
CSM Assurance Measure Fall 2022 School Results



THE CHILDREN OF ST. MARTHA MISSION STATEMENT:

THE CHILDREN OF ST. MARTHA SCHOOL NURTURES A CATHOLIC EDUCATION,
SUPPORTS ACADEMIC GROWTH, AND CELEBRATES THE SUCCESS OF ALL.

THE CHILDREN OF ST. MARTHA VISION STATEMENT:

THE CHILDREN OF ST. MARTHA SCHOOL DEVELOPS ACTIVELY ENGAGED AND
ETHICAL CITIZENS THAT LIVE THEIR CATHOLIC FAITH.

CSM MOTTO:

GROWING IN FAITH & KNOWLEDGE

Fall 2022 Required Alberta Education Assurance Measures - Overall Summary

Assurance Domain	Measure	Children of St. Martha 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	86.3	87.0	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	92.5	92.9	95.4	81.4	83.2	83.1	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	83.2	83.4	81.1	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	86.2	85.6	n/a	n/a	n/a
	PAT: Acceptable	40.2	n/a	64.3	67.3	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	8.7	n/a	2.4	18.0	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	75.2	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	18.2	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	93.5	96.0	94.2	89.0	89.6	90.3	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	93.9	93.1	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	80.4	85.8	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	89.8	100.0	88.1	78.8	79.5	81.5	Very High	Maintained	Excellent

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 and 2020/21 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. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 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.
4. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
5. 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.
6. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

Comments on Overall Summary:



Narrative on The Children of St. Martha School's annual results:

Due to the COVID-19 pandemic, there were a number of accommodations to our regular programming that needed to be followed. As a result, caution should be used when interpreting results from this past school year, particularly those related to perception of restrictive policies or mandates that were implemented provincially. The health and wellness of students and staff were and will continue to be a high priority.

Students:

All areas of the survey results, reported from **students in grades 4-6**, are consistently high. It is noted that students strongly agree to those questions related to student success and a welcoming, caring, respectful and safe learning environment. This school year, students are able to once again take part in after school programs as well as option classes which may assist with student satisfaction of the accessibility, effectiveness and efficiency of programs and services for them in their community. Sports, after school clubs, cross grade recess clubs and opportunities to play with peers outside of cohorts has notably decreased the anxiousness that was seen in the previous few years.

Teachers:

The survey results of teachers, throughout this document, show the need to explore areas of concern and issues that need to be addressed moving forward. Below are the key areas of concern and issue:

1. Professional development and in-servicing received from the school authority
2. Access to the appropriate supports and services at school
3. Programs for children at risk are easy to access and timely
4. Accessibility, effectiveness and efficiency of programs and services for students in their community.
5. Overall quality of basic education

Parents:

The number of Parents that participated in the survey was not significant enough to be added to the data. Knowing this, further conversations and encouragement to take the survey will be a focal area for the upcoming year survey.

The Children of St. Martha community will maintain our focus of care and compassion within the school community. Our school wide initiatives as well as the presence of our values, as a faith filled community, will guide our decision. We will continue to model the characteristics of honesty, compassion, respect and responsibility within our school community.

The Children of St. Martha Continuous Improvement Plan provides detail of our priorities and strategies for this school year.

Measure Evaluation Reference (Required AEAMs)

Achievement Evaluation

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

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

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

Notes:

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

Improvement Table

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

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

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

Overall Evaluation Table

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

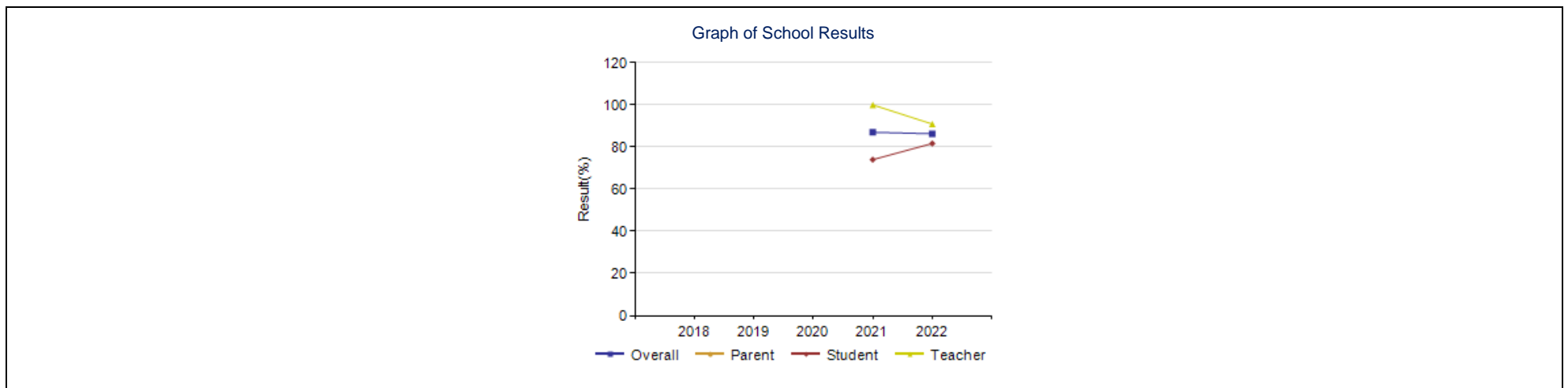
	Achievement				
Improvement	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	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									
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	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	n/a	n/a	62	87.0	72	86.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,590	87.7	1,636	86.3	n/a	n/a	n/a	n/a	n/a	n/a	230,956	85.6	249,740	85.1
Parent	n/a	n/a	n/a	n/a	n/a	n/a	4	*	5	*	*	*	*	n/a	n/a	n/a	n/a	n/a	n/a	262	89.5	186	87.5	n/a	n/a	n/a	n/a	n/a	n/a	30,994	89.0	31,694	88.7
Student	n/a	n/a	n/a	n/a	n/a	n/a	52	74.0	61	81.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,125	75.8	1,280	74.6	n/a	n/a	n/a	n/a	n/a	n/a	169,789	71.8	187,102	71.3
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	10	100.0	11	90.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	203	97.8	170	96.9	n/a	n/a	n/a	n/a	n/a	n/a	30,173	96.0	30,944	95.5



