



ATLAS

LEARNING ACADEMY

Today's Learners, Tomorrow's Leaders

**Combined 3-Year Education Plan and
Annual Education Results
Report (AERR)**

2022/2023/2024

[Message from the Board Chair](#)

We continue to be excited about what has been occurring over the last year at Atlas Learning Academy.

Our school grew from one kindergarten class to an elementary school in the 2011-2012 school year. The 2021-2022 school year will be our 10th year as a Private Accredited Elementary / Middle School. We have continued support in our school enrolment and all of this has been a result of the quality of programs offered, excellent staff members and parental support that exists within the school and the community.

We believe that the small classroom creates for an environment that a one-on-one educational learning experience can be made possible, which in turn results in a confident, independent student.

Our hockey program has been put on hold due to the COVID-19 pandemic, to be revisited at a future date.

Atlas Learning Academy is looking forward to another successful year, continued growth and expansion of our program.

Warm Regards,

Stavroula Kangles, Chairman of the Board.

[Accountability Statement](#)

Accountability Statement for the Annual Education Results Report The Annual Education Results Report for Atlas Learning Academy for the 2020/2021 school year was prepared under the direction of the Board/Board of directors in accordance with the responsibilities under the Private Schools Regulation and the Education Grants Regulation. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes NEW Funding Manual 2021/22 172 Classification: Public for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society. This Annual Education Results Report for 2020/2021 was approved by the Board on November 29th, 2021

Stavroula Kangles, Chairman of the Board.



Foundation Statement

OUR VISION

Atlas Learning Academy strives to create a learning environment that encourages students to be confident individuals by offering developmentally appropriate instruction, diverse teaching styles, more one-on-one teacher/student time, and encouraging students to work beyond their potential.

Our modest school size allows us to develop close connections with our Atlas families. We provide a safe, nurturing and supportive environment, which allows students to feel free to express their individual ideas and personalities.

OUR MISSION

Our mission is to provide a learning environment that builds on each student's strengths. We encourage students to become independent and confident learners, and provide quality educational opportunities to ensure students reach their highest potential.

A Profile of the School Authority

Atlas Learning Academy offers programming for kindergarten, elementary and middle school for Kindergarten to grade 8.

We offer class sizes with a maximum of 16 students, which allows for more one-on-one interaction and gives students the opportunity to develop their strengths and become confident learners.

Due to the success of our kindergarten programs over the past few years, there was a demand by the parents for an expansion to offer an elementary/middle school program. This is now our 11th year as a Private Accredited School.

We follow the Alberta Programs of Study and integrate French as part of our program, beginning as early as kindergarten. Our middle school students have an opportunity to learn Spanish.

Our small class sizes allow us to explore and apply a variety of teaching and learning strategies that cannot typically be achieved in larger classroom settings. This allows the teacher to spend more time on required subject areas as needed by students and to develop academically appropriate individualized learning opportunities for all students who may require it.

Our intention is to offer our students a hockey training program that they can participate in during the school day. This will give local athletes a chance to stay and train in Airdrie, while continuing receiving an excellent education. (The pandemic has put a halt on the program for now).

Spring 2021 Required Alberta Education Assurance Measures - Overall Summary

Assurance Domain	Measure	Atlas Learning Academy Ltd.			Alberta			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	Student Learning Engagement	87.7	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	Citizenship	93.6	92.2	91.2	83.2	83.3	83.0	n/a	n/a	n/a
	3-year High School Completion	n/a	n/a	n/a	83.4	80.3	79.6	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	86.2	85.3	84.8	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	90.1	n/a	n/a	73.7	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	27.8	n/a	n/a	20.3	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	24.1	n/a	n/a	n/a
Teaching & Leading	Education Quality	91.1	95.0	95.1	89.6	90.3	90.2	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	93.6	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	88.8	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	84.9	89.9	87.2	79.5	81.8	81.4	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The 2020/21 administration of the AEA survey was a pilot. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures. In addition, participation in the survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
3. Participation in the 2019/20 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.
4. The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
6. Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

Measure Evaluation Reference (Required AEAMs)

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

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

Measure	Very Low	Low	Intermediate	High	Very High
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
3-year High School Completion	0.00 - 65.95	65.95 - 74.10	74.10 - 84.79	84.79 - 89.00	89.00 - 100.00
5-year High School Completion	0.00 - 72.59	72.59 - 80.82	80.82 - 89.18	89.18 - 91.96	91.96 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00

Notes:

- For all measures: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.

