

## FAIRVIEW AND AREA LEARNING STORE

**Bridging Gaps**



**Building Futures**

### **Annual Education Results Report/Three Year Education Plan 2020 – 2023**

The Fairview and Area Learning Store is committed to unlocking the potential of students by meeting the needs of students to build a foundation for success and lifelong learning one student at a time.



### *Foundation Statement*

#### Fairview and Area Learning Store Mission Statement:

The purpose of the Learning Store is to provide educational options and opportunities for students who, for a variety of reasons, are unable to find success in a traditional high school setting or are unable to access programming at a regular high school. We are committed to forging strong partnerships with other area high schools to provide our students with the greatest possible access to course offerings and to provide their students with courses not otherwise available in order to maximize student success.

#### Fairview and Area Learning Store Vision Statement:

The Learning Store strives to unlock student potential by meeting the needs of students to build a foundation for success and lifelong learning one student at a time.

At the Learning Store, we believe in developing positive and contributing citizens...

- Through success!
- By fostering positive relationships
- By providing individual programming
- Through ownership and accountability

### *FALS Accountability Statement*

Peace River School Division #10 subscribes to a combined Annual Education Results Report (AERR) and the Three-Year Education Plan (3YEP). This report is a summary of the Fairview and Area Learning Store's performance for the 2019-2020 school year and a Three-Year Education Plan for 2020 -2023, beginning in the 2019 school year. The school has used the results reported in the document to develop this Education Plan and is committed to implementing the strategies contained within to improve student learning and results.

Principal: Mr. Moses M, Garaba

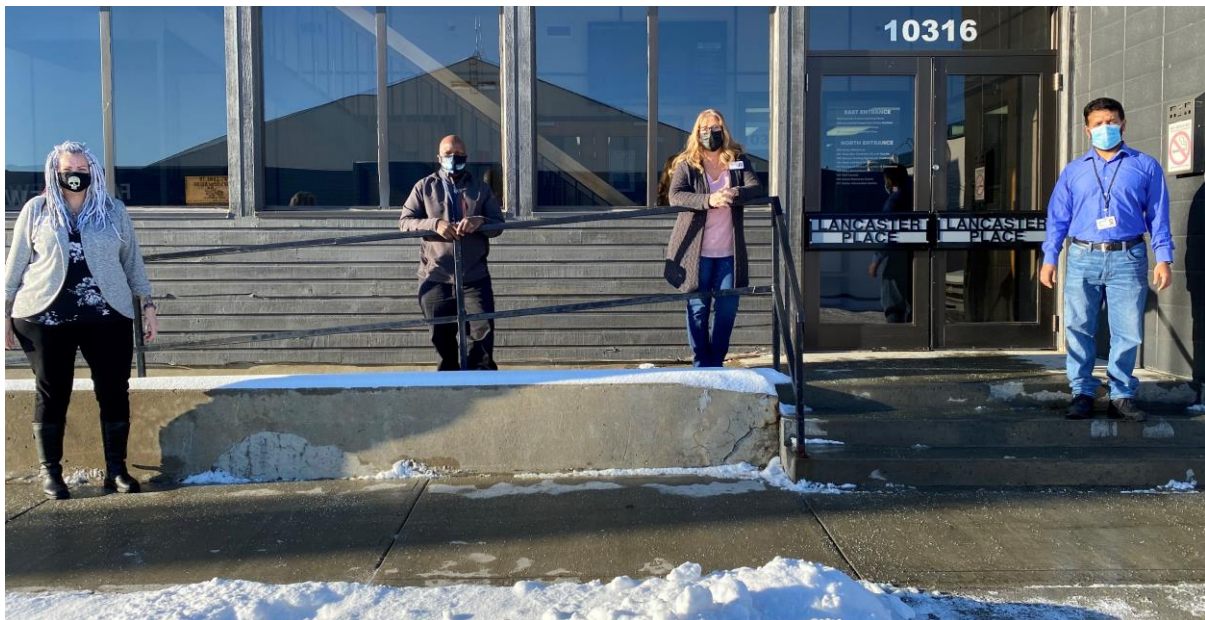
This report is available to parents and the public for viewing or downloading on the Fairview and Area Learning Store website at <http://www.fairviewlearningstore.ca>.

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### *History of the Fairview and Area Learning Store*

Outreach Education has been one of the fastest growing areas of Alberta Education, primarily due to the flexibility it offers to meet the individual needs of the student. At the Fairview & Area Learning Store (FALS), we seek to meet the educational needs of all students who come through our door, so programming is designed to fit the lifestyles and learning styles of our students. As of August 2011, the Fairview & Area Learning Store officially became Fairview's third high school, as the Learning Store is now a completely independent school; however, we continue to maintain strong partnerships with other Fairview and area high schools. All courses follow the Alberta Education Program of Studies with accreditation towards a high school diploma.

Interest in opening the Fairview & Area Learning Store (FALS) had been developing since 1999. In the spring of 2004, the concept of a storefront school began to evolve through a series of administrative visitations and tours of other outreach schools in Northern Alberta. In June 2005, Fairview High School Administration presented a power-point presentation to the communities of Cleardale / Worsley, Hines Creek, and Fairview to demonstrate the benefits of such a program in these communities. In August of 2005, one full-time Teacher/Coordinator and two half time Office Manager/Education Assistants were hired. The doors were open to students on September 6, 2005. Since that time, FALS has become an integral part of the Fairview and area community, serving between 40 and 80 students per school year.



### Combined 2018 Accountability Pillar Overall Summary

Measure Category	Measure	Fairview n Area Learning Store			Alberta					
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average			
Safe and Caring Schools	Safe and Caring			93.3	96.2		94.5	89.0	89.5	89.4
Student Learning Opportunities	Program of Studies	68.6	64.8	65.1	81.8	81.9	81.7			
	Education Quality	93.1	89.7	91.5	90.0	90.1	89.9			
	Drop Out Rate	7.0	15.1	12.6	2.3	3.0	3.3			
	High School Completion Rate (3 yr)	18.3	*	22.9	78.0	78.0	77.0			
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	n/a	n/a	73.6	73.4	73.3			
	PAT: Excellence	n/a	n/a	n/a	19.9	19.5	19.2			
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	70.8	64.5	73.1	83.7	83.0	83.0			
	Diploma: Excellence	20.8	3.2	4.7	24.2	22.2	21.7			
	Diploma Exam Participation Rate (4+ Exams)	0.0	*	15.7	55.7	54.9	54.7			
	Rutherford Scholarship Eligibility Rate	27.6	50.0	38.5	63.4	62.3	61.5			
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	32.4	*	n/a	58.7	57.9	59.0			
	Work Preparation	n/a	n/a	85.7	82.4	82.7	82.4			
	Citizenship	80.8	90.0	87.3	83.0	83.7	83.7			
Parental Involvement	Parental Involvement			n/a	n/a		95.0	81.2	81.2	81.0
Continuous Improvement	School Improvement			97.9	96.2		94.6	80.3	81.4	80.7

#### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (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 fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
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.
12. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

### Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target	Evaluation	Targets
Performance Measure	Results (in percentages)					Target		
	2013	2014	2015	2016	2017			
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	*	17.1	28.7	*	18.3			
Drop Out Rate - annual dropout rate of students aged 14 to 18	15.3	9.6	13.2	15.1	7.0			

High school to post-secondary transition rate of students within six years of entering Grade 10.	*	*	*	*	32.4	
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	27.0	50.0	27.6	

### Comment on Results

The majority of outreach student are those who have experienced long-standing issues of disengagement from the education system, some having dropped out or having had very low attendance rates going back several years. This year, we have had the pleasure of welcoming a number of excelling students who have opted for an outreach style schooling as opposed to attending a traditional school. As always our most significant tasks is to meet the needs of our students and help to fulfill their educational aspirations.

We are also pleased to note an increase in the number of students taking advanced math and sciences in-house. While Diploma acceptable and excellence rates have increased and above targets, increased attention and encouragement is required. We take great pride in helping those students achieve a high school diploma and make every effort to do so.

Drop Out-Rate is always a concern, though it is important to remember that many of the students attending outreach are students who are at highest risk for dropping-out. In addition, a significant percentage of outreach populations tend to be transient and/or engaged in part-time or full-time employment. FALS continues work toward reducing the dropout rate through greater student and community engagement. FALS understands this is an area of great challenge.

