



Providing excellence in student achievement and character development through distinctive teaching and learning.

# 2022-23

## ANNUAL EDUCATION RESULTS REPORT



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**FFCA provides a safe and caring environment where academic excellence, character development, parental involvement, and staff leadership are valued and fostered.**

## Accountability Statement

FFCA has been an important part of the public charter education system for over 25 years. We are proud of the long history of results and service our staff, students and families have contributed to in our communities. The Accountability Statement, signed by the Board Chairperson and the Superintendent, is FFCA's commitment to continue to meet or exceed Alberta's Assurance Measures, stated as follows:

The Annual Education Results Report for Foundations for the Future Charter Academy for the 2022-23 school year was prepared under the direction of the Board of Directors in accordance with the responsibilities under the *Education Act* and *Fiscal Planning and Transparency Act*. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students attending Foundations for the Future Charter Academy can acquire the knowledge, skills, and attitudes they need to be successful and contributing members of society. The Board approved this Annual Education Results Report for the 2022-23 school year on November 22, 2023.



Jeff Wilson,  
FFCA Board Chairperson

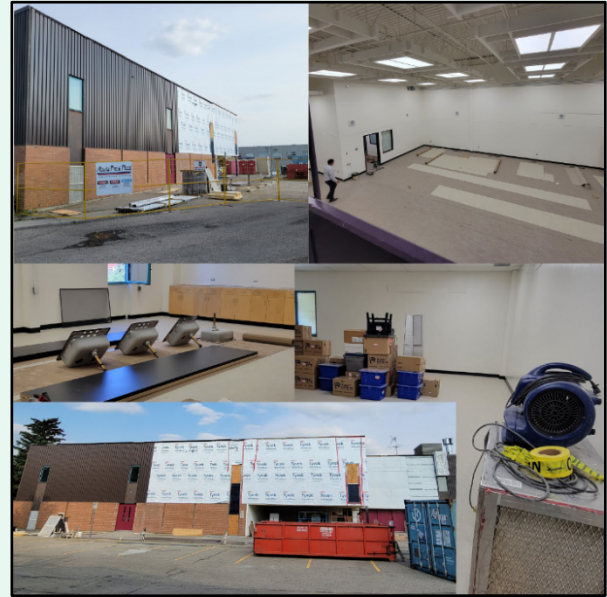


Roger Nippard,  
FFCA Superintendent / CEO



## 2022-23 Highlights

The 2022-23 school year began with our South High School in a temporary location. We were unsure where they would go for the following year due to the extensive fire and smoke damage at the Dr. Norman Bethune (DNB) campus. Mount Royal University (MRU) graciously revised its student calendar and allowed us to return to the space we had used at the end of 2021-22 for the 2022-23 school year. However, with MRU's enrollment increasing annually and some major renovation projects planned, they let us know early in 2022-23 that they would be unable to accommodate our 500-student high school after our one-year term. We went back to the drawing board with Alberta Education, and in February 2023, our Board announced a plan to return to DNB in August 2023. By April, with the collaboration of the Calgary Board of Education, Alberta Education, and the restoration company, we had finalized a plan to complete an 11-month restoration project in just four months. This timeframe required a lot of staffing and didn't allow for any delays during a time when labour and supply shortages are commonplace! We were excited to open the doors at DNB for the first day of classes on August 29, 2023. This was just another hurdle to add to the list from the last 27 years!!



With the first full year of Specialized Learning Support (SLS) funding and the new classroom complexity grant, 2022-23 was a year of learning and evaluating for FFCa staff. While we have always provided supports to our students to some extent, we were never able to fully meet their needs. With the addition of an Inclusion Team in 2022-23, there's a dynamic plan in place to do just that. Teachers and the Inclusion Team worked tirelessly to assess the learning support gaps, and FFCa has engaged in system-wide PD as well as campus, grade-level, and course-specific learning to build a support network for all students across the eight campuses.



This past year, the FFCa Board of Directors and administrative team reviewed the Bylaws and Policies, including a legal consultation, to ensure their alignment with best practices and relevancy. The Bylaws were approved by the Society at the AGM in December of 2022 and accepted and filed by the Societies registrar in June of 2023. The outcome of the review saw one new Policy created, five Policies with substantive changes going through three readings, three Policies with no changes, and 10 Policies with non-substantive changes.

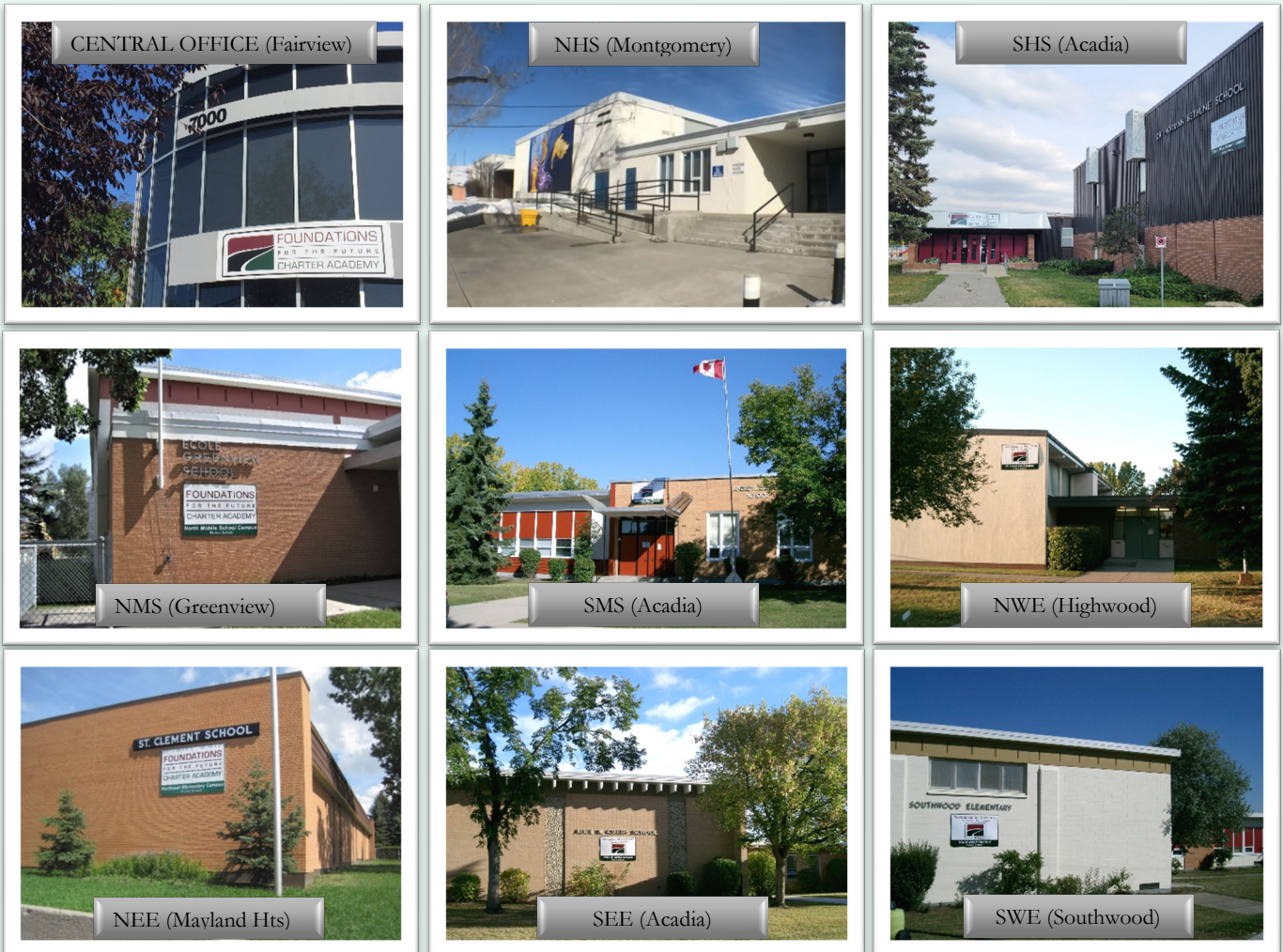
Students and staff have been watching with anticipation as our North High School (NHS) campus in Montgomery nears completion. Some of the unique features included in the build are electrochromic Viewglass, a solar PV system, a climbing wall in the entryway and triple-height tiered seating in the foyer. AWARD Magazine recognized NHS as a cutting-edge facility in its [September issue](#). Substantial completion is expected in December

2023, and we plan to have students begin their second semester in the new space on February 1, 2024.

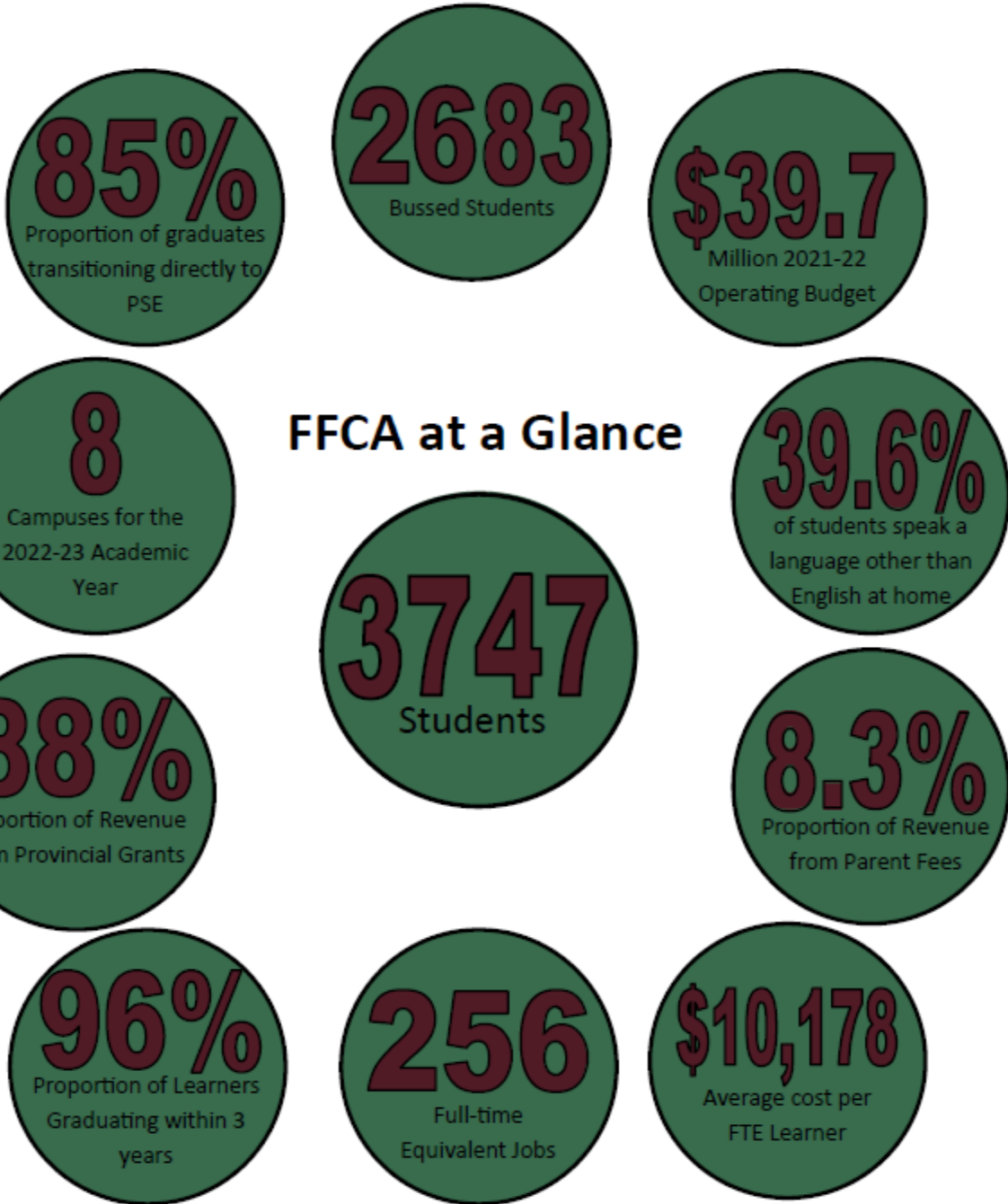
We are very pleased with the overall results achieved. The results presented in this report highlight areas of continued success and growth, as well as opportunities for improvement as we work to build on our learnings from the last few

years. Our teachers, administrators and support staff went above and beyond, as per FFCA tradition, to meet the needs of our students and families.

We would like to acknowledge that FFCA's success is the product of a caring community working collaboratively towards a common goal of student success in academics and character development. We want to acknowledge the efforts of our founders who established a vision and the many directors, administrators, teachers, support staff, parents, and students who have worked to achieve that vision for over a quarter century. The successes of FFCA today are built upon the efforts, successes and many lessons learned by those who have served before us. We look forward to an accomplished future.



## Core Demographics



## Alberta Education Assurance Measures Summary

Although we have moved the impact of Covid-19 further into our rear review mirror, there are still several evaluation indicators that are unavailable. Our results on the core Alberta Assurance measures for which data is complete highlight our overall level of success. They reflect our unwavering commitment to educational excellence and continuous improvement. The fact that FFCA has consistently outperformed provincial averages in all areas of provincial testing is a testament to our dedication and passion for providing the best possible education to our students. On nine of the ten measures for which we have accurate and complete evaluative data, FFCA maintained its performance at the top achievement level of ‘very high’ with overall evaluations at the top level of ‘excellent,’ while we saw a decline in the areas of the Learning Supports category. As we further develop our Inclusion program, we are confident these numbers will start moving upward. Nevertheless, our overall performance in 2022-23 was excellent.

Assurance Domain	Measure	FFCA Charter School Society			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3-Yr Average	Current Result	Prev Year Result	Prev 3-Yr Average	Achievement	Improvement	Overall
Student Growth & Achievement	<a href="#">Student Learning Engagement</a>	86.6	88.0	88.0	84.4	85.1	85.1	n/a	Maintained	n/a
	<a href="#">Citizenship</a>	87.0	88.0	87.7	80.3	81.4	82.3	Very High	Maintained	Excellent
	<a href="#">3-yr High School Completion</a>	97.3	97.3	96.3	80.7	83.2	82.3	Very High	Maintained	Excellent
	<a href="#">5-yr High School Completion</a>	96.8	97.4	96.4	88.6	87.1	86.2	Very High	Maintained	Excellent
	<a href="#">3-yr High School Completion for FNMI Students</a>	n/a	n/a	n/a	57.0	59.5	59.1	n/a	n/a	n/a
	<a href="#">5-yr High School Completion for FNMI Students</a>	*	n/a	n/a	71.3	68.0	67.0	*	n/a	n/a
	<a href="#">3-yr High School Completion for EAL Students</a>	95.2	99.4	97.7	72.8	78.5	77.1	Very High	Maintained	Excellent
	<a href="#">5-yr High School Completion for EAL Students</a>	97.8	100.0	99.1	88.7	86.1	86.0	Very High	Maintained	Excellent
	<a href="#">PAT: Acceptable</a>	93.0	88.2	n/a	63.3	64.3	n/a	Very High	n/a	n/a
	<a href="#">PAT: Excellence</a>	42.5	41.3	n/a	16.0	17.7	n/a	Very High	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	90.2	88.6	n/a	80.3	75.2	n/a	Very High	n/a	n/a
<a href="#">Diploma: Excellence</a>	43.8	33.5	n/a	21.2	18.2	n/a	Very High	n/a	n/a	
Teaching & Leading	<a href="#">Education Quality</a>	91.5	92.7	92.5	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	88.7	90.1	90.1	84.7	86.1	86.1	n/a	Maintained	n/a
	<a href="#">Access to Support and Services</a>	80.7	82.9	82.9	80.6	81.6	81.6	n/a	Declined	n/a
Governance	<a href="#">Parental Involvement</a>	86.3	87.6	87.2	79.1	78.8	80.3	Very High	Maintained	Excellent

Notes:

1. Participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the Covid-19 pandemic. In the absence of Diploma Exams, the achievement level of diploma courses was determined solely by school-awarded marks.
2. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school reporting.
3. Caution should be used when interpreting high school completion rate results over time.
4. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and the Covid-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.

\*Data values have been suppressed where the number of students is fewer than 6.

*FFCA: Providing a safe and caring environment where academic excellence, character development, parental involvement, and staff leadership are valued and fostered.*

## Student Growth & Achievement

Students progress in their learning, relative to provincial learning outcomes and consistent with their needs, interests and aspirations and demonstrate citizenship, engage intellectually and grow continuously as learners.