Notes:

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

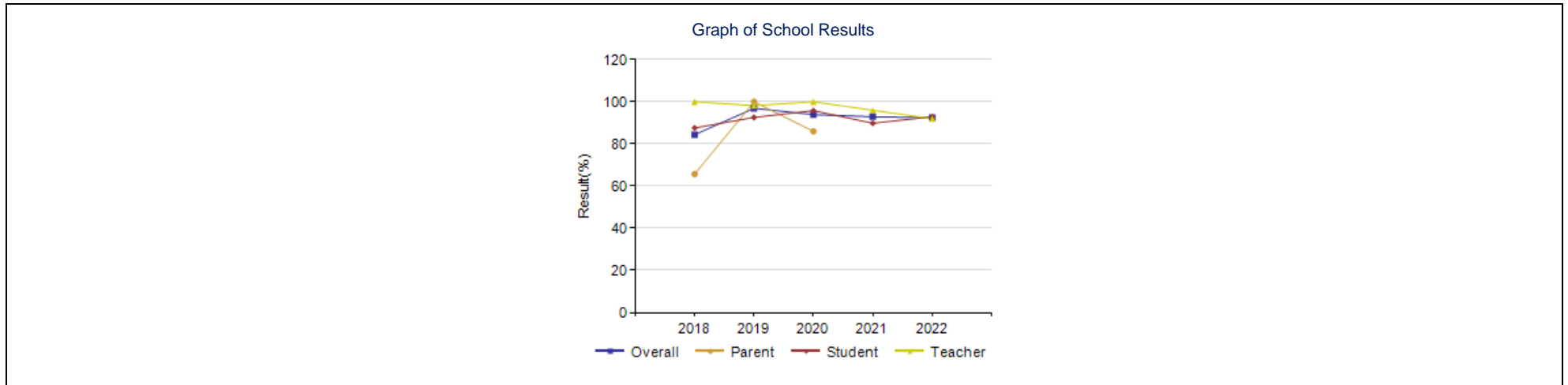
Comments on Student Learning Engagement:

The percentage of teachers that believe students are engaged in their learning at school dropped by 9.1% while students reported an increase in engagement by 7.7%. Key ideas may include “what” engagement is and how we will distinguish between intrinsic and extrinsic motivation as well as the impact it has on our mindset. Over the past few years, emphasis has been placed on learning more about a growth and fixed mindset approach to learning. It may be relevant to revisit this as a school community to explore “how” students and teachers perceive engagement in order to narrow the discrepancy between both teachers and students perception in this area. Overall, our data is in line with the province as well as Holy Spirit School Division.

Citizenship – Measure Details

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

	School										Measure Evaluation			Authority										Province									
	2018		2019		2020		2021		2022					2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	92	84.4	95	96.9	99	93.9	62	92.9	72	92.5	Very High	Maintained	Excellent	1,867	86.5	1,798	85.1	1,724	86.9	1,585	86.8	1,637	85.2	253,727	83.0	265,614	82.9	264,413	83.3	230,843	83.2	249,770	81.4
Parent	7	65.7	6	100.0	10	86.0	4	*	5	*	*	*	*	263	84.4	232	81.4	261	84.5	262	82.7	186	81.1	35,482	81.7	35,247	81.9	36,891	82.4	30,905	81.4	31,689	80.4
Student	73	87.6	78	92.6	78	95.8	52	89.8	61	92.9	Very High	Maintained	Excellent	1,415	78.5	1,330	79.2	1,226	79.7	1,120	80.8	1,280	77.7	185,623	73.9	197,090	73.5	193,577	73.8	169,741	74.1	187,120	72.1
Teacher	12	100.0	11	98.2	11	100.0	10	96.0	11	92.0	Intermediate	Maintained	Acceptable	189	96.7	236	94.6	237	96.4	203	97.1	171	96.8	32,622	93.4	33,277	93.2	33,945	93.6	30,197	94.1	30,961	91.7



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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 2019/20. Caution should be used when interpreting trends over time.

Comments on modeling characteristics of active citizenship: The results for this measure remain **Very High**.

- Through the lens of our Catholic faith, we will continue to provide opportunities for students to build tolerance, understanding, empathy, and an openness for diversity. Embedded within our Health curriculum are the use of educational resources such as Kelso's choice and Lions Quest to help improve competences while co-operating and communicating with others.
- Our school community values kindness, honesty, integrity and being respectful to one another. All of these characteristics of citizenship are fundamental areas of focus while planning for student led social justice projects and continual growth as a welcoming school environment for our entire school community.