Of note, for a small number of our students, high school completion is not the goal, as by the time they come to us some small number are too near the end of their fundability. Consequently, our plan for these students involves focusing upon acquiring necessary pre-requisite courses for the trades, or future post-secondary enrollment. For most of our students, however, high school completion is the goal and we . If we can assist students to achieve a high school diploma, regardless of how long that takes, FALS regularly reviews previous years' student rolls, and assist some adults in completing their Alberta High School Adult Equivalency Diploma requirements. As a result, a few students who have left school without completing diploma requirements do so three or more years out. Where an equivalency diploma is not possible, we focus on prerequisites for post-secondary programs.

### Strategies

- ✓ Ensure equitable student access to devices, other technologies, and assistive technologies to support student learning.
- ✓ Actively encourage participation in divisional diploma prep courses, when available.
- ✓ Ensure all Grade 12 students are aware of and have access to the Alberta Education website and its diploma exam resources (bulletins, exemplars, and released items).
- ✓ For both Social Studies and English, hold intensive workshops going over with students Examples of the Standards for Student Writing.
- ✓ Continue to analyze diploma results to identify student deficits and adjust course material and instructional strategies.
- ✓ Create meaningful opportunities for positive student engagement with community organizations to reduce early school leaving.
- ✓ Continue Mods for Nods program (students' names entered bi-weekly draw for Subway gift card).



- ✓ Place greater emphasis upon formative assessment, and shift weighting for summative evaluation from coursework to tests and exams (60% testing, 40% coursework).
- ✓ Continue to provide students individualized career and post-secondary planning.

Notes:

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	82.1	87.5	84.5	90.0	80.8		High	Maintained	Good		90	91

#### Comment on Results

FALS is committed to developing active citizens who are prepared to contribute positively to the local, regional, and national community. All students are provided with extensive career and post-secondary counseling. Work-experience and RAP experiences are actively promoted, and FALS has taken a very proactive approach to work-place placements. In addition, FALS has partnered with community organizations to create active, ongoing opportunities for student volunteerism.

#### Strategies

- ✓ Enhance partnerships with local community groups to extend and strengthen opportunities for volunteerism, such as working with the local foodbank and New to You.
- ✓ Ensure staff are consistently modeling and promoting behaviours that are necessary for the successful completion of school and for a successful transition into the workplace.
- ✓ Encourage and support students in taking an active role as peer mentors and teachers.
- ✓ Encourage students to bring forth ideas to build a stronger sense of school community.
- ✓ Continue to educate, engage, and monitor students on the principles of responsible digital citizenship.
- ✓ Work with students on healthy relationships and appropriate conflict resolution.

Notes:

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



## Outcome Two: Alberta's education system supports First Nations, Métis, and Inuit students' success

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

Performance Measure	Results (in percentages)					Target 2018	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a	n/a	n/a	n/a
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a	n/a	n/a	n/a
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	*	*	*	*	*		*	*	*	*	*	*
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	*	*	*	*	*		*	*	*	*	*	*

### Comment on Results

FALS does not typically have a high FNMI population. As a result, there is no data available. Nevertheless, FALS is committed to ensuring FNMI students are successful and feel at home within our school community.

### Strategies

- ✓ Promote alternative assignments where appropriate allowing all students to explore FNMI perspectives in the sciences, social sciences, and language arts.
- ✓ Make all FNMI students aware of FNMI admissions requirements when applying for post-secondary studies, as well as sources for FNMI funding (this is done on a one to one basis with all of our students).
- ✓ Actively advertise and promote divisional FNMI Graduation Ceremony.
- ✓ Ensure that FNMI students have access to a range of academic supports, including equitable access to EA support.
- ✓ Continue membership in the FNMI divisional PLC.
- ✓ Ensure all professional staff are following and complying with TQS #5.

### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. 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 fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
5. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
6. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
7. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
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: Alberta's education system supports First Nations, Métis, and Inuit students' success (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2018	Achievement	Improvement	Overall	2019	2020	2021
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	*	*	*	*	*		*	*	*	*	*	*
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	*	*	*	27.5	15.1		Very Low	Maintained	Concern	10	9	8
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	n/a	n/a	n/a	*	*	*	*	*	*	*	*	*
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	14.3	*	14.3		n/a	Maintained	n/a	24	25	25

### Comment on Results

FALS does not typically have a high FNMI population. As a result, there is little data available upon which to comment meaningfully. FALS strives to engage fully our FNMI students in meaningful and positive ways.

### Strategies

- ✓ Promote alternative assignments where appropriate allowing all students to explore FNMI perspectives in the sciences, social sciences, and language arts.
- ✓ Make all FNMI students aware of FNMI admissions requirements when applying for post-secondary studies, as well as sources for FNMI funding (this is done on a one to one basis with all our students).
- ✓ Actively advertise and promote divisional FNMI Graduation Ceremony.
- ✓ Ensure that FNMI students have access to a range of academic supports, including equitable access to EA support.
- ✓ Continue membership in the FNMI PLC.
- ✓ Continue to assist Metis students with application for official Metis status.

### 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, Metis and Inuit), exception (e.g., learning disability) and grant program codes (e.g., English as Second Language students) reported in previous years.
7. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.



**Outcome Three: Alberta's education system respects diversity and promotes inclusion**

Performance Measure	Results (in percentages)					Target 2018	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
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.	100.0	96.7	90.8	96.2	93.3		Very High	Maintained	Excellent		95.5	96

**Comment on Results**

FALS makes every effort to maintain a welcoming, safe and caring school environment, but recognizes that social media and students' online and after-hour activities increasingly challenges our ability to keep outside issues from intruding into the school environment.

**Strategies**

- ✓ Continue making use of counselling services available at both the divisional and community level.
  - ✓ Continue a focus on developing resilience as a fundamental school philosophy.
  - ✓ Continue to engage students as central planners in their own education.
  - ✓ Regularly acknowledge and celebrate positive student conduct.
  - ✓ Provide regular opportunities for students to make positive contributions to the school and community.
- Ensure all staff consistently model a caring and supportive approach to working with colleagues and students. Engage students in collaborative problem solving.
- ✓ Encourage student initiatives for school community building.

**Notes:**

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



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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
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.	50.0	58.9	71.7	64.8	68.6		Low	Maintained	Issue		69.8	70

**Comments on Results**

As an outreach school, it is difficult to offer fine arts and CTS programming, such as I.A. and Foods in-house, though we do offer, and have had students take and complete, a variety of modular based Foods courses, among a range of other CTS options. We do have a home-based P.E. program, and students are both able and encouraged to access programming through FHS.

When speaking with students, they have never raised this concern as a significant issue. Indeed, students can access a wide variety of courses in-house through our partnership with ADLC, as well as having access to the full range of programming at FHS. We make every effort to bring in or facilitate access through FHS, whatever types of programming students' request.

**Strategies**

- ✓ Continue to make clear to students and parents their range of choices.
- ✓ Dedicate monthly newsletter space to highlighting program offerings.
- ✓ Increase student awareness of ADLC 5 Credit bundles.
- ✓ Student centered learning is supported through a Blended Learning model that includes variations of time, place, path or pace.
- ✓ Participate in learning events and competitions to inspire students to pursue further studies and careers in the fields of science, technology and engineering.
- ✓ Promote Dual Credit programming.

**Notes:**

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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
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.	100.0	95.8	91.8	96.2	97.9		Very High	Maintained	Excellent		98	97.3
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	n/a	n/a	95.0	n/a	n/a		n/a	n/a	n/a		95.5	95.6
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	87.5	90.9	93.7	89.7	93.1		Very High	Maintained	Excellent		94	94.2

**Comment on Results**

FALS is committed to continued improvement in programming and delivery of Alberta Education curricula. While we are proud that our school has maintained an overall rating of excellent, we strive to have 100% confidence among our student, parent, and staff community.

At FALS parental involvement is a highly encouraged and we will continue working on this important aspect. We strongly believe that public education works best when it works closely with parents. One of our greatest challenges is the challenge of engaging and empowering parents to make their voices heard.

At FALS we make every effort to ensure that the quality of basic education is the best that it can be. Again, this is a measure for which we strive to have 100% satisfaction.