### Charter Goal

Students will develop essential understandings of character that will help them think critically, care deeply and act ethically.

### Outcome 1

FFCA students develop their character and leadership capacity through an intentional, integrated, and distinctive approach to character and leadership education that has evolved to help students to develop the foundational competencies needed now and in the future locally and globally.

Provincial Measures	Results (in percentages)				
	2019	2020	2021	2022	2023
Overall teacher, parent and student agreement that students model the characteristics of <a href="#">active citizenship</a> .	87.6	87.3	88.8	88.0	87.0
Parent agreement that students model the characteristics of active citizenship.	90.8	93.7	93.5	92.2	91.3
Student agreement that students model the characteristics of active citizenship.	74.7	73.1	75.1	75.7	74.1
Teacher agreement that students model the characteristics of active citizenship.	97.1	95.1	97.8	96.2	95.7

Local Measures	Results (in percentages)				
	2019	2020	2021	2022	2023
Percentage of staff and parents who are satisfied (or very satisfied) with their understanding of FFCA's approach to character and leadership education	n/a	n/a	87.0	88.0	90.0
Percentage of staff and parents who are satisfied (or very satisfied) with the results of FFCA's character and leadership education approach	n/a	n/a	87.0	85.0	89.1
Percentage of parents who are satisfied (or very satisfied) that the school provides opportunities for students to develop character and/or leadership skills?	n/a	n/a	94.0	94.0	87.5
Percentage of staff and parents who are satisfied (or very satisfied) with activities provided by the campus that promote ethically engaged citizenship through service learning (i.e. volunteerism, community contributions, etc.)	94.0	n/a	83.0	81.0	90.2
Percentage of staff who are satisfied (or very satisfied) with their ability to help students understand and use of the key elements of digital citizenship	n/a	n/a	84.0	80.0	68.6
Percentage of parents who are satisfied (or very satisfied) with students' understanding and use of the key elements of digital citizenship	n/a	n/a	97.0	95.0	96.0

### Comments

Character, leadership, and citizenship education are essential to the core of how we approach teaching and learning, and they remain strengths at FFCA. 89% of our staff and parents are satisfied with the results of our character and leadership education approach. While our performance on most measures was consistent with historical levels, we have noticed a disconnect between the satisfaction of teachers with their ability to help develop digital citizenship skills in students over the last few years and the satisfaction of parents that the school provides opportunities for students to develop character and leadership skills. Anecdotal reports from campus administrators, staff, and council members cause us to believe there may be a greater need in this area than the data indicates. A number of our campuses worked to revisit and re-emphasize digital citizenship last year. We hope to see the results begin to reflect those efforts next year. The evident drop in satisfaction with service learning activities over the last two years has started to climb back towards our pre-Covid numbers now that we have returned to organizing many of those experiences. Notably, 3537 volunteer hours were reported by parents in 2022-23 in various roles such as room parent, graduation committee, parental partnership, and fundraising, in addition to our School Councils and Board of Directors.



## Outcome 2

Students will achieve academic excellence in relation to the core knowledge, skills and competencies identified in the Alberta Ministerial Order on Learning and programs of study.

Provincial Measures	Results (in percentages)				
	2019	2020	2021	2022	2023
Diploma exam results – (%) achieved the acceptable standard ( <a href="#">overall results</a> ).	92.7	n/a	n/a	88.6	90.2
Diploma exam results – (%) achieved standard of excellence ( <a href="#">overall results</a> ).	41.1	n/a	n/a	33.5	43.8
PAT results – (%) achieved acceptable standard ( <a href="#">overall cohort results</a> ).	92.5	n/a	n/a	88.2	93.0
PAT results – (%) achieved standard of excellence ( <a href="#">overall cohort results</a> ).	40.5	n/a	n/a	41.3	42.5
Percentage of students <a href="#">writing 4 or more diploma exams</a> within 3 years of entering Grade 10.	89.8	93.4	n/a	n/a	10.2
3-year <a href="#">High School Completion Rate</a> – (%) completed high school within 3 yrs of entering Grade 10.	92.6	95.3	96.3	97.3	97.3
4-year <a href="#">High School Completion Rate</a> – (%) completed high school within 4 yrs of entering Grade 10.	96.1	92.9	97.2	96.5	96.9
5-year <a href="#">High School Completion Rate</a> – (%) completed high school within 5 yrs of entering Grade 10.	97.3	96.6	95.1	97.4	96.8
Drop Out Rate - annual <a href="#">drop out rate</a> of students aged 14 to 18	0.4	0.0	0.0	0.0	0.0
High school to post-secondary <a href="#">transition rate of students</a> within 4 years of entering Grade 10.	83.9	77.3	83.6	88.1	81.1
High school to post-secondary <a href="#">transition rate of students</a> within 6 years of entering Grade 10.	94.1	94.1	95.1	88.2	96.2
Percentage of Grade 12 students who qualified for a <a href="#">Rutherford Scholarship</a> .	93.7	90.7	90.6	96.5	96.8
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for <a href="#">lifelong learning</a> .	70.9	76.3	88.0	87.8	86.3
Percentage of parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	67.8	77.5	89.1	89.3	86.6
Percentage of teacher satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	74.1	75.0	86.8	86.3	86.1
Percentage of teachers, parents and students who agree that <a href="#">students are engaged</a> in their learning at school.	n/a	n/a	88.2	88.0	86.6
Percentage of parents who agree that students are engaged in their learning.	n/a	n/a	96.8	97.3	94.2
Percentage of students who agree they are engaged in their learning.	n/a	n/a	70.2	70.3	69.0
Percentage of teachers who agree that students are engaged in their learning.	n/a	n/a	97.6	96.3	96.5

Notes:

1. PAT – Provincial Achievement Test, grades 6 and 9
2. Diploma Exam, grade 12

[Click here for Supplementary AEAM Overall Summary](#)

### Comments

FFCA students continue to excel academically. 90.2% of our students achieved the acceptable standard on their diploma exams, and 43.8% of them achieved a standard of excellence. Both outcomes are excellent and more in line with our pre-Covid results. The next couple of years will be more telling as the inconsistency in writing expectations makes any fair longitudinal comparisons impossible. The most notable achievement is the improvement we have witnessed in the “excellent” rating in the Provincial Achievement Tests (PAT) and Diploma exams. The provincial averages witnessed a decline over the past year. However, FFCA’s results remained steadfast and, in some instances, surpassed the 2021-2022 three-year average. On PATs, 93.0% of FFCA students achieved the acceptable standard. It was determined that there was an increase in the number of students who struggled to meet grade-level standards during Covid. The struggling students were supported to help them overcome the Covid learning gaps by concentrating on enhancing core literacy and numeracy instruction to reinforce foundational competencies impacted by the pandemic. Interestingly, 42.5% of our students achieved a standard of excellence on the PATs which is higher than our historical average. This supports the theory that academically stronger students were less impacted academically by the Covid disruptions than those achieving at more moderate levels.

FFCA’s graduation rate (97.3%) held firm, and we saw the six-year post-secondary transition rate reach a five-year high (96.2%). On the other hand, the four-year post-secondary transition rate dropped to 81.1%, one of the lowest rates we’ve seen. An increase in the number of students taking a gap year may be attributed to the effects students felt from the pandemic. The Rutherford scholarship rate (96.8%) increased slightly to a five-year high.

One area in which we have identified a potential opportunity for growth is that of students' self-reported level of engagement in their learning. For the third year, approximately 70% of FFCA students reported being highly engaged in their learning. This is much lower than the perceptions of parents and teachers, of whom 94.2% and 96.5% reported high student engagement, respectively. Preliminary conversations with administrators, teachers, and students indicate that this may reflect more of a difference in how the different groups define engagement but are exploring and monitoring this result. Link to

## Teaching & Leading

Teachers and leaders analyze the learning context; attend to local and societal considerations; and apply the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading and optimum learning for all by demonstrating their respective professional practice standards (Teaching Quality Standard, Leadership Quality Standard and Superintendent Leadership Quality Standard).

### Charter Goal

Teachers and leaders provide a consistent and coherent learning experience for students from grades K to 12.

### Outcome 3

FFCA students are consistently and effectively taught utilizing a distinctive approach to teaching and learning that has evolved to help students develop the foundational competencies needed now and in the future, and that is clearly understood by FFCA's staff, students and parents.

Provincial Measures	Results (in percentages)				
	2019	2020	2021	2022	2023
Percentage of teachers, parents and students satisfied with the overall <a href="#">quality of basic education</a> .	93.8	92.4	91.7	92.7	91.5
Percentage of parents satisfied with the overall quality of basic education.	92.5	92.1	92.2	93.7	90.5
Percentage of students satisfied with the overall quality of basic education.	90.6	87.4	85.2	86.2	87.5
Percentage of teachers satisfied with the overall quality of basic education.	98.5	97.8	97.9	98.2	96.4

Local Measures	Results (in percentages)				
	2019	2020	2021	2022	2023
Percentage of parents satisfied (or very satisfied) with the overall <a href="#">quality of education</a> your child receives?	n/a	n/a	96.0	95.0	95.9
Percentage of staff satisfied (or very satisfied) with the overall quality of education offered at FFCA	n/a	n/a	94.0	93.0	93.1
Percentage of staff satisfied (or very satisfied) that they have a clear understanding of FFCA's Charter and the school's distinctive approach to education?	n/a	n/a	90.0	92.0	88.4
Percentage of staff satisfied (or very satisfied) with their ability to connect their teaching practices to the key elements of FFCA's distinctive teaching and learning framework?	n/a	n/a	88.0	87.0	86.3
Percentage of parents satisfied (or very satisfied) with your understanding of FFCA's Charter and distinctive approach to teaching and learning?	n/a	n/a	95.0	97.0	96.0
Percentage of parents satisfied (or very satisfied) with the results of FFCA's distinctive approach to teaching and learning?	n/a	n/a	95.0	95.0	95.4

### Comments

Teacher, parent, and student satisfaction with the overall quality of education at FFCA remains excellent. 91.5% of our stakeholders were satisfied with the quality of basic education on the provincial assurance survey of grades 4, 7, and 10. On the FFCA survey, 93.1% of staff and 95.9% of parents were satisfied or highly satisfied with the overall education provided at FFCA. Our Teaching and Learning pedagogical framework has been pivotal in guiding our path to excellence.

96% of parents reported clearly understanding the FFCA’s Charter, our distinctive approach to teaching and learning, and the results we get from that approach. The percentage of staff satisfied with their understanding of the Charter has declined; however, our staff have maintained a high satisfaction rating in their ability to connect their teaching to FFCA’s distinctive Teaching and Learning Framework. This might be a result of our recent work in the area of Inclusion based on receiving Specialized Learning Support funding. We are currently exploring and monitoring this result. The quality of teaching and learning at FFCA is supported by the processes outlined in our administrative procedures for the growth, supervision and evaluation of all teachers and administrators. These generally high levels of satisfaction largely represent the commitment of our staff to their students and their professional craft.

**Outcome 4** FFCA formally communicates the progress and performance of students to parents (and students) in a highly effective, efficient, and authentic manner that provides parents with a thorough and timely understanding of their child’s learning relative to local and provincial standards.

Local Measures	Results (in percentages)				
	2019	2020	2021	2022	2023
Percentage of parents satisfied (or very satisfied) with the school’s communication of their children’s learning outcomes.	95	n/a	94	94	94.8
Percentage of staff satisfied (or very satisfied) that their understanding and use of assessment and evaluation practices accurately reflect the learner outcomes in the programs of study.	100	n/a	94	93	91.7
Percentage of staff satisfied (or very satisfied) that their understanding and use of assessment and evaluation practices inform their teaching practice through a balance of formative and summative assessment experiences.	99	n/a	95	93	91.7
Percentage of staff satisfied (or very satisfied) that their understanding and use of assessment and evaluation practices provide a variety of methods through which students can demonstrate their achievement of the learning outcomes.	99	n/a	92	91	86.1
Percentage of staff satisfied (or very satisfied) that their understanding and use of assessment and evaluation practices provide accurate, constructive, and timely feedback on student learning.	99	n/a	90	90	91.7
Percentage of staff satisfied (or very satisfied) that their understanding and use of assessment and evaluation practices support the use of reasoned judgment about the evidence used to determine and report the level of student learning.	99	n/a	95	93	90.3

**Comments**

The performance on the assessment and reporting outcome measures remains lower than our pre-Covid levels. This is unsurprising as we have identified inconsistencies with our assessment and reporting framework and our current reporting practices. We have a formal review of reporting practices planned. We are awaiting the results of the work being undertaken at the provincial level on matters of student assessment and/or reporting and the guidance it will provide before we move forward.



## Charter Goal

**Staff leadership is fostered throughout the school and campuses.**

### Outcome 5

FFCA builds, supports and leverages the leadership capacity of our staff in achieving our charter vision, mission, strategic goals and educational priorities.

Provincial Measures	Results (in percentages)				
	2019	2020	2021	2022	2023
The percentage of teachers reporting that in the past 3-5 years, the <a href="#">professional development and in-servicing</a> received from the school authority has been focused and systematic and contributed significantly to their ongoing professional growth.	79.2	69.8	71.4	73.9	72.6

Local Measures	Results (in percentages)				
	2019	2020	2021	2022	2023
Percentage of staff who are satisfied (or very satisfied) with the opportunities they have to take on leadership roles that promote ethical citizenship.	93	n/a	70	78	77.9
Percentage of staff who are satisfied (or very satisfied) with the opportunities they have to be involved in school decision-making.	n/a	n/a	68	61	61.2
Percentage of staff who are satisfied (or very satisfied) with the opportunities for them to have input into how resources are used at your campus.	n/a	n/a	69	63	68.6
Percentage of staff who are satisfied (or very satisfied) with the collegial support provided to enhance their performance.	n/a	n/a	79	85	85.1

[Click here for Supplementary AEAM Overall Summary](#)

### Comments

Our performance on measures related to staff leadership remains inconsistent. The perceived value of organizational professional development remained steady, as did staff satisfaction with opportunities to take on leadership roles, but both remained below pre-Covid levels. One challenge that FFCA faces in this area is that Covid limited or changed leadership structures that we used in the past due to our intentional prioritizing of staff's and students' physical and mental health. Due to the intense and urgent collaborative learning to maintain our focus on teaching and learning, FFCA intentionally limited staff engagement in decision-making and informal leadership roles. A strategy that we have reintroduced is our staff working teams. The focus for these teams has been in the areas of new curriculum, assessment and program development. This is a continuation of a long-standing tradition of staff leadership in refining our teaching pedagogy (FFCA Framework for Teaching and Learning) and developing curricular materials. Additionally, instructional coaching is another example of the leadership roles FFCA teachers assume, along with their generous contributions of time and talent to coaching, productions, service projects and community events.

FFCA's teaching methods:

- Direct Instruction
- Inquiry and cooperative learning
- Early literacy development

*FFCA is "one school" on multiple campuses. We are coherent in our vision and unified in our practices.*

## Inclusion & Learning Supports

Resources are managed effectively in establishing learning environments where local and societal context is recognized, diversity is embraced, a sense of belonging is emphasized, and all students are welcomed, cared for, respected and safe.

### Outcome 6

Students with specialized learning and social-emotional needs (e.g. EAL) are effectively supported in their learning in a manner consistent with the charter's distinctive approach to teaching and learning and the prohibition of individualized program plans.

