



E
EDGE SCHOOL

ACADEMICS

ATHLETICS

CHARACTER

2024

ASSURANCE FRAMEWORK

ANNUAL EDUCATION RESULTS REPORT



Accountability Statement



The Annual Education Results Report for Edge School for the 2023/2024 school year was prepared under the direction of the Board of Directors in accordance with the responsibilities under the Private Schools Regulation and the Ministerial Grants Regulation.

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 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 2023/2024 was approved by the Board on November 19th, 2024.

Sincerely,

J. Paul Charron
Chair of the Board



Message from Administration

The 2023-24 school year was another great year at Edge School that saw us make a number of strides forward as a learning community.

At the core of our success is our people and the relationships that form between them. Our students continue to demonstrate a commitment to their sport, to their studies and to their community. Our parents provide unwavering support for their children, for our staff and for our programs. Our staff are incredibly dedicated to helping each student pursue their personal best as students, as athletes and as people. Our boards are committed to advancing the mission and vision of Edge School. There is certainly an enduring sense of community at Edge.

Looking back on this past year, there are so many things to be proud of. A few accomplishments that particularly stand out are:

- We have seen steady enrolment growth over the past few years. At 425, our current student population is our largest ever.
- Our character development program is an integral component of our three-sphere model and remains prominent in our strategic plan. It continues to evolve with improvements to the senior high character curriculum and with the development and implementation of a formal curriculum for our junior students. This program was expanded to once a week for our senior students from once every month.

Edge School continues to be an exciting place to learn and to work. We would like to express our sincere gratitude to our parents, to our staff, and to our volunteer boards (both Society and Foundation) for their ongoing commitment to making a positive difference in the lives of each of our student-athletes.

Regards,

Keith Taylor,
CEO and Head of School

Ed Polhill,
Principal



Edge School Manifesto

It's actually about graduating awesome humans.

Ask many people what makes for a life well lived, and the answer will likely include some combination of an enduring passion for something; a commitment to physical health and mental wellness; work-life balance; strong relationships; caring for others; and a visceral sense of right and wrong.

However, cultivating and nurturing that kind of well-roundedness in young people is easier said than done. There are schools that specialize in athletic excellence and others that focus on academic greatness. Some even profess to in-still higher values in their students.

But finding a school that offers all three of these spheres while not diminishing any one of them? That can be a tall order. All too often, students, and their parents, are forced to choose between them.

Fortunately, it's a choice that Edge School families never have to make. We are certainly acknowledged for fully developing our students' athletic potential, but don't be fooled by the hype and the trophies. The real reason we get up every morning is to leverage our students' passion for sport into an equally compelling passion for learning, leading and personal integrity. Our balanced approach to developing the pursuit of personal excellence in academics, athletics, and character is how we create well-rounded individuals who are uncommonly equipped to succeed in all aspects of their lives.

To ensure that this happens, we have cultivated a truly one-of-a-kind school. One where teachers, coaches and support staff are highly accomplished in, and fully dedicated to, their chosen fields. However, they are even more devoted to the holistic development of each student. Our small class sizes, access to best in class facilities, and unique collegiate feel provide the atmosphere and individual attention so vital to unlocking the full potential of every Edge student, no matter what path they choose to take in life.

We wholeheartedly believe that our student-athletes should strive for their 'personal best' every day, in all aspects of their lives. As students, athletes and community members now, and as partners, parents, business leaders, sports figures, and global citizens in the future. As a result, Edge graduates are primed to lead vital, fulfilling lives. They are ready to make the world a better place by being the best humans they can be.

Edge School. Where a passion for sport drives a passion for learning and leading.

[Edge Manifesto Video](#)



EDGE SCHOOL

Edge School Mission and Vision

Vision

*Make the world better by
graduating students who
aspire to achieve their
personal best.*

Mission

*To build a culture of personal
excellence in academics,
athletics and character.*

When student-athletes join the Edge family they:

- become part of a community that understands, respects and develops their passion for sport;
- use their passion for sport to help develop their passion for learning, leading and community involvement;
- are surrounded by the academic and athletic resources needed in order to achieve their personal goals;
- become teammates, friends, and supporters of fellow Edge Mountaineers from different sports and cultural backgrounds; and
- understand and respect one another while fostering a friendly, competitive environment.



Edge School Values

L

Leadership

"We value teamwork, social responsibility, open communication and trust"

Leadership inspires personal excellence and motivates others to make the world better. By setting an example, we foster a supportive environment where people feel valued and work together to tackle problems and to drive positive change.

- Core Behaviours
 - We focus on relationship building as the foundation for creating a supportive and collaborative community.
 - We lead by example.
 - We prioritize finding the best collective solutions over being individually right.
 - We respectfully hold each other accountable to our personal and collective actions.

E

Effort

"We value the pursuit of personal excellence"

The commitment to continuous improvement and personal excellence means that individuals are always learning and striving to be better versions of themselves. This commitment is essential for personal growth and development, and it leads to individuals who are better equipped to make positive contributions to the world.

- Core Behaviours
 - We foster a love of, and commitment to, continuous improvement.
 - We embrace adversity and bounce back from setbacks.
 - We put in our best effort in all that we do.
 - We take ownership for our growth and development.

A

Attitude

"We value a solution-focused approach and a positive mindset"

A positive mindset and solution-focused attitude fosters mental resilience and an optimistic outlook. Individuals who possess a positive mindset and resilience are better equipped to face challenges with determination, adaptability, and a sense of hope. In turn, they inspire others to do the same, creating a ripple effect of positivity and growth.

- Core Behaviours
 - We have a 'seek first to understand' mindset.
 - We maintain an optimistic outlook.
 - We bounce back from setbacks and adversity.
 - We empower each other, and foster a collective spirit.

D

Dignity

"We value honesty, respect, empathy and humility"

Honesty, respect, empathy and humility are the foundation of a respectful and inclusive community. An organization with individuals who embody ethical values promotes understanding, tolerance, and equity. In such a community, people are more likely to work together and to reach their fullest potential.

- Core Behaviours
 - We do the right thing, especially when nobody is watching.
 - We uphold deep respect for ourselves, for each other and for our spaces.
 - We promote constructive conflict resolution.
 - We foster inclusivity and equity.

Domain: Local and Societal Context

A Profile of the School



Edge school just completed its 25th year of operations, with the class of 2024 being its 21st graduating class. Our students, staff and community are passionate individuals who believe in our educational model where the student-athlete will be immersed in an environment with a focus on personal excellence in academics, athletics and character.

The entire Edge Community believes that we are all learners, collectively inspiring a love of learning and community.

Our small class sizes allow our teachers and coaches to spend quality time with each student-athlete. Our staff are committed to making a positive difference in the lives of each student by encouraging them to be the best possible version of themselves. In turn, our students become community leaders, ready to make a positive difference in the lives of others. At the end of the day, it's actually about graduating awesome humans.

By providing best practice athletic development, together with a unique university preparatory academic program, our student-athletes have the ability to reach new levels of personal excellence, every day.



