- We believe in building collaborative relationships among parents, students and teachers to make a difference in the world.

A Profile of the School Authority

Independent School Authority Ltd, O/A Summit West Independent School (SWIS) began its first school year in September 2015. The individualized self-directed learning program has evolved since the program's inception in 2014 based on the teachings of Don and Anne Green and the 16 years of self directed experience of Tracey Forrester and Brad Masterson. We operate along with the assistance of dedicated parents and the leadership to bring Summit West Independent School to parents who choose this style of learning for their children, fostering leadership, independence, and a respect for self and community.

The program encourages students to become motivated and independent learners through the provision of a wide range of learning choices for students to demonstrate their understandings. We consistently encourage students to become lifelong learners who value themselves, others and learning. We promote social responsibility, resilience, perseverance, and independence to capably prepare our students for an ever changing world.

SWIS is governed by a Board of Directors comprised of parents and others who are supporters of this style of learning. The Board oversees areas of dispute resolution, student discipline, hiring of the Executive Director, and setting criteria for support staff to best serve our students and parents. Their focus is development and continual ever-greening of the strategic plan annually, and approving the handbook for Parents, Students and Teachers. Additionally, they oversee their fiduciary responsibility through the preparation of the financial statements and the hiring of the independent auditor annually. Their work is vision and mission focused, and the responsibility of budget, human resources, and daily operations are delegated to their sole employee, the Executive Director.

The Executive Director, in collaboration with the Principal and Staff, are responsible for the daily operation of the school. Together, and each with their own areas of responsibility, they create and foster trust and positive working environment, inducing the creation of a culture within the school and the broader community. The basis of appropriate values, ethical foundations and caring for the school community drive the direction daily. The leadership group (Board and Staff) ensures that all students have ongoing access to quality teaching and learning opportunities to meet the provincial goals of education.

Summit West Independent School attracts a community of learners who are interested in becoming self-directed learners who can make their own choices in the way they learn. Students learn research skills and time management to prepare them for success in post-secondary endeavours, and the workforce. They can organize their day and determine how they can learn and complete their objectives based on their strengths and individual learning styles. Students strive to reach personal benchmarks set in collaboration with the student, parents and their teacher.

Trends and Issues

The Board, Principal, and staff are committed to serving the needs of our SWIS community of learners and the greater community. The focus of the 2017-2020 school years will be to continue to strengthen the relationships in and out of the classrooms. We continue to encourage and support the voices of the school and its community through engagement, challenge, communication and participation in ongoing learning environments. The focus for the 2017-2018 school year is building closer relationships in the school community, continuing to unify the students as leaders and developing entrepreneurial spirit and paying it forward as part of developing social awareness.

This ongoing voice is a deliberate choice to involve the community so that we are better aware of the services that we are providing from various levels and stakeholders. We meet with parents to discuss programs for their students, we communicate with weekly updates to share what is happening within our doors and about opportunities that come our way. Older students work with younger students in a mentor and assistive fashion, creating community and fostering leadership qualities. Workshops and "lunch learners" help students and families to understand the self-directed learning program and expectations. We communicate through a variety of methods both as times change and technology allows within our community and we encourage our students to help in these areas as well.

Over the next three years, our parent support and community will be essential in ongoing fundraising, volunteering for school activities, helping with our growth and long range planning and participation in community events. 2015 allowed us several opportunities with Indigo/Chapters, and other fundraisers as well as tremendous support from our parents as we shape the future. In 2016, we applied for and successfully obtained our charitable status, and 2017 is shaping up to be another successful year, incorporating expanded programs, additional classroom support, and increased awareness of an effective and caring community.

As with most schools, there are areas for improvement. Our IT and technology areas are always in need of replacement to be current as we move forward. Administrative support and infrastructure, and the addition of other methods of student learning within our program will play important roles as SWIS continues its programs into the future. We were grateful recipients of Computers for School donations in terms of PC laptops. We continue to expand our reach both into and out of the world beyond classroom borders, employing experiential strategies and reflective practices for both students and staff alike.

Summary of Accomplishments

Highlights of 2017

SWIS continues to become a strong organization in growth, consisting of dedicated families, staff and business supporters. The staff and students are experienced, and have been engaging in self-directed learning programs for many years.

We have added additional certificated staff and reorganized how we support the program from an administrative perspective. Despite a small setback in loss of families, we are proud of our ongoing student and staff attraction and retention rates and our ability to fill the needs of learners within the Calgary and surrounding area market.

Highlights of this year include:

- Ongoing relationship with Tanbridge Academy and other partner schools within our facility.
- Individualized and team professional development and course support.
- Ongoing work of parents and councils in support of the school (Fundraising and Volunteering).
- Student growth (Personal and Academic).
- Financial stability growing, and accountability improved.
- Bussing program in place, including corporate donation of a bus.
- Community (Student based and neighbour based) programs and development.
- Support for professional development of staff in alignment with school vision and mission and annual TPGP programs.
- Ongoing monitoring with Alberta Education in a collaborative partnership.
- Increased level of experiential education for students, including FNMI instruction and inclusion in program of studies.
- Increased market penetration and focus on advertising with significant partnerships in the area.
- Increased parent participation and engagement from new families and a focus on community and growth.
- Board development training and goal settings for the future that are both current and long term.
- Additional resources added for student programs and experience.
- Enrichment programs including advanced art, photoshop, foods, outdoor education and advanced computers
- Addition of the Reading Foundation program to bridge gaps in phonemic awareness and reading comprehension
- Increase in experiential learning through field trips (Ann and Sandy Cross, Police Interpretive Centre, Calgary Zoo, Theatre Calgary, City Hall and Telus Spark, etc.)

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

Measure Category	Measure	Independent School Authority L	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	97.8	100.0	100.0	89.5	89.5	89.3	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	76.2	75.4	75.4	81.9	81.9	81.5	Intermediate	Maintained	Acceptable
	Education Quality	96.3	100.0	100.0	90.1	90.1	89.6	Very High	Maintained	Excellent
	Drop Out Rate	n/a	n/a	n/a	3.0	3.2	3.3	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	77.9	76.5	76.1	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	28.1	56.8	56.8	73.4	73.6	73.2	Very Low	Declined	Concern
	PAT: Excellence	0.0	4.5	4.5	19.5	19.4	18.8	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	*	*	n/a	83.0	82.7	83.1	*	*	*
	Diploma: Excellence	*	*	n/a	22.2	21.2	21.5	*	*	*
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	54.9	54.6	53.1	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	*	n/a	n/a	62.3	60.8	60.8	*	*	*
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	57.9	59.4	59.3	n/a	n/a	n/a
	Work Preparation	100.0	100.0	100.0	82.7	82.6	81.9	Very High	Maintained	Excellent
	Citizenship	96.7	93.3	93.3	83.7	83.9	83.6	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	100.0	97.8	97.8	81.2	80.9	80.7	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	97.4	100.0	100.0	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/TFM (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)**

[No Data for Overall Summary - FNMI]

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.

