

SPT Fall 2023 School Results Summary for Planning and Reporting



St. Patrick Elementary School is located in Taber, Alberta. We have been serving Taber since 1953. We are a Catholic School that takes pride in building strong character through Christ's teaching and the tools of Kelso's Choices. We are also a green school that promotes environmental awareness. We offer educational programs in Early Learning, and Kindergarten to Grade 5. We are part of the greater community of Holy Spirit Catholic Schools.

As of September 30, our enrollment from Kindergarten to Grade 5 was 204 students. Within our K to 5 programs, our staff includes 10.5 FTE teachers, 4.4 FTE educational assistants, and 4.0 FTE support staff. We also have an active parent community, which includes a supportive School Council. We are proud to offer excellent Catholic Education in partnership with our families and parish community. At St. Patrick Elementary School, we strive to live up to our motto of:

**Learning to Love
Loving to Learn**

We strive to fulfill our motto every day with good teaching practices that support all learners. We believe that learning does not occur until a positive relationship is established between student and teacher. Our admin team is strong in both teacher and student relationships and supervision. We work hard to establish a culture of learning to love and loving to learn.

Our Priorities for Continuous Improvement are derived from our School Board's Four Priorities. They help us to move forward in meeting the needs of all learners. Here are our priorities for continuous improvement:

Strengthening our Catholic Faith: Create a faith-filled Catholic Learning Community where we embrace our faith plan, Build! Pilgrims of Hope, and ensure every stakeholder experiences the richness of our faith.

Learning Through Quality Teaching: Purposefully infuse literacy and numeracy in all we do in order to provide high quality inclusive learning programs, services, and opportunities that meet the educational needs all learners.

Living Truth and Reconciliation: Create an understanding and appreciation for the First Nations, Inuit, and Metis Culture.

Belonging in our Diverse Community: Foster a culture of wellness that is foundational to support learning.

Pages 4-23 are the measure details for the data collected during the 2023 Fall Alberta Education Assurance Survey. For each measure there are details that have influenced the professional discussions and practice in our learning community. Page 24 is our response to the findings of this survey.



Fall 2023 Supplemental Alberta Education Assurance Measures – Overall Summary

Assurance Domain	Measure	St. Patricks RCS School			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	81.3	82.7	82.7	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	90.3	82.1	81.7	80.3	81.4	82.3	Very High	Improved	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	n/a	63.3	64.3	n/a	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	16.0	17.7	n/a	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	80.3	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	21.2	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	94.8	92.5	92.7	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	91.0	86.6	86.6	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	94.4	76.3	76.3	80.6	81.6	81.6	n/a	Improved Significantly	n/a
Governance	Parental Involvement	76.3	86.8	86.1	79.1	78.8	80.3	Intermediate	Maintained	Acceptable

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting 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.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
4. Participation in the Provincial Achievement Tests 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.
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
7. 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.
8. 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.

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 - 62.15	62.15 - 67.21	67.21 - 77.26	77.26 - 82.01	82.01 - 100.00
PAT: Excellence	0.00 - 10.15	10.15 - 13.39	13.39 - 17.84	17.84 - 23.74	23.74 - 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.

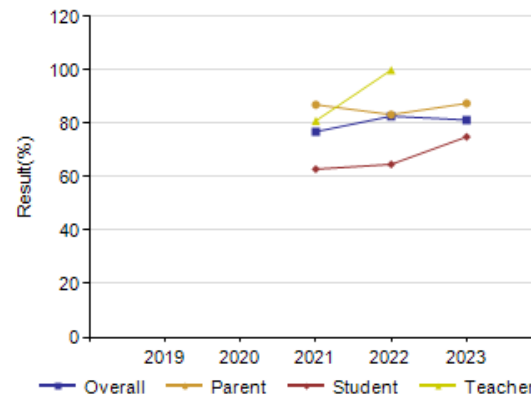
	Achievement				
Improvement	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable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

The following pages include tables and graphs that provide detailed data for the performance measures. Schools may include these under each measure/outcome to provide context and help in interpreting the results.