Fall 2023 Required Alberta Education Assurance Measures Overall Summary

Assurance Domain	Measure	The Edge School For Athletes			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	92.7	87.9	89.6	83.7	84.4	84.8	n/a	Improved	n/a
	Citizenship	92.5	90.0	90.8	79.4	80.3	80.9	Very High	Maintained	Excellent
	3-year High School Completion	87.5	87.7	92.0	80.4	80.7	82.4	High	Maintained	Good
	5-year High School Completion	98.0	91.5	88.5	88.1	88.6	87.3	Very High	Improved	Excellent
	PAT6: Acceptable	85.0	56.0	56.0	68.5	66.2	66.2	Very High	Improved Significantly	Excellent
	PAT6: Excellence	50.0	24.0	24.0	19.8	18.0	18.0	Very High	Improved	Excellent
	PAT9: Acceptable	84.3	89.4	89.4	62.5	62.6	62.6	Very High	Maintained	Excellent
	PAT9: Excellence	30.1	20.2	20.2	15.4	15.5	15.5	Very High	Improved	Excellent
	Diploma: Acceptable	81.2	82.7	82.7	81.5	80.3	80.3	Intermediate	Maintained	Acceptable
Diploma: Excellence	19.2	15.2	15.2	22.6	21.2	21.2	Intermediate	Maintained	Acceptable	
Teaching & Leading	Education Quality	95.9	93.6	94.4	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	93.6	92.4	93.1	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	92.7	87.9	90.7	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	91.4	87.8	88.9	79.5	79.1	78.9	Very High	Maintained	Excellent

• Data does not exist for EAL students

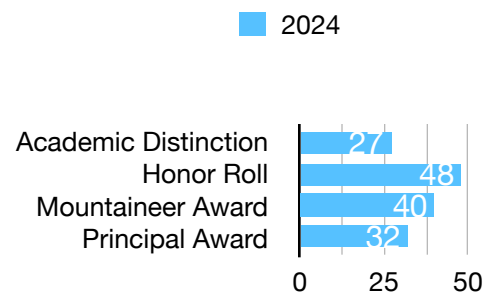
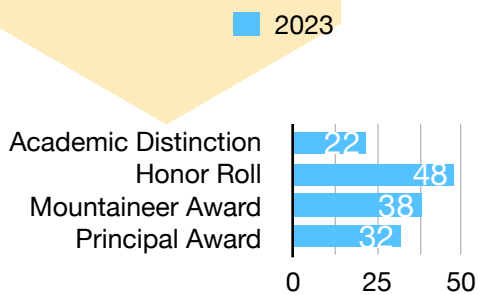
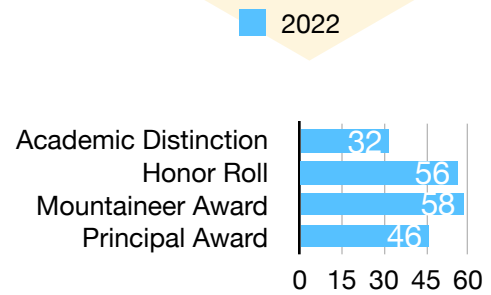
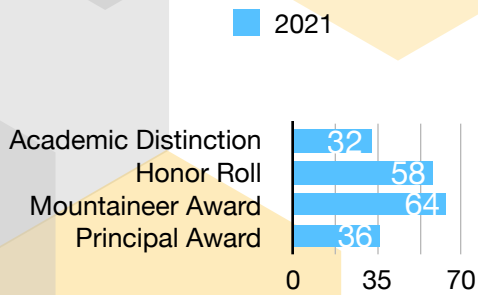
Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 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.
- Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
- Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
- Participation in the PATs and Diploma Exams was impacted by 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.
- Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
- 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 and school authority reporting. Caution should be used when interpreting these results.



Domain: Student Growth and Achievement (Local Measure)

AEAM: Student Learning



Explanation

These graphs represent the percentage of students in grades 4-12 who received each academic/character award for the year.

Academic Excellence with Distinction

Any student who has an **overall** average of 90% or greater in core academic courses (English, Math, Science, Social and Spanish) and no grade less than 85% in **any** course, including complementary courses.

Honour Roll

85% overall average in all courses and no mark less than 75% in **any** one course.

Mountaineer Award

Awarded to any student who has earned outstanding (O) commendation for effort in all courses including LEAD, Sport, Sport Performance, and PE.

Principal's List

Any student who has earned both Honour Roll and the Mountaineer Award.

Overview of Results

Over one quarter of our students received Academic Excellence with distinction and 40% received a Mountaineer Award. A third of our students consistently achieved the Principal's Award, with 32% getting that recognition again this year.

Key Insights

Strengths: After a drop in Academic Distinction between 2022 and 2023, we are starting to see a recovery in that area. Mountaineer Award recipients is also seeing a small increase after a downward trend in 2023.

Area of Growth: The percentage of Honour Roll recipients has remained at 48% after a drop in 2023.

Links to Education Plan

Strategies

1. Providing further access to professional development for teachers implementing new curriculum through our PD funding.
2. Develop professional growth networks with other independent schools.
3. Utilizing the Director of Character and Student life to enhance leadership roles for students.
4. Enhance student support programs to facilitate student growth, particularly for traveling students.



Domain: Student Growth and Achievement

AEAM: High School Completion

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

	Authority										Province												
	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	%
3 Year Completion	60	87.6	43	89.8	45	98.5	57	87.7	69	87.5	High	Maintained	Good	45,354	80.3	46,245	83.4	47,675	83.2	48,340	80.7	49,297	80.4
4 Year Completion	41	87.4	60	86.1	43	90.1	45	98.3	57	88.1	High	Maintained	Good	44,980	84.0	45,351	85.0	46,242	87.1	47,660	86.5	48,296	85.1
5 Year Completion	57	91.4	41	87.4	60	86.6	43	91.5	45	98.0	Very High	Improved	Excellent	44,988	85.3	44,972	86.2	45,344	87.1	46,238	88.6	47,659	88.1

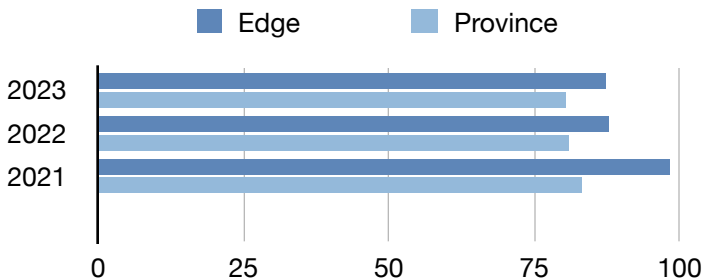
• Data does not exist for ESL students

Explanation

The Data in this chart outlines the percentage of students who enter our school in grade 10 and complete their High School Graduation requirements within 3, 4 or 5 years in any Alberta school.