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

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

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

Overall Evaluation Table

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

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

Student Learning Engagement – Measure Details

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.																							
	Authority										Measure Evaluation			Province									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	65	87.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,956	85.6	
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	12	91.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,994	89.0	
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	40	71.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,789	71.8	
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	13	100.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,173	96.0	

Comment:

- Results indicate a high level of satisfaction among our school community, and we wish to maintain these results with the introduction of the PM Benchmark literacy program. This comprehensive literacy assessment program was introduced this year to streamline the evaluation process to support our Home Reading program. In addition to this, we have begun to use the MIPI Math assessment program to enable insight into particular areas of focus our students may require in a new school year.

Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.																							
	Authority										Measure Evaluation			Province									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	20	100.0	48	90.2	69	91.1	81	92.2	65	93.6	n/a	n/a	n/a	299,972	83.7	253,727	83.0	265,614	82.9	264,413	83.3	230,843	83.2
Parent	5	*	10	83.7	10	96.0	18	88.9	12	95.0	n/a	n/a	n/a	32,863	82.7	35,482	81.7	35,247	81.9	36,891	82.4	30,905	81.4
Student	13	100.0	38	96.7	47	80.7	50	87.8	40	85.9	n/a	n/a	n/a	235,647	74.4	185,623	73.9	197,090	73.5	193,577	73.8	169,741	74.1
Teacher	7	100.0	5	*	12	96.7	13	100.0	13	100.0	n/a	n/a	n/a	31,462	94.0	32,622	93.4	33,277	93.2	33,945	93.6	30,197	94.1

Comment/Strategies:

- Our emphasis on community engagement, support for local businesses and the introduction of a creative, socially-distanced fundraising game of Rock Paper Scissors, in addition to our Volunteerism course in grade 7 & 8 has resulted in a strong overall achievement in the measure of active citizenship.
- In spite of the limitations the COVID-19 pandemic has presented, we have continued to raise funds for the local Airdrie Food Bank, Tails to Tell Shelter, and Soap for Hope, Toonies for Terry, and Walk for Wenjack, to name a few.
- We participate annually in neighbourhood cleanups, donate to the Lioness Club of Airdrie, and hosted a clothing drive for those less fortunate during extreme weather.
- Our Reading Buddies program was put on hold due to cohorting limitations, but has resumed this year with our expansion to 2-class cohorts. This program certainly allows our students to benefit from working with younger and older students and has developed a sense of comradery within the school community.
- Our dedicated teachers advocate for our students to participate in exciting competitions and opportunities outside of the school. For instance, our grade 5 teacher entered our students in an environmental challenge with the City of Airdrie, and our school was awarded a \$500 grant to support the efforts in developing a composting system for our school. This was quite an achievement for our school, resulting in pride among our students. Other examples include participation and success in the APEGA Science Olympics, and this year, our music teacher entered our school in a CBC Classroom Music Challenge, and students are eagerly awaiting their results!
- Each month one teacher and their class is responsible for creating a virtue board that is connected to the Seven Sacred Teachings and includes an activity that every single student contributes to, resulting in meaningful learning opportunities and connections.
- Our monthly Atlas awards assemblies highlight successes for individual students who are acknowledged in front of their peers for efforts in academics, perseverance, respect and kindness for others.