Outcome One: Alberta’s students are successful

Performance Measure	Results (in percentages)	Target	Evaluation	Targets								
	2013	2014	2015	2016	2017	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).	n/a	n/a	n/a	56.8	28.1		Very Low	Declined	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	4.5	0.0		Very Low	Maintained	Concern			

**Comment on Results:
Context**

In understanding Summit West’s results, it is important to consider the population of the demographic as well as the time frame in which the results were derived. A small cohort of students can skew year to year results and limits the ability to produce accurate or reliable results year over year. These results reflect two years of operation with no previous history to provide a running average. Finally, it is important to remember that individual student improvement is not indicated by this measure.

Strategies

Develop and implement procedures (formative assessment) for early identification and assessment of students who are struggling so that more appropriate interventions can be implemented in a timely manner.
 Deep analysis of Diploma Exam results – subject by subject to the Student and Item Analysis level – shared with all teachers in the respective divisional subject/grade level cohort (all teachers teaching common subjects) for analysis and sharing so they can learn from best practice.
 Teachers will participate in necessary and relevant professional development to deepen understanding of curriculum, appropriate assessment and reporting of student learning, and timely intervention (when students do not learn)
 Develop an online reading/math initiative to increase and enable students to take ownership over their learning.
 Administrators will report achievement results and improvement plans to the Board and public annually. All school results, regardless of grade level, are shared with all school stakeholders.

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	2020
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	n/a	n/a	n/a	*	*		*	*	*			
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	n/a	n/a	n/a	*	*		*	*	*			

Performance Measure	Results (in percentages)	Target	Evaluation	Targets								
	2012	2013	2014	2015	2016	2017	Achievement	Improvement	Overall	2018	2019	2020

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	*	*	*	*			

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				
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Comment on Results:
Context

In understanding Summit West's results, it is important to consider the population of the demographic as well as the time frame in which the results were derived. A small cohort of students can skew year to year results and limits the ability to produce accurate or reliable results year over year. These results reflect two years of operation with no previous history to provide a running average. As a small school, the number of high school students enrolled are not statistically significant and therefore results are not calculated by Alberta Education as denoted by the asterisk (*) and the n/a results. Finally, it is important to remember that individual student improvement is not indicated by this measure.

Strategies
 Build the capacity of students to develop leadership skills and volunteer opportunities through the collaborative student conversations.
 Grow the high school level population to a statistically significant number of students.
 Work collaboratively with local post-secondary institutions to offer dual-credit programs to our high school students to enable them to make better choices regarding post-secondary education.
 Continue to diversify opportunities for students to become active citizens in their community to learn and demonstrate compassion, respect and kindness for others.

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	Evaluation	Targets								
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	n/a	n/a	n/a	93.3	96.7		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	100.0	100.0		Very High	Maintained	Excellent			

Comment on Results

Summit West Independent School strives to meet the needs of individual students. In doing so, the school offers a wide range of activities and courses related to students needs and wishes. These course offerings can and often do change year over year. The unique program offers the opportunity to explore many of their passion areas and express their understanding of concepts in any unique manner through product forms. Parental involvement is strongly encouraged.

We are pleased with the results in this category based on the size of our student population and the one on one attention that each student receives.

Strategies

SWIS will maintain ongoing contact with students and teachers and in the most effective means available.

We continue to sponsor a variety of events, depending on their community context, to bring parents and members into the school.

SWIS will engage parents and community members to elicit feedback on initiatives through social media, focus groups and surveys.

Principal will work collaboratively with staff and school council to develop and revise annual School Improvement Plans.

School Councils will continue their active role in shaping the school activities.

A variety of elective courses will be available to students.

Students will have access to a variety of learning opportunities not available in their school, such as on line learning, ADLC, Dual Credit, use of Alberta Education on-line curricular resources, and video conferencing

SWIS will offer Before and After School care, as well as childcare during parent meetings to make the events and school more accessible

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	Evaluation	Targets								
	2013	2014	2015	2016	2017	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. <i>(This measure is required for charter and private school authorities with only K-9 schools)</i>	n/a	n/a	n/a	68.8	78.2		n/a	n/a	n/a			

Comment on Results (OPTIONAL)

Summit West Independent School strives to meet the needs of individual students. In doing so, the school offers a wide range of activities and courses related to students needs and wishes. These course offerings can and often do change year over year. The unique program offers the opportunity to explore many of their passion areas and express their understanding of concepts in a unique manner through product forms. Parental involvement is strongly encouraged.

We are pleased with the results in this category based on the size of our student population and the one on one attention that each student receives.

Strategies

Build the capacity of students to develop leadership skills and volunteer opportunities through elected student council.
 Work collaboratively with local post-secondary institutions to offer dual-credit programs to the high school students to enable them to make better choices towards post-secondary education.
 Continue to diversify opportunities for students to become active citizens in their community to learn and demonstrate compassion, respect and kindness for others.

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)

[No Data for Overall FNMI Results]

Comment on Results - SWIS has no data at this time

Strategies

SWIS will continue to include strategies and supplemental curriculum that will ensure all students, teachers and school leaders learn about the First Nations, Métis and Inuit perspectives and experiences, treaties, and the history and legacy of residential schools.

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)

[No Data for Overall FNMI Results]

Comment on Results (OPTIONAL)

At the present time, SWIS has no students declared in this category, however we continue to be inclusive in our teaching and resources to ensure that students are aware and learn about this important history in Canada, as well as modern day issues and opportunities

Strategies

SWIS will continue to include strategies that ensure all students, teachers and school leaders learn about the First Nations, Métis and Inuit perspectives and experiences, treaties, and the history and legacy of residential schools.

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 agree 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	100.0	97.8		Very High	Maintained	Excellent			

Comment on Results (OPTIONAL)

In understanding Summit West's results, it is important to consider the population of the demographic as well as the time frame in which the results were derived. A small cohort of students can skew year to year results and limits the ability to produce accurate or reliable results year over year. These results reflect two years of operation with no previous history to provide a running average, however, we are pleased with the current results. Finally, it is important to remember that individual student improvement is not indicated by this measure.

Strategies

SWIS will ensure that students are involved in safe and caring initiatives such as: Me to We, Pink Shirt Day, Drug awareness presentations, and the like.

FNMI Initiatives to promote tolerance and diversity, and locally developed courses.

Regular inspection and maintenance of all playground facilities to meet safety codes.