Overview of Results

The performance measure results for High School Completion rate is misleading. A number of our students complete high school in another province as a result of moving to pursue their athletic aspirations. Because these students do not complete high school in Alberta, they are reported as not graduating, when in fact they are. This impacts our completion rates significantly. In the calculations of High School Completion, a statistical assumption is made (based on Provincial averages) that a certain percentage of the students who leave our school will not graduate. The number of our grade 12 students who meet graduation requirements is at or near 100% every year. While the data noted above shows improvement, we do not rely on it as an accurate reflection of our reality.



Key Insights

Strengths: In spite of the challenges associated with the data, our 3 Year Completion rate is 87.5% and 7% above the Provincial average. While this is reported as 'high' for this year, all this really means is that 87.5% of the students who were with us in grade 10 graduated from an Alberta school 3 years later.

Area of Growth: More needs to be done to fully explain the discrepancy between the presented data and the reality of our actual High School Completion rates.

Links to Education Plan

Strategies

1. Collaboration between athletic and academic staff to improve student accountability procedures.
2. Ensure professional development and support is in place to enable technology to be leveraged for the maximum benefit for teaching and learning.
3. Expanding the role of our Learning Commons Facilitator to help oversee online programming for students.
4. Enhance student support programs to facilitate student growth, particularly for traveling students.



Domain: Student Growth and Achievement

AEAM: Citizenship

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

	Authority											Measure Evaluation			Province									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024		
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N
Overall	365	96.4	294	95.8	350	91.6	320	90.0	435	92.5	Very High	Maintained	Excellent	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3	265,100	79.4	
Parent	100	96.6	60	96.6	67	90.9	28	83.6	89	87.1	Very High	Maintained	Excellent	36,891	82.4	30,905	81.4	31,689	80.4	31,869	79.4	33,217	78.7	
Student	248	92.7	216	92.0	265	87.4	276	87.7	329	90.3	Very High	Improved	Excellent	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3	199,816	69.6	
Teacher	17	100.0	18	98.9	18	96.7	16	98.8	17	100.0	Very High	Maintained	Excellent	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3	32,067	89.8	

• Data does not exist for ESL students

Explanation

Students, parents and teachers are asked a series of questions related to active citizenship and their perspective on how well the students are engaged in its pursuit at Edge.

Overview of Results

These measures continue to be of great significance to the Board of Directors as well as Edge School staff and families. Character is a key component of our Integrated Spheres Model and character development is purposefully and seamlessly integrated into everything that we do at Edge. Character development is a key component of our Three Year Strategic Plan. We firmly believe that Edge has a responsibility to provide each student with opportunities to develop the knowledge, skills and attitudes that will enable them to be successful, contributing global citizens.

Key Insights

Strengths: Edge continues to maintain a very high satisfaction rating with respect to active citizenship. Overall, the results from our school are 13% above the Provincial average. Of particular note is that our student results are more than 20% over the Provincial average.

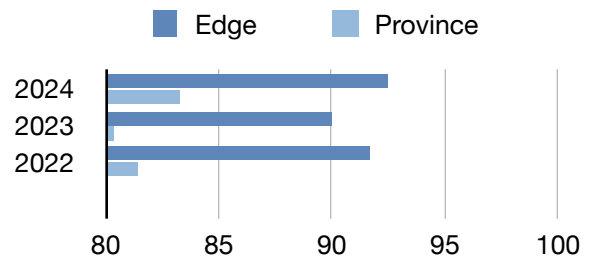
Area of Growth: While the parent results rebounded by 3.5%, it still remains our lowest of the three stakeholder groups and is below the 90% threshold that we would like to see.

The establishment of a new role, The Director of Character and Student Life is an important step in enhancing the execution of our goals within the character and citizenship area of our school. This leader will play a pivotal role in new initiatives and operations related to student growth in character and citizenship.

Links to Education Plan

Strategies

- Hiring the Director of Character and Student Life.
- Review and revamp of our awards program.
- Develop a comprehensive sport culture framework.
- Develop and enhance the DEI framework.
- Establish character priorities aligned with our gap analysis.
- Further develop FNMI resources for all students and move forward the TRC calls to action.
- Enhance the culture of giving back by partnering with charitable organizations within our community.





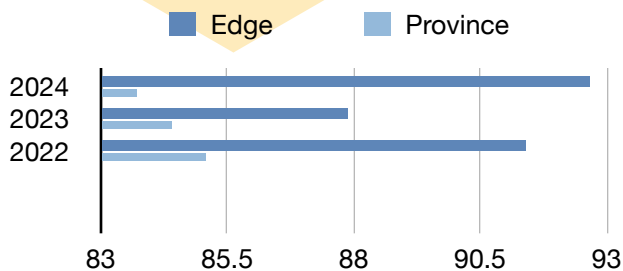
Domain: Student Growth and Achievement

AEAM: Student Learning Engagement

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

	Authority										Measure Evaluation			Province									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	294	93.5	350	91.4	320	87.9	435	92.7	n/a	Improved	n/a	n/a	n/a	230,956	85.6	249,740	85.1	257,214	84.4	265,079	83.7
Parent	n/a	n/a	60	98.3	67	95.0	28	88.1	89	95.5	n/a	Maintained	n/a	n/a	n/a	30,994	89.0	31,694	88.7	31,862	87.3	33,209	86.7
Student	n/a	n/a	216	84.2	265	79.1	276	77.9	329	82.5	n/a	Improved	n/a	n/a	n/a	169,789	71.8	187,102	71.3	193,029	70.9	199,823	69.3
Teacher	n/a	n/a	18	98.1	18	100.0	16	97.9	17	100.0	n/a	Maintained	n/a	n/a	n/a	30,173	96.0	30,944	95.5	32,323	95.1	32,047	95.1

• Data does not exist for ESL students



Key Insights

Strengths: The overall results are 9% above the Provincial average. The parent results are almost 9% above the Provincial average and the student results are 13% above the Provincial average.

Areas for Growth: While overall our results are very good, it is interesting that students perception of how engaged they are in their learning continues to be lower the that of teachers and parents. While still 13% higher than the Provincial average, it is a trend that needs ongoing exploration. Our current strategies are not producing the desired results in student engagement from their perspective. This is something we will need to target in our next Education Plan.

Explanation

Students, parents and teachers are asked a series of questions related to how well they believe students are engaged in their learning at school.

Overview of Results

The overall percentage of our school community that feel that students are engaged in their learning is 92.7%. Over 95% of our parents and 100% of our teachers believe students are engaged in their learning. The student results sit at 82.5%. While this is below our other stakeholders, it is still 13% above the Provincial average.

Links to Education Plan

Strategies

1. Introduce a student engagement grant targeted at student increasing engagement.
2. Host a career day in the fall.
3. Enhance teacher/coach three-sphere collaborative partnerships.
4. Continue to develop research partnerships that benefit student athlete development and performance.
5. Professional development support to leverage technology in order to maximize benefit for teaching and learning. (Particularly for traveling students).