**Strategies**

- ✓ Make increased use of communication media to engage parents, including direct calls regarding school events (i.e. Parent Teacher Interviews, parent luncheons).
- ✓ Continue efforts to establish a parent council or advisory committee.
- ✓ Continue to expand course offerings and educational opportunities.
- ✓ Ensure the maintenance and professional growth of school staff, professional and para-professional.
- ✓ Continuously review and improve course content and student assessment, particularly formative assessment.

**Notes:**

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

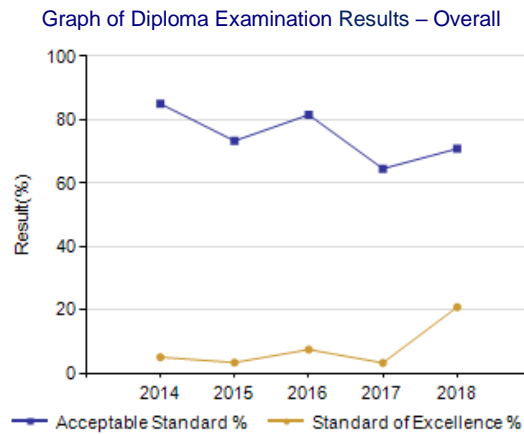
**Diploma Examination Results – Measure Details**

Diploma Exam Course by Course Results by Students Writing.

		Results (in percentages)										Target	
		2014		2015		2016		2017		2018		2018	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	School	*	*	*	*	*	*	n/a	n/a	n/a	n/a		
	Authority	87.4	6.3	90.9	5.1	85.7	3.6	88.6	4.8	93.6	8.5		
	Province	87.6	11.8	86.5	11.4	86.8	10.7	86.5	11.7	87.5	13.2		
English Lang Arts 30-2	School	100.0	16.7	60.0	0.0	*	*	*	*	66.7	16.7		
	Authority	95.9	10.8	84.9	6.6	87.5	11.1	95.1	7.3	81.2	12.9		
	Province	89.8	13.1	88.6	11.2	89.1	12.3	89.5	11.4	88.0	13.1		
French Lang Arts 30-1	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	*	*	n/a	n/a	100.0	0.0	83.3	0.0	*	*		
	Province	96.6	14.6	95.5	9.9	93.8	8.7	94.7	9.4	93.8	11.0		
Français 30-1	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	99.3	29.2	95.3	17.1	99.3	20.3	98.1	18.6	97.4	23.0		
Mathematics 30-1	School	n/a	n/a	n/a	n/a	*	*	n/a	n/a	n/a	n/a		
	Authority	69.7	12.1	64.2	13.2	48.5	6.1	43.2	4.5	71.7	22.6		
	Province	75.1	27.9	76.1	31.6	70.7	25.9	73.1	30.7	77.8	35.3		
Mathematics 30-2	School	n/a	n/a	*	*	77.8	0.0	*	*	*	*		
	Authority	67.2	4.9	56.8	4.5	65.3	6.1	57.1	2.0	67.8	15.3		
	Province	71.3	15.0	73.9	15.5	75.4	16.8	74.7	15.9	74.2	16.4		
Social Studies 30-1	School	*	*	*	*	n/a	n/a	*	*	n/a	n/a		
	Authority	78.5	11.8	81.3	7.7	86.6	4.9	79.3	8.0	84.0	9.3		
	Province	85.6	14.2	87.1	16.2	84.9	14.3	86.0	14.8	86.2	17.7		
Social Studies 30-2	School	100.0	0.0	87.5	0.0	*	*	66.7	0.0	50.0	16.7		
	Authority	89.5	9.3	83.8	3.8	72.1	7.0	78.3	7.6	75.5	7.1		
	Province	83.9	14.8	81.3	12.5	81.1	13.1	80.6	12.6	78.8	12.2		
Biology 30	School	*	*	n/a	n/a	*	*	*	*	*	*		
	Authority	77.1	18.1	76.9	14.4	81.1	22.6	73.1	12.0	78.7	22.3		
	Province	85.2	31.8	85.8	33.0	85.1	32.4	84.2	32.3	86.6	36.6		
Chemistry 30	School	n/a	n/a	n/a	n/a	*	*	*	*	*	*		
	Authority	73.2	18.3	65.0	13.3	57.3	12.4	68.3	12.7	66.7	14.3		
	Province	81.5	35.2	82.1	34.2	81.5	34.5	83.1	38.6	83.6	38.3		
Physics 30	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	69.6	23.9	95.0	20.0	76.0	16.0	73.3	20.0	80.0	17.1		
	Province	83.2	34.3	83.9	35.8	85.8	39.8	85.7	41.8	86.2	43.6		
Science 30	School	n/a	n/a	*	*	*	*	100.0	0.0	*	*		
	Authority	*	*	*	*	*	*	100.0	0.0	100.0	33.3		
	Province	85.0	25.4	83.9	26.6	84.4	27.6	84.9	28.4	85.4	31.5		

## Notes:

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



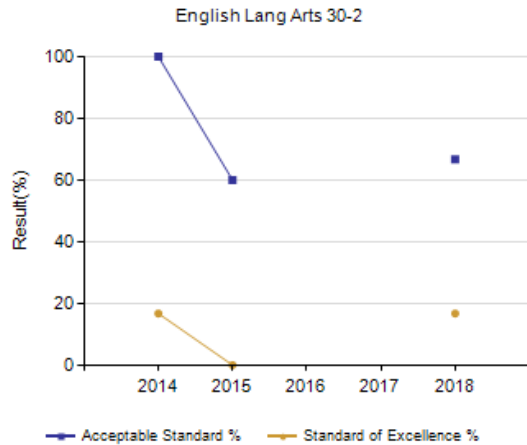
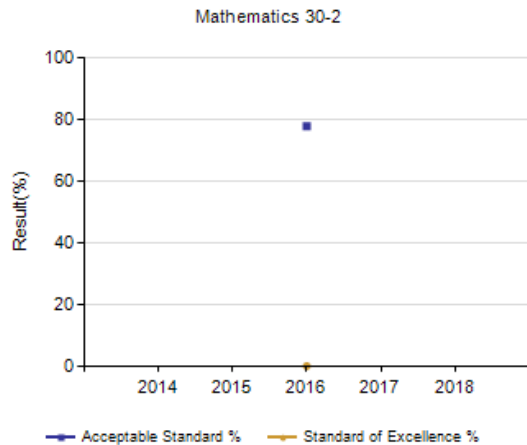
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Diploma Examination Results by Course