Provincial Measures	Results (in percentages)				
	2019	2020	2021	2022	2023
% of students, parents, and teachers who agreed that students have access to appropriate <a href="#">supports and services</a> at school.	n/a	n/a	83.9	82.9	80.7
Percentage of parents who agree that students have access to appropriate supports and services at school.	n/a	n/a	90.7	85.6	83.8
Percentage of students who agree that students have access to appropriate supports and services at school.	n/a	n/a	77.7	80.3	79.9
Percentage of teachers who agree that students have access to appropriate supports and services at school.	n/a	n/a	83.4	82.7	78.4
% of teacher, parent and student agreement that <a href="#">programs for children at risk</a> are easy to access and timely.	87.5	87.4	84.2	82.6	81.1
Percentage of parents who agree that programs for children at risk are easy to access and timely.	85.7	90.0	88.8	82.7	80.3
Percentage of students who agree that programs for children at risk are easy to access and timely.	82.2	82.4	77.7	80.3	79.9
Percentage of teachers who agree that programs for children at risk are easy to access and timely.	94.5	89.9	86.1	84.8	83.3
Overall percentage of EAL students who achieved the acceptable standard on diploma exams ( <a href="#">overall results</a> ).	89.6	n/a	n/a	73.7	75.3
Overall percentage of EAL students who achieved the standard of excellence on diploma exams ( <a href="#">overall results</a> ).	30.7	n/a	n/a	7.9	16.4
Overall percentage of EAL students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests ( <a href="#">overall cohort results</a> ).	85.0	n/a	n/a	71.1	88.5
Overall percentage of EAL students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests ( <a href="#">overall cohort results</a> ).	14.7	n/a	n/a	17.5	17.8
<a href="#">EAL High School Completion Rate</a> – Percentage of EAL students who completed high school within three years of entering Grade 10.	97.6	96.7	97.1	99.4	95.2
<a href="#">EAL High School Completion Rate</a> – Percentage of EAL students who completed high school within five years of entering Grade 10.	100	97.2	100.0	100.0	97.8
<a href="#">EAL Drop Out Rate</a> – annual dropout rate of EAL students aged 14 to 18	0.0	0.7	0.0	0.0	0.0
<a href="#">High school to post-secondary transition rate</a> of EAL students within 4 years of entering Gr. 10	85.0	82.6	86.2	91.2	88.7
<a href="#">High school to post-secondary transition rate</a> of EAL students within 6 years of entering Gr. 10	93.4	95.2	97.0	90.4	96.5
Percentage of Grade 12 EAL students who qualified for a <a href="#">Rutherford Scholarship</a> .	88.6	83.3	83.8	95.2	85.7
Percentage of EAL students writing <a href="#">4 or more diploma exams</a> within 3 years of entering Grade 10.	90.2	96.7	n/a	n/a	36.3

[Click here for Supplementary AEAM Overall Summary](#)

Local Measures	Results (in percentages)				
	2019	2020	2021	2022	2023
Percentage of staff satisfied (or very satisfied) with their ability to foster equality and respect for all students.	98	n/a	95	92	94.2
Percentage of staff satisfied (or very satisfied) with their ability to incorporate students' personal and cultural strengths into teaching and learning.	94	n/a	92	84	83.1
Percentage of staff satisfied (or very satisfied) with their ability to respond to the emotional and mental health needs of students.	87	n/a	80	73	82.0
Percentage of staff satisfied (or very satisfied) with their ability to respond to specific learning needs of individual or small groups of students.	94	n/a	81	72	76.2

## Local Measure – Early Years Literacy & Numeracy Assessments

Grade	Student Assessed in August (Jan for Gr 1)	Students Identified as at-risk in Literacy OR Numeracy	At-risk students who received Literacy intervention ONLY	At-risk students who received Numeracy intervention ONLY	At-risk students who received BOTH interventions
1	309	107	53	30	24
2	316	95	47	24	24
3	351	41	16	18	7

### Literacy Data for Grades 1 to 3

Grade	AB Ed-provided or approved screening assessment used	Students Identified as at-risk in Literacy at initial assessment	Students Identified as at-risk in Literacy at final assessment	Average # of months behind grade level at initial assessment	Average # of months gained at grade level at final assessment
1	Test of Silent Reading Efficiency & Comprehension (TOSREC)	77	23	5	1
2	TOSREC	71	21	4	1
3	TOSREC	23	11	4	2

**Literacy Intervention Comments:** The hired Intervention Teacher and the Homeroom Teacher co-planned intervention strategies for students using the Alberta Reading Intervention Lessons. In addition, students received targeted support from either the homeroom teacher or the intervention teacher. Whether in small group or one-on-one instruction, the work focused on phonemic awareness, phonics, and decoding. Students needing to acquire background knowledge to improve their reading comprehension (e.g., going to a beach or visiting a farm) was an additional area of focus due to the isolation students experienced during Covid.

### Numeracy Data for Grades 1 to 3

Grade	AB Ed-provided or approved screening assessment used	Students Identified as at-risk in Numeracy at initial assessment	Students Identified as at-risk in Literacy at final assessment	Average # of months behind grade level at initial assessment	Average # of months gained at grade level at final assessment
1	Canadian Achievement Test 4 (CAT-4)	64	57	9	1
2	CAT-4	48	38	13	6
3	CAT-4	25	21	15	2

**Numeracy Intervention Comments:** Whether in a small group or one-on-one instruction, the work focused on using manipulatives to support student's visualization of basic numeracy skills. Additional teacher support to provide targeted instruction to specific students and working with teachers on designing instruction to benefit all students gave the best results. Key Math Instruction Resources were also used to support the creation of targeted student interventions.

### Comments

While FFCA appeals to a broad demographic, the demand for structured FFCA programming is especially high amongst Canada's newest Canadians. Consequently, FFCA serves a significant number of Calgary's recent immigrant population. FFCA has evolved from a culturally homogenous school to one that serves an increasingly culturally diverse population. In 2023, 2.5% of our students are foreign-born English as an Additional Language (EAL) students, 19% are Canadian-born EAL students, and 40% of the student population speaks a language other than English at home (over 30 languages from around the world).

Students, parents and teachers continue to report less satisfaction with access to appropriate supports and services than their overall satisfaction with basic educational quality. We have put a lot of focus on planning as well as professional development and building a robust Inclusion team. 2022-23 saw us providing significantly more access to appropriate supports and services. FFCA has full-time Youth Development Counsellors (YDCs) at its elementary campuses and Family School Liaison Workers at the middle and high schools. We also have a central team of behavioural assistants deployed as needed. These individuals, along with additional contracted psychological services, provide a strong network to respond to our students' mental, physical, and emotional needs. Through close

examination, the decline is driven primarily by teacher responses related to inclusion or programming for increasing numbers of at-risk students. With full inclusion funding, the expectations of our staff in terms of the provision of services to our more challenging students particularly were quite high, and we are still in an “implementation dip” in terms of working to reconcile what inclusion for all students looks like in a school that is focused on academic excellence. While it may take time for everyone to embrace the changes, we expect to see improvement on performance indicators in this area in the coming years.

The percentage of EAL students who achieved the acceptable standard on diploma exams was 75.3%, which is still lower than our pre-Covid performance but is moving upward. The percentage of EAL students reaching the standard of excellence on diplomas was 16.4%, which is headed back up towards pre-Covid levels. In contrast, the percentage of EAL students reaching the acceptable standard on grade 6 and 9 provincial achievement tests has surpassed pre-Covid results at 88.5%, and the percentage of students achieving excellence remained similar to the increased percentage of 17.8. These results show that while the pandemic negatively impacted students requiring additional supports, the steps taken to identify and close the gaps have been quite successful. We are pleased to be making a difference for those kids and plan to continue this work.

**Outcome 7**

Staff and students develop an understanding of Indigenous perspectives and experiences, treaties, the history and legacy of residential schools, and education for reconciliation.

**Comments**

All FFCA staff, including system and campus administrators, have engaged in, and continue to engage in, a learning journey to build foundational knowledge about the histories and cultures of Canada’s First Nations peoples to better educate for reconciliation. This journey has included formal professional development sessions facilitated by Indigenous Elders, field experiences facilitated by Elders, and online courses. Each of our campuses has established a relationship with one or more Elders with whom we are partnering to do this work. In addition to focusing on staff learning, we have partnered with our local Elders to provide learning opportunities for students in this area as well. To ensure this day had the desired gravitas, our staff and students used the days leading up to September 30 for learning activities in all campuses focused on increasing foundational knowledge of First Nations, Metis, and Inuit peoples, an understanding of the legacy of residential schools, and other aspects of reconciliation.



**Outcome 8**

First Nations, Metis, and Inuit students are effectively supported in their learning.

**Comments**

FFCA did not have a sufficient number of self-identified First Nations, Metis, and Inuit students to obtain performance data on any of the provincial measures.

[See relevant FNMI tables here.](#)

*Education that’s inclusive  
rather than  
“inclusive education.”*

## Governance

Policy leaders attend to local context; determine strategic direction; evaluate policy implementation; and manage fiscal resources to ensure learning supports, quality teaching and leading and optimum learning for all by demonstrating stewardship of system resources with an emphasis on student success, generative community engagement, transparency and accountability.

### Charter Goal

FFCA effectively engages parents as partners in the educational experience of students.

### Outcome 9

Parents, staff and students are highly satisfied with the leadership of the Board and administration in providing an excellent educational experience at FFCA.

Provincial Measures	Results (in percentages)				
	2019	2020	2021	2022	2023
Percentage overall of teachers, parents and students who agree that their <a href="#">learning environments are welcoming</a> , caring, respectful and safe.	n/a	n/a	90.0	90.1	88.7
Percentage of parents who agree that their learning environments are welcoming, caring, respectful and safe.	n/a	n/a	94.3	94.4	92.2
Percentage of students who agree that their learning environments are welcoming, caring, respectful and safe.	n/a	n/a	79.6	80.4	79.0
Percentage of teachers who agree that their learning environments are welcoming, caring, respectful and safe.	n/a	n/a	96.1	95.3	95.1
Percentage of teacher, parent and student agreement that: <a href="#">students are safe at school, are learning the importance of caring for others</a> , are learning respect for others and are treated fairly in school.	90.6	91.6	91.6	91.7	90.2
Percentage of parent agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	94.3	95.3	95.6	95.6	93.2
Percentage of 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.	82.6	84.1	85.0	85.0	83.3
Percentage of teacher agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	94.9	93.6	95.4	95.4	94.1
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them <a href="#">successful at work</a> when they finish school.	86.2	92.5	94.6	95.5	91.3
Percentage of teachers and parents satisfied with <a href="#">parental involvement</a> in decisions about their child's education.	86.0	86.8	86.6	86.6	86.3
Percentage of parents satisfied with parental involvement in decisions about their child's education.	84.1	86.2	84.4	84.4	84.3
Percentage of teachers satisfied with parental involvement in decisions about their child's education.	87.8	87.4	88.8	88.8	88.2
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a <a href="#">broad program of studies</a> including fine arts, career, technology, and health and physical education.	83.2	84.1	81.1	81.1	77.8
Percentage of parents satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	84.9	85.9	87.2	86.7	83.1
Percentage of students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	73.7	74.5	68.7	71.1	69.7
Percentage of teachers satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	90.9	91.9	87.5	85.3	80.5
Percentage of teachers, parents and students indicating that their school and <a href="#">schools in their jurisdiction have improved or stayed the same</a> the last three years.	84.3	85.1	81.6	77.8	74.6
Percentage of parents indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	92.1	91.9	93.0	88.6	83.3
Percentage of students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	73.3	73.7	70.2	69.5	68.5
Percentage of teachers indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	87.4	89.5	81.6	73.3	72.0

[Click here for Supplementary AEAM Overall Summary](#)



Local Measures	Results (in percentages)				
	2019	2020	2021	2022	2023
Percentage of parents who are satisfied (or very satisfied) with the opportunities they have to be <a href="#">involved within their school community</a> .	97	n/a	92	92	88.7
Percentage of parents and staff who are satisfied (or very satisfied) with the leadership that is demonstrated by the FFCA Board of Directors.	97	n/a	88	94	92.2
Percentage of parents and staff who are satisfied (or very satisfied) with the way the FFCA Board of Directors keeps you informed about their work.	97	n/a	88	93	93

**Comments**

FFCA’s performance on most governance measures was maintained at very high levels. However, the percentage of FFCA staff, students and parents who feel that their school has improved or stayed the same has dropped to a five-year low of 74.6%. This may merely reflect the lasting impact of Covid, but it may also reflect the decrease in specialized learning support staff and resource allocations that our community experienced up to and including 2021-22 prior to receiving SLS funding. We are monitoring this closely.

FFCA’s Charter is academically focused, including mandatory leadership and physical education courses up to grade 12, and does not offer a broad program of studies beyond the academic stream. It does offer carefully selected opportunities in fine arts, technology, health, and physical education. Our focused programming is seen as high quality by all stakeholders. We are at a five-year low in the percentage of parents, students, and staff who are satisfied or very satisfied that students are receiving a broad program of study. This isn’t surprising due to our focus on academics, however, there are additional programs of study that could be offered to provide well-rounded course offerings. Program scheduling for a small number of grade 10 to 12 students is challenging and was intensified by the high school split in the summer of 2020. We are working to secure a new south high school location that can accommodate 1000 students, with approximately 550 of those grade 10-12 students, to build a robust list of core classes and electives.

Another drop was in the satisfaction levels of parents’ opportunities to be involved within the school community. As campuses adjust to a new normal, we are welcoming parents back into the campuses, and we hope to build on the 88.7% who are satisfied. The percentage of parents and staff who are satisfied or very satisfied with the Board of Directors leadership (92.2%) and communication (93%) is heading back towards our pre-Covid numbers and is evidence of their excellence.

One thing to note, and which we will be focused on in the coming year, is that students express significantly lower satisfaction than parents and staff in all measures. Our past results demonstrate FFCA’s commitment to continuous improvement. Areas of strength are celebrated, and when areas of decline or concern are identified, those have been noted, and when those persist, FFCA has developed an action plan to address concerns.



## Financial Summary

REVENUE	SYSTEM					\$ PER STUDENT
	INSTR	PO&M	ADMIN	TRANS	TOTAL	
Alberta Education	\$ 29,309,594	\$ 12,707,795	\$ 1,596,948	\$ 1,852,350	\$ 45,466,687	13,175
Parent fees	1,295,380	-	-	1,914,632	3,210,012	930
Miscellaneous	2,058,929	928,738	116,625	200	3,104,492	900
<b>TOTAL REVENUE</b>	<b>\$ 32,663,903</b>	<b>\$ 13,636,533</b>	<b>\$ 1,713,573</b>	<b>\$ 3,767,182</b>	<b>\$ 51,781,191</b>	<b>15,005</b>
<b>EXPENSE</b>						
Salaries & Benefits	\$ 27,589,165	\$ 1,157,174	\$ 882,751	\$ 45,922	\$ 29,675,012	8,599
Campus Books & Educ. Supplies	3,556,872	-	-	-	3,556,872	1,031
Technology	1,041,131	-	-	-	1,041,131	302
Facilities	-	5,446,355	-	-	5,446,355	1,578
System Admin/Board	-	-	830,253	-	830,253	241
Transportation	-	-	-	3,636,188	3,636,188	1,054
<b>TOTAL EXPENSE</b>	<b>\$ 32,187,168</b>	<b>\$ 6,603,529</b>	<b>\$ 1,713,004</b>	<b>\$ 3,682,110</b>	<b>\$ 44,185,811</b>	<b>12,804</b>
<b>EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES</b>						
	<b>\$ 476,735</b>	<b>\$ 7,033,004</b>	<b>\$ 569</b>	<b>\$ 85,072</b>	<b>\$ 7,595,380</b>	
<b># of FTE students</b>	<b>3,451</b>	<b>3,451</b>	<b>3,451</b>	<b>2,689</b>	<b>3,451</b>	
<b>Average cost per student</b>	<b>\$9,327</b>	<b>\$1,914</b>	<b>\$496</b>	<b>\$1,369</b>	<b>\$12,804</b>	

## Operating Budget vs. Actual Revenue & Expenses

Revenues	2023 Actual	2023 Budget	Variance \$	Variance %	Variance Explanation (greater than +/-10% or +/-500K)
Government of Alberta	\$ 46,652,859	\$ 35,869,534	\$ 10,783,325	30%	Due to money received for leasing a facility for our South High School students due to the fire at Dr. Norman Bethune and the Montgomery Land Transfer.
Federal Government and other government grants	6,300	-	6,300	100%	n/a
Property taxes	-	-	-	100%	n/a
Fees	3,210,012	3,338,426	(128,414)	-4%	n/a
Sales of services and products	251,209	-	251,209	100%	n/a
Investment income	352,972	25,000	327,972	1312%	Due to interest rates and holding significant cash balances due insurance proceeds, SHS restoration funding, etc.
Donations and other contributions	398,150	369,084	29,066	8%	n/a
Other revenue	909,689	196,375	713,314	363%	Due to insurance proceeds
<b>Total Revenues</b>	<b>44,781,191</b>	<b>39,798,419</b>	<b>4,982,772</b>	<b>13%</b>	
<b>Expenses</b>					
Instruction - ECS	\$ 2,172,116	\$ 2,548,866	\$ (376,750)	-15%	n/a
Instruction - Grades 1 - 12	30,015,052	28,359,220	1,655,832	6%	Additional costs were incurred because SHS did not have a facility for the full year plus replacement of items for things not recovered from the fire.
Operations and maintenance	6,603,529	3,742,994	2,860,535	76%	Due to leasing a facility for our South High School students due to the fire at Dr. Norman Bethune.
Transportation	3,682,110	3,637,363	44,747	1%	n/a
System administration	1,713,004	1,505,341	207,663	14%	n/a
External services	-	-	-	n/a	n/a
<b>Total Expenses</b>	<b>44,185,811</b>	<b>39,793,784</b>	<b>4,392,027</b>	<b>11%</b>	n/a

### Notes

- Increase of 32 full-time equivalent students
- Under the requirements of PSAS 3410, the transfer of Montgomery Land is considered a government transfer. Accordingly, the \$7,000,000 attributed to the fair market value of the land is recognized as revenue in the Statement of Operations under POM, as there are no remaining terms and conditions on the transfer. Amounts get transferred to Investment in Tangible Capital Assets in the schedule of Net Assets.
- Salaries & Benefits represented the most significant expenditure at 67% of total costs.
- Transportation - Actual number of riders increased due to the growth in community span in Calgary increasing.
- Surplus of \$7,595,380 is ~14.67% of total revenue of which a majority was due to insurance claims for the recent fire and the Montgomery land transfer.
- Detailed information on sources and uses of school-generated funds can be found in Note 8 on page 32 of FFCA's 2023 Audited Financial Statements ([click here](#)).