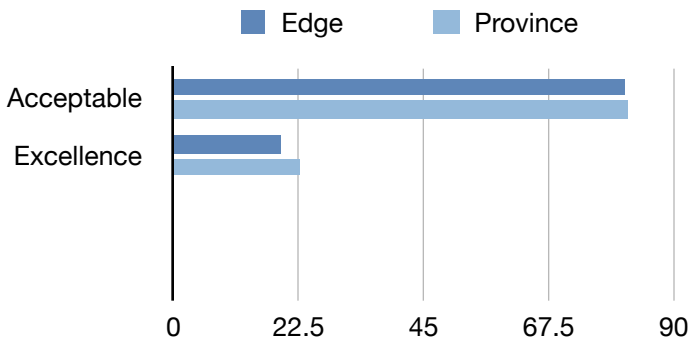


Domain: Student Growth and Achievement

AEAM: Diploma Exam Results

		The Edge School For Athletes						Alberta				
		Achievement	Improvement	Overall	2024		Prev 3 Year Average		2024		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	Very High	Maintained	Excellent	40	95.0	46	89.1	33,001	84.2	31,493	83.7
	Standard of Excellence	Intermediate	Maintained	Acceptable	40	10.0	46	6.5	33,001	10.1	31,493	10.5
Mathematics 30-1	Acceptable Standard	n/a	Declined	n/a	38	63.2	39	76.9	21,035	75.4	19,763	70.8
	Standard of Excellence	n/a	Maintained	n/a	38	23.7	39	15.4	21,035	34.9	19,763	29.0
Mathematics 30-2	Acceptable Standard	n/a	Maintained	n/a	14	57.1	7	57.1	15,676	70.9	14,418	71.1
	Standard of Excellence	n/a	Maintained	n/a	14	7.1	7	0.0	15,676	15.4	14,418	15.2
Social Studies 30-1	Acceptable Standard	High	Maintained	Good	31	90.3	39	89.7	25,167	85.2	24,023	83.5
	Standard of Excellence	Intermediate	Maintained	Acceptable	31	9.7	39	15.4	25,167	18.7	24,023	15.9
Social Studies 30-2	Acceptable Standard	Very High	n/a	n/a	14	100.0	n/a	n/a	23,985	77.6	21,045	78.1
	Standard of Excellence	High	n/a	n/a	14	21.4	n/a	n/a	23,985	12.7	21,045	12.3
Biology 30	Acceptable Standard	Low	Maintained	Issue	45	77.8	41	82.9	24,414	83.1	23,270	82.7
	Standard of Excellence	High	Improved Significantly	Good	45	31.1	41	12.2	24,414	33.7	23,270	32.8
Chemistry 30	Acceptable Standard	Intermediate	Maintained	Acceptable	23	73.9	34	82.4	19,955	82.9	18,364	80.5
	Standard of Excellence	Intermediate	Maintained	Acceptable	23	26.1	34	26.5	19,955	38.0	18,364	37.0
Physics 30	Acceptable Standard	Very High	Improved	Excellent	12	91.7	17	70.6	9,955	85.1	9,241	82.3
	Standard of Excellence	High	Maintained	Good	12	33.3	17	35.3	9,955	43.1	9,241	39.9
Science 30	Acceptable Standard	High	n/a	n/a	16	87.5	n/a	n/a	8,439	81.3	8,007	79.4
	Standard of Excellence	Low	n/a	n/a	16	6.3	n/a	n/a	8,439	24.6	8,007	23.1

• Data does not exist for ESL students



Explanation

The chart shows a summary of student achievement on Diploma Exams across all subject areas and compares Edge students achievement of acceptable standard and standard of excellence with that of students across Alberta.

Overview of Results

Our percentage of students reaching acceptable standard went from 82.7% to 81.2% and standard of excellence increased from 15.2% to 19.2%.

Key Insights

Strengths: Overall our Diploma Standard of Excellence is 4% above our 3 years average. Acceptable standards for Science 30, English 30-1, Social 30-1 and 30-2, and Physics 30 are all significantly above provincial averages.

Areas for Growth: The increase in Standard of excellence is encouraging, but it still falls below the provincial average as does the overall acceptable standard. We fell below the province in a few subject areas in relation to the standard of excellence.

Links to Education Plan

Strategies

1. Diploma analysis by teachers and departments.
2. Develop professional Growth Networks with other independent schools.
3. Provide opportunities to connect academic programs with training and performance.
4. Encourage staff to use PD funds to pursue PD opportunities.
5. Recognize, celebrate, share and promote staff professional development and accomplishments.



Domain: Student Growth and Achievement

AEAM: Provincial Achievement Exam Results

		The Edge School For Athletes								Alberta			
		Achievement	Improvement	Overall	2024		Prev 3 Year Average		2024		Prev 3 Year Average		
Course	Measure				N	%	N	%	N	%	N	%	
Science 6	Acceptable Standard	Intermediate	Maintained	Acceptable	20	85.0	25	76.0	53,806	68.8	54,859	66.7	
	Standard of Excellence	Very High	Maintained	Excellent	20	40.0	25	36.0	53,806	24.8	54,859	21.8	
Social Studies 6	Acceptable Standard	Very High	Improved Significantly	Excellent	20	85.0	25	56.0	60,804	68.5	57,655	66.2	
	Standard of Excellence	Very High	Improved	Excellent	20	50.0	25	24.0	60,804	19.8	57,655	18.0	
English Language Arts 9	Acceptable Standard	Intermediate	Declined Significantly	Issue	59	83.1	47	95.7	59,096	69.5	56,255	71.4	
	Standard of Excellence	Very High	Improved Significantly	Excellent	59	25.4	47	8.5	59,096	11.8	56,255	13.4	
Mathematics 9	Acceptable Standard	High	Declined	Acceptable	59	74.6	47	85.1	58,577	52.7	55,447	54.4	
	Standard of Excellence	High	Maintained	Good	59	22.0	47	27.7	58,577	14.0	55,447	13.5	
Science 9	Acceptable Standard	Very High	Maintained	Excellent	59	93.2	47	89.4	59,072	67.6	56,311	66.3	
	Standard of Excellence	Very High	Improved Significantly	Excellent	59	47.5	47	25.5	59,072	20.8	56,311	20.1	
Social Studies 9	Acceptable Standard	Very High	Maintained	Excellent	59	86.4	47	87.2	59,125	60.5	56,309	58.4	
	Standard of Excellence	Very High	Maintained	Excellent	59	25.4	47	19.1	59,125	15.8	56,309	15.9	

• Data does not exist for ESL students

Explanation

The chart reflects a summary of student achievement on PATs across all subject areas and compares Edge students' achievement of acceptable standard and standard of excellence with that of students across the Province.

Overview of Results

Grade 6

The overall results show that 85% of Edge students achieved acceptable standard compared to 68.5% of students across the province. It also shows that 50% of Edge students achieve standard of excellence compared to 19.8% of students across the province.

Grade 9

The overall results show that overall 84.3% of Edge students achieve acceptable standard compared to 62.5% of students across the province. It also shows that 30.1% of Edge students achieve standard of excellence compared to 15.4% of students across the province.

Key Insights

Strengths: The overall results for acceptable standard for grade 6 are 16.5% above the provincial average and 21.8% above the provincial average for grade 9. The standard of excellence results for grade 6 are 30.7% above the provincial average and for grade 9 are 14.7% above the provincial average.