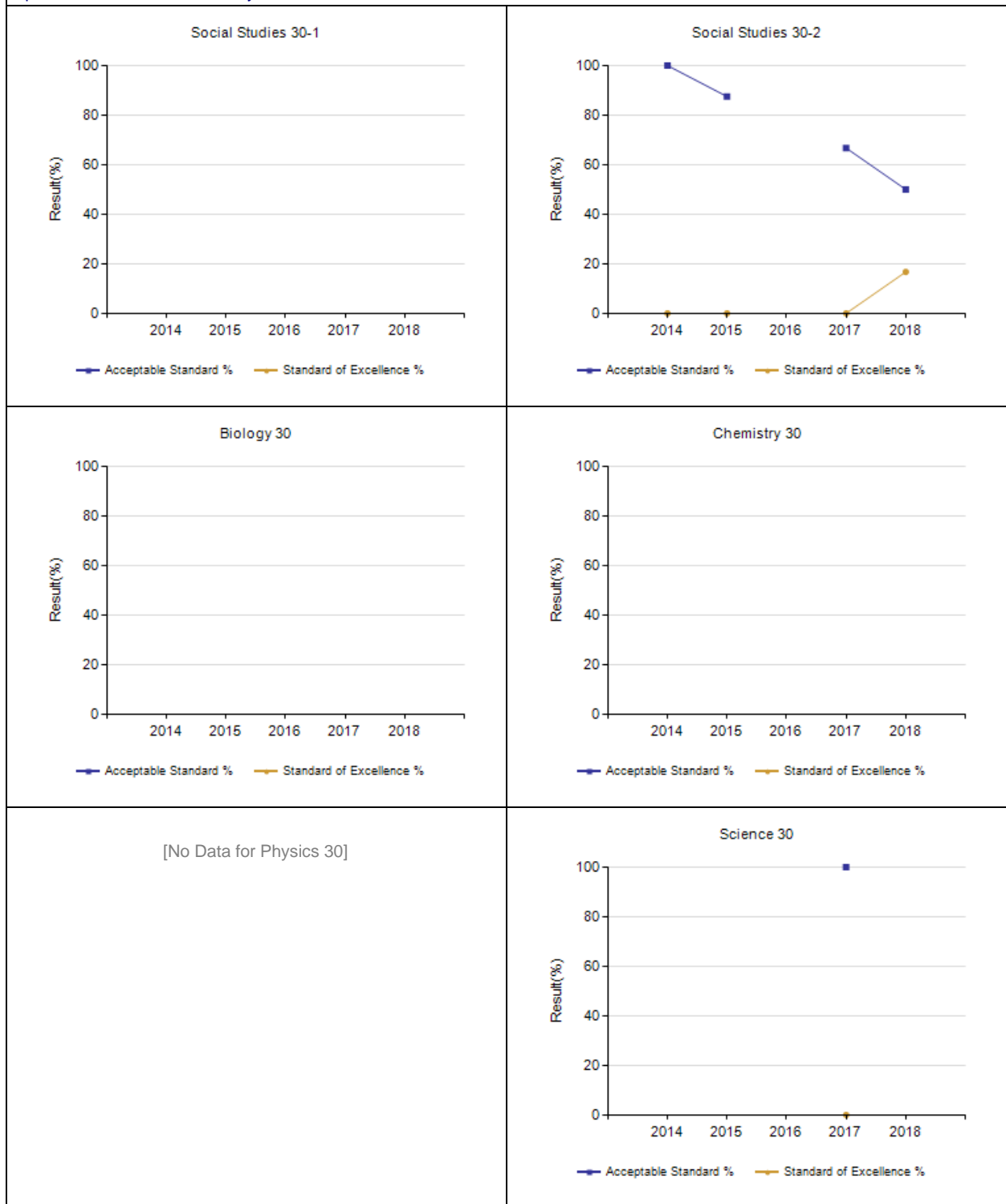
[No Data for English Lang Arts 30-1]	<p>English Lang Arts 30-2</p>  <table><thead><tr><th>Year</th><th>Acceptable Standard %</th><th>Standard of Excellence %</th></tr></thead><tbody><tr><td>2014</td><td>100</td><td>15</td></tr><tr><td>2015</td><td>60</td><td>0</td></tr><tr><td>2016</td><td></td><td></td></tr><tr><td>2017</td><td></td><td></td></tr><tr><td>2018</td><td>65</td><td>15</td></tr></tbody></table>	Year	Acceptable Standard %	Standard of Excellence %	2014	100	15	2015	60	0	2016			2017			2018	65	15
Year	Acceptable Standard %	Standard of Excellence %																	
2014	100	15																	
2015	60	0																	
2016																			
2017																			
2018	65	15																	
[No Data for French Lang Arts 30-1]	[No Data for Français 30]																		
[No Data for Mathematics 30-1]	<p>Mathematics 30-2</p>  <table><thead><tr><th>Year</th><th>Acceptable Standard %</th><th>Standard of Excellence %</th></tr></thead><tbody><tr><td>2014</td><td></td><td></td></tr><tr><td>2015</td><td></td><td></td></tr><tr><td>2016</td><td>78</td><td>0</td></tr><tr><td>2017</td><td></td><td></td></tr><tr><td>2018</td><td></td><td></td></tr></tbody></table>	Year	Acceptable Standard %	Standard of Excellence %	2014			2015			2016	78	0	2017			2018		
Year	Acceptable Standard %	Standard of Excellence %																	
2014																			
2015																			
2016	78	0																	
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2018																			

Notes:

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Diploma Examination Results by Course



Notes:

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

Diploma Examination Results Course By Course Summary With Measure Evaluation

Course	Measure	Fairview n Area Learning Store							Alberta			
		Achievement	Improvement	Overall	2018		Prev 3 Year Average		2018		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,393	87.5	29,349	86.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,393	13.2	29,349	11.3
English Lang Arts 30-2	Acceptable Standard	Very Low	Maintained	Concern	6	66.7	10	60.0	16,184	88.0	16,632	89.1
	Standard of Excellence	High	Improved	Good	6	16.7	10	0.0	16,184	13.1	16,632	11.7
French Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,230	93.8	1,312	94.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,230	11.0	1,312	9.3
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	152	97.4	146	97.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	152	23.0	146	18.6
Mathematics 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	20,148	77.8	20,605	73.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	20,148	35.3	20,605	29.4
Mathematics 30-2	Acceptable Standard	*	*	*	3	*	9	77.8	14,362	74.2	13,516	74.7
	Standard of Excellence	*	*	*	3	*	9	0.0	14,362	16.4	13,516	16.1
Social Studies 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	21,793	86.2	21,941	86.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	21,793	17.7	21,941	15.1
Social Studies 30-2	Acceptable Standard	Very Low	Declined	Concern	6	50.0	7	77.1	20,391	78.8	19,847	81.0
	Standard of Excellence	High	Improved	Good	6	16.7	7	0.0	20,391	12.2	19,847	12.7
Biology 30	Acceptable Standard	*	*	*	4	*	n/a	n/a	23,026	86.6	22,263	85.0
	Standard of Excellence	*	*	*	4	*	n/a	n/a	23,026	36.6	22,263	32.6
Chemistry 30	Acceptable Standard	*	*	*	1	*	n/a	n/a	18,770	83.6	19,031	82.3
	Standard of Excellence	*	*	*	1	*	n/a	n/a	18,770	38.3	19,031	35.8
Physics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,679	86.2	10,276	85.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,679	43.6	10,276	39.1
Science 30	Acceptable Standard	*	*	*	4	*	6	100.0	9,426	85.4	8,651	84.4
	Standard of Excellence	*	*	*	4	*	6	0.0	9,426	31.5	8,651	27.6

Notes:

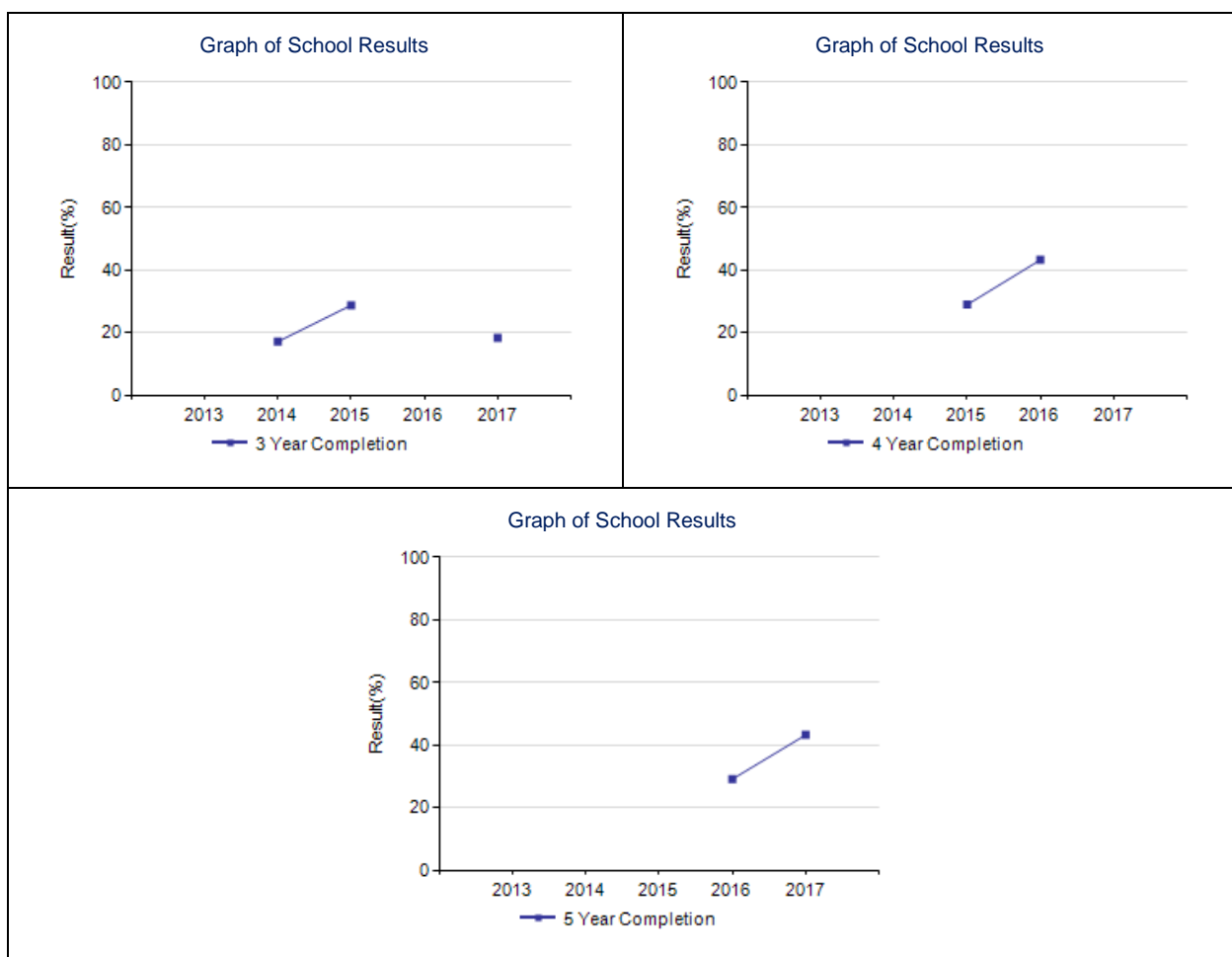
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because 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 fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.