FFCA's fiscal management is both robust and resilient. Our commitment to financial excellence is demonstrated by receiving the ASBOA International Meritorious Budget Award for fifteen consecutive years. This prestigious international recognition highlights FFCA's dedication to preparing and issuing budgets of the highest quality. FFCA maintains an exemplary record by receiving clean audit reports year after year. These reports consistently emphasize the absence of significant internal control weaknesses and verify compliance with all financial regulations.

FFCA is open to collaborating with other school authorities and community agencies to best meet the needs of Alberta's students and ensure we responsibly manage the use of public resources. FFCA leases six of our campuses from resident school boards' list of surplus schools. We also worked collaboratively with the Ministry of Education and CBE to successfully purchase and transfer the new Montgomery High School site in early 2023 and also reached an agreement with the same for FFCA to manage the retrofit of our South High School in the Dr. Norman Bethune location after the fire resulted in the closure of the building.

The Board is provided with quarterly financial results reports complete with financial forecasts. Through accurate reporting and forecasting, FFCA has consistently remained within the Ministry's acceptable range (currently 4.29%) of operational reserves. The Board Audit Committee has historically provided oversight to the audit process and has used an Enterprise Risk Management (ERM) Framework and Risk Register since 2021. The Register is reviewed semi-annually by the Audit Committee and annually by the corporate Board, with risk mitigation plans developed for the areas of greatest organizational risk (i.e., cybersecurity).

For additional financial information, please contact the CFO / Secretary-Treasurer at 403.520.3206.

## *Stakeholder Engagement & Assurance Processes*

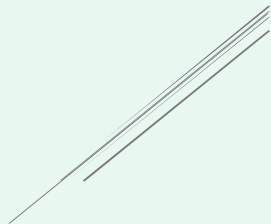
This annual education results report reflects our 2021-24 education plan that was established using the previous accountability framework. The education plan was informed by an analysis of our past annual education results, a review of the current educational context in Alberta and FFCA specifically, as well as consultation with staff and our eight campus parent councils. The Board of Directors, comprised of elected FFCA parents, provided the final approval of that plan.

The results in this report reflect both provincial and local measures. The provincial measures data were provided via Alberta Education's assurance surveys of grade 4, 7 & 10 students, parents and all staff and provincially provided quantitative data on the objective measures (e.g. 3 & 5-year graduation rates). The local measures data was obtained through FFCA's own year-end surveys of all parents and staff. Future years will be expanded to include student data as well.

The results in this report are shared with all stakeholders, and collaborative groups of administrators, teaching and support staff, students and parents (campus councils) will use this data to provide input into future education plans. An overview of the results documented in this report is presented annually in November at a public board meeting and at a meeting of each campus council following that board meeting.

As a single charter school with multiple campuses, FFCA campuses do not each have an education plan; instead, the FFCA Education Plan applies to each. However, each campus does identify annual education priorities and goals aligned with the FFCA Education Plan. In addition to the formal annual review of performance data, the Superintendent and members of the senior leadership team meet bi-monthly with each campus leadership team to review progress on their campus development priorities using a process of collaborative inquiry and generative dialogue. These formative conversations support the continuous use of evidence to inform decision-making and guide improvement.

Possessing the attributes of lifelong learners, FFCA graduates will be reflective and self-aware as they continue to evolve as successful individuals guided by moral purpose.



## *Whistleblower Protection*

FFCA maintains a culture characterized by integrity, respect, trust and care and expects all staff to demonstrate high ethical standards in their work. Staff should expect, in return, a positive workplace. FFCA has written policy and administrative procedures consistent with the Public Interest Disclosure (Whistleblower Protection) Act and related Regulations of the Province of Alberta, ensuring that FFCA staff are safe to disclose wrongdoing without fear of reprisal.

During the 2022-23 school year, the Designated Officer received no disclosures of wrongdoing and, therefore, conducted no investigations.

## *Publication & Links*

This report is posted to the FFCA website at the following link:

[https://www.ffca-calgary.com/documents\\_publications/annual\\_reports](https://www.ffca-calgary.com/documents_publications/annual_reports)

Link to FFCA Audited Financial Statements:

[https://www.ffca-calgary.com/documents\\_publications/finances/audited\\_financial\\_reports](https://www.ffca-calgary.com/documents_publications/finances/audited_financial_reports)

Link to Audited Financial Statements for all Alberta Jurisdictions:

<https://www.alberta.ca/k-12-education-financial-statements.aspx>



# Appendix

## Required AEAMs

### Student Learning Engagement – Measure History

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

	FFCA Charter School Society											Alberta												
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	
Overall	n/a	n/a	n/a	n/a	1,165	88.2	1,061	88.0	1,097	86.6	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	n/a	230,956	85.6	249,740	85.1	257,214	84.4
Parent	n/a	n/a	n/a	n/a	258	96.8	183	97.3	140	94.2	n/a	Declined	n/a	n/a	n/a	n/a	n/a	n/a	30,994	89.0	31,694	88.7	31,862	87.3
Student	n/a	n/a	n/a	n/a	742	70.2	723	70.3	785	69.0	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	n/a	169,789	71.8	187,102	71.3	193,029	70.9
Teacher	n/a	n/a	n/a	n/a	165	97.6	155	96.3	172	96.5	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	n/a	30,173	96.0	30,944	95.5	32,323	95.1

### Student Learning Engagement – 3-year Rolling Average

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

	FFCA Charter School Society						Alberta					
	2019 - 2021 Avg		2020 - 2022 Avg		2021 - 2023 Avg		2019 - 2021 Avg		2020 - 2022 Avg		2021 - 2023 Avg	
	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	1,061	88.0	1,079	87.3	n/a	n/a	249,740	85.1	253,477	84.8
Parent	n/a	n/a	183	97.3	162	95.7	n/a	n/a	31,694	88.7	31,778	88.0
Student	n/a	n/a	723	70.3	754	69.6	n/a	n/a	187,102	71.3	190,066	71.1
Teacher	n/a	n/a	155	96.3	164	96.4	n/a	n/a	30,944	95.5	31,834	95.3

[Back to Student Growth & Achievement](#) | [Back to AEAM Summary](#)

### Citizenship – Measure History

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

	FFCA Charter School Society											Alberta											
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	1,071	87.6	1,146	87.3	1,165	88.8	1,062	88.0	1,098	87.0	Very High	Maintained	Excellent	265,614	82.9	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3
Parent	197	90.8	204	93.7	258	93.5	182	92.2	140	91.3	Very High	Maintained	Excellent	35,247	81.9	36,891	82.4	30,905	81.4	31,689	80.4	31,869	79.4
Student	720	74.7	769	73.1	742	75.1	725	75.7	785	74.1	Very High	Maintained	Excellent	197,090	73.5	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3
Teacher	154	97.1	172	95.1	165	97.8	155	96.2	173	95.7	Very High	Maintained	Excellent	33,277	93.2	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3

### Citizenship – 3-year Rolling Average

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

	FFCA Charter School Society						Alberta					
	2019 - 2021 Avg		2020 - 2022 Avg		2021 - 2023 Avg		2019 - 2021 Avg		2020 - 2022 Avg		2021 - 2023 Avg	
	N	%	N	%	N	%	N	%	N	%	N	%
Overall	1,108	87.4	1,104	87.7	1,080	87.5	265,014	83.1	257,092	82.3	253,501	80.9
Parent	201	92.3	193	93.0	161	91.7	36,069	82.1	34,290	81.4	31,779	79.9
Student	745	73.9	747	74.4	755	74.9	195,334	73.7	190,349	73.0	190,068	71.7
Teacher	163	96.1	164	95.7	164	96.0	33,611	93.4	32,453	92.6	31,654	91.0

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### High School Completion Rates – Measure History

	FFCA Charter School Society											Alberta											
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
3 Year Completion	179	92.6	165	95.3	193	96.3	203	97.3	199	97.3	Very High	Maintained	Excellent	44,978	79.7	45,354	80.3	46,245	83.4	47,675	83.2	48,340	80.7
4 Year Completion	163	96.1	178	92.9	164	97.2	193	96.5	203	96.9	Very High	Maintained	Excellent	44,094	83.3	44,980	84.0	45,351	85.0	46,242	87.1	47,680	86.5
5 Year Completion	176	97.3	163	96.6	178	95.1	164	97.4	193	96.8	Very High	Maintained	Excellent	44,842	85.2	44,988	85.3	44,972	86.2	45,344	87.1	46,238	88.6

### High School Completion Rates – 3-year Rolling Average

	FFCA Charter School Society						Alberta					
	2018 - 2020 Avg		2019 - 2021 Avg		2020 - 2022 Avg		2018 - 2020 Avg		2019 - 2021 Avg		2020 - 2022 Avg	
	N	%	N	%	N	%	N	%	N	%	N	%
3 Year Completion	179	94.7	187	96.3	198	97.0	45,326	81.1	46,425	82.3	47,420	82.4
4 Year Completion	168	95.4	178	95.6	187	96.9	45,106	84.1	45,524	85.4	46,418	86.2
5 Year Completion	172	96.4	168	96.4	178	96.4	44,934	85.6	45,101	86.2	45,518	87.3

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*PAT Results by Number Enrolled – Measure History*

	FFCA Charter School Society					Measure Evaluation			Alberta				
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall	2019	2020	2021	2022	2023
N	547	n/a	n/a	624	614	n/a	n/a	n/a	104,012	n/a	n/a	109,520	115,580
Acceptable Standard %	92.5	n/a	n/a	89.2	93.0	Very High	n/a	n/a	71.1	n/a	n/a	64.3	63.3
Standard of Excellence %	40.5	n/a	n/a	41.3	42.5	Very High	n/a	n/a	20.8	n/a	n/a	17.7	16.0

*PAT Results by Number Enrolled – 3-year Rolling Average*

	FFCA Charter School Society			Alberta		
	2019 - 2021 Avg	2020 - 2022 Avg	2021 - 2023 Avg	2019 - 2021 Avg	2020 - 2022 Avg	2021 - 2023 Avg
N	547	n/a	614	104,012	n/a	115,580
Acceptable Standard (%)	92.5	n/a	93.0	71.1	n/a	63.3
Standard of Excellence (%)	40.5	n/a	42.5	20.8	n/a	16.0

*PAT Results Course by Course Summary by Enrolled – Measure History*

Course	Measure	FFCA Charter School Society						Alberta				
		Achievement	Improvement	Overall	2023		Prev 3 Year Average		2023		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Language Arts 5	Acceptable Standard	Very High	n/a	n/a	308	94.8	n/a	n/a	52,106	76.2	n/a	n/a
	Standard of Excellence	Very High	n/a	n/a	308	48.7	n/a	n/a	52,106	18.4	n/a	n/a
French Language Arts 5 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,131	77.6	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,131	12.5	n/a	n/a
Français 5 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	578	78.9	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	578	19.4	n/a	n/a
Mathematics 5	Acceptable Standard	Very High	n/a	n/a	308	94.8	n/a	n/a	52,551	65.4	n/a	n/a
	Standard of Excellence	Very High	n/a	n/a	308	54.9	n/a	n/a	52,551	15.9	n/a	n/a
Science 5	Acceptable Standard	Very High	n/a	n/a	308	93.2	n/a	n/a	54,859	66.7	n/a	n/a
	Standard of Excellence	Very High	n/a	n/a	308	57.1	n/a	n/a	54,859	21.8	n/a	n/a
Social Studies 5	Acceptable Standard	Very High	n/a	n/a	308	94.5	n/a	n/a	57,655	66.2	n/a	n/a
	Standard of Excellence	Very High	n/a	n/a	308	53.6	n/a	n/a	57,655	18.0	n/a	n/a
English Language Arts 8	Acceptable Standard	Very High	n/a	n/a	306	96.7	n/a	n/a	56,255	71.4	n/a	n/a
	Standard of Excellence	Very High	n/a	n/a	306	28.8	n/a	n/a	56,255	13.4	n/a	n/a
K&E English Language Arts 8	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,254	50.2	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,254	5.7	n/a	n/a
French Language Arts 8 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,215	76.1	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,215	10.9	n/a	n/a
Français 8 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	575	81.6	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	575	22.3	n/a	n/a
Mathematics 8	Acceptable Standard	Very High	n/a	n/a	306	89.5	n/a	n/a	55,447	54.4	n/a	n/a
	Standard of Excellence	Very High	n/a	n/a	306	34.3	n/a	n/a	55,447	13.5	n/a	n/a
K&E Mathematics 8	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,815	52.7	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,815	11.3	n/a	n/a
Science 8	Acceptable Standard	Very High	n/a	n/a	306	92.8	n/a	n/a	56,311	66.3	n/a	n/a
	Standard of Excellence	Very High	n/a	n/a	306	51.6	n/a	n/a	56,311	20.1	n/a	n/a
K&E Science 8	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,197	52.9	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,197	10.9	n/a	n/a
Social Studies 8	Acceptable Standard	Very High	n/a	n/a	306	91.5	n/a	n/a	56,309	58.4	n/a	n/a
	Standard of Excellence	Very High	n/a	n/a	306	44.1	n/a	n/a	56,309	15.9	n/a	n/a
K&E Social Studies 8	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,140	49.6	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,140	10.6	n/a	n/a

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### Diploma Exam Results by Students Writing – Measure History

	FFCA Charter School Society					Measure Evaluation			Alberta				
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall	2019	2020	2021	2022	2023
N	190	n/a	n/a	189	198	n/a	n/a	n/a	65,117	n/a	n/a	58,444	67,294
Acceptable Standard %	92.7	n/a	n/a	88.6	90.2	Very High	n/a	n/a	83.6	n/a	n/a	75.2	80.3
Standard of Excellence %	41.1	n/a	n/a	33.5	43.8	Very High	n/a	n/a	24.0	n/a	n/a	18.2	21.2

### Diploma Exam Results by Students Writing – 3-year Rolling Average

	FFCA Charter School Society			Alberta		
	2019 - 2021 Avg	2020 - 2022 Avg	2021 - 2023 Avg	2019 - 2021 Avg	2020 - 2022 Avg	2021 - 2023 Avg
N	190	n/a	198	65,117	n/a	67,294
Acceptable Standard %	92.7	n/a	90.2	83.6	n/a	80.3
Standard of Excellence %	41.1	n/a	43.8	24.0	n/a	21.2