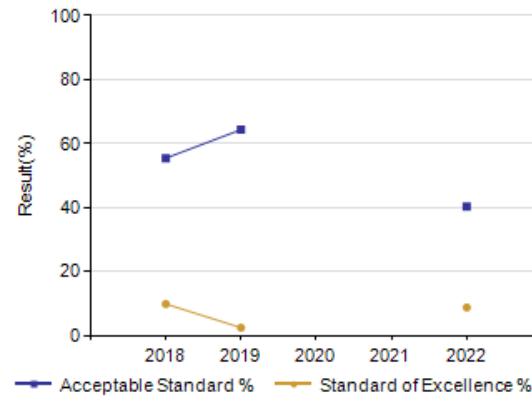
Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2018		2019		2020		2021		2022		2022	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	75.0	7.1	81.0	4.8	n/a	n/a	n/a	n/a	43.5	8.7	80	10
	Authority	86.4	11.6	84.0	16.3	n/a	n/a	n/a	n/a	77.9	19.1		
	Province	83.5	17.9	83.2	17.8	n/a	n/a	n/a	n/a	76.1	18.9		
French Language Arts 6 année	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Authority	83.8	8.1	86.7	17.8	n/a	n/a	n/a	n/a	88.9	14.8		
	Province	85.2	12.3	87.7	15.7	n/a	n/a	n/a	n/a	76.9	10.6		
Français 6 année	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	93.3	23.1	90.3	24.6	n/a	n/a	n/a	n/a	83.0	20.2		
Mathematics 6	School	53.6	7.1	57.1	4.8	n/a	n/a	n/a	n/a	34.8	8.7	65	10
	Authority	68.0	7.9	70.1	11.0	n/a	n/a	n/a	n/a	61.3	11.6		
	Province	72.9	14.0	72.5	15.0	n/a	n/a	n/a	n/a	64.1	12.6		
Science 6	School	53.6	14.3	61.9	0.0	n/a	n/a	n/a	n/a	43.5	8.7	65	10
	Authority	70.8	22.7	72.7	21.8	n/a	n/a	n/a	n/a	68.2	20.2		
	Province	78.8	30.5	77.6	28.6	n/a	n/a	n/a	n/a	71.5	23.7		
Social Studies 6	School	39.3	10.7	57.1	0.0	n/a	n/a	n/a	n/a	39.1	8.7	65	10
	Authority	71.7	13.3	71.4	19.2	n/a	n/a	n/a	n/a	65.2	16.9		
	Province	75.1	23.2	76.2	24.4	n/a	n/a	n/a	n/a	67.8	20.1		

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20. 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.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 9 in 2017/18.
5. 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.

Graph of Overall Provincial Achievement Test Results



Notes:

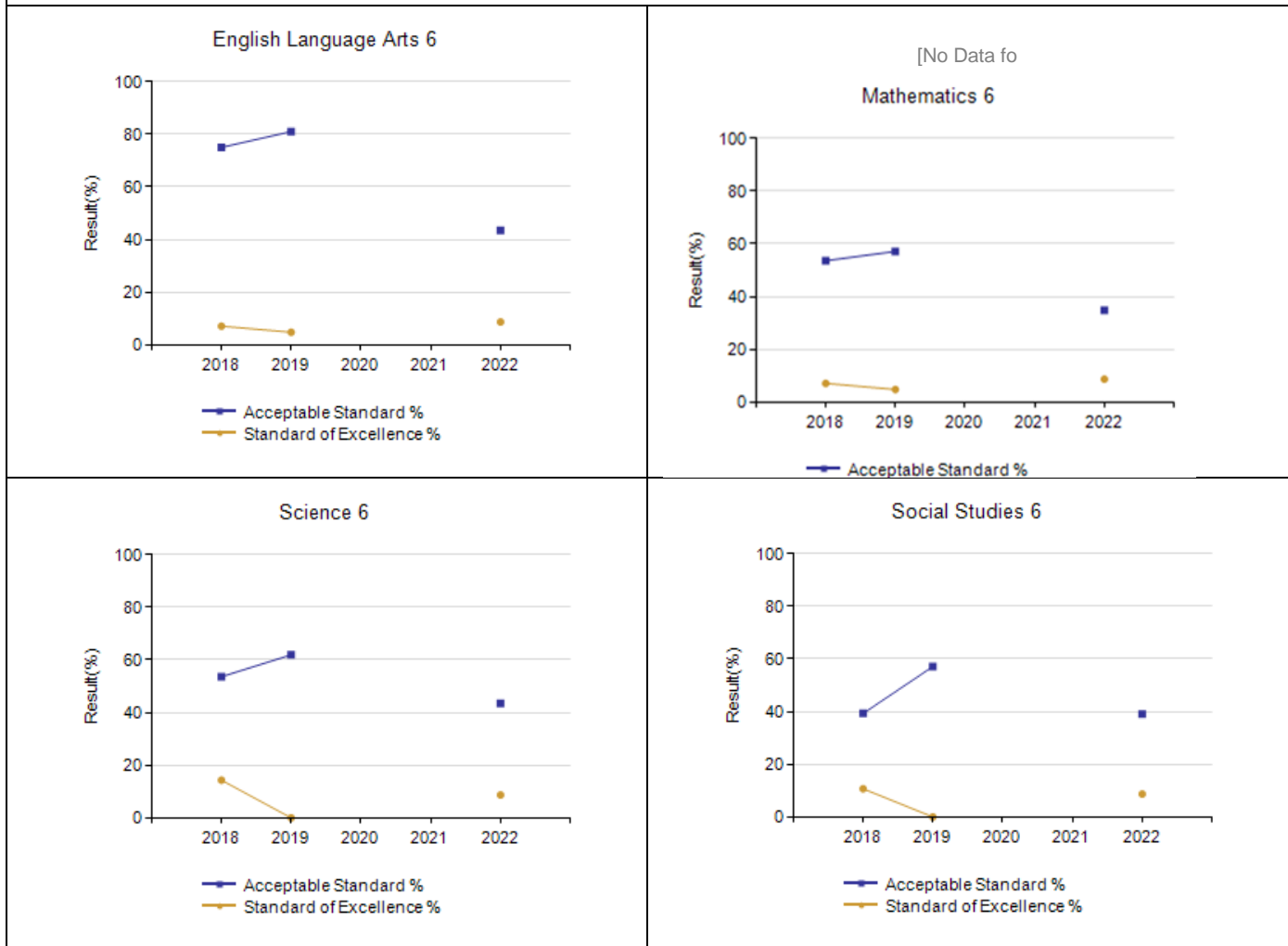
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2. Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20. Caution should be used when interpreting trends over time.
3. Security breaches occurred over the last few days 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.