Student Learning Engagement – Measure Details

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.																																	
	School													Authority										Province									
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	93	76.9	70	82.7	58	81.3	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	1,590	87.7	1,636	86.3	1,654	86.9	n/a	n/a	n/a	n/a	230,956	85.6	249,740	85.1	257,214	84.4
Parent	n/a	n/a	n/a	n/a	16	87.0	12	83.3	8	87.5	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	262	89.5	186	87.5	198	88.6	n/a	n/a	n/a	n/a	30,994	89.0	31,694	88.7	31,862	87.3
Student	n/a	n/a	n/a	n/a	70	62.9	51	64.7	50	75.0	n/a	Improved	n/a	n/a	n/a	n/a	n/a	1,125	75.8	1,280	74.6	1,266	75.4	n/a	n/a	n/a	n/a	169,789	71.8	187,102	71.3	193,029	70.9
Teacher	n/a	n/a	n/a	n/a	7	81.0	7	100.0	4	*	*	*	*	n/a	n/a	n/a	n/a	203	97.8	170	96.9	190	96.6	n/a	n/a	n/a	n/a	30,173	96.0	30,944	95.5	32,323	95.1

Graph of School Results



Notes:

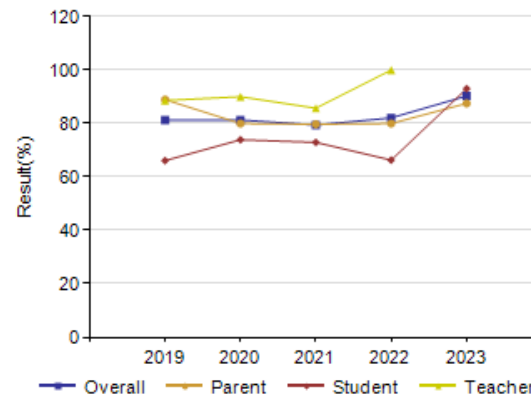
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends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

Citizenship – Measure Details

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

	School													Authority										Province									
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	62	81.2	79	81.3	93	79.4	70	82.1	58	90.3	Very High	Improved	Excellent	1,798	85.1	1,724	86.9	1,585	86.8	1,637	85.2	1,655	86.6	265,614	82.9	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3
Parent	9	88.9	11	80.0	16	79.7	12	80.0	8	87.5	Very High	Maintained	Excellent	232	81.4	261	84.5	262	82.7	186	81.1	198	82.8	35,247	81.9	36,891	82.4	30,905	81.4	31,689	80.4	31,869	79.4
Student	46	66.1	60	73.9	70	72.9	51	66.3	50	93.0	Very High	Improved Significantly	Excellent	1,330	79.2	1,226	79.7	1,120	80.8	1,280	77.7	1,267	80.3	197,090	73.5	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3
Teacher	7	88.6	8	90.0	7	85.7	7	100.0	4	*	*	*	*	236	94.6	237	96.4	203	97.1	171	96.8	190	96.6	33,277	93.2	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3

Graph of School Results

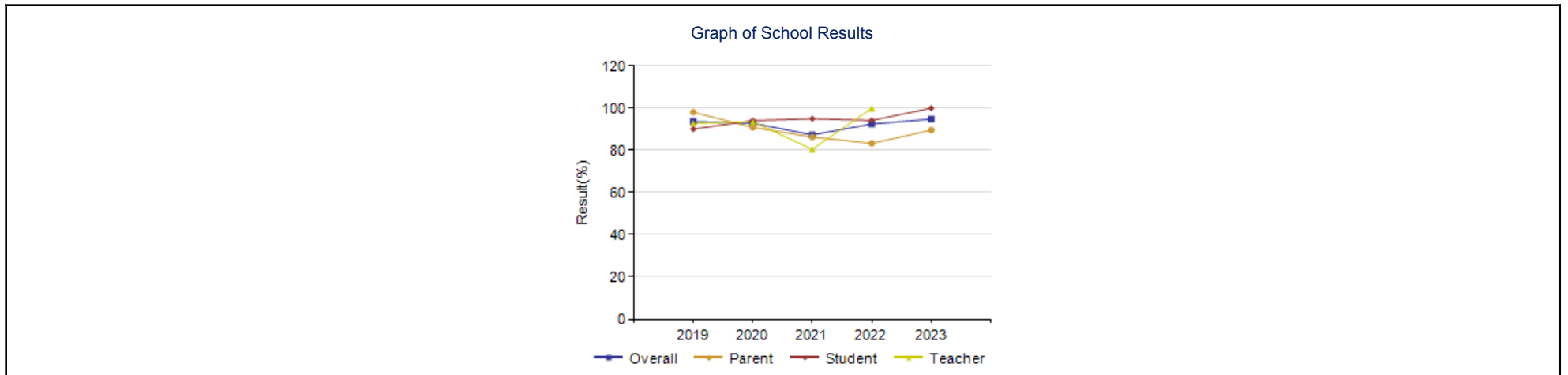


Notes:

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. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures in 2020/21. Caution should be used when interpreting trends over

Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.																																		
	School										Measure Evaluation			Authority										Province										
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023		2019		2020		2021		2022		2023		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%			
Overall	62	93.7	79	92.9	93	87.3	71	92.5	58	94.8	Very High	Maintained	Excellent	1,799	91.7	1,728	92.8	1,586	91.5	1,633	90.7	1,656	90.7	265,841	90.2	264,623	90.3	230,814	89.6	249,532	89.0	257,584	88.1	
Parent	9	98.1	11	90.9	16	86.3	12	83.3	8	89.6	Very High	Maintained	Excellent	232	87.8	261	90.2	262	87.5	186	86.7	198	86.3	35,262	86.4	36,907	86.7	31,024	86.7	31,728	86.1	31,890	84.4	
Student	46	90.1	60	94.1	70	95.0	52	94.2	50	100.0	Very High	Improved	Excellent	1,331	91.0	1,230	91.1	1,121	89.9	1,276	89.2	1,268	89.7	197,282	88.1	193,763	87.8	169,589	86.3	186,834	85.9	193,343	85.7	
Teacher	7	92.9	8	93.6	7	80.5	7	100.0	4	*	*	*	*	236	96.2	237	97.2	203	97.2	171	96.3	190	96.2	33,297	96.1	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4	



Notes:

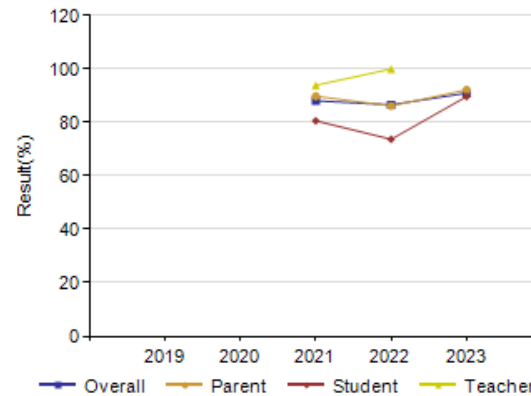
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends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

	School													Authority										Province									
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	93	88.1	70	86.6	58	91.0	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	1,588	90.5	1,638	88.6	1,655	89.3	n/a	n/a	n/a	n/a	231,091	87.8	249,941	86.1	257,391	84.7
Parent	n/a	n/a	n/a	n/a	16	89.8	12	86.2	8	92.2	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	262	89.5	186	86.0	198	87.2	n/a	n/a	n/a	n/a	30,980	88.2	31,715	86.9	31,885	85.6
Student	n/a	n/a	n/a	n/a	70	80.6	51	73.7	50	89.7	n/a	Improved Significantly	n/a	n/a	n/a	n/a	n/a	1,123	85.2	1,281	82.3	1,267	83.7	n/a	n/a	n/a	n/a	169,900	79.8	187,258	77.7	193,156	76.6
Teacher	n/a	n/a	n/a	n/a	7	93.9	7	100.0	4	*	*	*	*	n/a	n/a	n/a	n/a	203	96.9	171	97.4	190	97.0	n/a	n/a	n/a	n/a	30,211	95.3	30,968	93.6	32,350	92.0

Graph of School Results



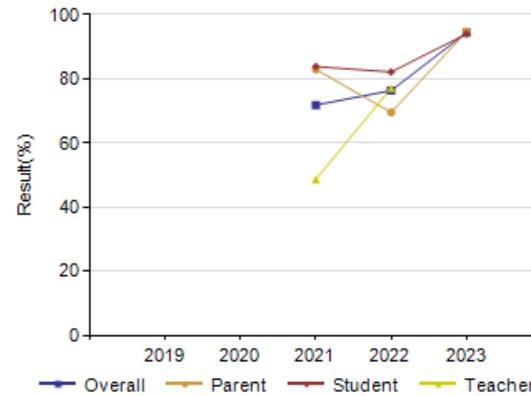
- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting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

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.

	School										Measure Evaluation			Authority										Province									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	n/a	n/a	n/a	n/a	93	71.8	70	76.3	58	94.4	n/a	Improved Significantly	n/a	n/a	n/a	n/a	n/a	1,584	83.4	1,634	81.4	1,654	82.3	n/a	n/a	n/a	n/a	230,761	82.6	249,570	81.6	256,994	80.6
Parent	n/a	n/a	n/a	n/a	16	82.9	12	69.5	8	94.7	n/a	Improved	n/a	n/a	n/a	n/a	n/a	262	79.8	186	72.6	198	77.5	n/a	n/a	n/a	n/a	30,936	78.9	31,684	77.4	31,847	75.7
Student	n/a	n/a	n/a	n/a	70	83.8	51	82.1	50	94.0	n/a	Improved	n/a	n/a	n/a	n/a	n/a	1,120	84.7	1,278	84.1	1,266	84.9	n/a	n/a	n/a	n/a	169,631	80.2	186,935	80.1	192,805	79.9
Teacher	n/a	n/a	n/a	n/a	7	48.6	7	77.1	4	*	*	*	*	n/a	n/a	n/a	n/a	202	85.9	170	87.4	190	84.4	n/a	n/a	n/a	n/a	30,194	88.7	30,951	87.3	32,342	86.2