### Diploma Exam Results Course by Course Summary – Measure History

Course	Measure	FFCA Charter School Society						Alberta				
		Achievement	Improvement	Overall	2023		Prev 3 Year Average		2023		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
<a href="#">English Lang Arts 30-1</a>	Diploma Examination Acceptable Standard	High	n/a	n/a	131	90.8	n/a	n/a	31,493	83.7	n/a	n/a
	Diploma Examination Standard of Excellence	Very High	n/a	n/a	131	17.6	n/a	n/a	31,493	10.5	n/a	n/a
<a href="#">English Lang Arts 30-2</a>	Diploma Examination Acceptable Standard	Very High	n/a	n/a	15	100.0	n/a	n/a	17,112	86.2	n/a	n/a
	Diploma Examination Standard of Excellence	Very High	n/a	n/a	15	26.7	n/a	n/a	17,112	12.7	n/a	n/a
<a href="#">French Language Arts 30-1</a>	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,236	93.1	n/a	n/a
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,236	6.1	n/a	n/a
<a href="#">Français 30-1</a>	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	127	99.2	n/a	n/a
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	127	30.7	n/a	n/a
<a href="#">Mathematics 30-1</a>	Diploma Examination Acceptable Standard	n/a	n/a	n/a	139	84.2	n/a	n/a	19,763	70.8	n/a	n/a
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	139	44.6	n/a	n/a	19,763	29.0	n/a	n/a
<a href="#">Mathematics 30-2</a>	Diploma Examination Acceptable Standard	n/a	n/a	n/a	45	80.0	n/a	n/a	14,418	71.1	n/a	n/a
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	45	33.3	n/a	n/a	14,418	15.2	n/a	n/a
<a href="#">Social Studies 30-1</a>	Diploma Examination Acceptable Standard	High	n/a	n/a	51	90.2	n/a	n/a	24,023	83.5	n/a	n/a
	Diploma Examination Standard of Excellence	Very High	n/a	n/a	51	31.4	n/a	n/a	24,023	15.9	n/a	n/a
<a href="#">Social Studies 30-2</a>	Diploma Examination Acceptable Standard	Very High	n/a	n/a	57	98.2	n/a	n/a	21,045	78.1	n/a	n/a
	Diploma Examination Standard of Excellence	Very High	n/a	n/a	57	54.4	n/a	n/a	21,045	12.3	n/a	n/a
<a href="#">Biology 30</a>	Diploma Examination Acceptable Standard	Very High	n/a	n/a	115	94.8	n/a	n/a	23,270	82.7	n/a	n/a
	Diploma Examination Standard of Excellence	Very High	n/a	n/a	115	59.1	n/a	n/a	23,270	32.8	n/a	n/a
<a href="#">Chemistry 30</a>	Diploma Examination Acceptable Standard	Very High	n/a	n/a	145	88.3	n/a	n/a	18,364	80.5	n/a	n/a
	Diploma Examination Standard of Excellence	Very High	n/a	n/a	145	51.0	n/a	n/a	18,364	37.0	n/a	n/a
<a href="#">Physics 30</a>	Diploma Examination Acceptable Standard	Very High	n/a	n/a	71	95.8	n/a	n/a	9,241	82.3	n/a	n/a
	Diploma Examination Standard of Excellence	Very High	n/a	n/a	71	67.6	n/a	n/a	9,241	39.9	n/a	n/a
<a href="#">Science 30</a>	Diploma Examination Acceptable Standard	High	n/a	n/a	23	87.0	n/a	n/a	8,007	79.4	n/a	n/a
	Diploma Examination Standard of Excellence	High	n/a	n/a	23	26.1	n/a	n/a	8,007	23.1	n/a	n/a

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### Education Quality – Measure History

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	FFCA Charter School Society											Alberta											
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	1,073	93.8	1,145	92.4	1,164	91.7	1,062	92.7	1,098	91.5	Very High	Maintained	Excellent	265,841	90.2	264,623	90.3	230,814	89.6	249,532	89.0	257,584	88.1
Parent	197	92.5	204	92.1	258	92.2	183	93.7	140	90.5	Very High	Maintained	Excellent	35,262	86.4	36,907	86.7	31,024	86.7	31,728	86.1	31,890	84.4
Student	722	90.6	769	87.4	741	85.2	724	86.2	785	87.5	High	Maintained	Good	197,282	88.1	193,763	87.8	169,589	86.3	186,834	85.9	193,343	85.7
Teacher	154	98.5	172	97.8	165	97.9	155	98.2	173	96.4	High	Maintained	Good	33,297	96.1	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4

### Education Quality – 3-year Rolling Average

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	FFCA Charter School Society						Alberta					
	2019 - 2021 Avg		2020 - 2022 Avg		2021 - 2023 Avg		2019 - 2021 Avg		2020 - 2022 Avg		2021 - 2023 Avg	
	N	%	N	%	N	%	N	%	N	%	N	%
Overall	1,109	93.1	1,104	92.5	1,080	92.1	265,232	90.3	257,078	89.7	253,558	88.6
Parent	201	92.3	194	92.9	162	92.1	36,085	86.6	34,318	86.4	31,809	85.2
Student	746	89.0	747	86.8	755	86.8	195,523	88.0	190,299	86.9	190,089	85.8
Teacher	163	98.1	164	98.0	164	97.3	33,625	96.2	32,462	95.7	31,661	94.7

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### Welcome, Caring, Respectful, and Safe Learning Environments – Measure History

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

	FFCA Charter School Society											Alberta											
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	1,165	90.0	1,063	90.1	1,098	88.7	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	231,091	87.8	249,541	86.1	257,391	84.7
Parent	n/a	n/a	n/a	n/a	258	94.3	183	94.4	140	92.2	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	30,980	88.2	31,715	86.9	31,885	85.6
Student	n/a	n/a	n/a	n/a	742	79.6	725	80.4	785	79.0	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	169,900	79.8	187,258	77.7	193,156	76.6
Teacher	n/a	n/a	n/a	n/a	165	96.1	155	95.3	173	95.1	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	30,211	95.3	30,968	93.6	32,350	92.0

### Welcome, Caring, Respectful, and Safe Learning Environments – 3-year Rolling Average

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

	FFCA Charter School Society						Alberta					
	2019 - 2021 Avg		2020 - 2022 Avg		2021 - 2023 Avg		2019 - 2021 Avg		2020 - 2022 Avg		2021 - 2023 Avg	
	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	1,063	90.1	1,081	89.4	n/a	n/a	249,941	86.1	253,666	85.4
Parent	n/a	n/a	183	94.4	162	93.3	n/a	n/a	31,715	86.9	31,800	86.2
Student	n/a	n/a	725	80.4	755	79.7	n/a	n/a	187,258	77.7	190,207	77.2
Teacher	n/a	n/a	155	95.3	164	95.2	n/a	n/a	30,968	93.6	31,659	92.8

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### Access to Supports and Services – Measure History

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

	FFCA Charter School Society											Alberta											
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	1,165	83.9	1,061	82.9	1,098	80.7	n/a	Declined	n/a	n/a	n/a	n/a	n/a	230,761	82.6	249,570	81.6	256,994	80.6
Parent	n/a	n/a	n/a	n/a	258	90.7	182	85.6	140	83.8	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	30,936	78.9	31,684	77.4	31,847	75.7
Student	n/a	n/a	n/a	n/a	742	77.7	724	80.3	785	79.9	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	169,631	80.2	186,935	80.1	192,805	79.9
Teacher	n/a	n/a	n/a	n/a	165	83.4	155	82.7	173	78.4	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	30,194	88.7	30,951	87.3	32,342	86.2

### Access to Supports and Services – 3-year Rolling Average

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

	FFCA Charter School Society						Alberta					
	2019 - 2021 Avg		2020 - 2022 Avg		2021 - 2023 Avg		2019 - 2021 Avg		2020 - 2022 Avg		2021 - 2023 Avg	
	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	1,061	82.9	1,080	81.8	n/a	n/a	249,570	81.6	253,282	81.1
Parent	n/a	n/a	182	85.6	161	84.7	n/a	n/a	31,684	77.4	31,766	76.5
Student	n/a	n/a	724	80.3	755	80.1	n/a	n/a	186,935	80.1	189,870	80.0
Teacher	n/a	n/a	155	82.7	164	80.6	n/a	n/a	30,951	87.3	31,647	86.8

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## Parental Involvement – Measure History

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

	FFCA Charter School Society										Alberta												
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	350	85.0	372	86.8	423	86.6	336	87.6	310	86.3	Very High	Maintained	Excellent	58,116	81.3	70,377	81.8	60,919	79.5	62,412	78.8	63,935	79.1
Parent	196	84.1	200	86.2	258	84.4	182	86.0	139	84.3	Very High	Maintained	Excellent	34,944	73.6	36,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5
Teacher	154	87.8	172	87.4	165	88.8	154	89.2	171	88.2	Intermediate	Maintained	Acceptable	33,172	89.0	33,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7

## Parental Involvement – 3-year Rolling Average

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

	FFCA Charter School Society								Alberta														
	2019 - 2021 Avg		2020 - 2022 Avg		2021 - 2023 Avg		2019 - 2021 Avg		2020 - 2022 Avg		2021 - 2023 Avg		2019 - 2021 Avg		2020 - 2022 Avg		2021 - 2023 Avg						
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%					
Overall	361	86.4	354	87.2	323	88.0	89,247	81.5	86,395	80.3	83,174	78.9											
Parent	198	85.2	191	86.1	161	85.2	35,750	73.8	34,077	73.1	31,659	72.4											
Teacher	163	87.6	163	88.3	163	88.7	33,497	89.3	32,318	87.4	31,515	85.5											

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## Supplemental AEAMs

### Supplemental AEAMs – Overall Summary

Measure	FFCA Charter School Society			Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
<a href="#">Diploma Exam Participation Rate (4+ Exams)</a>	10.2	n/a	93.4	3.5	n/a	56.6	n/a	n/a	n/a
<a href="#">Drop Out Rate</a>	0.0	0.0	0.1	2.5	2.3	2.5	Very High	Improved	Excellent
<a href="#">In-Service Jurisdiction Needs</a>	72.6	73.9	71.8	82.2	83.7	84.3	Very Low	Maintained	Concern
<a href="#">Lifelong Learning</a>	86.3	87.8	82.0	80.4	81.0	76.8	Very High	Improved	Excellent
<a href="#">Program of Studies</a>	77.8	81.1	82.6	82.9	82.9	82.6	Intermediate	Declined Significantly	Issue
<a href="#">Program of Studies - At Risk Students</a>	81.1	82.6	85.0	81.2	81.9	83.4	Low	Declined Significantly	Concern
<a href="#">Rutherford Scholarship Eligibility Rate</a>	96.8	96.5	92.6	71.9	70.2	68.3	Very High	Improved	Excellent
<a href="#">Safe and Caring</a>	90.2	91.7	91.0	87.5	88.8	89.1	Very High	Maintained	Excellent
<a href="#">Satisfaction with Program Access</a>	71.0	69.9	72.8	72.9	72.6	73.9	Low	Maintained	Issue
<a href="#">School Improvement</a>	74.6	77.8	81.4	75.2	74.2	77.9	Intermediate	Declined Significantly	Issue
<a href="#">Transition Rate (6 yr)</a>	96.2	88.2	92.4	59.7	60.3	60.2	Very High	Improved	Excellent
<a href="#">Work Preparation</a>	91.3	95.5	94.0	83.1	84.9	84.5	Very High	Declined	Good

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## Diploma Exam Participation Rate – Measure History

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

	FFCA Charter School Society					Alberta				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
<b>N</b>	179	165	193	203	199	44,978	45,354	46,245	47,675	48,340
% Writing 0 Exams	5.2	2.3	n/a	n/a	1.7	13.9	13.9	n/a	n/a	20.9
% Writing 1+ Exams	94.8	97.7	n/a	n/a	98.3	86.1	86.1	n/a	n/a	79.1
% Writing 2+ Exams	93.7	97.1	n/a	n/a	83.0	83.3	83.3	n/a	n/a	54.4
% Writing 3+ Exams	92.6	95.9	n/a	n/a	43.5	67.1	67.1	n/a	n/a	20.0
% Writing 4+ Exams	89.8	93.4	n/a	n/a	10.2	56.6	56.6	n/a	n/a	3.5
% Writing 5+ Exams	76.2	79.4	n/a	n/a	0.5	38.8	38.3	n/a	n/a	0.5
% Writing 6+ Exams	22.6	24.4	n/a	n/a	0.0	14.3	13.7	n/a	n/a	0.0

## Diploma Exam Participation Rate – 3-year Rolling Average

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

	FFCA Charter School Society			Alberta		
	2018 - 2020 Avg	2019 - 2021 Avg	2020 - 2022 Avg	2018 - 2020 Avg	2019 - 2021 Avg	2020 - 2022 Avg
<b>N</b>	172	165	n/a	45,166	45,354	n/a
% Writing 0 Exams	3.7	2.3	n/a	13.9	13.9	n/a
% Writing 1+ Exams	96.3	97.7	n/a	86.1	86.1	n/a
% Writing 2+ Exams	95.4	97.1	n/a	83.3	83.3	n/a
% Writing 3+ Exams	94.2	95.9	n/a	67.1	67.1	n/a
% Writing 4+ Exams	91.6	93.4	n/a	56.6	56.6	n/a
% Writing 5+ Exams	77.8	79.4	n/a	38.8	38.3	n/a
% Writing 6+ Exams	23.5	24.4	n/a	14.0	13.7	n/a

### Diploma Exam Participation Rate – Detail

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

	FFCA Charter School Society					Alberta				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
<b>N</b>	<b>179</b>	<b>165</b>	<b>193</b>	<b>203</b>	<b>199</b>	<b>44,978</b>	<b>45,354</b>	<b>46,245</b>	<b>47,675</b>	<b>48,340</b>
English Language Arts 30-1	87.2	92.7	n/a	n/a	64.8	56.6	55.9	n/a	n/a	27.7
English Language Arts 30-2	17.3	27.9	n/a	n/a	0.5	27.9	29.0	n/a	n/a	13.3
<b>Total of 1 or more English Diploma Exams</b>	<b>92.7</b>	<b>96.4</b>	<b>n/a</b>	<b>n/a</b>	<b>65.3</b>	<b>81.5</b>	<b>81.7</b>	<b>n/a</b>	<b>n/a</b>	<b>40.5</b>
Social Studies 30-1	49.2	44.8	n/a	n/a	12.1	45.2	44.3	n/a	n/a	22.5
Social Studies 30-2	44.1	50.9	n/a	n/a	29.1	37.3	38.0	n/a	n/a	17.4
<b>Total of 1 or more Social Diploma Exams</b>	<b>93.3</b>	<b>94.5</b>	<b>n/a</b>	<b>n/a</b>	<b>41.2</b>	<b>81.8</b>	<b>81.7</b>	<b>n/a</b>	<b>n/a</b>	<b>39.8</b>
Mathematics 30-1	70.4	67.3	n/a	n/a	29.6	36.7	35.4	n/a	n/a	10.9
Mathematics 30-2	20.7	33.3	n/a	n/a	3.5	25.0	26.1	n/a	n/a	12.1
<b>Total of 1 or more Math Diploma Exams</b>	<b>85.5</b>	<b>92.1</b>	<b>n/a</b>	<b>n/a</b>	<b>33.2</b>	<b>59.6</b>	<b>59.3</b>	<b>n/a</b>	<b>n/a</b>	<b>22.9</b>
Biology 30	70.4	72.7	n/a	n/a	34.2	42.9	42.4	n/a	n/a	18.0
Chemistry 30	64.2	61.2	n/a	n/a	42.2	36.0	35.2	n/a	n/a	15.6
Physics 30	26.3	29.1	n/a	n/a	13.6	18.8	17.7	n/a	n/a	9.0
Science 30	33.0	39.4	n/a	n/a	1.5	17.1	18.2	n/a	n/a	7.9
<b>Total of 1 or more Science Diploma Exams</b>	<b>91.6</b>	<b>95.8</b>	<b>n/a</b>	<b>n/a</b>	<b>73.4</b>	<b>62.1</b>	<b>62.1</b>	<b>n/a</b>	<b>n/a</b>	<b>41.4</b>
Français 30-1	0.0	0.0	n/a	n/a	0.0	0.3	0.3	n/a	n/a	0.1
French Language Arts 30	0.0	0.0	n/a	n/a	0.0	2.7	2.6	n/a	n/a	1.3
<b>Total of 1 or more French Diploma Exams</b>	<b>0.0</b>	<b>0.0</b>	<b>n/a</b>	<b>n/a</b>	<b>0.0</b>	<b>3.0</b>	<b>2.9</b>	<b>n/a</b>	<b>n/a</b>	<b>1.5</b>

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### Drop Out Rate – Measure History

	FFCA Charter School Society										Measure Evaluation			Alberta									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Drop Out Rate	640	0.0	745	0.4	738	0.0	833	0.0	815	0.0	Very High	Improved	Excellent	182,832	2.6	184,812	2.7	186,228	2.6	189,713	2.3	191,156	2.5
Returning Rate	1	*	3	*	5	*	4	*	4	*	n/a	n/a	n/a	6,800	22.7	6,750	18.2	6,720	18.1	6,408	17.3	5,940	17.2

### Drop Out Rate – 3-year Rolling Average

	FFCA Charter School Society						Alberta					
	2018 - 2020 Avg		2019 - 2021 Avg		2020 - 2022 Avg		2018 - 2020 Avg		2019 - 2021 Avg		2020 - 2022 Avg	
	N	%	N	%	N	%	N	%	N	%	N	%
Drop Out Rate	708	0.1	772	0.1	795	0.0	184,624	2.6	186,918	2.5	189,032	2.4
Returning Rate	n/a	n/a	n/a	n/a	n/a	n/a	6,757	19.7	6,620	17.9	6,356	17.5

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### In-Service Jurisdiction Needs – Measure History

The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.