## High School Completion Rate – Measure Details

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

	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
3 Year Completion	*	17.1	28.7	*	18.3	69.5	67.1	69.7	71.1	68.2	75.3	76.5	76.5	78.0	78.0
4 Year Completion	*	*	28.9	43.2	*	76.0	74.4	71.7	74.4	74.8	79.6	79.9	81.0	81.2	82.6
5 Year Completion	*	*	*	29.1	43.2	76.5	78.6	76.2	73.9	75.7	81.5	82.0	82.1	83.2	83.4



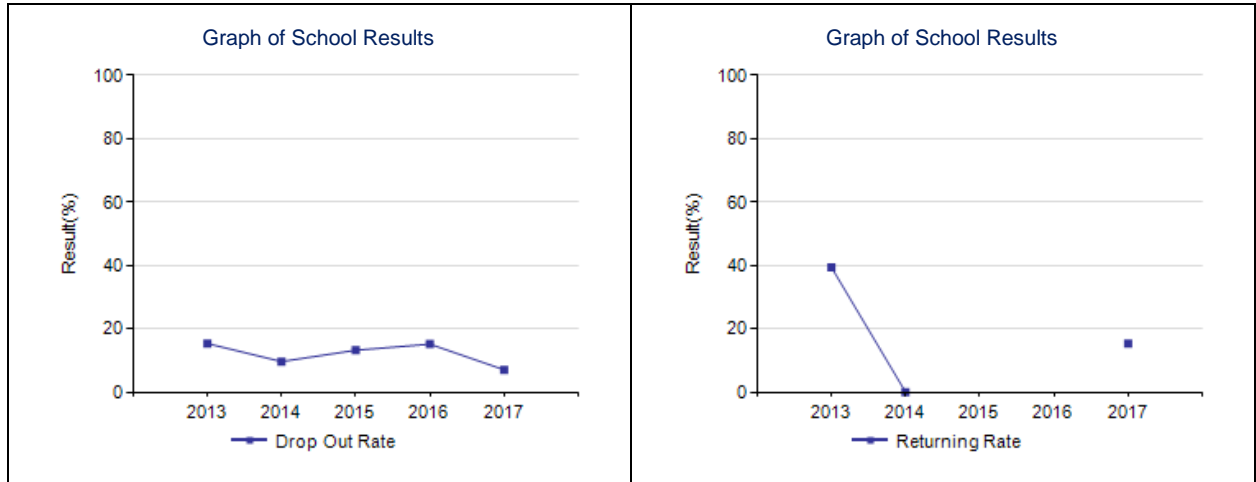
**Notes:**

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2. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
3. 2016 results for 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort caused by one authority.

### Drop Out Rate – Measure Details

Drop Out Rate - annual dropout rate of students aged 14 to 18

	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Drop Out Rate	15.3	9.6	13.2	15.1	7.0	4.9	4.5	4.4	3.3	2.9	3.3	3.5	3.2	3.0	2.3
Returning Rate	39.4	0.0	*	*	15.3	15.9	32.0	9.1	17.3	26.9	20.7	20.9	18.2	18.9	19.9



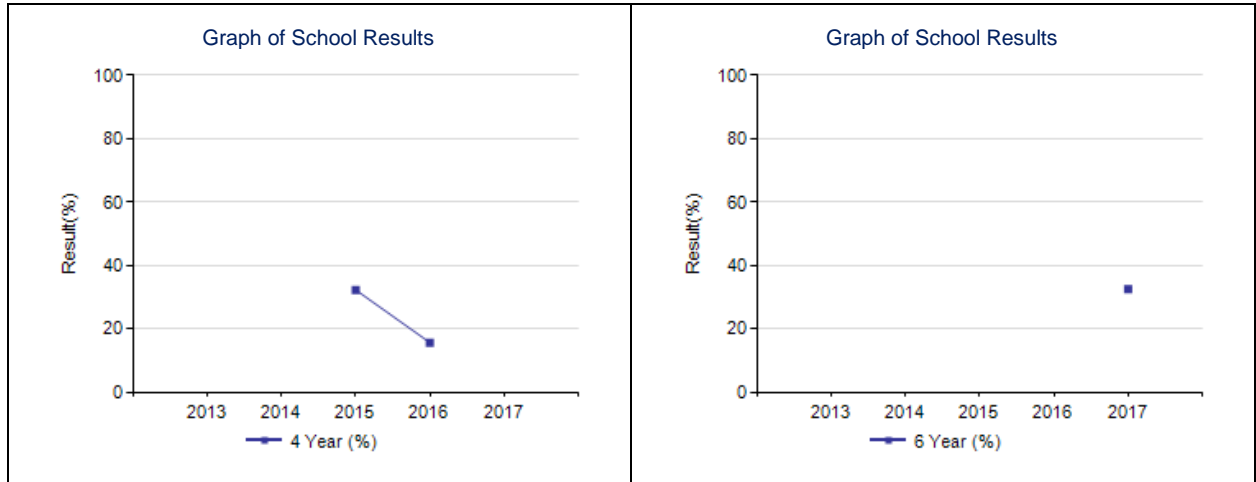
Notes:

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### High School to Post-secondary Transition Rate – Measure Details

High school to post-secondary transition rate of students within four and six years of entering Grade 10.

	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
4 Year Rate	*	*	32.2	15.6	*	40.5	31.8	31.8	29.0	33.5	39.7	38.3	37.0	37.0	39.3
6 Year Rate	*	*	*	*	32.4	66.5	63.3	55.0	46.5	47.8	59.0	59.7	59.4	57.9	58.7



Notes:

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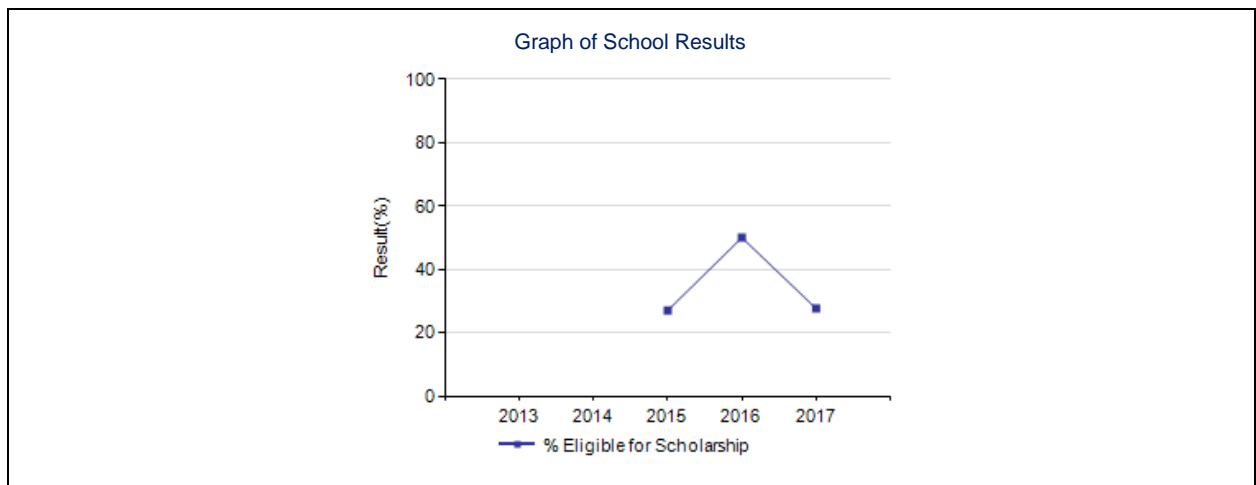
### Rutherford Eligibility Rate – Measure Details

Percentage of Grade 12 students eligible for a Rutherford Scholarship.