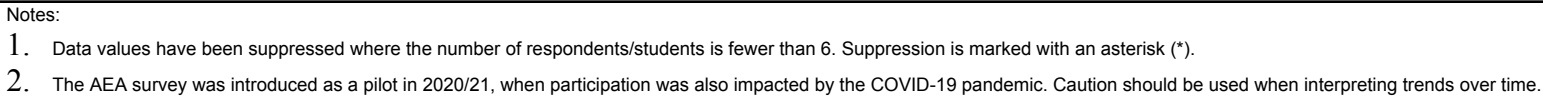
Graph of School Results



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.

	School													Authority										Province									
	2019		2020		2021		2022		2023					Measure Evaluation			2019		2020		2021		2022		2023		2019		2020		2021		2022
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	16	92.7	19	85.3	23	84.4	19	86.8	8	76.3	Intermediate	Maintained	Acceptable	466	80.6	495	84.6	463	80.5	356	81.6	385	82.6	68,116	81.3	70,377	81.8	60,919	79.5	62,412	78.8	63,935	79.1
Parent	9	91.1	11	73.1	16	71.6	12	73.7	8	76.3	Very High	Maintained	Excellent	231	69.6	258	75.6	262	72.2	186	72.3	197	75.0	34,944	73.6	36,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5
Teacher	7	94.3	8	97.5	7	97.1	7	100.0	4	*	*	*	*	235	91.6	237	93.5	201	88.8	170	90.8	188	90.2	33,172	89.0	33,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7



Fall 2023 Supplemental Alberta Education Assurance Measures – Overall Summary

Measure	St. Patricks RCS School			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	3.5	n/a	56.6	n/a	n/a	n/a
Drop Out Rate	n/a	n/a	n/a	2.5	2.3	2.5	n/a	n/a	n/a
In-Service Jurisdiction Needs	n/a	90.5	82.7	82.2	83.7	84.3	n/a	n/a	n/a
Lifelong Learning	81.8	77.6	65.5	80.4	81.0	76.8	High	Maintained	Good
Program of Studies	75.9	79.3	84.0	82.9	82.9	82.6	Intermediate	Maintained	Acceptable
Program of Studies - At Risk Students	94.8	78.2	84.4	81.2	81.9	83.4	Very High	Improved	Excellent
Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	71.9	70.2	68.3	n/a	n/a	n/a
Safe and Caring	92.7	88.3	89.4	87.5	88.8	89.1	Very High	Maintained	Excellent
Satisfaction with Program Access	76.5	78.9	77.0	72.9	72.6	73.9	Intermediate	Maintained	Acceptable
School Improvement	79.3	65.7	76.6	75.2	74.2	77.9	High	Maintained	Good
Transition Rate (6 yr)	n/a	n/a	n/a	59.7	60.3	60.2	n/a	n/a	n/a
Work Preparation	83.3	95.0	86.9	83.1	84.9	84.5	High	Maintained	Good

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in the Diploma Exams was impacted by the fires in 2018/19, and the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.

Measure Evaluation Reference (Supplemental 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
4-year High School Completion	0.00 - 71.57	71.57 - 78.63	78.63 - 87.93	87.93 - 91.45	91.45 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 36.23	36.23 - 41.92	41.92 - 58.66	58.66 - 71.19	71.19 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
In-Service Jurisdiction Needs	0.00 - 76.10	76.10 - 82.23	82.23 - 88.14	88.14 - 91.80	91.80 - 100.00
Lifelong Learning	0.00 - 62.64	62.64 - 67.96	67.96 - 75.71	75.71 - 82.44	82.44 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Program of Studies - At Risk Students	0.00 - 79.62	79.62 - 83.27	83.27 - 86.63	86.63 - 90.44	90.44 - 100.00
Rutherford Scholarship Eligibility Rate	0.00 - 47.98	47.98 - 55.78	55.78 - 68.95	68.95 - 74.96	74.96 - 100.00
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Satisfaction with Program Access	0.00 - 63.98	63.98 - 72.31	72.31 - 77.46	77.46 - 82.95	82.95 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00
Transition Rate (4 yr)	0.00 - 21.98	21.98 - 30.52	30.52 - 44.34	44.34 - 61.50	61.50 - 100.00
Transition Rate (6 yr)	0.00 - 35.49	35.49 - 49.47	49.47 - 62.88	62.88 - 72.76	72.76 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in the Diploma Exams was impacted by the fires in 2018/19, and the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.