Communicate with school partners, through the use of School Council representatives, the SWIS website and social media, and school newsletters. A major focus is being placed on target marketing and increased ability of our website and social media presence.

Engage parents and community members through focus groups, surveys and social media to obtain feedback on SWIS School initiatives.

Provide funds to SWIS staff for professional development and professional growth

Principal will work collaboratively with staff and SWIS Parent Council to establish School Improvement Plans.

Authorities should describe the strategies implemented to ensure that all children and students have access to meaningful and relevant learning experiences that include appropriate instructional supports to demonstrate that the jurisdiction is meeting its obligations as stated in the Inclusive Education Policy. For further information and resources, visit <https://education.alberta.ca/inclusive-education/what-is-inclusion/>.

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	2020
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	75.4	76.2		Intermediate	Maintained	Acceptable			

Comment on Results

SWIS strives to meet the needs of individual students. In doing so, the school offers a wide range of activities and courses related to student needs and wishes. These course offerings can and often do change year over year. The unique program offers the opportunity for students to explore many of their passion areas and express their understanding of concepts in any unique manner through product forms. The staff at Summit West are constantly evolving as new trends and student needs are identified. Professional development is of utmost importance and staff/administration are provided with more than ample opportunity to engage in these developmental clinics, conferences, and presentations as they relate to their TPGP's (Teacher Professional Growth Plans).

In understanding Summit West's results, it is important to consider the population of the demographic as well as the time frame in which the results were derived. A small cohort of students can skew year to year results and limits the ability to produce accurate or reliable results year over year. These results reflect two years of operation with no previous history to provide a running average. Finally, it is important to remember that individual student improvement is not indicated by this measure.

Strategies

Teachers will provide current and relevant instructional strategies to students using "high yield" teaching methodologies reflected in the core values and expected outcomes of the self-directed learning/teaching style.

Teachers use a wide variety of assessment strategies (formative and summative) to identify deficits in student learning that can be met through the school intervention plan.

Teachers deepen their understanding and expertise in using a variety of teaching and assessment strategies by visiting colleague classrooms and participating in reflective discussions with student administration, as well as professional development opportunities.

Students will have access to assistive technology resources such as Google Applications and an emerging battery of applications using tablet technology, etc. We believe literacy is KEY to all student learning and success.

SWIS administration will be actively engaged in support and provision of learning opportunities to help teachers become more strategic, coherent and purposeful in their work and participate in school collaborative professional development based on self-directed teaching strategies.

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.

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.	n/a	n/a	n/a	100.0	97.4		Very High	Maintained	Excellent			
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	n/a	n/a	n/a	97.8	100.0		Very High	Maintained	Excellent			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	n/a	n/a	n/a	100.0	96.3		Very High	Maintained	Excellent			

Comment on Results (OPTIONAL)

Each and every year we are blessed with a mix of students and parents that are supportive and encouraging, as well as deeply vested in the education process. Parents need to feel that their voice is heard, along with that of the student in the Education process. We connect with our parents and value their feedback.

In understanding Summit West's results, it is important to consider the population of the demographic as well as the time frame in which the results were derived. A small cohort of students can skew year to year results and limits the ability to produce accurate or reliable results year over year. These results reflect two years of operation with no previous history to provide a running average. Finally, it is important to remember that individual student improvement is not indicated by this measure.

Strategies

Regular communication with parents, teachers and students to ensure that on a very consistent basis that each student is achieving their objectives and moving through the requirements of their courses in full understanding of what is required.

The partnership of parents, teachers and students is the focus of the delivery of the program, in a student led program of studies, so that they can learn their own way by being shown how to learn, not what to learn.

SWIS staff and Board of Directors are committed to meeting the requirements of all areas of the Alberta Education program of studies, with certificated teachers, resources and support in a collaborative way.

SWIS welcomes the ongoing support and oversight as it develops its school base of students and delivers the programs.

Ongoing feedback from parents and students allows for growth and adjustments as necessary.

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:

Future Challenges (Optional)

- Maintaining and increasing enrolment
- Improving student access to therapeutic resources
- Success in fundraising and marketing
- Continual evaluation and improvement of staff wages
- Transportation initiatives
- Advocating for funding stability and ongoing training

Summary of Financial Results

- Financial statements are prepared by Treasurer and Auditor in accordance with Alberta Education requirements
- Full funding is now included in our annual program of services
- Anomalies in the economy and environment of parental choice affect our annual operating budget. We are presently working with an Annual Deficit reduction program
- Enrolment numbers for September 30 were 43.

Budget Summary

- Budgeting and reporting continue to be an ongoing process of stewardship
- The annual audit report for 2016-2017 is completed
- A careful review of ongoing operations is part of our monthly reporting process

Capital and Facilities Projects

At present there are no plans for Capital expansion, or facility capacity building. The ongoing capacity is handled within our current facility and plans are to address long term leasing options with our landlord.

Focus remains on IT and components as well as ensuring that students have access to resources to support learning.

Summary of Facility and Capital Plans

At present there are no plans for Capital expansion, or facility capacity building. The ongoing capacity is handled within our current facility and plans are to address long term leasing options with our landlord.

Focus remains on IT and components as well as ensuring that students have access to resources to support learning.

Parental Involvement

- Parents at SWIS are involved through the SWIS Education Society which operates as a parent council and interacts via fundraising, communication with the Principal and establishing ongoing support for the school community.
- The parent community is heavily involved and committed to supporting many endeavours, recently the Society received charitable status, which will open many doors for funding into the future.

Timelines and Communication

- Teaching staff communicate with parents on a weekly basis.
- Parents receive a weekly update in the form of a newsletter, sharing details not only of classroom activities, but also those of field trips and upcoming events.
- Staff meet on a weekly basis to review the week, share as a peer group and look forward.
- The Board of Directors and the Parent Society each meet monthly.
- Reporting and transparency are a regular occurrence.

Whistleblower Protection

- Section 32 of PIDA (2013) requires school authorities to include their annual report of disclosures in their AERR or combined 3-year education plan/annual education results report (AERR).
- A policy was developed in 2015 that is comprehensive and protects the importance of having a safe and caring school environment. As of this date there have been no incidents that fall within this policy or its intended protection.