	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Rutherford Scholarship Eligibility Rate	n/a	n/a	27.0	50.0	27.6	n/a	n/a	41.0	50.0	53.4	n/a	n/a	60.8	62.3	63.4

Rutherford eligibility rate details.

Reporting School Year	Total Students	Grade 10 Rutherford		Grade 11 Rutherford		Grade 12 Rutherford		Overall	
		Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible
2013	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2014	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2015	37	9	24.3	3	8.1	2	5.4	10	27.0
2016	26	11	42.3	10	38.5	4	15.4	13	50.0
2017	29	7	24.1	5	17.2	1	3.4	8	27.6



Notes:

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

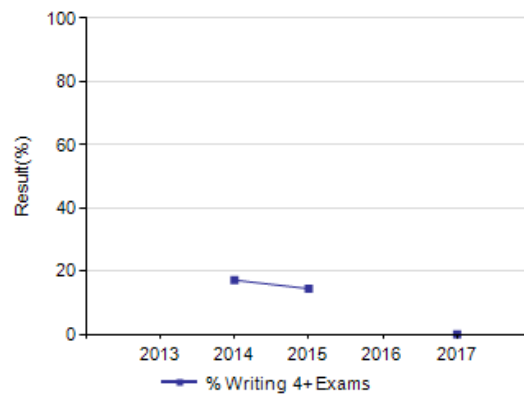


### Diploma Examination Participation Rate – Measure Details

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

	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
% Writing 0 Exams	*	82.9	42.5	*	72.6	21.4	23.9	24.8	22.0	21.1	16.6	15.7	15.7	15.0	14.8
% Writing 1+ Exams	*	17.1	57.5	*	27.4	78.6	76.1	75.2	78.0	78.9	83.4	84.3	84.3	85.0	85.2
% Writing 2+ Exams	*	17.1	43.1	*	9.1	74.3	72.0	71.3	73.7	74.3	80.3	81.4	81.2	82.0	82.3
% Writing 3+ Exams	*	17.1	14.4	*	0.0	49.4	52.0	44.8	53.5	50.0	63.3	65.0	64.7	65.2	66.1
<b>% Writing 4+ Exams</b>	<b>*</b>	<b>17.1</b>	<b>14.4</b>	<b>*</b>	<b>0.0</b>	<b>34.1</b>	<b>40.5</b>	<b>35.4</b>	<b>45.2</b>	<b>37.8</b>	<b>50.1</b>	<b>54.4</b>	<b>54.6</b>	<b>54.9</b>	<b>55.7</b>
% Writing 5+ Exams	*	0.0	14.4	*	0.0	22.7	29.5	20.6	32.5	22.4	31.5	36.3	37.1	37.5	37.8
% Writing 6+ Exams	*	0.0	0.0	*	0.0	11.8	11.9	6.6	14.5	9.3	11.4	13.1	13.8	13.6	13.9

Graph of School Results



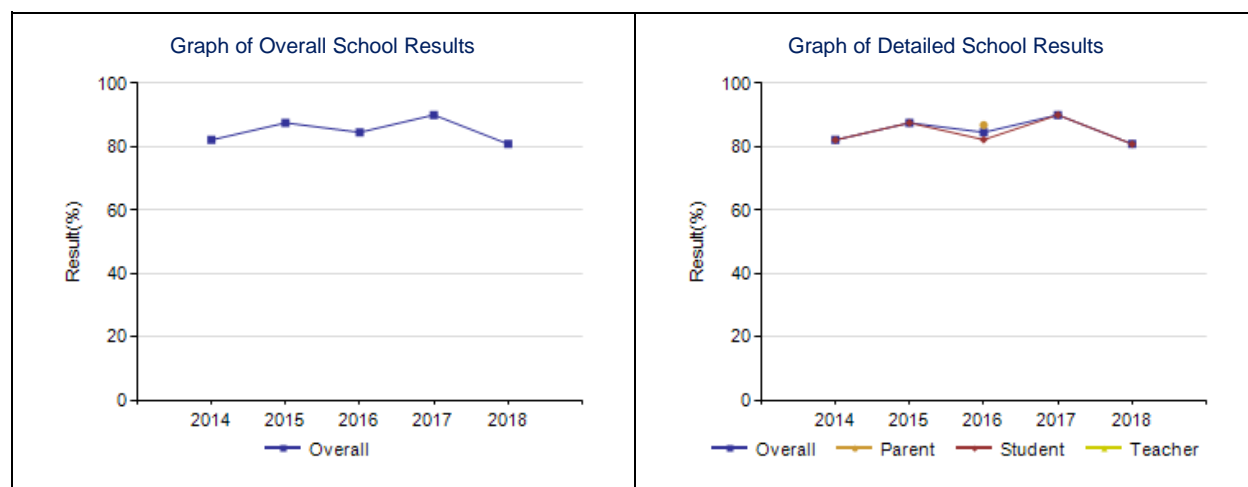
Percentage of students writing 1 or more Diploma Examinations by the end of their 3rd year of high school, by course and subject.															
	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
English Language Arts 30-1	*	16.7	14.3	*	0.0	40.7	45.6	34.7	48.5	41.2	53.9	54.0	53.2	54.0	55.0
English Language Arts 30-2	*	0.0	42.9	*	18.2	33.1	26.6	38.9	26.4	35.6	27.1	28.0	28.7	28.7	28.8
<b>Total of 1 or more English Diploma Exams</b>	<b>*</b>	<b>16.7</b>	<b>57.1</b>	<b>*</b>	<b>18.2</b>	<b>73.3</b>	<b>71.8</b>	<b>72.5</b>	<b>74.9</b>	<b>75.9</b>	<b>78.7</b>	<b>79.7</b>	<b>79.5</b>	<b>80.1</b>	<b>80.9</b>
Social Studies 30-1	*	16.7	14.3	*	0.0	38.1	37.7	30.9	39.0	35.6	45.8	45.1	43.5	45.1	44.9
Social Studies 30-2	*	0.0	28.6	*	18.2	37.3	32.1	39.7	34.6	38.9	33.7	35.2	36.7	35.8	36.4
<b>Total of 1 or more Social Diploma Exams</b>	<b>*</b>	<b>16.7</b>	<b>42.9</b>	<b>*</b>	<b>18.2</b>	<b>74.2</b>	<b>69.8</b>	<b>70.2</b>	<b>72.7</b>	<b>74.1</b>	<b>78.8</b>	<b>79.6</b>	<b>79.5</b>	<b>80.3</b>	<b>80.7</b>
Pure Mathematics 30	*	0.0	0.0	*	0.0	2.1	0.0	0.0	0.0	0.0	7.2	0.1	0.0	0.0	0.0
Applied Mathematics 30	*	0.0	0.0	*	0.0	0.0	0.0	0.0	0.0	0.0	0.2	0.0	0.0	0.0	0.0
Mathematics 30-1	*	16.7	0.0	*	0.0	18.2	25.4	18.3	26.8	18.1	29.7	37.3	37.1	36.4	35.5
Mathematics 30-2	*	0.0	14.3	*	0.0	17.8	19.4	18.3	19.9	22.2	16.7	21.4	22.4	23.7	25.1
<b>Total of 1 or more Math Diploma Exams</b>	<b>*</b>	<b>16.7</b>	<b>14.3</b>	<b>*</b>	<b>0.0</b>	<b>36.4</b>	<b>44.0</b>	<b>35.5</b>	<b>46.3</b>	<b>39.4</b>	<b>52.1</b>	<b>57.0</b>	<b>57.6</b>	<b>58.3</b>	<b>58.6</b>
Biology 30	*	0.0	14.3	*	0.0	37.7	37.7	34.7	41.6	37.5	42.2	41.4	40.6	40.7	41.7
Chemistry 30	*	16.7	14.3	*	0.0	22.9	29.4	20.2	35.1	23.1	31.5	34.7	35.7	35.6	35.1
Physics 30	*	0.0	0.0	*	0.0	14.8	18.3	14.9	18.6	14.4	17.3	20.0	19.9	19.3	18.6
Science 30	*	0.0	0.0	*	0.0	1.3	0.8	0.8	1.3	3.2	9.8	12.8	14.1	15.7	16.9
<b>Total of 1 or more Science Diploma Exams</b>	<b>*</b>	<b>16.7</b>	<b>14.3</b>	<b>*</b>	<b>0.0</b>	<b>44.1</b>	<b>45.6</b>	<b>42.4</b>	<b>51.1</b>	<b>44.9</b>	<b>57.3</b>	<b>59.4</b>	<b>59.8</b>	<b>60.5</b>	<b>61.2</b>
Français 30-1	*	0.0	0.0	*	0.0	0.0	0.0	0.0	0.0	0.0	0.3	0.3	0.2	0.3	0.3
French Language Arts 30	*	0.0	0.0	*	0.0	2.1	1.6	0.0	4.3	2.8	2.7	2.7	2.8	2.8	3.0
<b>Total of 1 or more French Diploma Exams</b>	<b>*</b>	<b>0.0</b>	<b>0.0</b>	<b>*</b>	<b>0.0</b>	<b>2.1</b>	<b>1.6</b>	<b>0.0</b>	<b>4.3</b>	<b>2.8</b>	<b>3.0</b>	<b>2.9</b>	<b>3.0</b>	<b>3.1</b>	<b>3.3</b>