Areas for Growth: While both acceptable standard and standard of excellence for all PATs are significantly above provincial averages, we are striving to have acceptable standards of 90% or greater in all subject areas. We are also aiming for a minimum of 25% standard of excellence in all subjects.

Links to Education Plan

Strategies

1. PAT analysis by teachers and departments.
2. Develop professional growth networks with other independent schools.
3. Provide opportunities to connect academic programs with training and performance.
4. Encourage staff to use PD funds to pursue PD opportunities.
5. Recognize, celebrate, share and promote staff professional development and accomplishments.



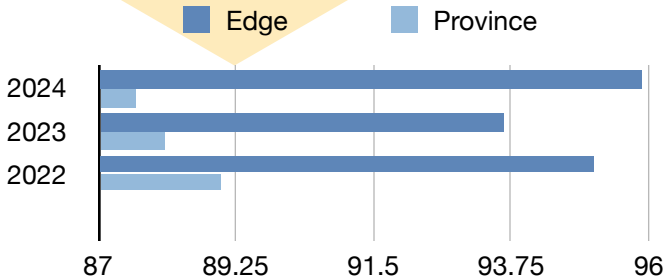
Domain: Teaching and Learning

AEAM: Education Quality

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

	Authority												Measure Evaluation			Province									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024			
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%		
Overall	365	97.5	293	97.0	349	95.1	320	93.6	435	95.9	Very High	Maintained	Excellent	264,623	90.3	230,814	89.6	249,532	89.0	257,584	88.1	265,643	87.6		
Parent	100	98.0	60	96.4	67	94.5	28	90.5	89	94.9	Very High	Maintained	Excellent	36,907	86.7	31,024	86.7	31,728	86.1	31,890	84.4	33,250	83.8		
Student	248	95.4	215	95.6	264	93.6	276	92.5	329	93.6	Very High	Maintained	Excellent	193,763	87.8	169,589	86.3	186,834	85.9	193,343	85.7	200,322	84.9		
Teacher	17	99.0	18	99.1	18	97.2	16	97.9	17	99.0	Very High	Maintained	Excellent	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4	32,071	93.9		

• Data does not exist for ESL students



Links to Education Plan

Strategies

1. Introduce a student engagement grant targeted at increasing student engagement.
2. Implement a student engagement forum involving teachers and students focused on ideas to increase engagement.
3. New curriculum implementation plan to ensure student growth and achievement.
4. Enhance student support programs to facilitate student growth, particularly for traveling students.
5. Pursue staff professional development opportunities aligned with the strategic plan.
6. Continue to develop our partnership with Golden Hills School Division to provide online courses for our students to expand their non-core academic options.
7. Ensure professional development/support is in place to enable technology to be leveraged for the maximum benefit for teaching and learning.
8. Continue to develop research partnerships that benefit student-athlete performance and development.

Explanation

Students, parents and teachers are asked a series of questions related to the overall quality of basic education at the school.

Overview of Results

In 2024, 95.9% of our school community were satisfied with the overall quality of education at Edge. Individually, parents, staff and students are all well above the provincial average in their belief in the education quality at Edge.

Key Insights

Strengths: Our overall satisfaction is 8.3% higher than the provincial average. We are above the provincial average in every category, including staff, students and parents.

Area of Growth: While still very high, our students' satisfaction is the lowest of the three stakeholder groups. This requires a closer look.



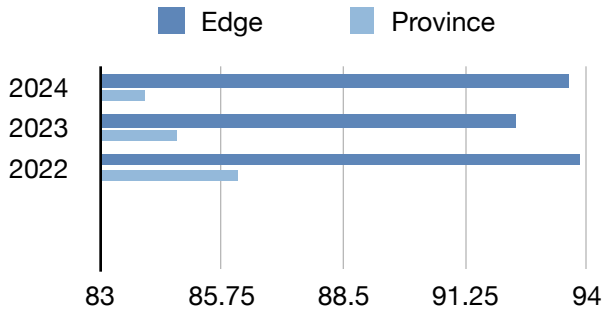
Domain: Learning Supports

AEAM: Welcoming, Caring, Respectful and Safe Learning Environment

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

	Authority										Measure Evaluation			Province									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	294	97.0	350	93.8	320	92.4	435	93.6	n/a	Maintained	n/a	n/a	n/a	231,091	87.8	249,941	86.1	257,391	84.7	265,321	84.0
Parent	n/a	n/a	60	97.9	67	92.4	28	88.7	89	89.7	n/a	Maintained	n/a	n/a	n/a	30,980	88.2	31,715	86.9	31,885	85.6	33,232	85.3
Student	n/a	n/a	216	93.9	265	91.3	276	88.6	329	92.1	n/a	Maintained	n/a	n/a	n/a	169,900	79.8	187,258	77.7	193,156	76.6	200,020	75.2
Teacher	n/a	n/a	18	99.2	18	97.6	16	100.0	17	99.1	n/a	Maintained	n/a	n/a	n/a	30,211	95.3	30,968	93.6	32,350	92.0	32,069	91.6

• Data does not exist for ESL students



Explanation

Students, parents and teachers are asked a series of questions related to their perspective on the school being a welcoming, caring, respectful and safe learning environment.

Overview of Results

Edge school continues to be a welcoming, caring, respectful and safe learning environment. 93.6% of our stakeholders agree. 99% of teachers, 89.7% of parents and 92.1% of our students believe Edge School is a welcoming, caring, respectful and safe learning environment.

Key Insights

Strengths: The overall average who agree that Edge is a welcoming, caring, respectful and safe learning environment is 9.6% above the provincial average. The percentage of students who agree is a full 16.9% above the provincial average.

Area of Growth: While our percentage of students who agree that Edge is a welcoming, caring, respectful and safe learning environment is much higher than the provincial average, there is a gap of almost 10% between teacher and parent results.

Links to Education Plan

Strategies

1. Implementation of the "High Five", 3-Sphere recognition program.
2. Continue to grow and evolve the character curriculum across grade levels.
3. Refine teacher/coach 3-sphere partnerships.
4. Develop a comprehensive sport culture framework.
5. The leadership team at Edge will continue to meet with a diverse group of students in order to solicit feedback on how safe, respectful, caring and inclusive our school is. We will ask for suggestions on how we can improve in these areas.
6. Continue to expand initiatives such as Be the Change Week (including Pink Shirt Day and Change Your Sport Day). These initiatives will highlight the expectation of doing the right thing, especially when nobody is watching.
7. Hiring of the Director of Character and Student Life.
8. Establish character priorities aligned with our gap analysis.