	FFCA Charter School Society										Measure Evaluation			Alberta									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	153	79.2	172	69.8	162	71.4	153	73.9	167	72.6	Very Low	Maintained	Concern	33,074	85.2	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2
Teacher	153	79.2	172	69.8	162	71.4	153	73.9	167	72.6	Very Low	Maintained	Concern	33,074	85.2	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2

### In-Service Jurisdiction Needs – 3-year Rolling Average

The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.

	FFCA Charter School Society						Alberta					
	2019 - 2021 Avg		2020 - 2022 Avg		2021 - 2023 Avg		2019 - 2021 Avg		2020 - 2022 Avg		2021 - 2023 Avg	
	N	%	N	%	N	%	N	%	N	%	N	%
Overall	163	74.5	163	71.8	160	73.2	33,420	85.1	32,023	84.3	30,964	83.0
Teacher	163	74.5	163	71.8	160	73.2	33,420	85.1	32,023	84.3	30,964	83.0

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## Lifelong Learning – Measure History

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

	FFCA Charter School Society										Measure Evaluation			Alberta									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	346	70.9	370	76.3	407	89.0	325	87.8	301	86.3	Very High	Improved	Excellent	66,943	71.4	69,182	72.6	59,478	82.1	60,822	81.0	62,032	80.4
Parent	193	67.8	199	77.5	244	89.1	172	89.3	135	86.6	Very High	Maintained	Excellent	33,876	64.0	35,454	64.6	29,693	75.3	30,314	74.6	30,381	73.4
Teacher	153	74.1	171	75.0	163	86.8	153	86.3	166	86.1	Intermediate	Improved	Good	33,067	78.8	33,728	80.6	29,785	88.9	30,508	87.4	31,651	87.3

## Lifelong Learning – 3-year Rolling Average

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

	FFCA Charter School Society						Alberta					
	2019 - 2021 Avg		2020 - 2022 Avg		2021 - 2023 Avg		2019 - 2021 Avg		2020 - 2022 Avg		2021 - 2023 Avg	
	N	%	N	%	N	%	N	%	N	%	N	%
Overall	358	73.6	348	82.0	313	87.1	66,063	72.0	65,002	76.8	61,427	80.7
Parent	196	72.7	186	83.4	154	88.0	34,665	64.3	32,884	69.6	30,348	74.0
Teacher	162	74.5	162	80.7	160	86.2	33,398	79.7	32,118	84.0	31,080	87.4

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## Program of Studies – Measure History

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.

	FFCA Charter School Society										Measure Evaluation			Alberta									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	792	83.2	857	84.1	872	81.1	778	81.1	812	77.8	Intermediate	Declined Significantly	Issue	181,846	82.2	184,393	82.4	157,680	81.9	172,339	82.9	179,589	82.9
Parent	197	84.9	204	85.9	258	87.2	182	86.7	140	83.1	Very High	Maintained	Excellent	35,252	80.1	36,901	80.1	30,817	81.7	31,625	82.4	31,780	82.2
Student	441	73.7	481	74.5	449	68.7	441	71.1	499	69.7	Intermediate	Declined	Issue	113,304	77.4	113,541	77.8	96,676	74.9	109,776	76.9	115,487	77.4
Teacher	154	80.9	172	91.9	165	87.5	155	85.3	173	80.5	Intermediate	Declined Significantly	Issue	33,290	89.1	33,951	89.3	30,187	89.2	30,938	89.3	32,322	89.3

## Program of Studies – 3-year Rolling Average

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.

	FFCA Charter School Society						Alberta					
	2019 - 2021 Avg		2020 - 2022 Avg		2021 - 2023 Avg		2019 - 2021 Avg		2020 - 2022 Avg		2021 - 2023 Avg	
	N	%	N	%	N	%	N	%	N	%	N	%
Overall	825	83.6	818	82.6	795	79.4	183,120	82.3	178,366	82.6	175,964	82.9
Parent	201	85.4	193	86.3	161	84.9	36,077	80.1	34,263	81.3	31,703	82.3
Student	461	74.1	461	72.8	470	70.4	113,423	77.6	111,659	77.3	112,632	77.1
Teacher	163	91.4	164	88.6	164	82.9	33,621	89.2	32,445	89.3	31,630	89.3

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### At-Risk Students Program of Studies – Measure History

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.

	FFCA Charter School Society										Measure Evaluation			Alberta									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	1,071	87.5	1,144	87.4	1,165	84.2	1,061	82.6	1,098	81.1	Low	Declined Significantly	Concern	265,362	84.7	264,165	84.9	230,686	82.7	249,524	81.9	256,932	81.2
Parent	197	85.7	204	90.0	258	88.8	182	82.7	140	80.3	Intermediate	Declined	Issue	35,184	77.8	36,846	78.1	30,874	76.7	31,643	75.3	31,805	73.7
Student	720	82.2	768	82.4	742	77.7	724	80.3	785	79.9	Low	Maintained	Issue	196,933	81.9	193,409	82.2	169,631	80.2	186,935	80.1	192,805	79.9
Teacher	154	94.5	172	89.9	165	86.1	155	84.8	173	83.0	Very Low	Declined	Concern	33,245	94.5	33,910	94.4	30,181	91.2	30,946	90.3	32,322	89.9

### At-Risk Students Program of Studies – 3-year Rolling Average

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.

	FFCA Charter School Society						Alberta					
	2019 - 2021 Avg		2020 - 2022 Avg		2021 - 2023 Avg		2019 - 2021 Avg		2020 - 2022 Avg		2021 - 2023 Avg	
	N	%	N	%	N	%	N	%	N	%	N	%
Overall	1,108	87.4	1,103	85.0	1,080	81.9	264,764	84.8	256,845	83.4	253,228	81.5
Parent	201	87.8	193	86.4	161	81.5	36,015	77.9	34,245	76.7	31,724	74.5
Student	744	82.3	746	81.4	755	80.1	195,171	82.1	190,172	81.1	189,870	80.0
Teacher	163	92.2	164	87.4	164	83.9	33,578	94.4	32,428	92.4	31,634	90.1

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### Rutherford Scholarship Eligibility Rate – Measure History

	FFCA Charter School Society					Measure Evaluation			Alberta				
	2018	2019	2020	2021	2022	Achievement	Improvement	Overall	2018	2019	2020	2021	2022
Total Gr 12 Students	142	162	192	198	188	n/a	n/a	n/a	60,559	58,970	59,357	58,631	57,307
Percent Eligible for Scholarship	93.7	90.7	90.6	96.5	96.8	Very High	Improved	Excellent	64.8	66.6	68.0	70.2	71.9

### Rutherford Scholarship Eligibility Rate – 3-year Rolling Average

	FFCA Charter School Society			Alberta		
	2018 - 2020 Avg	2019 - 2021 Avg	2020 - 2022 Avg	2018 - 2020 Avg	2019 - 2021 Avg	2020 - 2022 Avg
Total Gr 12 Students	165	184	193	59,629	58,986	58,432
Percent Eligible for Scholarship	91.7	92.6	94.6	66.4	68.3	70.0

### Rutherford Scholarship Eligibility Rate – by Grade

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
2018	142	128	90.1	125	88.0	112	78.9	133	93.7
2019	162	137	84.6	140	86.4	137	84.6	147	90.7
2020	192	158	82.3	156	81.3	148	77.1	174	90.6
2021	198	177	89.4	182	91.9	171	86.4	191	96.5
2022	188	175	93.1	168	89.4	161	85.6	182	96.8

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## Safe and Caring – Measure History

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.

	FFCA Charter School Society										Measure Evaluation			Alberta									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	1,071	90.6	1,144	90.4	1,165	91.6	1,062	91.7	1,098	90.2	Very High	Maintained	Excellent	265,382	89.0	264,204	89.4	230,987	90.0	249,835	88.8	257,278	87.5
Parent	197	94.3	204	95.4	258	95.3	182	95.6	140	93.2	Very High	Maintained	Excellent	35,247	89.7	36,899	90.2	30,969	90.5	31,707	89.5	31,879	88.1
Student	720	82.6	768	82.1	742	84.1	725	85.0	785	83.3	Very High	Maintained	Excellent	196,856	82.3	193,364	82.6	169,813	84.0	187,165	82.5	193,049	81.5
Teacher	154	94.9	172	93.6	165	95.4	155	94.5	173	94.1	Intermediate	Maintained	Acceptable	33,279	95.1	33,941	95.3	30,205	95.4	30,963	94.3	32,350	93.0

## Safe and Caring – 3-year Rolling Average

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.

	FFCA Charter School Society						Alberta					
	2019 - 2021 Avg		2020 - 2022 Avg		2021 - 2023 Avg		2019 - 2021 Avg		2020 - 2022 Avg		2021 - 2023 Avg	
	N	%	N	%	N	%	N	%	N	%	N	%
Overall	1,108	90.5	1,103	91.0	1,080	90.9	264,793	89.2	257,020	89.1	253,557	88.1
Parent	201	94.8	193	95.5	161	94.4	36,073	90.0	34,303	89.9	31,793	88.8
Student	744	82.3	747	83.5	755	84.1	195,110	82.5	190,265	82.6	190,107	82.0
Teacher	163	94.2	164	94.0	164	94.3	33,610	95.2	32,452	94.8	31,657	93.6

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## Satisfaction with Program Access – Measure History

Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.

	FFCA Charter School Society										Measure Evaluation			Alberta									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	1,064	72.4	1,137	75.7	1,154	72.9	1,049	69.9	1,093	71.0	Low	Maintained	Issue	263,978	73.1	262,662	75.2	228,281	71.8	247,744	72.6	255,597	72.9
Parent	191	69.3	199	84.3	252	82.4	178	81.1	137	76.7	Very High	Declined	Good	34,371	61.1	35,963	68.4	29,417	65.7	30,664	67.4	31,117	68.4
Student	720	79.0	766	77.2	738	68.6	716	68.9	784	71.1	Very Low	Maintained	Concern	196,411	78.8	192,861	79.0	168,839	71.9	186,237	73.5	192,269	74.3
Teacher	153	69.0	172	65.7	164	67.7	155	59.9	172	65.2	Low	Maintained	Issue	33,196	79.3	33,838	78.1	30,025	77.8	30,843	77.0	32,211	76.0

## Satisfaction with Program Access – 3-year Rolling Average

Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.

	FFCA Charter School Society						Alberta					
	2019 - 2021 Avg		2020 - 2022 Avg		2021 - 2023 Avg		2019 - 2021 Avg		2020 - 2022 Avg		2021 - 2023 Avg	
	N	%	N	%	N	%	N	%	N	%	N	%
Overall	1,101	74.1	1,093	72.8	1,071	70.5	263,320	74.1	255,203	73.9	251,871	72.7
Parent	195	76.8	189	82.7	158	78.9	35,167	64.7	33,314	67.9	30,891	67.9
Student	743	78.1	741	73.0	750	70.0	194,838	78.9	189,549	76.3	189,253	73.9
Teacher	163	67.3	164	62.8	164	62.5	33,517	78.7	32,341	77.5	31,527	76.5

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### School Improvement – Measure History

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.

	FFCA Charter School Society										Measure Evaluation			Alberta									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	1,062	84.3	1,138	85.1	1,137	81.6	1,045	77.8	1,082	74.6	Intermediate	Declined Significantly	Issue	263,364	81.0	262,079	81.5	224,041	81.4	243,980	74.2	251,355	75.2
Parent	191	92.1	198	91.5	244	93.0	175	88.5	138	83.3	Very High	Declined	Good	34,159	80.3	35,896	80.0	28,016	81.7	30,147	70.0	30,371	72.5
Student	720	73.3	768	73.7	735	70.2	720	69.5	780	68.5	Low	Declined	Issue	196,592	79.4	192,917	79.6	167,992	79.1	185,107	76.3	191,142	75.0
Teacher	151	87.4	172	89.5	158	81.6	150	75.3	164	72.0	Intermediate	Declined Significantly	Issue	32,613	83.4	33,266	85.0	28,033	83.4	28,726	76.3	29,842	78.0

### School Improvement – 3-year Rolling Average

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.

	FFCA Charter School Society						Alberta					
	2019 - 2021 Avg		2020 - 2022 Avg		2021 - 2023 Avg		2019 - 2021 Avg		2020 - 2022 Avg		2021 - 2023 Avg	
	N	%	N	%	N	%	N	%	N	%	N	%
Overall	1,100	84.7	1,092	81.4	1,064	76.2	262,722	81.3	253,030	77.9	247,868	74.7
Parent	195	92.0	187	90.2	157	86.0	35,028	80.2	33,022	75.0	30,259	71.3
Student	744	73.5	744	71.6	750	69.0	194,756	79.5	189,012	77.9	188,125	75.8
Teacher	162	88.5	161	82.4	157	73.6	32,940	84.2	30,996	80.7	29,284	77.2

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### High School to Post-Secondary Transition Rate – Measure History

	FFCA Charter School Society										Measure Evaluation			Alberta									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
4 Year Transition	163	83.9	178	77.3	164	83.6	193	88.1	203	81.1	Very High	Maintained	Excellent	44,994	40.2	44,980	40.9	45,351	40.5	46,242	41.2	47,660	40.2
6 Year Transition	154	94.1	176	94.1	163	95.1	178	88.2	164	96.2	Very High	Improved	Excellent	43,728	59.1	44,832	60.3	44,983	60.0	44,966	60.3	45,342	59.7

### High School to Post-Secondary Transition Rate – 3-year Rolling Average

	FFCA Charter School Society						Alberta					
	2018 - 2020 Avg		2019 - 2021 Avg		2020 - 2022 Avg		2018 - 2020 Avg		2019 - 2021 Avg		2020 - 2022 Avg	
	N	%	N	%	N	%	N	%	N	%	N	%
4 Year Transition	168	81.6	178	83.0	187	84.3	45,108	40.6	45,524	40.9	46,418	40.7
6 Year Transition	164	94.4	172	92.4	168	93.2	44,514	59.8	44,927	60.2	45,097	60.0

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### Work Preparation – Measure History

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.

	FFCA Charter School Society										Measure Evaluation			Alberta									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	340	86.2	365	92.5	400	94.6	319	95.5	294	91.3	Very High	Declined	Good	66,088	83.0	68,221	84.1	58,109	85.7	59,488	84.9	60,705	83.1
Parent	189	81.0	197	90.9	240	91.7	168	92.3	132	86.4	Very High	Declined	Good	33,423	75.2	34,944	76.0	28,862	77.8	29,553	77.3	29,574	75.0
Teacher	151	91.4	168	94.0	160	97.5	151	98.7	162	96.3	Very High	Maintained	Excellent	32,665	90.8	33,277	92.2	29,247	93.7	29,935	92.5	31,031	91.3

### Work Preparation – 3-year Rolling Average

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.