Notes:

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3. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures in 2019/20. Caution should be used when interpreting trends over time.
4. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.																							
	Authority										Province												
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	20	100.0	48	94.2	69	96.1	81	95.0	65	91.1	n/a	n/a	n/a	300,253	90.1	254,026	90.0	265,841	90.2	264,623	90.3	230,814	89.6
Parent	5	*	10	88.3	10	96.7	18	96.3	12	87.5	n/a	n/a	n/a	32,880	86.4	35,499	86.0	35,262	86.4	36,907	86.7	31,024	86.7
Student	13	100.0	38	100.0	47	91.5	50	88.6	40	89.6	n/a	n/a	n/a	235,901	88.1	185,888	88.2	197,282	88.1	193,763	87.8	169,589	86.3
Teacher	7	100.0	5	*	12	100.0	13	100.0	13	96.1	n/a	n/a	n/a	31,472	95.9	32,639	95.8	33,297	96.1	33,953	96.4	30,201	95.7

Comment:

We continue to maintain strong overall results in Education Quality thanks to our dedicated teachers, professional development opportunities, and the ability to create deeper learning engagement with our small class sizes.

Strategies:

- Teachers will engage in 3-5 PD opportunities each year
- Teachers and staff will model appropriate social and communication skills and safe behaviours
- Teachers will respect, celebrate and honour the diversity of all cultures
- Teachers and staff follow the Alberta Programs of Study
- Teachers will engage in creative learning opportunities where possible, including APEGA Science Olympics, CBC Music Classroom Challenge, Environmental Challenges with the City of Airdrie, Drama Club, welcoming Knowledge Keepers to support learning, to name a few.
- Maintaining class sizes of 16 students to ensure opportunities for one-on-one learning
- Encourage and value open lines of communication between teachers, administration and parents by providing weekly and monthly emails and newsletters and opportunities to attend monthly Parent Council meetings.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.

Parental Involvement – Measure Details

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.																							
	Authority										Province												
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	7	100.0	10	83.3	22	88.5	31	89.9	25	84.9	n/a	n/a	n/a	63,905	81.2	67,509	81.2	68,116	81.3	70,377	81.8	60,919	79.5
Parent	5	*	10	83.3	10	78.7	18	79.8	12	75.9	n/a	n/a	n/a	32,505	73.9	34,998	73.4	34,944	73.6	36,556	73.9	30,886	72.2
Teacher	7	100.0	5	*	12	98.3	13	100.0	13	93.8	n/a	n/a	n/a	31,400	88.5	32,511	88.9	33,172	89.0	33,821	89.6	30,033	86.8

Strategies:

- Maintain and update our school policies and procedures
- Teachers, staff, students and parents will work together to ensure a safe and caring environment
- Encourage and value open lines of communication between teachers, administration and parents by providing weekly and monthly emails and newsletters and opportunities to attend monthly Parent Council meetings.
- Begin monthly Coffee Chats via Zoom with parents and school administration
- Work to improve the level of transparency for our parents so that they are informed about any changes and improvements to the school building and programming by updating them regularly on the progress of such changes through regular emails and continual invitations to attend monthly parent council meetings.

Notes:

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2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Welcoming, Caring, Respectful and Safe Learning Environments – Measure Details

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.																						
	Authority										Measure Evaluation			Province								
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	65	93.6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	231,091	87.8
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	12	95.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,980	88.2
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	40	85.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,900	79.8
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	13	100.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,211	95.3

Strategies:

- Clear rules and regulations for teachers, staff, students and parents to maintain a safe school environment
- Maintain and update our school policies and procedures annually
- Continue to educate our students on how to be caring, safe and respectful by having them participate in our programs such as: Anti-Bullying, Filling Buckets, Pink Shirt Day, Annual Cultural Day
- Teachers will model appropriate respectful, caring, and safe behaviour for all students to emulate
- Staff attend PD opportunities to support the mental health of our students, including webinars with the Institute for Child Psychology.
- Monthly fire and lockdown drills
- Teachers and staff will model appropriate social and communication skills and safe behaviours
- Teachers will respect the diversity of all cultures
- Ensure an open line of communication between teachers and parents
- Parent Council to support the parents' needs and help relay questions, concerns, or suggestions to the school administration and board. They also support any needs the school may have by organizing and running fundraisers and putting on school events to bring the school community together.
- Teachers and administration will demonstrate an openness to parental suggestions and opinions by discussing suggestions and providing prompt feedback.
- Teachers will model and maintain an expectation of success by developing student organizational skills, responsible behaviour, work ethics and respectfulness
- Administration will provide informative communication to parents prior to requesting survey participation detailing the significance of the upcoming survey, and invite them to approach us with any questions or concerns.
- Work to improve the level of transparency for our parents so that they are informed about any changes and improvements to the school building and programming by updating them regularly on the progress of such changes through regular emails and continual invitations to attend monthly parent council meetings.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Access to Supports & Services – Measure Details

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.																							
	Authority										Measure Evaluation			Province									
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	65	88.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,761	82.6
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	12	78.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,936	78.9
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	40	89.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,631	80.2
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	13	98.4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,194	88.7

Strategies:

- In recognition of a more serious need for mental health supports for our students during the pandemic, teachers and administration attended seminars with the Institute for Child Psychology. Seminars included what to expect of children who have been living through a pandemic, isolation, and changes to life in general, and how to support them. These seminars have been particularly helpful. Our focus as a school has been on simplifying wherever possible, and reducing stress for our students, and maintaining positivity where possible.
- Our IPP process continues to include regularly scheduled meetings including the homeroom teacher, principal, parents and IPP coordinator a minimum of 3 times per year. Parents are invited to contact the school at any time to discuss their child’s IPP and the supports we have in place.
- We have hired a Speech Pathologist who has conducted formal assessments and works one-on-one with students who have been identified as benefitting from speech therapy on a weekly basis.
- Our teachers attended OT training in August in recognition of a need for support in this area at our school for all ages. We have introduced one-on-one OT sessions for students who have been identified as benefitting from OT therapy on a weekly basis.
- Students who benefit from one-on-one learning opportunities see our learning support teacher frequently throughout the week for areas such as test anxiety, math help and literacy/comprehension assessment.

Notes:

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Supplemental Alberta Education Assurance Measures - Overall Summary

Measure	Atlas Learning Academy Ltd.			Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	n/a	56.6	56.4	n/a	n/a	n/a
Drop Out Rate	n/a	n/a	n/a	2.6	2.7	2.6	n/a	n/a	n/a
Program of Studies	81.2	89.7	85.5	81.9	82.4	82.1	n/a	n/a	n/a
Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	68.0	66.6	64.9	n/a	n/a	n/a
Safe and Caring	94.6	96.2	95.5	90.0	89.4	89.1	n/a	n/a	n/a
School Improvement	83.6	91.0	88.2	81.4	81.5	81.0	n/a	n/a	n/a
Transition Rate (6 yr)	n/a	n/a	n/a	60.0	60.3	59.5	n/a	n/a	n/a
Work Preparation	87.5	90.6	80.9	85.7	84.1	83.2	n/a	n/a	n/a

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Only supplemental measures with Achievement standards are included in the Supplemental AEAMs – Overall Summary.
- Participation in the 2020/21 AEA survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
- Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.

In-service Jurisdiction Needs– Measure Details

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.

	Authority										Measure Evaluation			Province									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	7	100.0	n/a	n/a	10	100.0	13	100.0	13	100.0	n/a	n/a	n/a	31,288	84.3	32,428	84.3	33,074	85.2	33,766	85.0	29,619	84.9
Teacher	7	100.0	5	*	10	100.0	13	100.0	13	100.0	n/a	n/a	n/a	31,288	84.3	32,428	84.3	33,074	85.2	33,766	85.0	29,619	84.9

Comment:

Our strong result is reflective of a purposeful approach to providing tangible, insightful and helpful PD opportunities for our teachers. They include the AISCA Teacher’s Convention, Krazy Box OT Training with IDEAS Calgary, Institute for Child Psychology, Speech PD with our Speech Pathologist, and the Indigenous Canada course with Alberta Education, to name a few.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Lifelong Learning – Measure Details

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.																							
	Authority										Province												
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	9	50.0	22	68.3	30	75.0	24	73.7	n/a	n/a	n/a	62,589	71.0	66,144	70.9	66,943	71.4	69,182	72.6	59,478	82.1
Parent	5	*	9	50.0	10	66.7	17	50.0	12	52.9	n/a	n/a	n/a	31,326	64.8	33,714	64.0	33,876	64.0	35,454	64.6	29,693	75.3
Teacher	4	*	5	*	12	70.0	13	100.0	12	94.4	n/a	n/a	n/a	31,263	77.3	32,430	77.8	33,067	78.8	33,728	80.6	29,785	88.9

Strategies:

- Our focus on citizenship and community involvement will support a higher rate of growth in the years to come
- Our school does not include high school grades so it is possible our parents are not able to see the lifelong learning aspect of our program for their young children.
- We will include this question in our annual in-school survey in order to gain further perspective from parents.

Notes:

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2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Program of Studies – Measure Details

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

	Authority										Measure Evaluation			Province									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	7	98.2	10	80.0	34	86.8	51	89.7	40	81.2	n/a	n/a	n/a	207,304	81.9	175,907	81.8	181,846	82.2	184,393	82.4	157,680	81.9
Parent	5	*	10	80.0	10	91.3	18	89.2	12	65.5	n/a	n/a	n/a	32,874	80.1	35,489	79.9	35,252	80.1	36,901	80.1	30,817	81.7
Student	n/a	n/a	n/a	n/a	12	74.5	20	81.9	15	80.2	n/a	n/a	n/a	142,957	77.7	107,780	77.2	113,304	77.4	113,541	77.8	96,676	74.9
Teacher	7	98.2	5	*	12	94.8	13	98.1	13	97.9	n/a	n/a	n/a	31,473	88.0	32,638	88.4	33,290	89.1	33,951	89.3	30,187	89.2

Strategies:

- We now have one dedicated physical education teacher for JK-8 who will provide consistent and age-appropriate programming
- Our gym floor has been installed and therefore has enabled a much greater physical education experience for our students
- Our parent council was able to purchase new gym equipment to support our physical education program
- Options have been limited due to COVID-19 restrictions however this year we have been able to re-introduce new opportunities for our students within their cohorts.
- A dedicated music teacher for JK-6 will provide consistent and age-appropriate programming. This year we have a designated music room, which is new for our school. This will allow for the growth of our music program to continue.

Notes:

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2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Program of Studies - At Risk Students – Measure Details

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.																							
	Authority										Measure Evaluation			Province									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	20	97.6	48	80.4	69	81.6	81	90.7	65	88.3	n/a	n/a	n/a	160,737	84.9	253,515	84.2	265,362	84.7	264,165	84.9	230,686	82.7
Parent	5	*	10	60.7	10	69.0	18	81.5	12	77.8	n/a	n/a	n/a	32,800	77.2	35,439	77.0	35,184	77.8	36,846	78.1	30,874	76.7
Student	13	100.0	38	100.0	47	78.8	50	90.8	40	89.8	n/a	n/a	n/a	96,489	83.4	185,470	81.7	196,933	81.9	193,409	82.2	169,631	80.2
Teacher	7	95.2	5	*	12	97.1	13	100.0	13	97.4	n/a	n/a	n/a	31,448	94.1	32,606	94.0	33,245	94.5	33,910	94.4	30,181	91.2

Strategies:

- Our strong student response to this measure indicates that they feel supported at school.
- While working together with the student, teacher and family is our first priority, we work hard to accommodate student needs and when necessary we will outsource to contractors who may be better equipped to assist with specific student needs.