Notes:

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2. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
3. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
4. 2016 results for 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort caused by one authority.

### Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	82.1	87.5	84.5	90.0	80.8	80.0	83.0	84.3	82.0	86.2	83.4	83.5	83.9	83.7	83.0
Teacher	*	*	*	*	*	94.2	96.1	96.0	95.1	95.5	93.8	94.2	94.5	94.0	93.4
Parent	*	*	86.8	*	*	77.4	80.3	82.8	78.3	80.4	81.9	82.1	82.9	82.7	81.7
Student	82.1	87.5	82.2	90.0	80.8	68.4	72.6	74.2	72.6	82.7	74.5	74.2	74.5	74.4	73.9

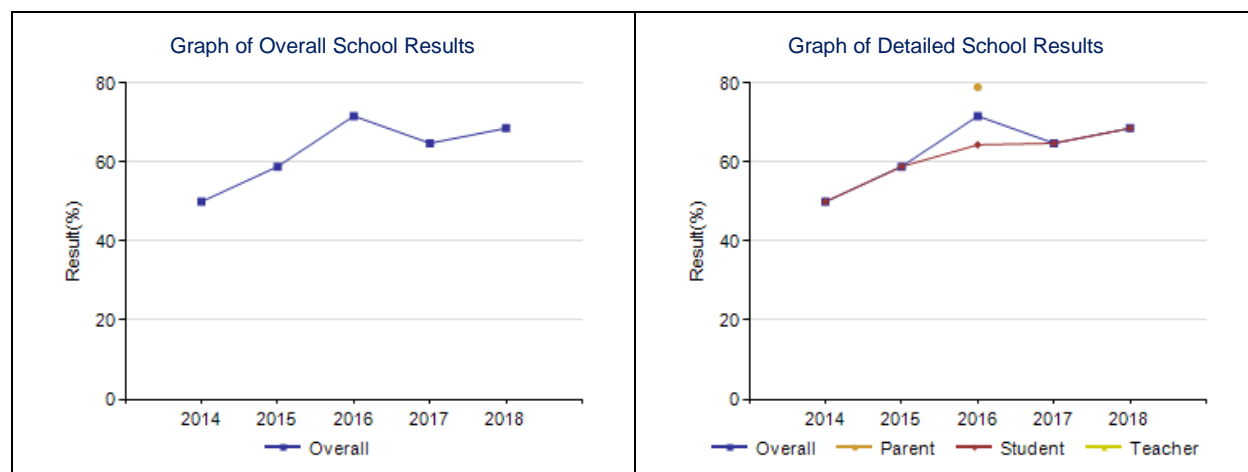


Notes:

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

### 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.															
	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	50.0	58.9	71.7	64.8	68.6	76.7	77.9	80.4	78.6	82.5	81.3	81.3	81.9	81.9	81.8
Teacher	*	*	*	*	*	85.2	86.2	88.2	89.5	92.4	87.5	87.2	88.1	88.0	88.4
Parent	*	*	79.0	*	*	76.8	79.8	82.8	76.5	76.3	79.9	79.9	80.1	80.1	79.9
Student	50.0	58.9	64.4	64.8	68.6	68.0	67.7	70.1	69.7	78.9	76.6	76.9	77.5	77.7	77.2



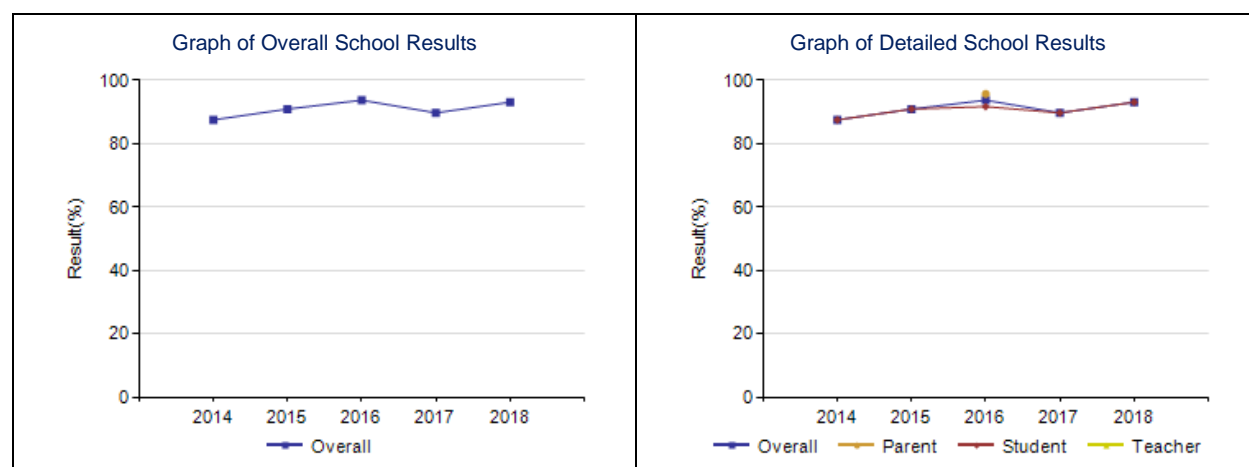
Notes:

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

2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

### Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	87.5	90.9	93.7	89.7	93.1	88.1	89.0	90.0	87.9	91.0	89.2	89.5	90.1	90.1	90.0
Teacher	*	*	*	*	*	96.6	97.5	97.2	96.5	97.3	95.5	95.9	96.0	95.9	95.8
Parent	*	*	95.7	*	*	82.5	82.5	86.9	82.2	84.7	84.7	85.4	86.1	86.4	86.0
Student	87.5	90.9	91.7	89.7	93.1	85.1	86.9	86.0	85.1	90.9	87.3	87.4	88.0	88.1	88.2

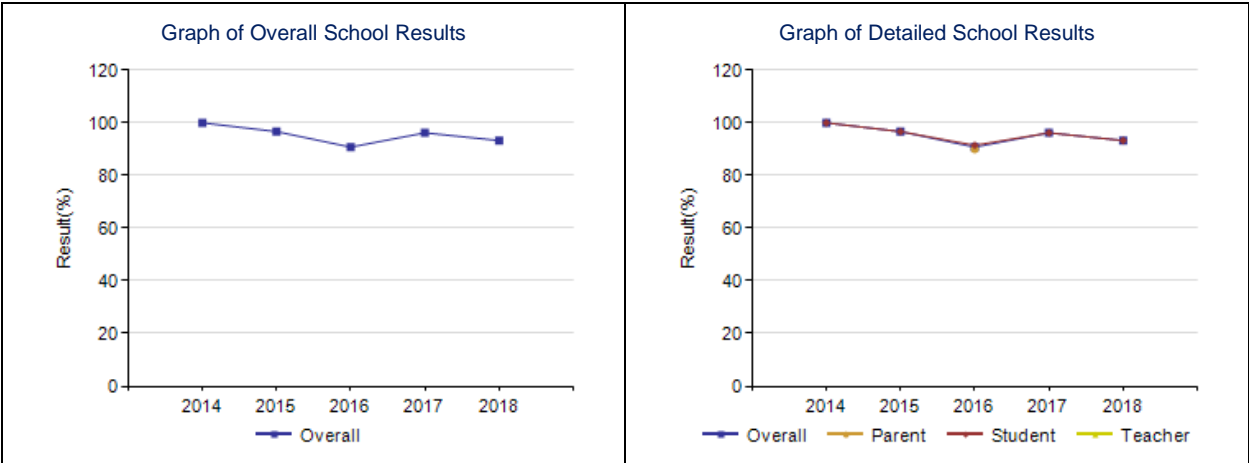


Notes:

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2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the Our SCHOOL/TTFM (Tell Them From Me) survey tool.