Improvement Table

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

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

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

Overall Evaluation Table

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

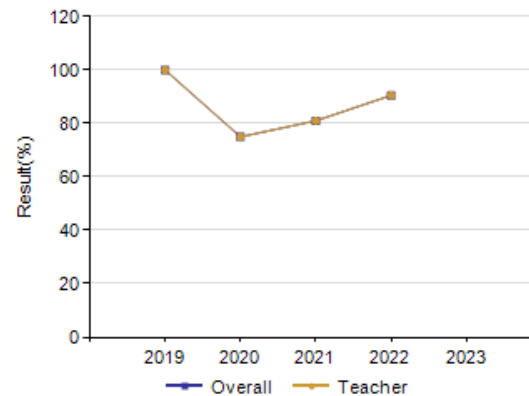
	Achievement				
Improvement	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable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

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.

	School													Authority										Province									
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	7	100.0	8	75.0	7	81.0	7	90.5	n/a	n/a	n/a	n/a	n/a	233	88.5	237	85.0	200	83.5	171	85.8	187	82.3	33,074	85.2	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2
Teacher	7	100.0	8	75.0	7	81.0	7	90.5	4	*	*	*	*	233	88.5	237	85.0	200	83.5	171	85.8	187	82.3	33,074	85.2	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2

Graph of School Results



Notes:

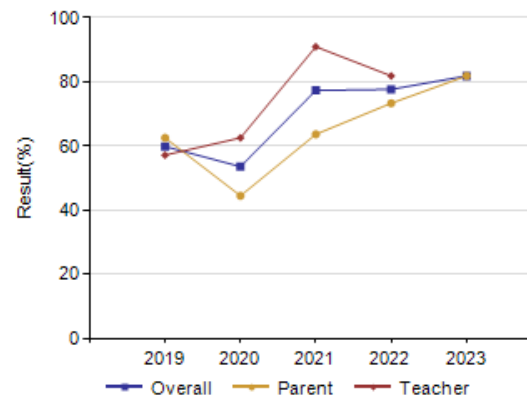
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends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

Lifelong Learning – Measure Details

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

	School													Authority										Province									
	2019		2020		2021		2022		2023					Measure Evaluation			2019		2020		2021		2022		2023		2019		2020		2021		2022
	N	%	N	%	N	%	N	%	N	%	Achieve ment	Improvem ent	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	16	59.8	18	53.5	22	77.3	17	77.6	6	81.8	High	Maintained	Good	461	76.4	487	77.4	453	83.9	348	82.8	379	85.7	66,943	71.4	69,182	72.6	59,478	82.1	60,822	81.0	62,032	80.4
Parent	9	62.5	10	44.4	15	63.6	11	73.3	6	81.8	Very High	Maintained	Excellent	225	67.1	250	66.5	254	76.8	179	73.1	190	78.4	33,876	64.0	35,454	64.6	29,693	75.3	30,314	74.6	30,381	73.4
Teacher	7	57.1	8	62.5	7	90.9	6	81.8	4	*	*	*	*	236	85.7	237	88.3	199	91.0	169	92.5	189	93.0	33,067	78.8	33,728	80.6	29,785	88.9	30,508	87.4	31,651	87.3

Graph of School Results



Notes:

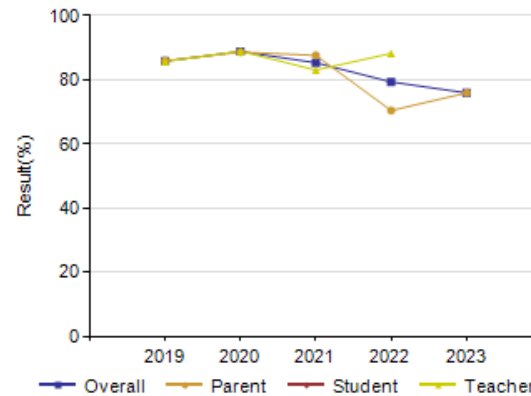
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
3. A "N/A" response was added to the AEA survey in 2020/21, allowing respondents to clearly indicate when a question was not applicable. Unlike "Don't Know", a response of "N/A" does not count towards the total number of responses in the survey result. Caution should be used when interpreting trends over time.

1.