Comment on results: Our overall PAT results continue to be a concern.

The % of excellence has increased but the acceptable standard has drastically decreased.

At this time, we are using a collaborative response framework that places inclusion at the core of our planning and discussions. With this, we hope to ensure a collaborative response to the individual needs of our students. The establishment of collaborative team meetings, assessments and a pyramid of interventions provides a systematic framework of structures and processes that will support gaps in learning.

Graph of Provincial Achievement Test Results by Course



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 Provincial Achievement Tests was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20. Caution should be used when interpreting trends over time.
3. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 9 in 2017/18.
4. 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.

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

		Children of St. Martha School							Alberta			
		Achievement	Improvement	Overall	2022		Prev 3 Year Average		2022		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	n/a	n/a	n/a	23	43.5	21	81.0	56,095	76.1	54,820	83.2
	Standard of Excellence	n/a	n/a	n/a	23	8.7	21	4.8	56,095	18.9	54,820	17.8
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,496	76.9	3,559	87.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,496	10.6	3,559	15.7
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	741	83.0	663	90.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	741	20.2	663	24.6
Mathematics 6	Acceptable Standard	n/a	n/a	n/a	23	34.8	21	57.1	56,019	64.1	54,778	72.5
	Standard of Excellence	n/a	n/a	n/a	23	8.7	21	4.8	56,019	12.6	54,778	15.0
Science 6	Acceptable Standard	n/a	n/a	n/a	23	43.5	21	61.9	56,451	71.5	54,879	77.6
	Standard of Excellence	n/a	n/a	n/a	23	8.7	21	0.0	56,451	23.7	54,879	28.6
Social Studies 6	Acceptable Standard	n/a	n/a	n/a	23	39.1	21	57.1	56,483	67.8	54,802	76.2
	Standard of Excellence	n/a	n/a	n/a	23	8.7	21	0.0	56,483	20.1	54,802	24.4

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20. 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.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 9 in 2017/18.
5. 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.

Measure Evaluation Reference - 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.

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Language Arts 6	Acceptable Standard	0.00 - 67.95	67.95 - 78.40	78.40 - 86.09	86.09 - 91.37	91.37 - 100.00
	Standard of Excellence	0.00 - 6.83	6.83 - 11.65	11.65 - 17.36	17.36 - 22.46	22.46 - 100.00
French Language Arts 6 année	Acceptable Standard	0.00 - 41.69	41.69 - 73.54	73.54 - 92.32	92.32 - 97.93	97.93 - 100.00
	Standard of Excellence	0.00 - 2.72	2.72 - 8.13	8.13 - 15.29	15.29 - 23.86	23.86 - 100.00
Mathematics 6	Acceptable Standard	0.00 - 63.91	63.91 - 70.73	70.73 - 79.61	79.61 - 88.67	88.67 - 100.00
	Standard of Excellence	0.00 - 8.53	8.53 - 11.31	11.31 - 18.13	18.13 - 25.17	25.17 - 100.00
Science 6	Acceptable Standard	0.00 - 60.36	60.36 - 78.51	78.51 - 86.46	86.46 - 90.64	90.64 - 100.00
	Standard of Excellence	0.00 - 11.74	11.74 - 17.42	17.42 - 25.34	25.34 - 34.31	34.31 - 100.00
Social Studies 6	Acceptable Standard	0.00 - 58.97	58.97 - 68.15	68.15 - 76.62	76.62 - 83.55	83.55 - 100.00
	Standard of Excellence	0.00 - 7.30	7.30 - 12.45	12.45 - 19.08	19.08 - 30.09	30.09 - 100.00
English Language Arts 9	Acceptable Standard	0.00 - 63.55	63.55 - 75.66	75.66 - 83.70	83.70 - 90.27	90.27 - 100.00
	Standard of Excellence	0.00 - 5.96	5.96 - 9.43	9.43 - 14.72	14.72 - 20.46	20.46 - 100.00
K&E English Language Arts 9	Acceptable Standard	0.00 - 29.97	29.97 - 53.86	53.86 - 76.19	76.19 - 91.85	91.85 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 0.30	0.30 - 10.00	10.00 - 20.31	20.31 - 100.00
French Language Arts 9 année	Acceptable Standard	0.00 - 67.59	67.59 - 81.33	81.33 - 92.06	92.06 - 97.26	97.26 - 100.00
	Standard of Excellence	0.00 - 1.67	1.67 - 6.81	6.81 - 17.11	17.11 - 28.68	28.68 - 100.00
Mathematics 9	Acceptable Standard	0.00 - 52.42	52.42 - 60.73	60.73 - 73.88	73.88 - 78.00	78.00 - 100.00
	Standard of Excellence	0.00 - 8.18	8.18 - 12.49	12.49 - 18.10	18.10 - 24.07	24.07 - 100.00
K&E Mathematics 9	Acceptable Standard	0.00 - 28.14	28.14 - 53.85	53.85 - 75.83	75.83 - 94.44	94.44 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 6.07	6.07 - 20.43	20.43 - 31.67	31.67 - 100.00
Science 9	Acceptable Standard	0.00 - 50.57	50.57 - 60.14	60.14 - 72.50	72.50 - 76.89	76.89 - 100.00
	Standard of Excellence	0.00 - 3.39	3.39 - 6.71	6.71 - 11.81	11.81 - 15.85	15.85 - 100.00
K&E Science 9	Acceptable Standard	0.00 - 38.75	38.75 - 59.30	59.30 - 78.33	78.33 - 87.58	87.58 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 7.47	7.47 - 21.41	21.41 - 40.82	40.82 - 100.00
Social Studies 9	Acceptable Standard	0.00 - 56.26	56.26 - 62.27	62.27 - 74.04	74.04 - 79.85	79.85 - 100.00
	Standard of Excellence	0.00 - 10.03	10.03 - 12.78	12.78 - 19.76	19.76 - 24.03	24.03 - 100.00
K&E Social Studies 9	Acceptable Standard	0.00 - 38.79	38.79 - 53.82	53.82 - 72.42	72.42 - 84.88	84.88 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.71	5.71 - 17.19	17.19 - 36.26	36.26 - 100.00