### Safe and Caring – Measure Details

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.															
	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	100.0	96.7	90.8	96.2	93.3	88.2	89.5	89.5	86.9	90.4	89.1	89.2	89.5	89.5	89.0
Teacher	*	*	*	*	*	96.1	97.0	95.7	95.6	95.6	95.3	95.4	95.4	95.3	95.0
Parent	*	*	90.0	*	*	87.5	89.1	89.8	84.9	87.6	88.9	89.3	89.8	89.9	89.4
Student	100.0	96.7	91.5	96.2	93.3	81.0	82.3	83.1	80.2	88.2	83.1	83.0	83.4	83.3	82.5

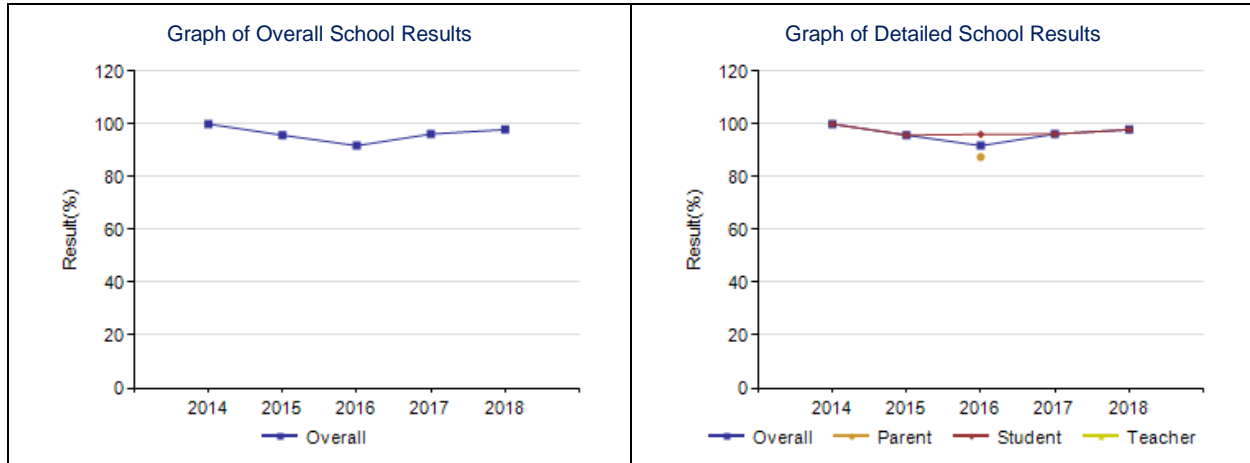


- Notes:
- 1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
  - 2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the Our SCHOOL/TTFM (Tell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

### 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.

	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	100.0	95.8	91.8	96.2	97.9	78.0	82.3	84.7	82.5	87.5	79.8	79.6	81.2	81.4	80.3
Teacher	*	*	*	*	*	82.1	85.8	90.3	86.5	93.8	81.3	79.8	82.3	82.2	81.5
Parent	*	*	87.5	*	*	74.9	80.7	82.5	80.9	81.4	77.0	78.5	79.7	80.8	79.3
Student	100.0	95.8	96.1	96.2	97.9	77.1	80.4	81.5	80.2	87.5	81.2	80.7	81.5	81.1	80.2



**Notes:**

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



## Budget Report

Peace River School Division No. 10

2020-2021 Spring Budget

### SCHOOL: Fairview Learning Store

#### Revenue And Allocations To Budget Center

AB ED: Service & Supports	2020-2021 Spring Budget	2019-2020 Fall Update Budget
Total AB ED: Service & Supports	\$53,740	
% of Revenue <u>And</u> Allocations To Budget Center	97%	
AB ED: Base Funding	2020-2021 Spring Budget	2019-2020 Fall Update Budget
Total AB ED: Base Funding	\$0	\$53,740
% of Revenue <u>And</u> Allocations To Budget Center	0%	97%
AB ED: Differential Cost Funding	2020-2021 Spring Budget	2019-2020 Fall Update Budget
FNMI Allocation: School: Current Year	\$420	\$780
FNMI Allocation Per Student: Current Year	\$60	\$60
FNMI and Aboriginal Enrolment: Grade 1-12	7Student	13Student
Total AB ED: Differential Cost Funding	\$420	\$780
% of Revenue <u>And</u> Allocations To Budget Center	1%	1%
Instruction Resource Fees	2020-2021 Spring Budget	2019-2020 Fall Update Budget
School Based Course Material Fees	\$1,500	\$1,500
Total Instruction Resource Fees	\$1,500	\$1,500
% of Revenue <u>And</u> Allocations To Budget Center	3%	3%
Transfers	2020-2021 Spring Budget	2019-2020 Fall Update Budget
Transfer: Un-certificated PD	\$0	(\$500)
Total Transfers	\$0	(\$500)
% of Revenue <u>And</u> Allocations To Budget Center	0%	-1%
<b>Total Revenue <u>And</u> Allocations To Budget Center</b>	<b>\$55,660</b>	<b>\$55,520</b>

#### Expenditures

Other Staffing Costs	2020-2021 Spring Budget	2019-2020 Fall Update Budget
School Based Certificated Sub Cost	\$1,998	\$1,776
Certified: Substitute Teacher: Daily Rate	\$222.00	\$222.00
Days of School Certified Subs	9.00Days	8.00Days
School Based Certificated Sub Benefits	\$200	\$178
School Based Certificated Sub Cost	\$1,998	\$1,776
Sub Teacher Benefit Rates	0.1000Factor	0.1000Factor
Uncertified Subs and Additional Hours	\$824	\$824
Total Other Staffing Costs	\$3,022	\$2,778
% of Expenditures	5%	5%
Contracted Services	2020-2021 Spring Budget	2019-2020 Fall Update Budget
Certificated Inservice/Reg Fees	\$2,000	\$2,000

\* - See the notes section for details about Line Item notes on this page

SCHOOL: Fairview Learning Store - Budget Report

2020-2021 Spring Budget

Contracted Services	2020-2021 Spring Budget	2019-2020 Fall Update Budget
Uncertificated Inservice/Reg Fees	\$250	\$750
Professional Fees	\$0	\$100
Student Awards	\$500	\$500
Postage & Phone	\$400	\$400
Advertising	\$2,400	\$2,400
Expense Reimbursement	\$150	\$150
Building Rent	\$23,000	\$23,000
<b>Total Contracted Services</b>	<b>\$28,700</b>	<b>\$29,300</b>
<b>% of Expenditures</b>	<b>52%</b>	<b>53%</b>

Supplies	2020-2021 Spring Budget	2019-2020 Fall Update Budget
Supplies	\$21,938	\$20,792
Library Supplies (Minimum Standard)	\$0	\$650
Library Enhancement Rate	\$13.00	\$13.00
Total Head Count w/o ECS	0.00Students	50.00Students
Furniture & Equipment	\$2,000	\$2,000
<b>Total Supplies</b>	<b>\$23,938</b>	<b>\$23,442</b>
<b>% of Expenditures</b>	<b>43%</b>	<b>42%</b>

<b>Total Expenditures</b>	<b>\$55,660</b>	<b>\$55,520</b>
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#### Summary

	2020-2021 Spring Budget	2019-2020 Fall Update Budget
Total Revenues and Allocations <a href="#">To</a> Budget	\$55,660	\$55,520
Total Expenditures	\$55,660	\$55,520
<b>Variance</b>	<b>\$0</b>	<b>\$0</b>

#### Notes

\* - See the notes section for details about Line Item notes on this page