Program of Studies – Measure Details

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.																																	
	School										Measure Evaluation			Authority										Province									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	16	85.8	19	88.8	23	85.3	19	79.3	8	75.9	Intermediate	Maintained	Acceptable	1,226	86.0	1,187	86.6	1,082	81.8	1,076	84.3	1,072	87.6	181,846	82.2	184,393	82.4	157,680	81.9	172,339	82.9	179,589	82.9
Parent	9	85.9	11	88.6	16	87.6	12	70.4	8	75.9	Intermediate	Maintained	Acceptable	232	79.9	260	82.6	259	78.6	186	80.1	198	85.8	35,252	80.1	36,901	80.1	30,817	81.7	31,625	82.4	31,780	82.2
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	758	85.5	690	86.2	621	79.5	719	84.7	684	88.5	113,304	77.4	113,541	77.8	96,676	74.9	109,776	76.9	115,487	77.4
Teacher	7	85.7	8	88.9	7	83.0	7	88.2	4	*	*	*	*	236	92.7	237	91.1	202	87.2	171	88.1	190	88.5	33,290	89.1	33,951	89.3	30,187	89.2	30,938	89.3	32,322	89.3

Graph of School Results



Notes:

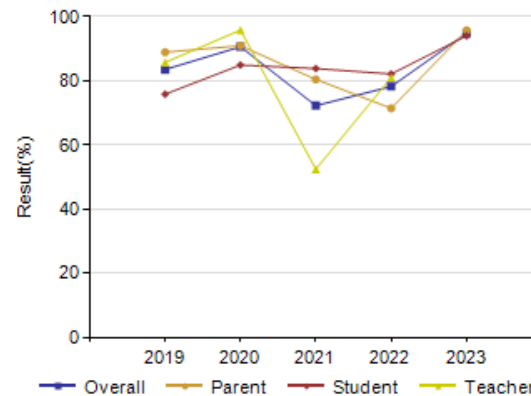
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends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

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.

	School													Authority										Province									
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	61	83.5	79	90.6	93	72.2	70	78.2	58	94.8	Very High	Improved	Excellent	1,794	84.3	1,722	87.5	1,584	83.8	1,634	81.8	1,654	83.7	265,362	84.7	264,165	84.9	230,686	82.7	249,524	81.9	256,932	81.2
Parent	9	88.9	11	90.9	16	80.4	12	71.4	8	95.7	Very High	Maintained	Excellent	232	74.1	260	79.9	262	77.9	186	70.7	198	75.8	35,184	77.8	36,846	78.1	30,874	76.7	31,643	75.3	31,805	73.7
Student	45	75.8	60	84.9	70	83.8	51	82.1	50	94.0	Very High	Improved	Excellent	1,326	84.9	1,225	86.7	1,120	84.7	1,278	84.1	1,266	84.9	196,933	81.9	193,409	82.2	169,631	80.2	186,935	80.1	192,805	79.9
Teacher	7	85.7	8	95.8	7	52.4	7	81.0	4	*	*	*	*	236	93.9	237	95.8	202	88.8	170	90.5	190	90.2	33,245	94.5	33,910	94.4	30,181	91.2	30,946	90.3	32,322	89.9

Graph of School Results



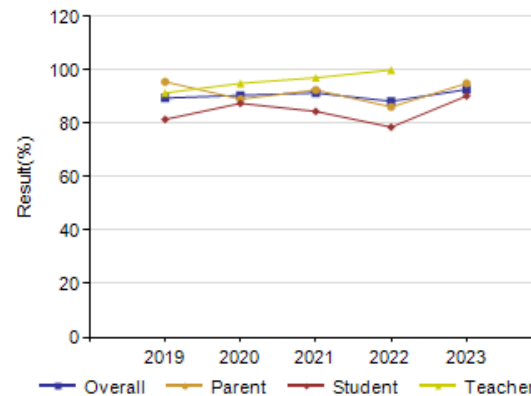
Notes:

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.

Safe and Caring – Measure Details

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.																																	
	School										Measure Evaluation			Authority										Province									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievem ent	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	61	89.5	79	90.5	93	91.4	70	88.3	58	92.7	Very High	Maintained	Excellent	1,794	91.2	1,722	92.0	1,586	92.3	1,637	90.8	1,655	91.2	265,382	89.0	264,204	89.4	230,987	90.0	249,835	88.8	257,278	87.5
Parent	9	95.6	11	89.1	16	92.5	12	86.2	8	95.0	Very High	Maintained	Excellent	232	88.7	261	90.5	262	91.5	186	88.2	198	89.6	35,247	89.7	36,899	90.2	30,969	90.5	31,707	89.5	31,879	88.1
Student	45	81.5	60	87.5	70	84.5	51	78.6	50	90.3	Very High	Improved	Excellent	1,326	87.5	1,224	87.4	1,122	88.6	1,281	86.5	1,267	87.1	196,856	82.3	193,364	82.6	169,813	84.0	187,165	82.5	193,049	81.5
Teacher	7	91.4	8	95.0	7	97.1	7	100.0	4	*	*	*	*	236	97.5	237	98.1	202	96.8	170	97.6	190	96.9	33,279	95.1	33,941	95.3	30,205	95.4	30,963	94.3	32,350	93.0