	FFCA Charter School Society						Alberta					
	2019 - 2021 Avg		2020 - 2022 Avg		2021 - 2023 Avg		2019 - 2021 Avg		2020 - 2022 Avg		2021 - 2023 Avg	
	N	%	N	%	N	%	N	%	N	%	N	%
Overall	353	89.3	342	94.0	307	93.4	67,155	83.5	63,855	84.5	60,097	84.0
Parent	193	85.9	183	91.6	150	89.3	34,184	75.6	32,249	76.6	29,614	76.1
Teacher	160	92.7	160	96.4	157	97.5	32,971	91.5	31,606	92.4	30,483	91.9

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## EAL Required AEAMs

### EAL – Overall Summary

Assurance Domain	Measure	FFCA Charter School Society (EAL)			Alberta (EAL)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	<a href="#">Student Learning Engagement</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">Citizenship</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">3-year High School Completion</a>	95.2	99.4	97.7	72.8	78.5	77.1	Very High	Maintained	Excellent
	<a href="#">5-year High School Completion</a>	97.8	100.0	99.1	88.7	86.1	86.0	Very High	Maintained	Excellent
	<a href="#">PAT: Acceptable</a>	88.5	71.1	n/a	57.9	59.7	n/a	Very High	n/a	n/a
	<a href="#">PAT: Excellence</a>	17.8	17.5	n/a	12.2	13.7	n/a	Intermediate	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	75.3	73.7	n/a	67.1	59.0	n/a	Low	n/a	n/a
	<a href="#">Diploma: Excellence</a>	16.4	7.9	n/a	13.8	10.8	n/a	Intermediate	n/a	n/a
Teaching & Leading	<a href="#">Education Quality</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">Access to Supports and Services</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	<a href="#">Parental Involvement</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

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### EAL High School Completion Rate – Measure History

	FFCA Charter School Society (EAL)										Alberta (EAL)												
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
3 Year Completion	41	97.6	60	96.7	102	97.1	85	99.4	23	95.2	Very High	Maintained	Excellent	3,388	75.1	3,307	74.1	3,654	78.7	3,646	78.5	3,805	72.8
4 Year Completion	28	97.3	37	97.3	51	100.0	91	97.2	77	99.0	Very High	Maintained	Excellent	2,784	82.8	3,076	83.0	2,993	83.0	3,278	86.4	3,337	85.0
5 Year Completion	47	100.0	28	97.2	35	100.0	51	100.0	87	97.8	Very High	Maintained	Excellent	2,410	86.0	2,664	85.0	2,960	86.9	2,874	86.1	3,151	88.7

### EAL High School Completion Rate – 3-year Rolling Average

	FFCA Charter School Society (EAL)						Alberta (EAL)					
	2018 - 2020 Avg		2019 - 2021 Avg		2020 - 2022 Avg		2018 - 2020 Avg		2019 - 2021 Avg		2020 - 2022 Avg	
	N	%	N	%	N	%	N	%	N	%	N	%
3 Year Completion	68	97.1	82	97.7	70	97.3	3,450	76.0	3,536	77.1	3,702	76.7
4 Year Completion	39	98.2	60	98.2	73	98.7	2,951	82.9	3,116	84.1	3,203	84.8
5 Year Completion	37	99.1	38	99.1	58	99.3	2,678	85.9	2,833	86.0	2,995	87.2

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EAL PAT Results by Number Enrolled – Measure History

	FFCA Charter School Society (EAL)					Measure Evaluation			Alberta (EAL)				
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall	2019	2020	2021	2022	2023
N	142	n/a	n/a	100	136	n/a	n/a	n/a	16,165	n/a	n/a	15,953	17,260
Acceptable Standard %	85.0	n/a	n/a	71.1	88.5	Very High	n/a	n/a	64.5	n/a	n/a	59.7	57.9
Standard of Excellence %	14.7	n/a	n/a	17.5	17.8	Intermediate	n/a	n/a	15.6	n/a	n/a	13.7	12.2

EAL PAT Results by Number Enrolled – 3-year Rolling Average

	FFCA Charter School Society (EAL)			Alberta (EAL)		
	2019 - 2021 Avg	2020 - 2022 Avg	2021 - 2023 Avg	2019 - 2021 Avg	2020 - 2022 Avg	2021 - 2023 Avg
N	142	n/a	136	16,165	n/a	17,260
Acceptable Standard (%)	85.0	n/a	88.5	64.5	n/a	57.9
Standard of Excellence (%)	14.7	n/a	17.8	15.6	n/a	12.2

EAL PAT Results Course by Course Summary with Measure Evaluation

Course	Measure	FFCA Charter School Society (EAL)						Alberta (EAL)				
		Achievement	Improvement	Overall	2023		Prev 3 Year Average		2023		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Language Arts 5	Acceptable Standard	Very High	n/a	n/a	71	95.8	n/a	n/a	9,044	73.9	n/a	n/a
	Standard of Excellence	Very High	n/a	n/a	71	25.4	n/a	n/a	9,044	13.9	n/a	n/a
French Language Arts 5, année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	188	75.5	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	188	13.8	n/a	n/a
Français 5 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	79	65.8	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	79	10.1	n/a	n/a
Mathematics 5	Acceptable Standard	Very High	n/a	n/a	71	93.0	n/a	n/a	9,076	64.9	n/a	n/a
	Standard of Excellence	Very High	n/a	n/a	71	33.8	n/a	n/a	9,076	15.2	n/a	n/a
Science 5	Acceptable Standard	Very High	n/a	n/a	71	94.4	n/a	n/a	9,728	64.7	n/a	n/a
	Standard of Excellence	Very High	n/a	n/a	71	38.0	n/a	n/a	9,728	17.2	n/a	n/a
Social Studies 5	Acceptable Standard	Very High	n/a	n/a	71	95.8	n/a	n/a	10,098	65.4	n/a	n/a
	Standard of Excellence	High	n/a	n/a	71	28.2	n/a	n/a	10,098	15.7	n/a	n/a
English Language Arts 9	Acceptable Standard	Very High	n/a	n/a	65	93.8	n/a	n/a	6,969	62.2	n/a	n/a
	Standard of Excellence	Low	n/a	n/a	65	6.2	n/a	n/a	6,969	6.6	n/a	n/a
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	149	34.9	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	149	1.3	n/a	n/a
French Language Arts 9, année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	154	71.1	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	154	11.3	n/a	n/a
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	84	64.3	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	84	11.9	n/a	n/a
Mathematics 9	Acceptable Standard	Very High	n/a	n/a	65	84.6	n/a	n/a	6,930	50.1	n/a	n/a
	Standard of Excellence	Low	n/a	n/a	65	12.3	n/a	n/a	6,930	12.0	n/a	n/a
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	177	39.5	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	177	5.6	n/a	n/a
Science 9	Acceptable Standard	Very High	n/a	n/a	65	83.1	n/a	n/a	6,975	59.4	n/a	n/a
	Standard of Excellence	Very High	n/a	n/a	65	26.2	n/a	n/a	6,975	15.0	n/a	n/a
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	151	33.1	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	151	3.3	n/a	n/a
Social Studies 9	Acceptable Standard	Very High	n/a	n/a	65	84.6	n/a	n/a	6,983	50.4	n/a	n/a
	Standard of Excellence	Intermediate	n/a	n/a	65	15.4	n/a	n/a	6,983	11.0	n/a	n/a
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	137	39.4	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	137	1.5	n/a	n/a

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### EAL Diploma Exam Results by Students Writing – Measure History

	FFCA Charter School Society (EAL)					Measure Evaluation			Alberta (EAL)				
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall	2019	2020	2021	2022	2023
N	74	n/a	n/a	20	19	n/a	n/a	n/a	6,239	n/a	n/a	5,396	6,167
Acceptable Standard %	89.6	n/a	n/a	73.7	75.3	Low	n/a	n/a	72.5	n/a	n/a	59.0	67.1
Standard of Excellence %	30.7	n/a	n/a	7.9	16.4	Intermediate	n/a	n/a	15.3	n/a	n/a	10.8	13.8

### EAL Diploma Exam Results by Students Writing – 3-year Rolling Average

	FFCA Charter School Society (EAL)			Alberta (EAL)		
	2019 - 2021 Avg	2020 - 2022 Avg	2021 - 2023 Avg	2019 - 2021 Avg	2020 - 2022 Avg	2021 - 2023 Avg
N	74	n/a	19	6,239	n/a	6,167
Acceptable Standard %	89.6	n/a	75.3	72.5	n/a	67.1
Standard of Excellence %	30.7	n/a	16.4	15.3	n/a	13.8

### EAL Diploma Exam Results Course by Course Summary with Measure Evaluation

Course	Measure	FFCA Charter School Society (EAL)						Alberta (EAL)				
		Achievement	Improvement	Overall	2023		Prev 3 Year Average		2023		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
<a href="#">English Lang Arts 30-1</a>	Diploma Examination Acceptable Standard	Very Low	n/a	n/a	11	45.5	n/a	n/a	2,482	63.3	n/a	n/a
	Diploma Examination Standard of Excellence	Very Low	n/a	n/a	11	0.0	n/a	n/a	2,482	3.7	n/a	n/a
<a href="#">English Lang Arts 30-2</a>	Diploma Examination Acceptable Standard	Very High	n/a	n/a	9	100.0	n/a	n/a	2,284	71.5	n/a	n/a
	Diploma Examination Standard of Excellence	Very Low	n/a	n/a	9	0.0	n/a	n/a	2,284	5.5	n/a	n/a
<a href="#">French Language Arts 30-1</a>	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	27	85.2	n/a	n/a
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	27	0.0	n/a	n/a
<a href="#">Français 30-1</a>	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	11	100.0	n/a	n/a
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	11	9.1	n/a	n/a
<a href="#">Mathematics 30-1</a>	Diploma Examination Acceptable Standard	-	-	-	3	-	n/a	n/a	1,714	61.1	n/a	n/a
	Diploma Examination Standard of Excellence	-	-	-	3	-	n/a	n/a	1,714	23.1	n/a	n/a
<a href="#">Mathematics 30-2</a>	Diploma Examination Acceptable Standard	n/a	n/a	n/a	12	58.3	n/a	n/a	1,327	58.5	n/a	n/a
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	12	16.7	n/a	n/a	1,327	9.7	n/a	n/a
<a href="#">Social Studies 30-1</a>	Diploma Examination Acceptable Standard	-	-	-	1	-	n/a	n/a	1,415	72.7	n/a	n/a
	Diploma Examination Standard of Excellence	-	-	-	1	-	n/a	n/a	1,415	8.8	n/a	n/a
<a href="#">Social Studies 30-2</a>	Diploma Examination Acceptable Standard	Very High	n/a	n/a	13	92.3	n/a	n/a	2,749	62.5	n/a	n/a
	Diploma Examination Standard of Excellence	High	n/a	n/a	13	15.4	n/a	n/a	2,749	7.8	n/a	n/a
<a href="#">Biology 30</a>	Diploma Examination Acceptable Standard	Low	n/a	n/a	8	75.0	n/a	n/a	1,790	72.8	n/a	n/a
	Diploma Examination Standard of Excellence	Intermediate	n/a	n/a	8	25.0	n/a	n/a	1,790	24.7	n/a	n/a
<a href="#">Chemistry 30</a>	Diploma Examination Acceptable Standard	Low	n/a	n/a	6	66.7	n/a	n/a	1,479	73.5	n/a	n/a
	Diploma Examination Standard of Excellence	High	n/a	n/a	6	33.3	n/a	n/a	1,479	29.9	n/a	n/a
<a href="#">Physics 30</a>	Diploma Examination Acceptable Standard	-	-	-	3	-	n/a	n/a	715	75.7	n/a	n/a
	Diploma Examination Standard of Excellence	-	-	-	3	-	n/a	n/a	715	32.3	n/a	n/a
<a href="#">Science 30</a>	Diploma Examination Acceptable Standard	Low	n/a	n/a	7	71.4	n/a	n/a	714	67.4	n/a	n/a
	Diploma Examination Standard of Excellence	Low	n/a	n/a	7	14.3	n/a	n/a	714	16.1	n/a	n/a

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## EAL Supplementary AEAMs

### EAL Supplementary AEAMs – Overall Summary

Measure	FFCA Charter School Society (EAL)			Alberta (EAL)			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
<a href="#">Diploma Exam Participation Rate (4+ Exams)</a>	36.3	n/a	96.7	4.6	n/a	51.0	n/a	n/a	n/a
<a href="#">Drop Out Rate</a>	0.0	0.0	0.2	2.5	2.2	2.3	Very High	Maintained	Excellent
<a href="#">In-Service Jurisdiction Needs</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<a href="#">Lifelong Learning</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<a href="#">Program of Studies</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<a href="#">Program of Studies - At Risk Students</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<a href="#">Rutherford Scholarship Eligibility Rate</a>	85.7	95.2	87.5	60.3	61.3	58.4	Very High	Maintained	Excellent
<a href="#">Safe and Caring</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<a href="#">Satisfaction with Program Access</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<a href="#">School Improvement</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<a href="#">Transition Rate (6 yr)</a>	96.5	90.4	94.2	62.7	66.0	65.7	Very High	Maintained	Excellent
<a href="#">Work Preparation</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

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### EAL Diploma Exam Participation Rate – Measure History

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

	FFCA Charter School Society (EAL)					Alberta (EAL)				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
<b>N</b>	41	60	102	85	23	3,388	3,307	3,654	3,646	3,805
% Writing 0 Exams	0.0	0.0	n/a	n/a	4.8	12.6	13.9	n/a	n/a	23.4
% Writing 1+ Exams	100.0	100.0	n/a	n/a	95.2	87.4	86.1	n/a	n/a	76.6
% Writing 2+ Exams	97.6	100.0	n/a	n/a	90.7	83.1	82.1	n/a	n/a	52.3
% Writing 3+ Exams	97.6	98.3	n/a	n/a	68.0	66.8	63.4	n/a	n/a	20.9
% Writing 4+ Exams	90.2	96.7	n/a	n/a	36.3	54.4	51.0	n/a	n/a	4.6
% Writing 5+ Exams	73.2	85.0	n/a	n/a	0.0	36.7	33.3	n/a	n/a	0.7
% Writing 6+ Exams	14.6	26.7	n/a	n/a	0.0	11.3	10.6	n/a	n/a	0.0

### EAL Diploma Exam Participation Rate – 3-year Rolling Average

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

	FFCA Charter School Society (EAL)			Alberta (EAL)		
	2018 - 2020 Avg	2019 - 2021 Avg	2020 - 2022 Avg	2018 - 2020 Avg	2019 - 2021 Avg	2020 - 2022 Avg
<b>N</b>	51	60	n/a	3,348	3,307	n/a
% Writing 0 Exams	0.0	0.0	n/a	13.3	13.9	n/a
% Writing 1+ Exams	100.0	100.0	n/a	86.7	86.1	n/a
% Writing 2+ Exams	98.8	100.0	n/a	82.6	82.1	n/a
% Writing 3+ Exams	97.9	98.3	n/a	65.1	63.4	n/a
% Writing 4+ Exams	93.5	96.7	n/a	52.7	51.0	n/a
% Writing 5+ Exams	79.1	85.0	n/a	35.0	33.3	n/a
% Writing 6+ Exams	20.7	26.7	n/a	10.9	10.6	n/a

### EAL Diploma Exam Participation Rate Detail

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

	FFCA Charter School Society (EAL)					Alberta (EAL)				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
<b>N</b>	41	60	102	85	23	3,388	3,307	3,654	3,646	3,805
English Language Arts 30-1	90.2	93.3	n/a	n/a	56.5	48.2	45.4	n/a	n/a	24.0
English Language Arts 30-2	34.1	41.7	n/a	n/a	4.3	41.6	43.8	n/a	n/a	20.8
<b>Total of 1 or more English Diploma Exams</b>	<b>97.6</b>	<b>98.3</b>	<b>n/a</b>	<b>n/a</b>	<b>60.9</b>	<b>82.0</b>	<b>81.0</b>	<b>n/a</b>	<b>n/a</b>	<b>44.1</b>
Social Studies 30-1	34.1	33.3	n/a	n/a	8.7	26.1	25.4	n/a	n/a	13.9
Social Studies 30-2	65.9	66.7	n/a	n/a	56.5	57.4	57.2	n/a	n/a	26.6
<b>Total of 1 or more Social Diploma Exams</b>	<b>100.0</b>	<b>98.3</b>	<b>n/a</b>	<b>n/a</b>	<b>65.2</b>	<b>82.4</b>	<b>81.3</b>	<b>n/a</b>	<b>n/a</b>	<b>40.4</b>
Mathematics 30-1	65.9	75.0	n/a	n/a	39.1	37.8	34.8	n/a	n/a	10.0
Mathematics 30-2	24.4	31.7	n/a	n/a	21.7	25.1	24.6	n/a	n/a	13.2
<b>Total of 1 or more Math Diploma Exams</b>	<b>85.4</b>	<b>95.0</b>	<b>n/a</b>	<b>n/a</b>	<b>60.9</b>	<b>60.3</b>	<b>56.7</b>	<b>n/a</b>	<b>n/a</b>	<b>23.1</b>
Biology 30	68.3	73.3	n/a	n/a	26.1	35.0	34.1	n/a	n/a	14.7
Chemistry 30	58.5	66.7	n/a	n/a	30.4	36.0	33.1	n/a	n/a	13.7
Physics 30	19.5	30.0	n/a	n/a	21.7	18.4	16.2	n/a	n/a	7.8
Science 30	43.9	45.0	n/a	n/a	13.0	19.6	19.0	n/a	n/a	9.0
<b>Total of 1 or more Science Diploma Exams</b>	<b>95.1</b>	<b>100.0</b>	<b>n/a</b>	<b>n/a</b>	<b>73.9</b>	<b>59.8</b>	<b>57.1</b>	<b>n/a</b>	<b>n/a</b>	<b>36.7</b>
Français 30-1	0.0	0.0	n/a	n/a	0.0	0.1	0.1	n/a	n/a	0.2
French Language Arts 30	0.0	0.0	n/a	n/a	0.0	1.0	1.3	n/a	n/a	0.4
<b>Total of 1 or more French Diploma Exams</b>	<b>0.0</b>	<b>0.0</b>	<b>n/a</b>	<b>n/a</b>	<b>0.0</b>	<b>1.2</b>	<b>1.4</b>	<b>n/a</b>	<b>n/a</b>	<b>0.5</b>