Notes:

- 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%.
- Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
- 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.

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

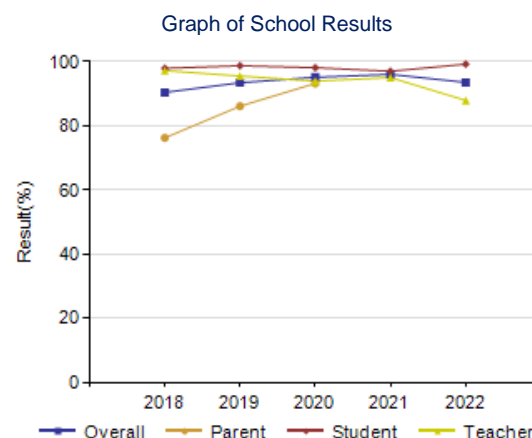
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	Achievement				
	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

Education Quality – Measure Details

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

	School										Measure Evaluation			Authority										Province									
	2018		2019		2020		2021		2022					2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	92	90.4	95	93.4	99	95.1	61	96.0	73	93.5	Very High	Maintained	Excellent	1,870	93.1	1,799	91.7	1,728	92.8	1,586	91.5	1,633	90.7	254,026	90.0	265,841	90.2	264,623	90.3	230,814	89.6	249,532	89.0
Parent	7	76.2	6	86.1	10	93.2	4	*	5	*	*	*	*	263	89.6	232	87.8	261	90.2	262	87.5	186	86.7	35,499	86.0	35,262	86.4	36,907	86.7	31,024	86.7	31,728	86.1
Student	73	97.9	78	98.7	78	98.1	51	97.0	62	99.2	Very High	Maintained	Excellent	1,418	91.9	1,331	91.0	1,230	91.1	1,121	89.9	1,276	89.2	185,888	88.2	197,282	88.1	193,763	87.8	169,589	86.3	186,834	85.9
Teacher	12	97.2	11	95.5	11	93.9	10	95.0	11	87.9	Very Low	Maintained	Concern	189	97.7	236	96.2	237	97.2	203	97.2	171	96.3	32,639	95.8	33,297	96.1	33,953	96.4	30,201	95.7	30,970	95.0



Notes:

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

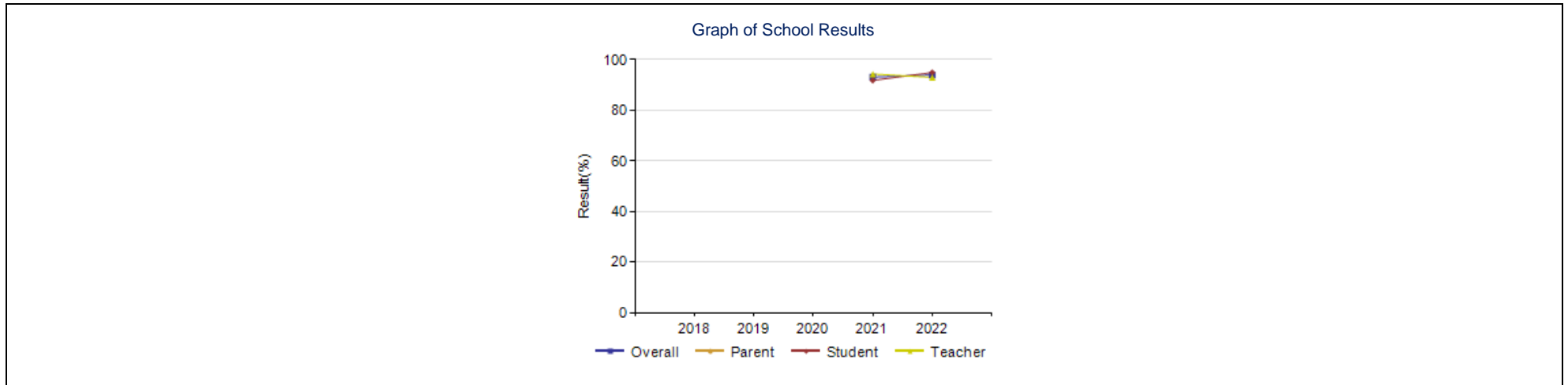
Comments on satisfaction with the overall quality of basic education: The results for this measure remain **Very High**.