Graph of School Results



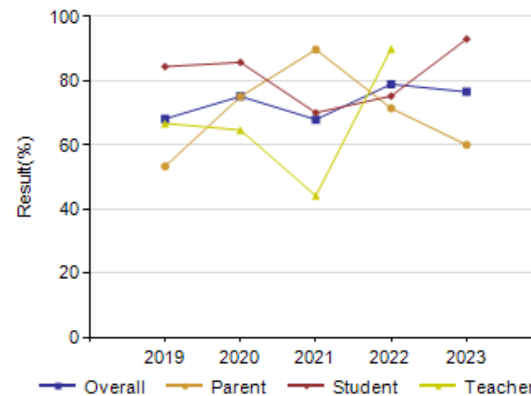
Notes:

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.

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.																																		
	School										Measure Evaluation			Authority										Province										
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023		2019		2020		2021		2022		2023		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%			
Overall	61	68.1	79	75.1	93	67.9	69	78.9	58	76.5	Intermediate	Maintained	Acceptable	1,788	75.4	1,710	78.5	1,571	75.2	1,627	75.9	1,643	77.6	263,978	73.1	262,662	75.2	228,281	71.8	247,744	72.6	255,597	72.9	
Parent	9	53.3	11	75.0	16	89.7	11	71.4	8	60.0	Intermediate	Maintained	Acceptable	229	59.9	255	68.7	253	66.4	181	66.7	192	70.9	34,371	61.1	35,963	68.4	29,417	65.7	30,664	67.4	31,117	68.4	
Student	45	84.4	60	85.7	70	70.0	51	75.2	50	93.0	Very High	Improved	Excellent	1,323	84.6	1,218	84.0	1,118	80.3	1,275	80.2	1,262	82.0	196,411	78.8	192,861	79.0	168,839	71.9	186,237	73.5	192,269	74.3	
Teacher	7	66.7	8	64.6	7	44.1	7	90.0	4	*	*	*	*	236	81.6	237	82.7	200	78.8	171	80.7	189	79.9	33,196	79.3	33,838	78.1	30,025	77.8	30,843	77.0	32,211	76.0	

Graph of School Results



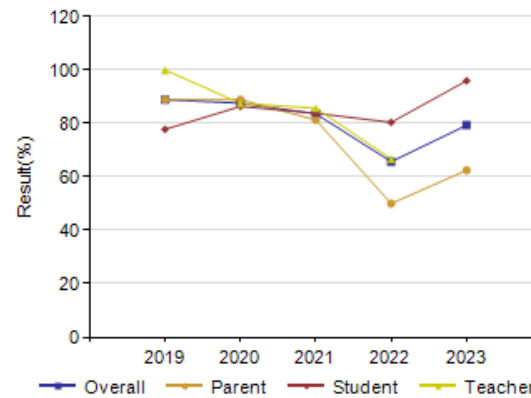
Notes:

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.

School Improvement – Measure Details

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.																																	
	School													Authority										Province									
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	61	88.9	76	87.6	91	83.6	69	65.7	58	79.3	High	Maintained	Good	1,783	83.9	1,708	86.3	1,539	86.0	1,617	78.0	1,623	80.6	263,364	81.0	262,079	81.5	224,041	81.4	243,980	74.2	251,355	75.2
Parent	9	88.9	9	88.9	16	81.3	12	50.0	8	62.5	Low	Maintained	Issue	224	76.8	252	82.1	246	82.5	180	66.7	192	75.0	34,159	80.3	35,896	80.0	28,016	81.7	30,147	70.0	30,371	72.5
Student	45	77.8	59	86.4	68	83.8	51	80.4	50	96.0	Very High	Improved Significantly	Excellent	1,324	86.0	1,224	86.7	1,107	88.0	1,270	83.4	1,253	85.9	196,592	79.4	192,917	79.6	167,992	79.1	185,107	76.3	191,142	75.0
Teacher	7	100.0	8	87.5	7	85.7	6	66.7	4	*	*	*	*	235	88.9	232	90.1	186	87.6	167	83.8	178	80.9	32,613	83.4	33,266	85.0	28,033	83.4	28,726	76.3	29,842	78.0

Graph of School Results



Notes:

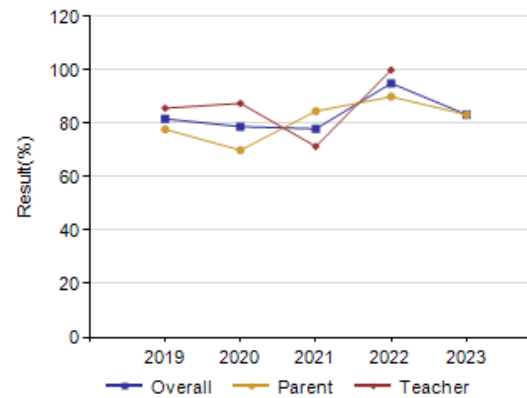
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends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

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.