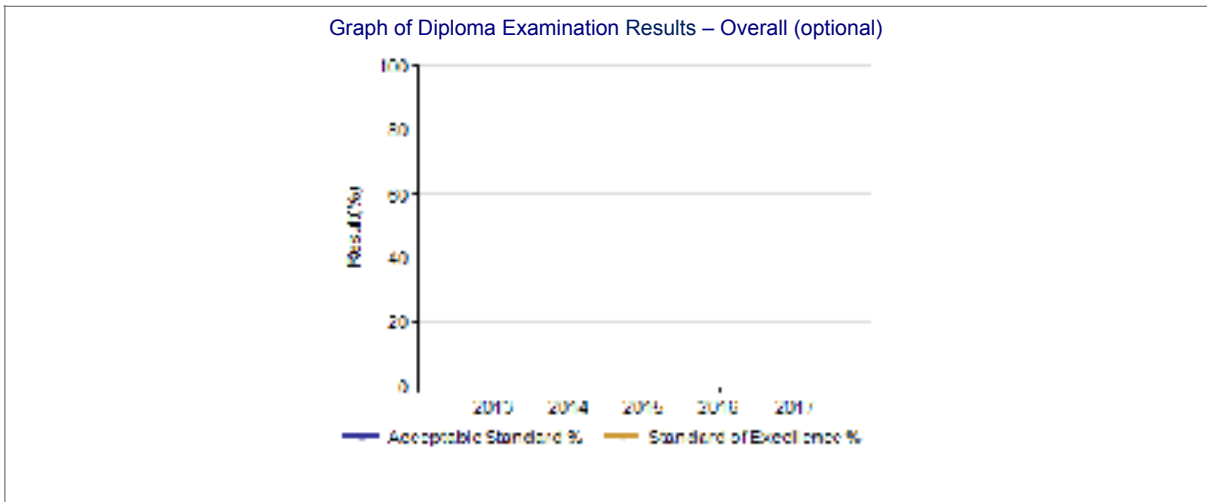
Diploma Examination Results – Measure Details (OPTIONAL)

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	n/a	n/a	n/a	n/a	n/a	n/a	*	*	*	*		
	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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*		
	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	n/a	n/a	n/a	n/a	*	*	*	*		
	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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	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	n/a	n/a	n/a	n/a	n/a	n/a	*	*	*	*		
	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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	82.2	13.7	83.9	14.8	81.3	12.5	81.1	13.1	80.6	12.6		
Biology 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	*	*	*	*		
	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	n/a	n/a	n/a	n/a	*	*	*	*		
	Province	78.8	31.8	81.5	35.2	82.1	34.2	81.5	34.5	83.1	38.6		
Physics 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	*	*	*	*		
	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	n/a	n/a	*	*		
	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 Course By Course Summary With Measure Evaluation (optional)

	Independent School Authority L	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	*	*	*	2	*	n/a	n/a	30,150	86.5	28,895	87.0
	Standard of Excellence	*	*	*	2	*	n/a	n/a	30,150	11.7	28,895	11.3
English Lang Arts 30-2	Acceptable Standard	*	*	*	1	*	n/a	n/a	16,797	89.5	16,361	89.2
	Standard of Excellence	*	*	*	1	*	n/a	n/a	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	*	*	*	2	*	n/a	n/a	20,371	73.1	20,934	74.0
	Standard of Excellence	*	*	*	2	*	n/a	n/a	20,371	30.7	20,934	28.5
Mathematics 30-2	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	14,327	74.7	12,738	73.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	14,327	15.9	12,738	15.8
Social Studies 30-1	Acceptable Standard	*	*	*	2	*	n/a	n/a	22,249	86.0	21,875	85.9
	Standard of Excellence	*	*	*	2	*	n/a	n/a	22,249	14.8	21,875	14.9
Social Studies 30-2	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	20,054	80.6	19,579	82.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	20,054	12.6	19,579	13.5
Biology	Acceptable Standard	*	*	*	1	*	n/a	n/a	22,993	84.2	21,843	85.4

Biology 30	Standard of Excellence	*	*	*	1	*	n/a	n/a	22,993	32.3	21,843	32.4
Chemistry 30	Acceptable Standard	*	*	*	1	*	n/a	n/a	18,751	83.1	19,161	81.7
	Standard of Excellence	*	*	*	1	*	n/a	n/a	18,751	38.6	19,161	34.6
Physics 30	Acceptable Standard	*	*	*	1	*	n/a	n/a	9,952	85.7	10,553	84.3
	Standard of Excellence	*	*	*	1	*	n/a	n/a	9,952	41.8	10,553	36.6
Science 30	Acceptable Standard	*	*	*	1	*	n/a	n/a	9,323	84.9	7,914	84.4
	Standard of Excellence	*	*	*	1	*	n/a	n/a	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)

Overall Evaluation Table

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

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

High School Completion Rate – Measure Details (OPTIONAL)

[No Data for High School Completion Rate]

<p>Graph of Authority Results (optional)</p> <p>[No Data for High School Completion Rate]</p>	<p>Graph of Authority Results (optional)</p> <p>[No Data for High School Completion Rate]</p>
<p>Graph of Authority Results (optional)</p> <p>[No Data for High School Completion Rate]</p>	

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 (OPTIONAL)

[No Data for Dropout Rate]

<p>Graph of Authority Results (optional)</p> <p>[No Data for Dropout Rate]</p>	<p>Graph of Authority Results (optional)</p> <p>[No Data for Returning Rate]</p>
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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 (OPTIONAL)

[No Data for High School to Post-Secondary Transition Rate]

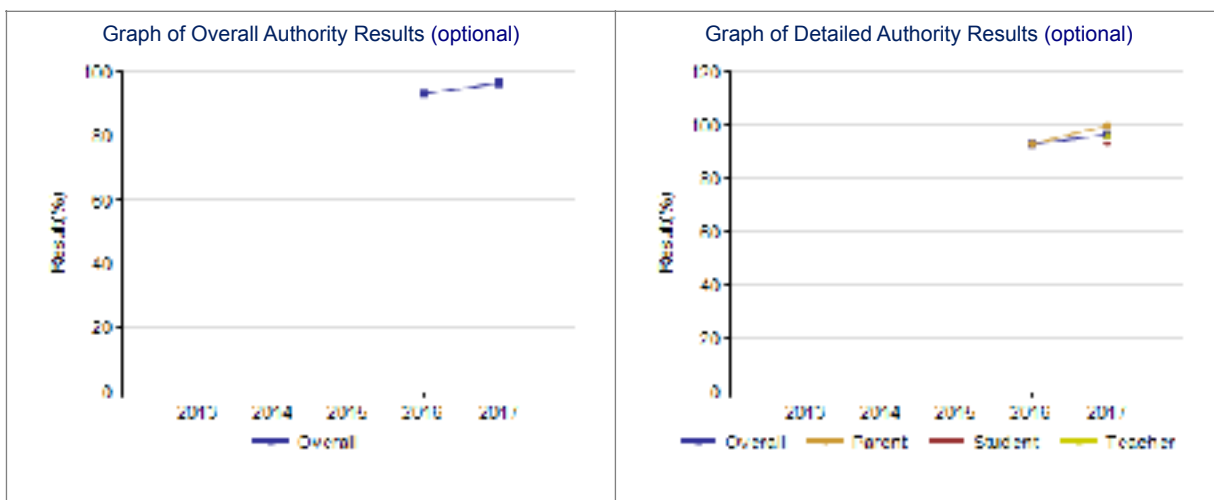
Graph of Authority Results (optional)	Graph of Authority Results (optional)
[No Data for High School to Post-Secondary Transition Rate]	[No Data for High School to Post-Secondary Transition Rate]