- By continuing to prioritize our learning goals in order to meet the needs of our students, differentiated instruction and the use of assessment data to inform instruction remains a fundamental focus in all of our classrooms.
 - Teacher response to the overall satisfaction of the quality of basic education is a concern. Teachers have indicated a 7.1% drop in satisfaction from the school and districts previous year report.
- Supportive ongoing and relevant expectations for student learning with frequent monitoring of student progress, positive home-school relations, accommodated opportunities or differentiated approaches for learning are essential characteristics for maintaining an effective learning environment. With this being said, we are hoping as we relax restrictions, teachers will feel more at ease with the flexibility this will provide over the course of this school year thus increasing their ability to offer, once again, a broader range of learning experiences for students. Examples such as hands on manipulative learning, field trips to enhance understanding, cross-grade and curriculum planning, levelled literacy and numeracy intervention as well as flexible seating arrangements.

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									
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	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	n/a	n/a	63	93.1	73	93.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,588	90.5	1,638	88.6	n/a	n/a	n/a	n/a	n/a	n/a	231,091	87.8	249,941	86.1	
Parent	n/a	n/a	n/a	n/a	n/a	n/a	4	*	5	*	*	*	*	n/a	n/a	n/a	n/a	n/a	n/a	262	89.5	186	86.0	n/a	n/a	n/a	n/a	n/a	n/a	30,980	88.2	31,715	86.9
Student	n/a	n/a	n/a	n/a	n/a	n/a	53	91.8	62	94.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,123	85.2	1,281	82.3	n/a	n/a	n/a	n/a	n/a	n/a	169,900	79.8	187,258	77.7	
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	10	94.3	11	93.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	203	96.9	171	97.4	n/a	n/a	n/a	n/a	n/a	n/a	30,211	95.3	30,968	93.6	



Notes:

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

Comments on results: The percentage of teachers and students who agree that their learning environments are welcoming, caring, respectful and safe

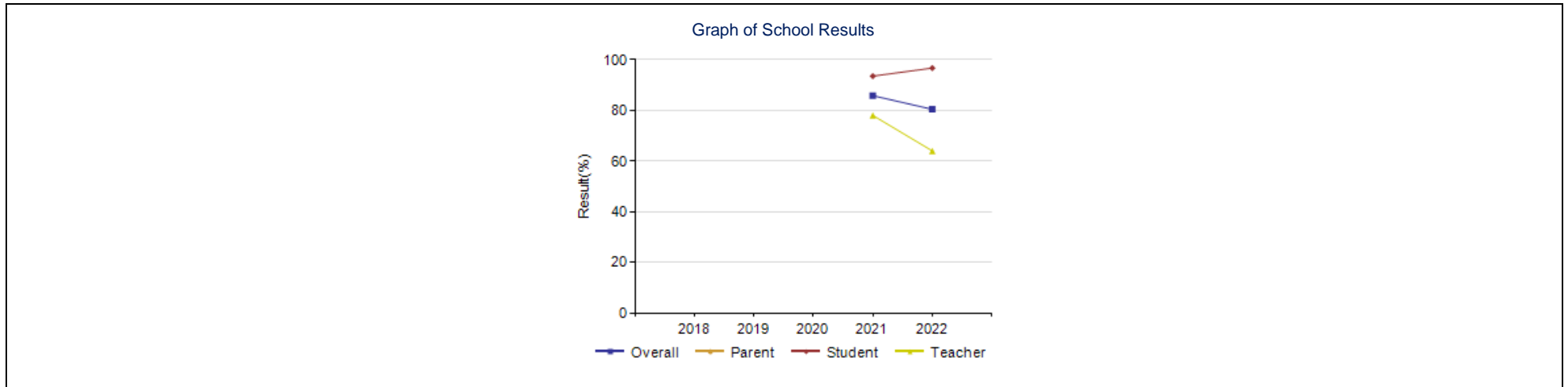
The overall results of this measure are **very high**.

A key component of our positive school climate is the healthy, supportive and open relationships between students, parents and staff. These relationships provide a connectedness that allows our school community members to feel safe, included, respected and accepted. Implementation of what we refer to as wraparound programming facilitates necessary support as well as mentorship in a caring and compassionate manner. Policies and procedures in the school promote ongoing and empathetic learning opportunities that enhance positive relational trust and growth in everyday interactions with and between students.

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													Authority										Province									
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	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	n/a	n/a	62	85.8	71	80.4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,584	83.4	1,634	81.4	n/a	n/a	n/a	n/a	n/a	n/a	230,761	82.6	249,570	81.6	
Parent	n/a	n/a	n/a	n/a	n/a	n/a	4	*	5	*	*	*	*	n/a	n/a	n/a	n/a	n/a	262	79.8	186	72.6	n/a	n/a	n/a	n/a	n/a	n/a	30,936	78.9	31,684	77.4	
Student	n/a	n/a	n/a	n/a	n/a	n/a	52	93.5	61	96.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,120	84.7	1,278	84.1	n/a	n/a	n/a	n/a	n/a	n/a	169,631	80.2	186,935	80.1		
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	10	78.0	10	64.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	202	85.9	170	87.4	n/a	n/a	n/a	n/a	n/a	n/a	30,194	88.7	30,951	87.3		



Notes:

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

Comments on Results: The percentage of teachers and students who agree that students have access to the appropriate supports and services at school.