	School													Authority										Province									
	2019		2020		2021		2022		2023					Measure Evaluation			2019		2020		2021		2022		2023		2019		2020		2021		2022
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	16	81.7	18	78.8	20	78.0	16	95.0	6	83.3	High	Maintained	Good	457	83.7	481	85.7	441	87.8	343	85.2	368	87.7	66,088	83.0	68,221	84.1	58,109	85.7	59,488	84.9	60,705	83.1
Parent	9	77.8	10	70.0	13	84.6	10	90.0	6	83.3	Very High	Maintained	Excellent	222	73.0	246	75.6	246	79.7	178	75.3	188	79.8	33,423	75.2	34,944	76.0	28,862	77.8	29,553	77.3	29,674	75.0
Teacher	7	85.7	8	87.5	7	71.4	6	100.0	3	*	*	*	*	235	94.5	235	95.7	195	95.9	165	95.2	180	95.6	32,665	90.8	33,277	92.2	29,247	93.7	29,935	92.5	31,031	91.3

Graph of School Results



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.

Comment on Results:

Every year brings a new challenge to the culture of learning at SPT. We are rooting our practices in our motto Loving to Learn. We believe that it is important to establish trusting relationships with all stakeholders to ensure an environment where there is open dialogue and the will to make SPT the best it can be. We want our students to feel safe in taking risks in their learning and to internalize the success in their learning. Safety and wellbeing are key ingredients to a successful learning journey. Over all we are excited to reignite parent involvement in our school and community, and to build a rigorous learning environment where every child is learning and celebrating their successes.

Survey Measures	- Citizenship - Safe & Caring - Welcoming, Caring, Respectful & Safe Learning Environments	- Student Learning Engagement - Education Quality - Broad Program of Students - Program of Studies- At Risk Students - Satisfaction to Program Access - Access to Supports and Services - Lifelong Learning & Work Preparation	- School Improvement - Parental Involvement
What we are doing in Response to Results	✓ Kelso Choices and Character ✓ A flexible Student Code of Conduct that changes every year with the needs of the evolving student body ✓ Adhering to our School Divisions Faith Plan. This year we have begun our new faith plan Arise! Pilgrims of Hope ✓ We create an understanding and appreciation for the First Nations, Metis, and Inuit Culture by infusing the Blackfoot and inuit language into our regular routines. We provide a Blackfoot word of the month and provide Blackfoot and other First Nations literature in our school and classroom libraries. ✓ We work very closely with our school resource officer to help support our students' safety and to be proactive in promoting positive student choices. ✓ We are a multiage school because we want to ensure there are strong connections between the teachers and students, and between peers. It is important that our students identify at least one adult they trust and feel safe to go to in our community.	✓ We provide numeracy and literacy interventions for students. We are a CRM (Collaborative Response Model) School where we meet regularly as a team to plan the proper interventions for our students. ✓ We are a STEM (Science, Technology, Engineering, Mathematics) School where we support the multidisciplinary benefits of play, and exploration. We support tech education with a class set of Chromebook and a class set of new Ipads. We have Ozobots in our inventory for tech tools. We have stem exploration bins for each classroom. Loose Parts is an important component of our PreK to Grade One programming. ✓ We inform our literacy instruction and interventions with many ways of assessment ranging from classroom assessments to the provincial assessments of LenS and CC3. ✓ We have Music and Phys. Ed specialists on staff. ✓ We provide provide student leadership ✓ We provide a Career and Technology Foundations period to our schedule for 4/5 students ✓ We report student learning through learning portfolios on the Spaces digital platform	✓ Build a comprehensive Continuous Improvement Plan each year that is posted on our website. ✓ All teachers reach out to parents through Student Agendas and posts on Spaces ✓ Use of Spaces online portfolio which is timely involvement of parents to their child's academic successes. ✓ We have a School Parent Council that meets once a month. They are promoting events for families of the community. They also coordinate parent volunteer opportunities. ✓ We constantly review our mission and vision. ✓ SPT staff will consistently intervene and enrich our students' learning by successfully implementing an intervention program that regularly assesses students to provide them with the opportunity for their optimal learning. ✓ We have introduced Parent Classroom Reps this year to help initiate parent involvement.