Notes:

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

Citizenship – Measure Details (OPTIONAL)

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.										
	Authority	Province								
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	n/a	n/a	n/a	93.3	96.7	83.4	83.4	83.5	83.9	83.7
Teacher	n/a	n/a	n/a	*	96.7	93.6	93.8	94.2	94.5	94.0
Parent	n/a	n/a	n/a	93.3	100.0	80.3	81.9	82.1	82.9	82.7
Student	n/a	n/a	n/a	n/a	93.3	76.2	74.5	74.2	74.5	74.4

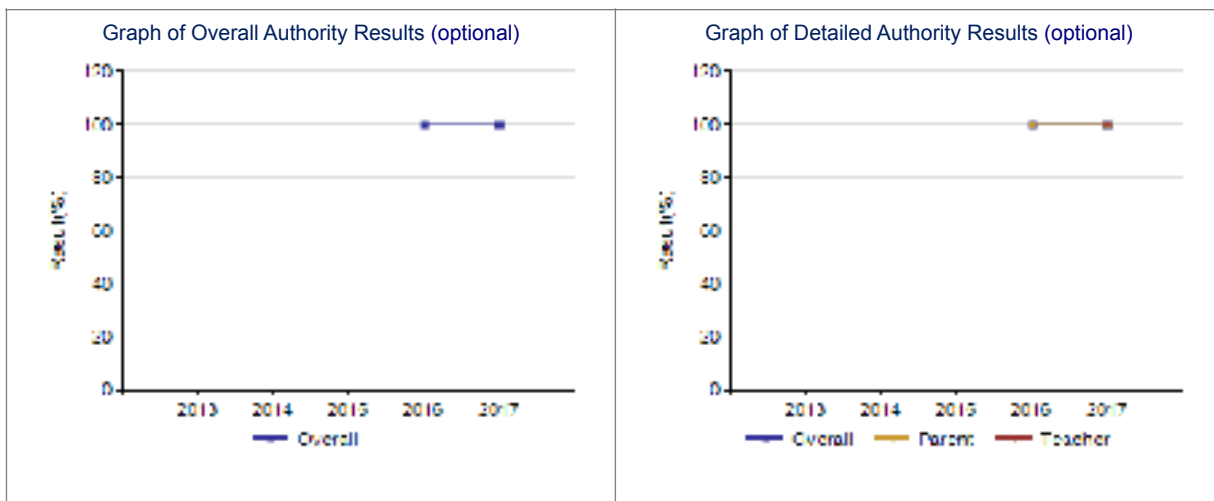


Notes:

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 (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								
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	n/a	n/a	n/a	100.0	100.0	80.3	81.2	82.0	82.6	82.7
Teacher	n/a	n/a	n/a	*	100.0	89.4	89.3	89.7	90.5	90.4
Parent	n/a	n/a	n/a	100.0	100.0	71.1	73.1	74.2	74.8	75.1

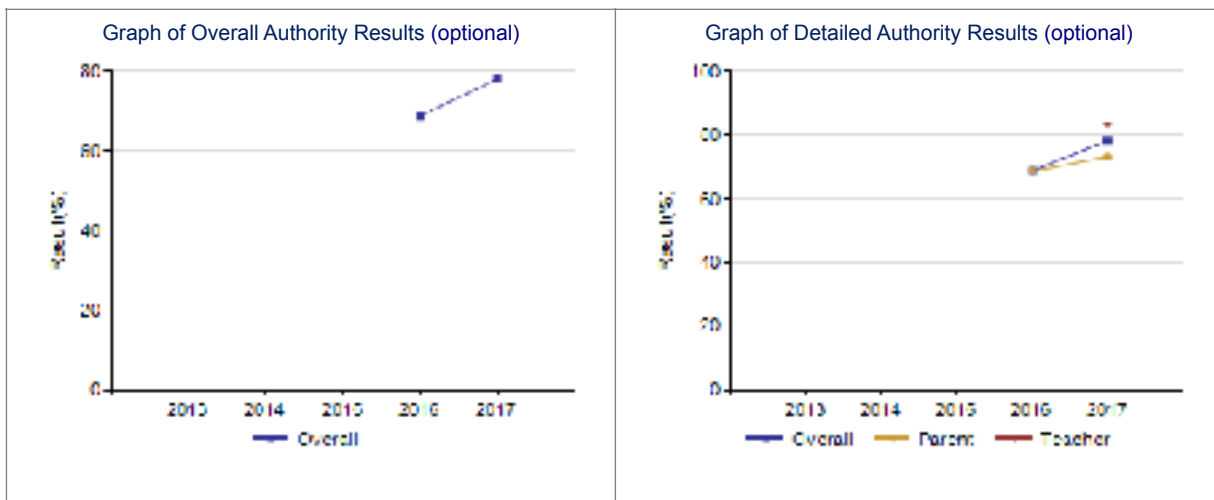


Notes:

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 (OPTIONAL)

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.										
	Auth ority	Provinc e								
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	n/a	n/a	n/a	68.8	78.2	68.5	69.5	70.0	70.7	71.0
Teacher	n/a	n/a	n/a	*	83.3	75.7	76.0	76.0	77.3	77.3
Parent	n/a	n/a	n/a	68.8	73.1	61.2	63.0	64.0	64.2	64.8



Notes:

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

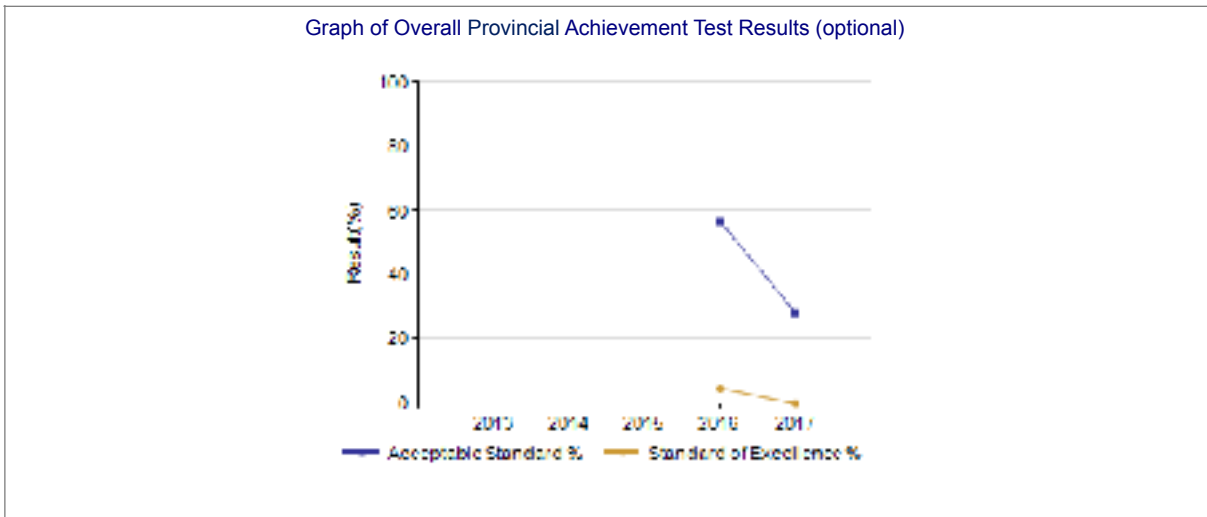
Provincial Achievement Test Results – Measure Details (OPTIONAL)

PAT Course by Course Results by Number Enrolled.													
	Results (in percentages)	Target											
	2013	2014	2015	2016	2017	2017							
	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	100.0	0.0	*	*		
	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	n/a	n/a	n/a	n/a	n/a	n/a	66.7	16.7	*	*		
	Province	73.0	16.4	73.5	15.4	73.2	14.1	72.2	14.0	69.4	12.6		
Science 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	50.0	0.0	*	*		
	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	n/a	n/a	n/a	n/a	n/a	n/a	66.7	0.0	*	*		
	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	n/a	n/a	n/a	n/a	*	*	*	*		
	Province	76.7	14.8	76.3	15.0	75.6	14.4	77.0	15.2	76.8	14.9		
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		

Lang Arts 9 KAE	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	n/a	n/a	n/a	n/a	n/a	n/a	*	*	*	*		
	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	n/a	n/a	n/a	n/a	n/a	n/a	*	*	*	*		
	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	n/a	n/a	n/a	n/a	n/a	n/a	*	*	*	*		
	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:

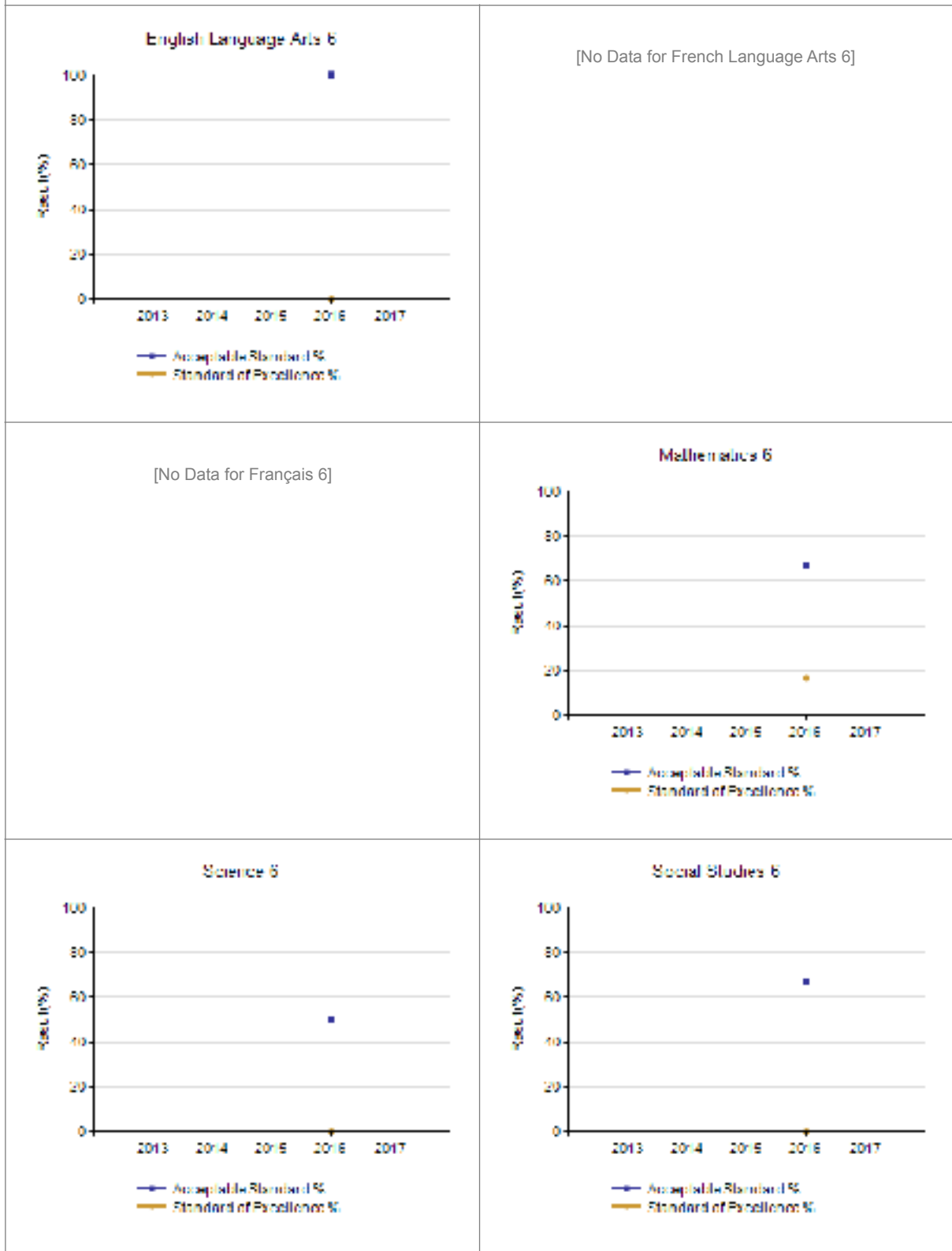
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Participation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

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 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.

Graph of Provincial Achievement Test Results by Course (optional)



Notes:

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

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.

Graph of Provincial Achievement Test Results by Course (optional)

<p style="text-align: center;">English Language Arts 9</p>	<p>[No Data for English Lang Arts 9 KAE]</p>
<p>[No Data for French Language Arts 9]</p>	<p>[No Data for Français 9]</p>
<p style="text-align: center;">Mathematics 9</p>	<p>[No Data for Mathematics 9 KAE]</p>

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 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.