Students results are much higher in the measure than our teachers. Over the course of the year, teachers expressed that isolation due to cohorting was a major concern as well as limited outside support agencies. In addition, limited the amount of collaboration opportunities with other classes created challenges while levelling instruction between grade levels. Although teachers managed to find unique ways to interact with other classes (e.x. virtual reading buddies) the ability to use methods of levelled learning as well as peer to peer engagement was reduced overall.

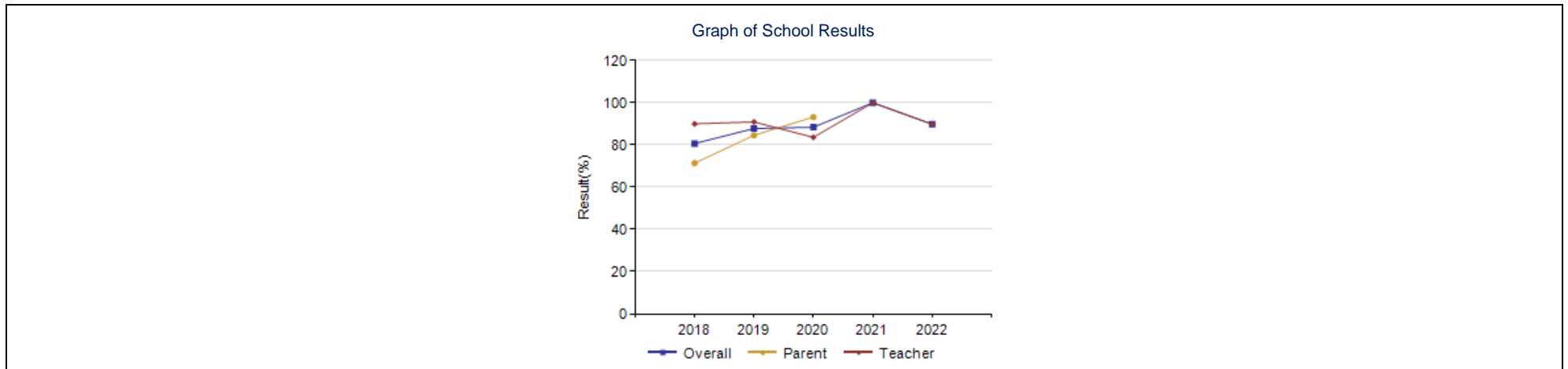
There was limited access to outside agencies due to Alberta Health restructuring. All levels of support we had available were utilized to capacity. However, we noticed overall increasing levels of needs, noting anxiety levels had increased substantially, as the pandemic restrictions extended.

There was a significant drop of 14% from the school results from an already low result from the previous year. This is an area of issue and concern voiced by teachers at CSM. Throughout the 2022/2023 school year, value will be placed on discussions and advocacy for the implementation of such supports and services.

Parental Involvement – Measure Details

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

	School													Authority										Province									
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	19	80.7	17	87.8	20	88.4	10	100.0	10	89.8	Very High	Maintained	Excellent	447	85.0	466	80.6	495	84.6	463	80.5	356	81.6	67,509	81.2	68,116	81.3	70,377	81.8	60,919	79.5	62,412	78.8
Parent	7	71.4	6	84.6	9	93.2	4	*	5	*	*	*	*	260	76.9	231	69.6	258	75.6	262	72.2	186	72.3	34,998	73.4	34,944	73.6	36,556	73.9	30,886	72.2	31,598	72.3
Teacher	12	90.0	11	90.9	11	83.6	10	100.0	10	89.8	High	Maintained	Good	187	93.1	235	91.6	237	93.5	201	88.8	170	90.8	32,511	88.9	33,172	89.0	33,821	89.6	30,033	86.8	30,814	85.2



Notes:

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

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

This area of the survey remains high. It however, does not indicate how parents actually report as the parental response was too low to include over the past two years.

Due to the low response from parents in the overall survey, this measure will be further explored and discussed in school council meetings as well as through a round table discussion evening or by administering a local survey through email. We will continue to encourage active parent involvement at the school through social media (FB, Twitter), email, school website, family gathers as well as our monthly newsletters.

In addition, we will reach out to parents through email and/or phone call to remind and encourage them to complete the Assurance Survey when it is sent to them in January. Teacher and students surveys are done at the school which allows a higher participation rate.

Fall 2022 Supplemental Alberta Education Assurance Measures - Overall Summary

Measure	Children of St. Martha 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
In-Service Jurisdiction Needs	78.8	100.0	97.0	83.7	84.9	85.1	Low	Declined	Issue
Lifelong Learning	89.5	71.4	84.8	81.0	82.1	72.0	Very High	Maintained	Excellent
Program of Studies	83.5	86.2	92.0	82.9	81.9	82.3	Very High	Maintained	Excellent
Program of Studies - At Risk Students	86.7	88.4	92.6	81.9	82.7	84.8	High	Declined	Acceptable
Safe and Caring	94.2	92.7	96.5	88.8	90.0	89.2	Very High	Maintained	Excellent
Satisfaction with Program Access	69.6	77.1	80.1	72.6	71.8	74.1	Low	Declined	Issue
School Improvement	87.6	92.4	94.8	74.2	81.4	81.3	Very High	Declined	Good
Work Preparation	90.9	88.9	97.2	84.9	85.7	83.5	Very High	Maintained	Excellent

Notes:

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

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:

- For all measures except Drop Out Rate: 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%.
- Drop Out Rate measure: As "Drop Out Rate" is inverse to most measures (i.e. lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