- Notes:
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 2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
 3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Safe and Caring – Measure Details

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

	Authority										Measure Evaluation			Province									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	20	100.0	48	95.3	69	95.0	81	96.2	65	94.6	n/a	n/a	n/a	299,627	89.5	253,494	89.0	265,382	89.0	264,204	89.4	230,987	90.0
Parent	5	*	10	91.7	10	100.0	18	94.4	12	95.0	n/a	n/a	n/a	32,868	89.9	35,486	89.4	35,247	89.7	36,899	90.2	30,969	90.5
Student	13	100.0	38	98.9	47	84.9	50	94.3	40	88.8	n/a	n/a	n/a	235,302	83.3	185,384	82.5	196,856	82.3	193,364	82.6	169,813	84.0
Teacher	7	100.0	5	*	12	100.0	13	100.0	13	100.0	n/a	n/a	n/a	31,457	95.3	32,624	95.0	33,279	95.1	33,941	95.3	30,205	95.4

Strategies:

- Monthly virtues, Seven Sacred Teachings, school-wide efforts for Walk for Wenjack, Reading Buddies, Atlas awards and lunch time clubs support these strong results.
- Our school prides itself on an environment of respect, accountability and kindness which is reflected in these results.]
- Monthly Atlas awards recognize students who have demonstrated the above attributes.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Satisfaction with Program Access – Measure Details

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

	Authority										Measure Evaluation			Province									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	19	95.3	47	76.4	69	71.3	81	84.0	64	77.0	n/a	n/a	n/a	159,543	73.2	251,836	72.8	263,978	73.1	262,662	75.2	228,281	71.8
Parent	5	*	9	56.7	10	60.7	18	76.5	11	64.9	n/a	n/a	n/a	31,898	61.6	34,350	61.2	34,371	61.1	35,963	68.4	29,417	65.7
Student	13	100.0	38	96.1	47	76.6	50	75.4	40	67.8	n/a	n/a	n/a	96,258	80.0	184,949	78.9	196,411	78.8	192,861	79.0	168,839	71.9
Teacher	6	90.6	5	*	12	76.6	13	100.0	13	98.4	n/a	n/a	n/a	31,387	78.1	32,537	78.3	33,196	79.3	33,838	78.1	30,025	77.8

Comments:

- Our school offers a Before and After School Care program that assists parents who are not able to pick up or drop off their children during regularly scheduled school hours.
- When possible, we access the Airdrie Public Library as a local resource to supplement our school library.
- Parents and caregivers are invited to share their culture and traditions at our annual Cultural Day. Local Knowledge Keepers will be invited to join us this year.

Notes:

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2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

School Improvement – Measure Details

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

	Authority										Measure Evaluation			Province									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	20	100.0	48	95.0	67	78.7	81	91.0	64	83.6	n/a	n/a	n/a	297,632	81.4	251,246	80.3	263,364	81.0	262,079	81.5	224,041	81.4
Parent	5	*	10	90.0	10	100.0	18	88.9	11	72.7	n/a	n/a	n/a	31,845	80.8	34,237	79.3	34,159	80.3	35,896	80.0	28,016	81.7
Student	13	100.0	38	100.0	47	76.1	50	84.2	40	85.7	n/a	n/a	n/a	234,964	81.1	185,106	80.2	196,592	79.4	192,917	79.6	167,992	79.1
Teacher	7	100.0	5	*	10	60.0	13	100.0	13	92.3	n/a	n/a	n/a	30,823	82.2	31,903	81.5	32,613	83.4	33,266	85.0	28,033	83.4

Strategies:

- A slight decline in this measure is likely reflective of the COVID-19 pandemic and the limitations and restrictions that were put in place as a result.
- With restrictions slowly easing up and less time at-home learning, we are hopeful to see these results improve.
- More parents answering the survey would be beneficial to our results. We hope to accomplish this with the engagement of Coffee Chats.