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### EAL Drop Out Rate – Measure History

	FFCA Charter School Society (EAL)										Measure Evaluation			Alberta (EAL)									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Drop Out Rate	157	0.0	236	0.7	279	0.0	314	0.0	162	0.0	Very High	Maintained	Excellent	16,262	2.3	16,918	2.2	17,440	2.6	17,919	2.2	17,453	2.5
Returning Rate	n/a	n/a	n/a	n/a	2	*	n/a	n/a	1	*	n/a	n/a	n/a	495	26.3	520	18.4	506	19.8	593	17.1	510	15.6

### EAL Drop Out Rate – 3-year Rolling Average

	FFCA Charter School Society (EAL)						Alberta (EAL)					
	2018 - 2020 Avg		2019 - 2021 Avg		2020 - 2022 Avg		2018 - 2020 Avg		2019 - 2021 Avg		2020 - 2022 Avg	
	N	%	N	%	N	%	N	%	N	%	N	%
Drop Out Rate	224	0.2	276	0.2	252	0.0	16,873	2.4	17,426	2.3	17,604	2.4
Returning Rate	n/a	n/a	n/a	n/a	n/a	n/a	507	21.5	540	18.4	536	17.5

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### EAL Rutherford Scholarship Eligibility Rate – Measure History

	FFCA Charter School Society (EAL)					Measure Evaluation			Alberta (EAL)				
	2018	2019	2020	2021	2022	Achievement	Improvement	Overall	2018	2019	2020	2021	2022
Total Gr 12 Students	44	60	105	84	21	n/a	n/a	n/a	6,172	6,189	6,547	5,947	5,638
Percent Eligible for Scholarship	88.6	83.3	83.8	95.2	85.7	Very High	Maintained	Excellent	55.5	55.6	58.3	61.3	60.3

### EAL Rutherford Scholarship Eligibility Rate – 3-year Rolling Average

	FFCA Charter School Society (EAL)			Alberta (EAL)		
	2018 - 2020 Avg	2019 - 2021 Avg	2020 - 2022 Avg	2018 - 2020 Avg	2019 - 2021 Avg	2020 - 2022 Avg
Total Gr 12 Students	70	63	70	6,303	6,228	6,043
Percent Eligible for Scholarship	85.3	87.5	88.3	56.4	58.4	60.0

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### EAL High School to Post-Secondary Transition Rate – Measure History

	FFCA Charter School Society (EAL)										Measure Evaluation			Alberta (EAL)									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
4 Year Transition	28	85.0	37	82.6	51	86.2	91	91.2	77	88.7	Very High	Maintained	Excellent	2,784	39.5	3,076	40.4	2,993	37.9	3,278	40.5	3,337	39.4
6 Year Transition	27	93.4	47	95.2	28	97.0	35	90.4	50	96.5	Very High	Maintained	Excellent	2,052	64.6	2,370	65.8	2,635	65.4	2,920	66.0	2,840	62.7

### EAL High School to Post-Secondary Transition Rate – 3-year Rolling Average

	FFCA Charter School Society (EAL)						Alberta (EAL)					
	2018 - 2020 Avg		2019 - 2021 Avg		2020 - 2022 Avg		2018 - 2020 Avg		2019 - 2021 Avg		2020 - 2022 Avg	
	N	%	N	%	N	%	N	%	N	%	N	%
4 Year Transition	39	84.6	60	86.7	73	88.7	2,951	39.3	3,116	39.6	3,203	39.2
6 Year Transition	34	95.2	37	94.2	38	94.6	2,352	65.2	2,642	65.7	2,798	64.7

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*FNMI Required AEAMs*

*FNMI – Overall Summary*

Assurance Domain	Measure	FFCA Charter School Society (FNMI)			Alberta (FNMI)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	<a href="#">Student Learning Engagement</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">Citizenship</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">3-year High School Completion</a>	n/a	n/a	n/a	57.0	59.5	59.1	n/a	n/a	n/a
	<a href="#">5-year High School Completion</a>	*	n/a	n/a	71.3	68.0	67.0	*	n/a	n/a
	<a href="#">PAT: Acceptable</a>	*	n/a	n/a	40.5	43.3	n/a	n/a	n/a	n/a
	<a href="#">PAT: Excellence</a>	*	n/a	n/a	5.5	5.9	n/a	*	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	*	n/a	n/a	74.8	68.7	n/a	*	n/a	n/a
	<a href="#">Diploma: Excellence</a>	*	n/a	n/a	11.3	8.5	n/a	*	n/a	n/a
Teaching & Leading	<a href="#">Education Quality</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">Access to Supports and Services</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	<a href="#">Parental Involvement</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 5. Suppression is marked with an asterisk (\*).

*FNMI High School Completion Rate – Measure History*

	FFCA Charter School Society (FNMI)										Alberta (FNMI)												
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
3 Year Completion	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,632	57.1	3,750	55.9	3,814	62.0	3,972	59.5	3,943	57.0
4 Year Completion	n/a	n/a	n/a	n/a	n/a	n/a	1	*	n/a	n/a	n/a	n/a	n/a	3,453	60.8	3,524	64.2	3,670	63.6	3,729	68.8	3,936	65.8
5 Year Completion	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2	*	*	*	*	3,266	64.5	3,407	65.0	3,469	68.1	3,593	68.0	3,719	71.3

*FNMI High School Completion Rate – 3-year Rolling Average*

	FFCA Charter School Society (FNMI)						Alberta (FNMI)					
	2018 - 2020 Avg		2019 - 2021 Avg		2020 - 2022 Avg		2018 - 2020 Avg		2019 - 2021 Avg		2020 - 2022 Avg	
	N	%	N	%	N	%	N	%	N	%	N	%
3 Year Completion	n/a	n/a	n/a	n/a	n/a	n/a	3,732	58.4	3,845	59.1	3,910	59.5
4 Year Completion	n/a	n/a	n/a	n/a	n/a	n/a	3,549	62.9	3,641	65.5	3,778	66.0
5 Year Completion	n/a	n/a	n/a	n/a	n/a	n/a	3,381	65.8	3,490	67.0	3,594	69.1

*FNMI PAT Results by Number Enrolled – Measure History*

	FFCA Charter School Society (FNMI)					Measure Evaluation			Alberta (FNMI)				
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall	2019	2020	2021	2022	2023
N	n/a	n/a	n/a	n/a	3	n/a	n/a	n/a	7,791	n/a	n/a	8,594	9,049
Acceptable Standard %	n/a	n/a	n/a	n/a	*	*	*	*	49.6	n/a	n/a	43.3	40.5
Standard of Excellence %	n/a	n/a	n/a	n/a	*	*	*	*	7.4	n/a	n/a	5.9	5.5

*FNMI PAT Results by Number Enrolled – 3-year Rolling Average*

	FFCA Charter School Society (FNMI)			Alberta (FNMI)		
	2019 - 2021 Avg	2020 - 2022 Avg	2021 - 2023 Avg	2019 - 2021 Avg	2020 - 2022 Avg	2021 - 2023 Avg
N	n/a	n/a	n/a	7,791	n/a	9,049
Acceptable Standard (%)	n/a	n/a	n/a	49.6	n/a	40.5
Standard of Excellence (%)	n/a	n/a	n/a	7.4	n/a	5.5

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## FNMI PAT Results Course by Course Summary with Measure Evaluation

Course		Measure		FFCA Charter School Society (FNMI)						Alberta (FNMI)				
				Achievement	Improvement	Overall	2023		Prev 3 Year Average		2023		Prev 3 Year Average	
							N	%	N	%	N	%	N	%
English Language Arts 5	Acceptable Standard	*	*	*	3	*	n/a	n/a	3,891	60.6	n/a	n/a		
	Standard of Excellence	*	*	*	3	*	n/a	n/a	3,891	7.1	n/a	n/a		
French Language Arts 5, année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	132	65.9	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	132	5.3	n/a	n/a		
Français 5 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	16	81.3	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	16	31.3	n/a	n/a		
Mathematics 5	Acceptable Standard	*	*	*	3	*	n/a	n/a	3,907	42.0	n/a	n/a		
	Standard of Excellence	*	*	*	3	*	n/a	n/a	3,907	5.6	n/a	n/a		
Science 5	Acceptable Standard	*	*	*	3	*	n/a	n/a	3,990	46.0	n/a	n/a		
	Standard of Excellence	*	*	*	3	*	n/a	n/a	3,990	9.0	n/a	n/a		
Social Studies 5	Acceptable Standard	*	*	*	3	*	n/a	n/a	4,332	45.3	n/a	n/a		
	Standard of Excellence	*	*	*	3	*	n/a	n/a	4,332	6.5	n/a	n/a		
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,375	49.2	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,375	4.4	n/a	n/a		
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	297	43.8	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	297	3.7	n/a	n/a		
French Language Arts 9, année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	136	65.4	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	136	4.4	n/a	n/a		
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	20	75.0	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	20	10.0	n/a	n/a		
Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,197	28.7	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,197	3.8	n/a	n/a		
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	440	48.9	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	440	11.1	n/a	n/a		
Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,380	42.1	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,380	7.1	n/a	n/a		
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	281	48.4	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	281	8.2	n/a	n/a		
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,393	34.1	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,393	4.9	n/a	n/a		
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	262	45.4	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	262	7.3	n/a	n/a		

## FNMI Diploma Exam Results by Students Writing – Measure History

	FFCA Charter School Society (FNMI)					Measure Evaluation			Alberta (FNMI)				
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall	2019	2020	2021	2022	2023
N	n/a	n/a	n/a	n/a	2	n/a	n/a	n/a	3,452	n/a	n/a	3,107	3,949
Acceptable Standard %	n/a	n/a	n/a	n/a	*	*	*	*	77.2	n/a	n/a	68.7	74.8
Standard of Excellence %	n/a	n/a	n/a	n/a	*	*	*	*	11.4	n/a	n/a	8.5	11.3

## FNMI Diploma Exam Results by Students Writing – 3-year Rolling Average

	FFCA Charter School Society (FNMI)			Alberta (FNMI)		
	2019 - 2021 Avg	2020 - 2022 Avg	2021 - 2023 Avg	2019 - 2021 Avg	2020 - 2022 Avg	2021 - 2023 Avg
N	n/a	n/a	n/a	3,452	n/a	3,949
Acceptable Standard %	n/a	n/a	n/a	77.2	n/a	74.8
Standard of Excellence %	n/a	n/a	n/a	11.4	n/a	11.3

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*FNMI Diploma Exam Results Course by Course Summary with Measure Evaluation*

Course		Measure		FFCA Charter School Society (FNMI)						Alberta (FNMI)				
				Achievement	Improvement	Overall	2023		Prev 3 Year Average		2023		Prev 3 Year Average	
							N	%	N	%	N	%	N	%
<a href="#">English Lang Arts 30-1</a>	Diploma Examination Acceptable Standard	*	*	*	2	*	n/a	n/a	1,286	78.3	n/a	n/a		
	Diploma Examination Standard of Excellence	*	*	*	2	*	n/a	n/a	1,286	6.1	n/a	n/a		
<a href="#">English Lang Arts 30-2</a>	Diploma Examination Acceptable Standard	*	*	*	1	*	n/a	n/a	1,833	86.5	n/a	n/a		
	Diploma Examination Standard of Excellence	*	*	*	1	*	n/a	n/a	1,833	9.9	n/a	n/a		
<a href="#">French Language Arts 30-1</a>	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	37	83.8	n/a	n/a		
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	37	2.7	n/a	n/a		
<a href="#">Français 30-1</a>	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2	*	n/a	n/a		
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2	*	n/a	n/a		
<a href="#">Mathematics 30-1</a>	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	566	60.6	n/a	n/a		
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	566	15.0	n/a	n/a		
<a href="#">Mathematics 30-2</a>	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	742	65.8	n/a	n/a		
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	742	12.1	n/a	n/a		
<a href="#">Social Studies 30-1</a>	Diploma Examination Acceptable Standard	*	*	*	1	*	n/a	n/a	986	73.0	n/a	n/a		
	Diploma Examination Standard of Excellence	*	*	*	1	*	n/a	n/a	986	8.6	n/a	n/a		
<a href="#">Social Studies 30-2</a>	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,933	72.3	n/a	n/a		
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,933	5.4	n/a	n/a		
<a href="#">Biology 30</a>	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	902	72.5	n/a	n/a		
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	902	19.1	n/a	n/a		
<a href="#">Chemistry 30</a>	Diploma Examination Acceptable Standard	*	*	*	1	*	n/a	n/a	550	70.0	n/a	n/a		
	Diploma Examination Standard of Excellence	*	*	*	1	*	n/a	n/a	550	24.0	n/a	n/a		
<a href="#">Physics 30</a>	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	250	72.0	n/a	n/a		
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	250	26.8	n/a	n/a		
<a href="#">Science 30</a>	Diploma Examination Acceptable Standard	*	*	*	1	*	n/a	n/a	470	75.3	n/a	n/a		
	Diploma Examination Standard of Excellence	*	*	*	1	*	n/a	n/a	470	18.7	n/a	n/a		

Notes:

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

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## FNMI Supplementary AEAMs

### FNMI Supplementary AEAMs – Overall Summary

Measure	FFCA Charter School Society (FNMI)			Alberta (FNMI)			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
<a href="#">Diploma Exam Participation Rate (4+ Exams)</a>	n/a	n/a	n/a	1.3	n/a	24.4	n/a	n/a	n/a
<a href="#">Drop Out Rate</a>	*	*	n/a	5.1	4.9	5.1	*	n/a	n/a
<a href="#">In-Service Jurisdiction Needs</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<a href="#">Lifelong Learning</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<a href="#">Program of Studies</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<a href="#">Program of Studies - At Risk Students</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<a href="#">Rutherford Scholarship Eligibility Rate</a>	n/a	n/a	n/a	43.9	41.1	39.9	n/a	n/a	n/a
<a href="#">Safe and Caring</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<a href="#">Satisfaction with Program Access</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<a href="#">School Improvement</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<a href="#">Transition Rate (6 yr)</a>	n/a	n/a	n/a	35.5	37.7	36.1	n/a	n/a	n/a
<a href="#">Work Preparation</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

### FNMI Drop Out Rate – Measure History

	FFCA Charter School Society (FNMI)										Alberta (FNMI)												
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Drop Out Rate	1	*	2	*	n/a	n/a	1	*	1	*	*	*	*	14,820	5.4	15,064	5.5	15,393	5.0	15,696	4.9	15,971	5.1
Returning Rate	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*	*	875	22.7	947	21.0	955	19.1	907	18.2	968	23.8

### FNMI Drop Out Rate – 3-year Rolling Average

	FFCA Charter School Society (FNMI)						Alberta (FNMI)					
	2018 - 2020 Avg		2019 - 2021 Avg		2020 - 2022 Avg		2018 - 2020 Avg		2019 - 2021 Avg		2020 - 2022 Avg	
	N	%	N	%	N	%	N	%	N	%	N	%
Drop Out Rate	n/a	n/a	n/a	n/a	n/a	n/a	15,092	5.3	15,384	5.1	15,687	5.0
Returning Rate	n/a	n/a	n/a	n/a	n/a	n/a	926	21.0	936	19.4	943	20.3

### FNMI High School to Post-Secondary Transition Rate – Measure History

	FFCA Charter School Society (FNMI)										Alberta (FNMI)												
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
4 Year Transition	n/a	n/a	n/a	n/a	n/a	n/a	1	*	n/a	n/a	n/a	n/a	n/a	3,453	20.3	3,524	22.1	3,670	20.6	3,729	22.7	3,936	21.2
6 Year Transition	1	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,138	34.1	3,243	35.0	3,376	35.7	3,428	37.7	3,566	35.5

### FNMI High School to Post-Secondary Transition Rate – 3-year Rolling Average

	FFCA Charter School Society (FNMI)						Alberta (FNMI)					
	2018 - 2020 Avg		2019 - 2021 Avg		2020 - 2022 Avg		2018 - 2020 Avg		2019 - 2021 Avg		2020 - 2022 Avg	
	N	%	N	%	N	%	N	%	N	%	N	%
4 Year Transition	n/a	n/a	n/a	n/a	n/a	n/a	3,549	21.0	3,641	21.8	3,778	21.5
6 Year Transition	n/a	n/a	n/a	n/a	n/a	n/a	3,252	34.9	3,349	36.1	3,457	36.3

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