Domain: Learning Supports

AEAM: Access to Supports & Services

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									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	292	96.4	350	93.5	320	87.9	435	92.7	n/a	Maintained	n/a	n/a	n/a	230,761	82.6	249,570	81.6	256,994	80.6	264,733	79.9
Parent	n/a	n/a	60	95.9	67	95.2	28	82.7	89	86.2	n/a	Maintained	n/a	n/a	n/a	30,936	78.9	31,684	77.4	31,847	75.7	33,177	75.4
Student	n/a	n/a	215	93.3	265	91.0	276	88.7	329	91.8	n/a	Maintained	n/a	n/a	n/a	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7
Teacher	n/a	n/a	17	100.0	18	94.4	16	92.4	17	100.0	n/a	Improved	n/a	n/a	n/a	30,194	88.7	30,951	87.3	32,342	86.2	32,040	85.6

• Data does not exist for ESL students

Explanation

Parents and teachers are asked a series of questions related to parental involvement and their perspective on whether students have access to the appropriate supports and services at the school.

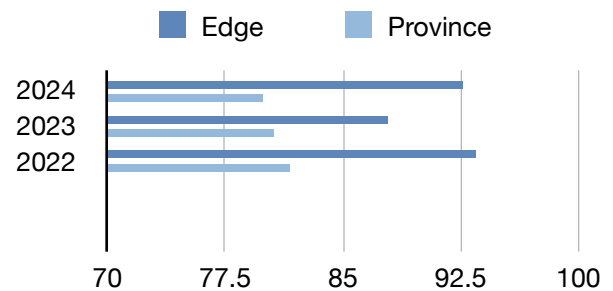
Overview of Results

The overall percentage of parents, students and teachers that agree that students have access to the appropriate supports and services at school is 92.7%. This breaks down to 86.2% of parents, 91.8% of students and 100% of teachers who agree.

Key Insights

Strengths: There is agreement that our students have access to the appropriate supports and services at school. This result is 12.6 % above the provincial average.

Area of Growth: While still very high, the parent results are below the 90% threshold that we would like to see. The 14% discrepancy between teachers and parents also deserves another look.



Links to Education Plan

Strategies

1. Expand the role of the Learning Commons Facilitator.
2. Hire teachers who also contribute to the operations of our sport academies.
3. Maintain mental health support programs for students.
4. Continue to develop research partnerships that benefit student-athlete development and performance.
5. Develop a facility improvement plan.
6. Determine priority capital projects to accommodate growth.
7. Establish a nutrition education program.
8. Implement teacher/coach 3 sphere partnerships.
9. Grow and evolve the character program.
10. Enhance the learning support team.
11. New curriculum implantation plan, to ensure student growth and achievement.
12. Enhance student support programs to facilitate student growth, particularly for traveling students.



Domain: Governance

AEAM: Parental Involvement

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

	Authority										Measure Evaluation			Province									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	116	92.7	76	93.3	85	90.0	44	87.8	105	91.4	Very High	Maintained	Excellent	30,377	81.8	60,919	79.5	62,412	78.8	63,935	79.1	64,949	79.5
Parent	99	90.5	59	87.8	67	83.4	28	75.5	89	82.8	Very High	Maintained	Excellent	16,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5	33,070	74.4
Teacher	17	94.9	17	98.8	18	96.7	16	100.0	16	100.0	Very High	Maintained	Excellent	3,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7	31,879	84.6

• Data does not exist for ESL students

Explanation

Parents and teachers are asked a series of questions related to their level of satisfaction with parental involvement in decisions at the school.

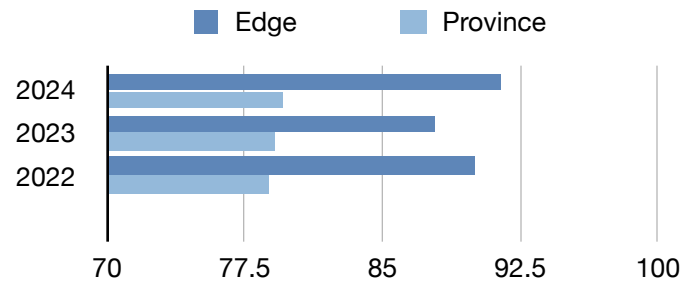
Overview of Results

100% of teachers and 82.8% of parents are satisfied with parental involvement in decisions about their child's education.

Key Insight

Strengths: These results are exceeding the provincial average by over 11.9%. The parent results are 3% over the provincial average, and the teacher results are 15.4% higher than the provincial average.

Area of Growth: There is a significant difference between the parent and teacher result. This gap needs to be investigated and steps need to be taken to better understand why this gap exists.



Links to Education Plan

Strategies

1. We need to find a way to ensure that more parents are taking part in surveys.
2. Recruit parents to share career paths and experiences during career days.
3. Continue the local survey for both students and parents that will allow us to gather more in depth information about what we can do to improve the services that we provide to our families.
4. Continue to promote parent information sessions regarding high school transitions and post-secondary planning.

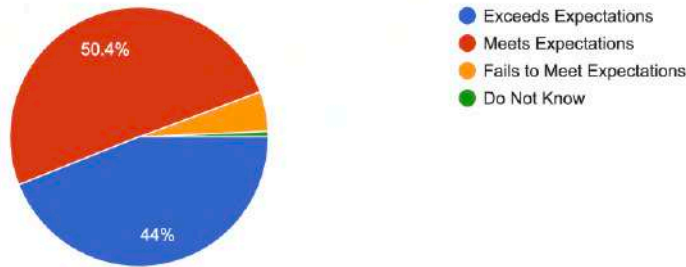


Domain: Local Component

AEAM: Summary of Internal Survey

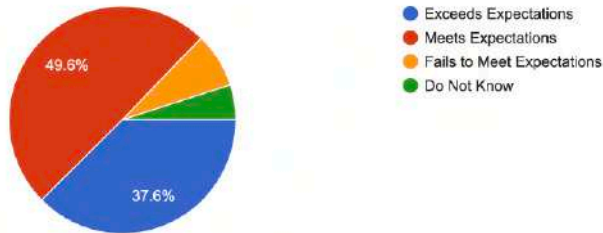
In your time at Edge School, overall, are we meeting your expectations in Academics?

141 responses



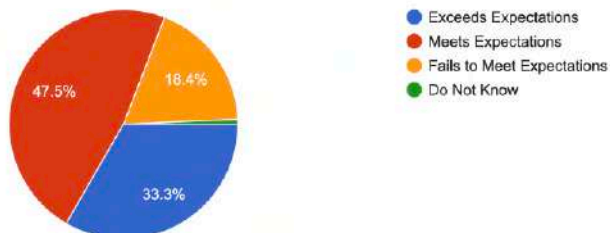
In your time here at Edge School, are we meeting your expectations in terms of character development?

141 responses



In your time here at Edge School, overall, are we meeting your expectations in athletics?

141 responses



Explanation

Parents are asked a series of questions related to overall satisfaction level in each of our three spheres.

Overview of Results

The overall percentage of parents for whom the education program meets or exceeds their expectations is 94.4%. The overall percentage of parents for whom the athletic program meets or exceeds their expectations is 80.8%. The overall percentage of parents for whom the character education program meets or exceeds their expectations is 87.2%.

Key Insights

We will continue to ask the same questions on our local surveys moving forward to generate year over year comparisons on our parents' views of the strength of our academic, athletic and character programming.