Notes:

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2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Work Preparation – Measure Details

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

	Authority										Measure Evaluation			Province									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	9	66.7	21	85.5	29	90.6	24	87.5	n/a	n/a	n/a	61,674	82.7	65,186	82.4	66,088	83.0	68,221	84.1	58,109	85.7
Parent	5	*	9	66.7	10	80.0	16	81.3	12	75.0	n/a	n/a	n/a	30,828	75.1	33,176	74.6	33,423	75.2	34,944	76.0	28,862	77.8
Teacher	4	*	5	*	11	90.9	13	100.0	12	100.0	n/a	n/a	n/a	30,846	90.4	32,010	90.3	32,665	90.8	33,277	92.2	29,247	93.7

Strategies:

- COVID-19 restricted our ability to offer options to our older students that would have seen a higher result. Options typically provide more opportunities for students to engage in future work-related endeavours.
- With the easing of restrictions and options being re-added to our schedules we do hope to see better results.
- Our young students are not yet at a stage where a successful work life is imminent.

Notes:

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2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Outcome One: Alberta’s students are successful

Performance Measure	Results (in percentages)						Evaluation			Targets		
	2015	2016	2017	2018	2019	2020	Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	n/a	n/a	n/a	86.5	93.8	n/a	Very High	Maintained	Excellent			
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	n/a	n/a	n/a	32.7	22.9	n/a	High	Maintained	Good			

Comment:

Our grade 6 students did not participate in the PATs during the 2019-2020 school year, due to the closure. The majority of our students scored acceptable standard and excellence standard in the previous years.

We do not currently offer a grade 9 program, therefore we do not have grade 9 PAT results.

Our grade 3 students participated in the 2014 and 2015 SLA Pilots and the majority of students scored Very High.

Atlas Learning Academy encourages participation in Achievement Tests and Student Learning Assessments. We will ensure that parents receive information on the SAT/PAT and SLAs and accommodate for exemptions for students that may require them.

Strategies:

- Develop individual student programming according to the student’s needs, to assist them in becoming more confident & independent learners
- Offer one on one assistance to increase a student’s skills and knowledge in areas of struggle.
- Use more multiple-choice tests for practice to ease test anxiety
- Support our students with test anxiety by providing a quiet space for test-writing
- We will review where the students scored low and use a different approach to teach that information

Outcome Two: First Nations, Métis, and Inuit students in Alberta are successful.

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

Strategies :

- Increase awareness of Indigenous culture through the Social Studies curriculum, field trips and invitations to Knowledge Keepers to join our school days.
- Enrol teachers in any professional development AISCAs or Alberta Ed may offer or through the Consortium
- Adding FNMI reading/teaching material approved by Alberta Education to our library and teacher resources

Budget Summary

- This will be our 12th year receiving revenue from Alberta Education for our grade 1- 8 students for the 2021/2022 school year, as this is our 10th year operating as an Accredited Private Elementary and Middle school.
- The revenue from our ECS program will continue to assist us in maintaining our 2021/2022 school year budget.
- The revenue from Alberta Education for the 2021/2022 school year is anticipated to be \$771,433.

For additional budget information or to access our complete Audited Financial Statements for the 2020/2021 school year, please contact the school office at 403-912-1133.

Timelines and Communication

- The 2021/22 to 2023/24 Three Year Education Plan will be available to the public on our website at:

<http://www.atlaslearningacademy.com/3-year-plan-aerr.html>

Whistleblower Protection

- Pursuant to section 32 of the Public Interest Disclosure (Whistleblower Protection) Act, no disclosures were received during the 2020-2021 school year.
- Whistleblower Protection: Section 32 of the Public Interest Disclosure Act (2013) requires that school authorities include their annual report of disclosures in their AERR. For a copy of the legislation or for further information and resources, please visit the Public Interest Commissioner's website at www.yourvoiceprotected.ca

PAT Results Course By Course Summary By Enrolled With Measure Evaluation
 Authority: 0221 Atlas Learning Academy Ltd