Graph of Provincial Achievement Test Results by Course (optional)



Notes:

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

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

	Independent School Authority L	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	*	*	*	3	*	6	100.0	49,572	82.5	46,989	82.5
	Standard of Excellence	*	*	*	3	*	6	0.0	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	*	*	*	3	*	6	66.7	49,507	69.4	46,906	73.0
	Standard of Excellence	*	*	*	3	*	6	16.7	49,507	12.6	46,906	14.5
Science 6	Acceptable Standard	*	*	*	3	*	6	50.0	49,501	76.9	46,914	76.7
	Standard of Excellence	*	*	*	3	*	6	0.0	49,501	29.0	46,914	25.8
Social Studies 6	Acceptable Standard	*	*	*	3	*	6	66.7	49,485	72.9	46,903	70.5
	Standard of Excellence	*	*	*	3	*	6	0.0	49,485	21.7	46,903	18.9
English Language Arts 9	Acceptable Standard	*	*	*	5	*	n/a	n/a	45,487	76.8	43,746	76.3
	Standard of Excellence	*	*	*	5	*	n/a	n/a	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	*	*	*	5	*	n/a	n/a	45,020	67.2	43,295	66.7
	Standard of Excellence	*	*	*	5	*	n/a	n/a	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	*	*	*	5	*	n/a	n/a	45,445	74.0	43,808	73.8
	Standard of Excellence	*	*	*	5	*	n/a	n/a	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	*	*	*	5	*	n/a	n/a	45,484	67.0	43,722	65.1
	Standard of Excellence	*	*	*	5	*	n/a	n/a	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:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. Participation in Provincial Achievement Tests was impacted by the 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)

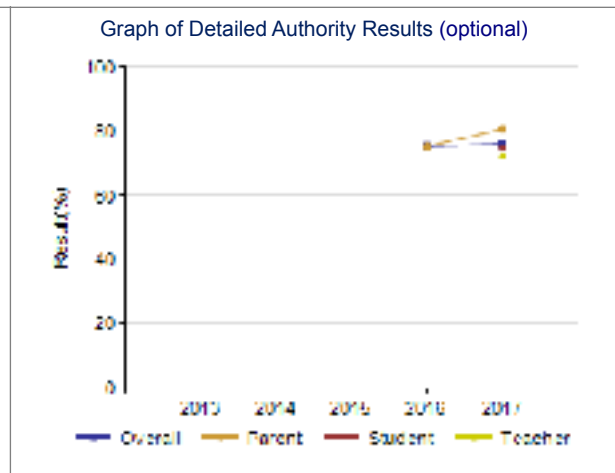
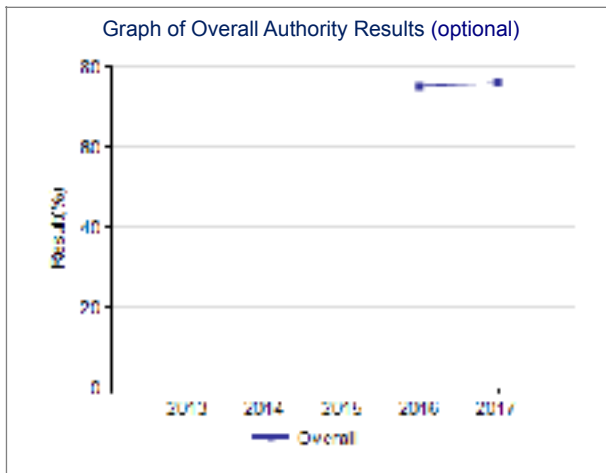
Overall Evaluation Table

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	n/a	n/a	n/a	75.4	76.2	81.5	81.3	81.3	81.9	81.9
	Teacher	n/a	n/a	n/a	*	72.9	87.9	87.5	87.2	88.1	88.0
	Parent	n/a	n/a	n/a	75.4	80.8	78.9	79.9	79.9	80.1	80.1
	Student	n/a	n/a	n/a	n/a	75.0	77.8	76.6	76.9	77.5	77.7

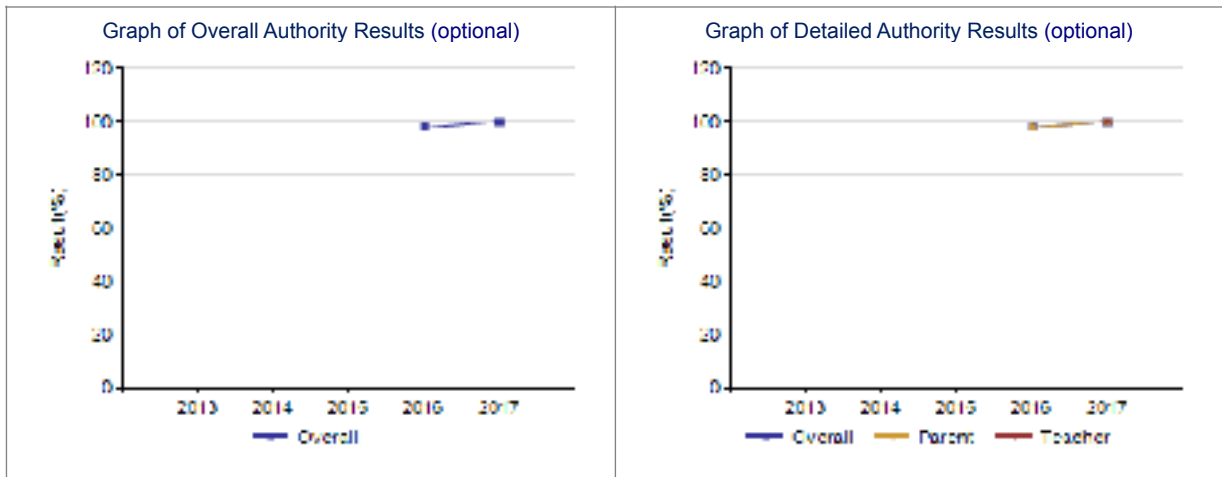


Notes:

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

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	n/a	n/a	n/a	97.8	100.0	80.3	80.6	80.7	80.9	81.2		
Teacher	n/a	n/a	n/a	*	100.0	88.5	88.0	88.1	88.4	88.5		
Parent	n/a	n/a	n/a	97.8	100.0	72.2	73.1	73.4	73.5	73.9		