Overall the data is strong but, given our commitment to ongoing improvement, we will monitor the data to identify areas for growth. Particular attention needs to go into understanding the overall level of satisfaction in the athletic sphere.

Links to Education Plan

Strategies

Strategies outlined previously in all areas will contribute to our achievement in these areas.



Domain: Local Component

Stakeholder Engagement, Accountability and Assurance System

Stakeholder engagement, accountability and assurance are ongoing processes at Edge. Results and initiatives are continually shared, in the venues listed below, as we develop our Three Year Plan and our Strategic plan and as we review results. All stakeholders are engaged through a comprehensive meeting, survey and communication structure. Results, information and feedback are shared through in-person and on-line meetings as well as through our two formal communication forms, the weekly “*Mountaineer Minute*” and the monthly “*Edge Express*”.

Student Engagement

Students are engaged in a number of ways in our school. **Student leadership** is a part of both our senior (10-12) and junior (4-7) programming. Through this program, students are involved in planning and delivering events for our school and in providing important feedback to ensure that the needs of the student population are being met. Another important student group is our **Grad Committee**. This group provides feedback from our grade 12 population and works to ensure that the senior students are a part of the planning for their important last year at our school. We also use **student focus groups** in order to get feedback on various aspects of the school. LEAD is a class that occurs daily for our grade 4-9 students and once a week for our grades 10-12 students. In this class, students cover a variety of topics including our character curriculum. We also use this time to engage our students in important discussions about the school.

Staff Engagement

There are many layers of staff engagement at our school. Our academic staff are a part of bi-weekly **Senior (10-12) and Junior (4-9) team meetings**. These meetings provide a venue for all staff to be engaged in conversations about how things are going in the school and to provide input and feedback on important initiatives. Our **Athletic Team Meetings** also provide this venue to the athletic staff in our building. Our Athletic Director leads these meetings and it is an integral part of the engagement and feedback process for our athletic staff.

In an effort to ensure that we are having the important conversations that will help our organization grow and improve, we have implemented a leadership structure (briefly outlined below) to ensure that both strategy and operations are approached from a continuous improvement mindset.

The strategy team meets bi-weekly and plays a key role in keeping the strategic plan and the three year plan in focus. This group ensures that the strategic plan is operationalized and finds organizational efficiencies with the school's key plans and events.

The Three-Sphere Team meets weekly to discuss alignment between and within our academic, athletic and character spheres. Issues are identified and solutions are proposed with action plans.

The Operations Team meets weekly to ensure that we are ready to have a successful upcoming week. This group reviews the calendar to ensure that everything and everyone is in place to run successful events and plans. They also ensure that an appropriate communication plan is in place so that everyone is aware of what is happening, in a timely manner.

Parent Engagement

Parent Council Meetings

These monthly meetings are designed to connect with the broader parent community. They are intended to be a venue to update our parents on important initiatives and events that are coming up in the school. Parents also use these meetings to discuss ways to support the school.

Town Hall Meetings

Periodically, throughout the year, we provide opportunities for our entire school community to come together and connect around important topics. These town halls help us to engage the broader school community in dialogue, collective learning and evaluation of results.

Mountaineer Minute

This weekly communication provides important information for the upcoming week and general reminders about school processes, protocols and initiatives. It is sent out on Friday each week. Parents are periodically provided a survey link entitled “*How are we doing*”. These comments are reviewed and are used as part of our continuous improvement cycle and allow us to make real-time changes based on this ongoing feedback mechanism.

Edge Express

This monthly newsletter celebrates our students, our alumni and our school culture in a variety of ways, keeping all stakeholders informed of the many wonderful things going on in our school community.

Local Survey

Each year we engage our parent community through our “Three Sphere Survey”. This survey asks important questions on how we are meeting our commitment to academics, athletics and character education through the eyes of our community.



Domain: Local Component

Professional Learning, Supervision and Evaluation

Supervision, Evaluation and Growth

Edge School recognizes that a system of employee growth, supervision and evaluation is fundamental to the evolution of employee practice. Edge School, through its administrative team, will support employees in their professional development. Employee growth will be monitored in order to maintain high standards of practice that are aligned with the intent and expectations for employee competency as outlined in the Edge Quality Standards. Please refer to the [Edge School policy on Supervision, Evaluation and Growth here](#).

Professional Growth Plans

1. An Employee Professional Growth Plan (EPGP) will be submitted to their Supervisor no later than October 31st of each school year or within 30 calendar days of commencing a contract after the start of the school year. The employee is expected to use the EPGP template provided. References should be made to the Edge School Strategic Plan and the Edge School Quality Standard documents.
2. As part of the on-going supervision process, the supervisor will engage in various methods to gather information about the employee's performance yearly in relation to the Edge Quality Standards and employee responsibilities. The methods may include: employee self-reflections; direct observation of employee work and feedback from students, parents and other employees about the quality of employee work.

Professional Development

1. Ongoing Professional Development is a key part of our practice at Edge School. School wide Professional Development days occur during the school year where all staff are engaged in learning that supports their growth plans and the schools Education Plan and Strategic Plan. All staff members also have access to funding to support their own specific professional growth goals throughout the year.

Domain: Local Component

DEI Initiatives

The DEI committee decided to focus on 4 keys areas that we are targeting to help our school community become more equitable and inclusive. These areas ,with the key initiates, are outlined below.

1. FNMI education

- Orange Shirt Day
- Walk for Wenjack
- Reading/teaching Secret Path
- Guest speaker Wendy Walker

2. Black History Month

- Guest Speaker
- Buddy activity among senior and junior students
- Educational delivery of cultural challenges within LEAD and Social Studies classes
- Made book marks of influential black leaders.

3. International Women's Day

- Taught lessons on why International Women's Day is important
- Buddy activity between senior and junior students, where and they came up with a poster of a specific study in regards to women in a particular setting (sports, government, business, etc).

4. Pride Month (in development)

- Rainbow theme for the month to show inclusion to all.

We plan to add a student DEI group again. We had one 2 years ago and would like to get students engaged in DEI discussion and initiatives.