Course		Measure		Atlas Learning Academy Ltd.						Alberta				
				Achievement	Improvement	Overall	2020		Prev 3 Year Average		2020		Prev 3 Year Average	
							N	%	N	%	N	%	N	%
English Language Arts 6		Acceptable Standard	Intermediate	n/a	n/a	n/a	n/a	13	92.3	51,540	83.5	51,977	83.1	
		Standard of Excellence	Intermediate	n/a	n/a	n/a	n/a	13	11.9	51,540	17.9	51,977	18.2	
French Language Arts 6		Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,326	85.2	3,357	86.0	
		Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,326	12.3	3,357	13.8	
Français 6		Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	611	93.3	605	91.9	
		Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	611	23.1	605	23.1	
Mathematics 6		Acceptable Standard	High	n/a	n/a	n/a	n/a	13	88.1	51,486	72.9	51,924	71.6	
		Standard of Excellence	Intermediate	n/a	n/a	n/a	n/a	13	11.9	51,486	14.0	51,924	13.9	
Science 6		Acceptable Standard	Very High	n/a	n/a	n/a	n/a	13	92.0	51,517	78.8	51,966	77.8	
		Standard of Excellence	Very High	n/a	n/a	n/a	n/a	13	51.6	51,517	30.5	51,966	29.4	
Social Studies 6		Acceptable Standard	Very High	n/a	n/a	n/a	n/a	13	88.1	51,525	75.1	51,937	74.7	
		Standard of Excellence	Very High	n/a	n/a	n/a	n/a	13	35.9	51,525	23.2	51,937	23.1	
English Language Arts 9		Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46,822	76.1	46,591	76.0	
		Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46,822	14.7	46,591	14.8	
English Lang Arts 9 KAE		Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,588	55.7	1,528	57.3	
		Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,588	5.9	1,528	5.7	
French Language Arts 9		Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,899	81.4	2,824	82.4	
		Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,899	9.8	2,824	11.1	
Français 9		Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	358	82.7	378	86.7	
		Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	358	22.3	378	24.8	
Mathematics 9		Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46,603	59.2	46,129	62.1	
		Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46,603	15.0	46,129	17.6	
Mathematics 9 KAE		Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,049	57.4	2,029	58.2	
		Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,049	13.6	2,029	13.4	
Science 9		Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46,810	75.7	46,581	75.0	
		Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46,810	24.4	46,581	24.1	
Science 9 KAE		Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,528	64.6	1,501	63.4	
		Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,528	12.3	1,501	12.1	
Social Studies 9		Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46,840	66.7	46,607	67.5	
		Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46,840	21.5	46,607	20.8	
Social Studies 9 KAE		Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,501	55.2	1,453	55.8	
		Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,501	14.2	1,453	14.0	

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Summary of Financial Results: Revenues and Expenses 2020-2021

REVENUES

Alberta Education	\$771,433
Miscellaneous Grant	\$0
Sundry	\$0
Federal Government and/or First Nations	\$260,478
Other Alberta School Authorities	\$0
Instruction fee/Tuition fees	\$353,481
Non-instructional (O&M*, Transportation, Admin Fees, etc)	\$153,845
Other Sales and Services	\$2,318
Interest on investments	\$0
Gifts and Donations	\$1,365
Other	\$0
Amortization of capital allocations (where applicable)	\$0
Other (specify): Fundraiser	\$0
TOTAL REVENUES	\$1,542,920

EXPENSES

Certified Salaries	\$719,711
Certified Benefits	\$94,289
Non-Certified Salaries and Wages	\$81,120
Non-Certified Benefits	\$8,250
Services, contracts and supplies	\$320,379
Leases- Building	\$321,839
Severe Disabilities	\$0
Early Literacy	\$0
English as a Second Language (excluding Home Ed)	\$0
Capital and debt services	
Amortization of capital assets	\$21,865
Interest on capital debt	\$0
Other interest charges	\$21,926
Losses (gains) on disposal of capital assets	\$12,461
Other (specify):	
TOTAL EXPENSES	\$1,601,840
SURPLUS OF REVENUES OVER EXPENSES	-\$58,920

Stuart Kayl