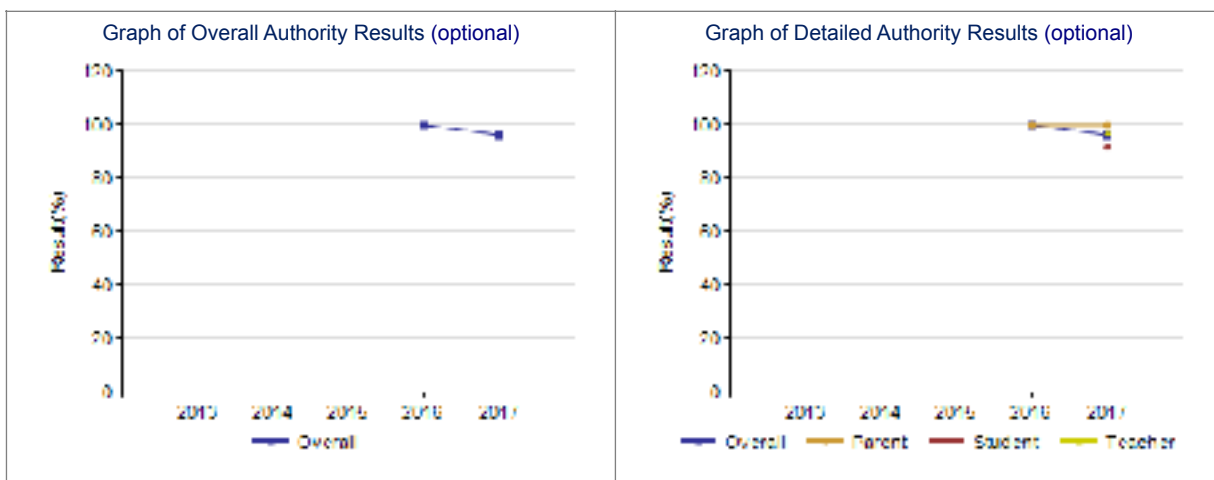


Notes:

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

Education Quality – Measure Details

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	n/a	n/a	n/a	100.0	96.3	89.8	89.2	89.5	90.1	90.1
Teacher	n/a	n/a	n/a	*	97.2	95.7	95.5	95.9	96.0	95.9
Parent	n/a	n/a	n/a	100.0	100.0	84.9	84.7	85.4	86.1	86.4
Student	n/a	n/a	n/a	n/a	91.7	88.7	87.3	87.4	88.0	88.1

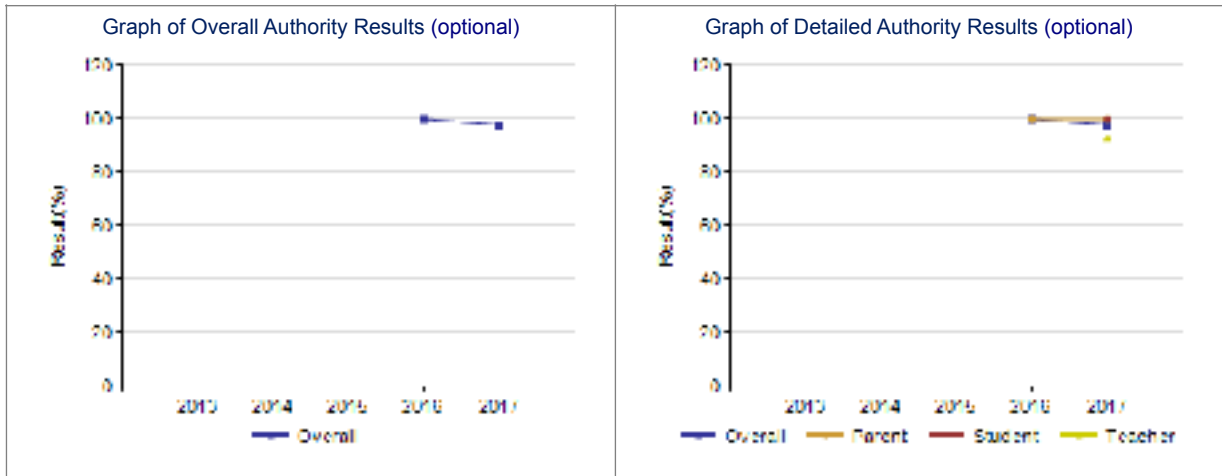


Notes:

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

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									
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	
	Overall	n/a	n/a	n/a	100.0	97.8	89.0	89.1	89.2	89.5	89.5
	Teacher	n/a	n/a	n/a	*	93.3	95.0	95.3	95.4	95.4	95.3
	Parent	n/a	n/a	n/a	100.0	100.0	87.8	88.9	89.3	89.8	89.9
Student	n/a	n/a	n/a	n/a	100.0	84.2	83.1	83.0	83.4	83.3	

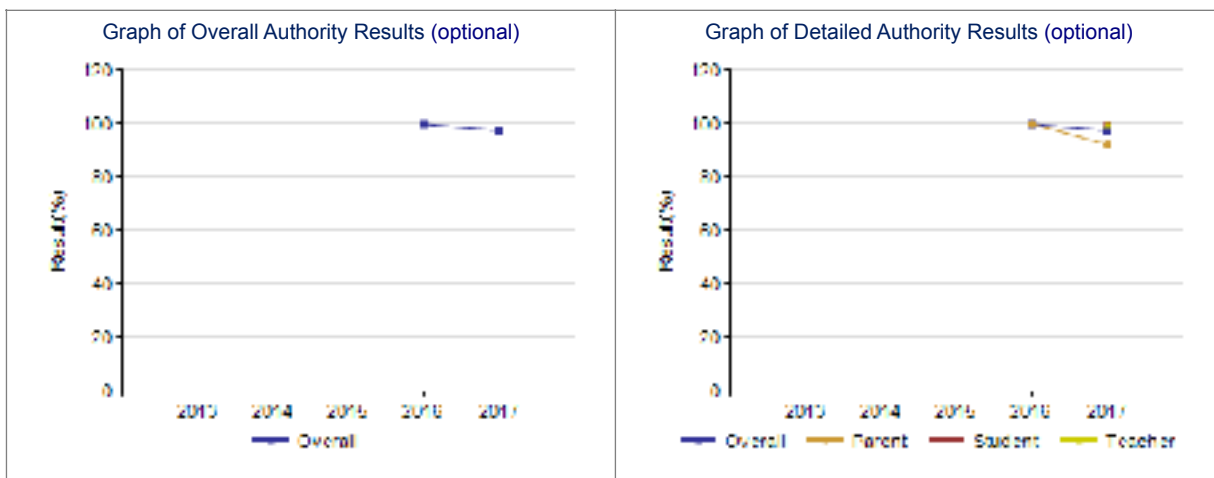


Notes:

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					Authority							
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
	Overall	n/a	n/a	n/a	100.0	97.4	80.6	79.8	79.6	81.2	81.4				
Teacher	n/a	n/a	n/a	*	100.0	80.9	81.3	79.8	82.3	82.2					
Parent	n/a	n/a	n/a	100.0	92.3	77.9	77.0	78.5	79.7	80.8					
Student	n/a	n/a	n/a	n/a	100.0	82.9	81.2	80.7	81.5	81.1					



Notes:

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