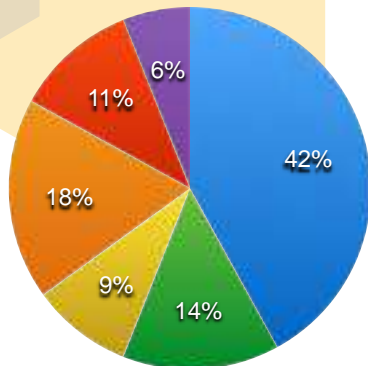
Domain: Local Components

AEAM: Summary of Financial Report

2023-24 REVENUES

Total Revenues = \$15,888,754
(Not including Endowment Fund contributions)

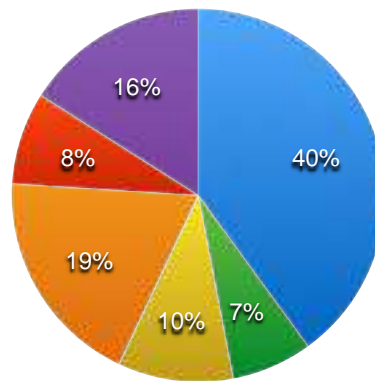
- \$6,622,263 - Tuition & School
- \$2,187,293 - Government Funding
- \$1,492,869 - Facility Rentals
- \$2,905,570 - Team & Academy
- \$1,667,758 - Programming
- \$1,003,001 - Donations, fundraising, interest and other



2023-24 EXPENDITURES

Total Expenses = \$14,305,275

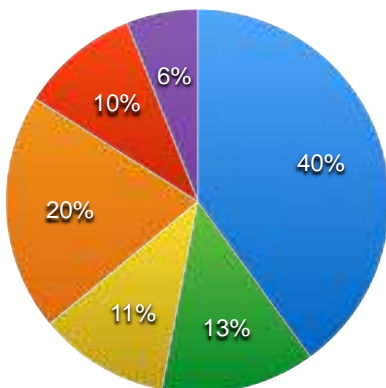
- \$5,805,452 - Salaries & Benefits
- \$1,002,604 - School Administrative
- \$1,423,490 - Facility & Maintenance
- \$2,660,580 - Team & Academy
- \$1,120,798 - Programming
- \$2,292,351 - Debt financing, Fundraising, Interest and Amortizations



2022-23 REVENUES

Total Revenues = \$13,730,296
(Not including Endowment Fund contributions)

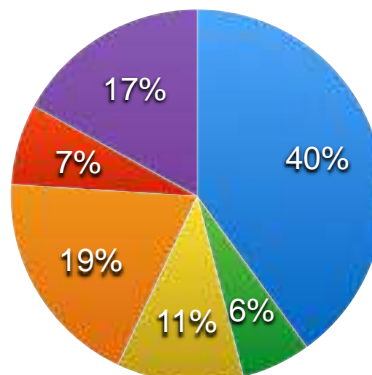
- \$5,411,486 - Tuition & School
- \$1,769,894 - Government Funding
- \$1,502,628 - Facility Rentals
- \$2,822,018 - Team & Academy
- \$1,384,003 - Programming
- \$840,267 - Donations, fundraising, interest and other



2022-23 EXPENDITURES

Total Expenses = \$13,306,030

- \$5,254,718 - Salaries & Benefits
- \$852,733 - School Administrative
- \$1,408,604 - Facility & Maintenance
- \$2,585,967 - Team & Academy
- \$971,249 - Programming
- \$2,232,759 - Debt financing, Fundraising, Interest and Amortizations





Domain: Local Components

AEAM: Capital Projects

2023/24 Capital and Facilities Projects

Dressing Room Upgrades
Gym Air conditioning
Gym, DPC and Classroom Equipment
Furniture Replacement
Technology Upgrades
LED lights
Office Space
Clinic Upgrades
Textbooks
School Van

	2021/22 Actuals	2022/23 Actuals	2023/24 Actuals	2024/25 Forecasted	2025/26 Forecasted	2026/27 Forecasted
Building	\$49,153	\$287,169	\$333,762	\$944,500	\$1,144,000	\$1,344,000
Furniture and Equipment	\$317,892	\$182,772	\$267,419	\$71,900	\$172,000	\$222,000
Land/ Grounds	\$162,909	\$10,737				\$50,000
TOTALS	\$529,954	\$480,678	\$601,181	\$1,016,000	\$1,316,000	\$1,616,000

For further information on the financial results please contact Matt Wood @ mwood@edgeschool.com.



Domain: Local Components

Whistle Blower Protection

- ◆ Edge School is committed to establishing and maintaining a work environment that encourages employees to report wrongdoing without fear of reprisal.
- ◆ Edge School is also committed to providing students the best possible, quality learning opportunities in a safe and caring environment, characterized by behaviour consistent with the School's stated moral and ethical beliefs.
- ◆ Edge School commits that any disclosure of wrongdoing or alleged wrongdoing reported to the Designated Officer will be properly reviewed and investigated and then acted upon by the School, as appropriate.
- ◆ All Edge School employees have the right and obligation to report wrongdoing. An employee making a report of wrongdoing in good faith will be protected against reprisal or other detrimental impacts within the power of the School.
- ◆ Teachers and other employees may report wrongdoing to the Designated Officer so that the matter may be addressed in keeping with the principles of due process and of fundamental justice. If the report pertains to the Designated Officer, then the individual should report the matter directly to the Commissioner.
- ◆ Should a report of wrongdoing be made directly to the Commissioner, as named under Alberta's Public Interest Disclosure (Whistleblower Protection) Act, the Designated Officer and Edge School will make every effort to assist the Commissioner's office with its review of the report of wrongdoing, to bring the matter to a reasonable and just conclusion.
- ◆ Employees considering making a disclosure may seek advice from their Supervisor, the Designated Officer, or from the Public Interest Commissioner. Employees are protected from any adverse employment action as a result of seeking advice.
- ◆ **For the 2023-2024 school year, the School confirms there have been no Protected Disclosures received by the Designated Officer or the Public Interest Commissioner.**



Appendix 1 FNMI Results

Required Alberta Education Assurance Measures - Overall Summary Fall 2024

Authority: 0074 The Edge School For Athletes Society (FNMI)

Assurance Domain	Measure	The Edge School For Athletes (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	Student Learning Engagement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	*	*	n/a	58.6	57.0	59.5	*	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	69.4	71.3	69.1	n/a	n/a	n/a
	PAT6: Acceptable	n/a	n/a	n/a	48.7	45.3	45.3	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	7.3	6.5	6.5	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	41.4	39.4	39.4	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	6.1	5.3	5.3	n/a	n/a	n/a
	Diploma: Acceptable	*	*	n/a	76.9	74.8	74.8	*	n/a	n/a
Teaching & Leading	Diploma: Excellence	*	*	n/a	11.8	11.3	11.3	*	n/a	n/a
	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	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 (*).
- Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 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.
- Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
- Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
- Participation in the PATs and Diploma Exams was impacted by 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.
- Participation in the PATs and Diploma Exams was impacted by the fire in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
- 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 and school authority reporting. Caution should be used when interpreting these results.
- 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 Exam 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.

High School Completion Rates - Measure History

Authority: 0074 The Edge School For Athletes Society (FNMI)
Province: Alberta (FNMI)

	The Edge School For Athletes (FNMI)										Alberta (FNMI)												
	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	%
3 Year Completion	n/a	n/a	1	*	n/a	n/a	1	*	1	*	*	*	*	3,750	55.9	3,814	62.0	3,972	59.5	3,943	57.0	4,222	58.6
4 Year Completion	1	*	n/a	n/a	n/a	n/a	n/a	n/a	1	*	*	*	*	3,524	64.2	3,670	63.6	3,729	68.6	3,936	65.8	3,902	65.3
5 Year Completion	1	*	1	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,407	65.0	3,469	68.1	3,593	68.0	3,719	71.3	3,909	69.4



Domain: Governance

AEAM: Parental Involvement



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