Improvement Table

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

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

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

Overall Evaluation Table

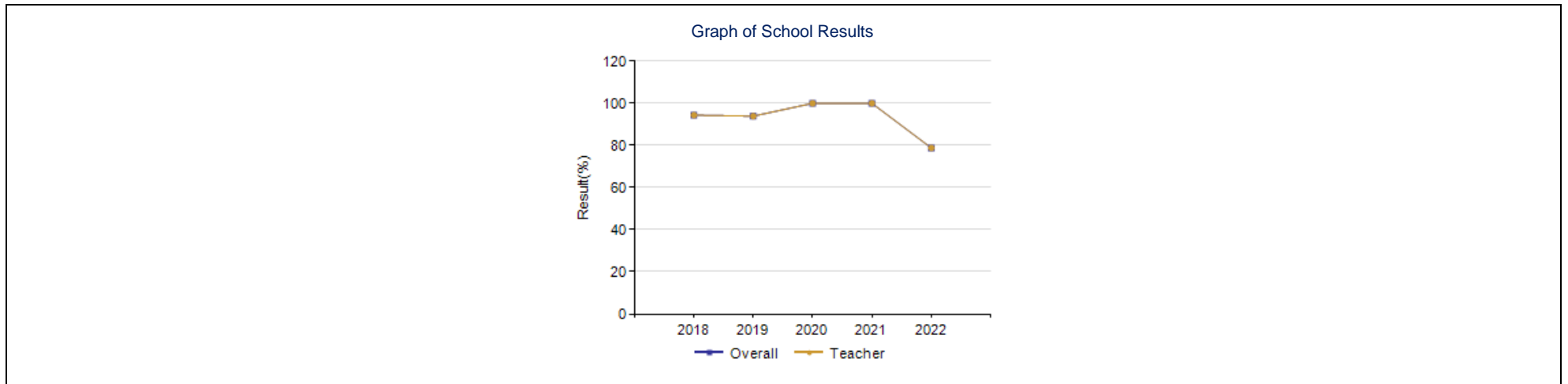
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

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

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									
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	12	94.4	11	93.9	11	100.0	10	100.0	11	78.8	Low	Declined	Issue	188	88.8	233	88.5	237	85.0	200	83.5	171	85.8	32,428	84.3	33,074	85.2	33,766	85.0	29,619	84.9	30,280	83.7
Teacher	12	94.4	11	93.9	11	100.0	10	100.0	11	78.8	Low	Declined	Issue	188	88.8	233	88.5	237	85.0	200	83.5	171	85.8	32,428	84.3	33,074	85.2	33,766	85.0	29,619	84.9	30,280	83.7



Notes:

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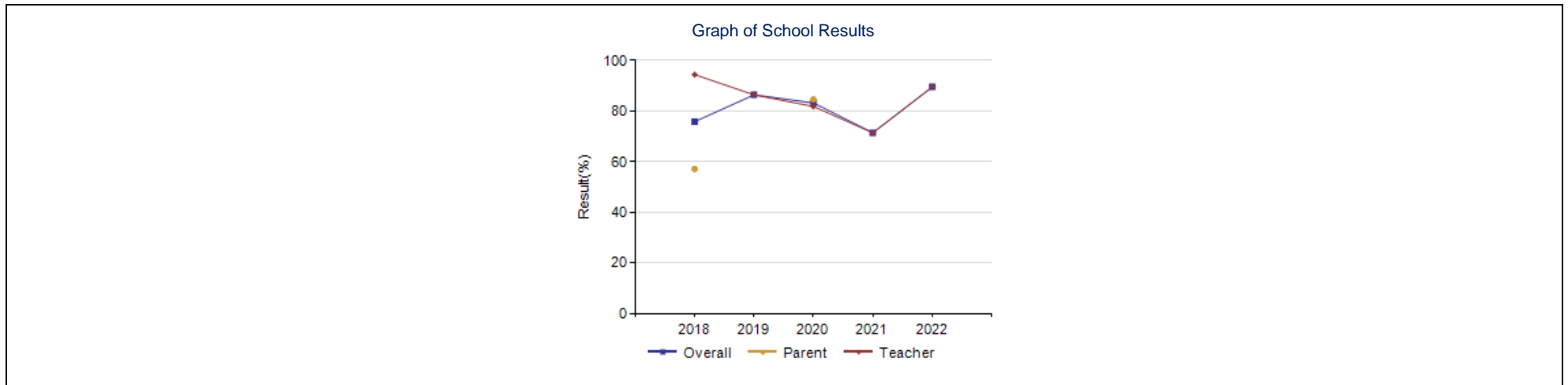
Comments on results:

This area has significantly dropped from the previous year where 100% of teachers were satisfied with professional learning opportunities. A 21.2% drop in this area is significant. With this being said, conversations with teachers and follow up local surveys on support for their professional learning goals will be explored and encouraged throughout the school year. Looking into what specific areas of in-servicing will be beneficial for them will be a priority. Follow up meetings and check ins that correlate their professional learning and growth with their individual teacher professional growth plan, school goals as well as division priorities should assist in determining the areas that have caused concern in this area. Being able to attend professional learning sessions in person may also contribute to increasing their ability to extend their ongoing professional learning and growth.

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									
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	19	75.8	11	86.4	20	83.2	9	71.4	11	89.5	Very High	Maintained	Excellent	433	75.6	461	76.4	487	77.4	453	83.9	348	82.8	66,144	70.9	66,943	71.4	69,182	72.6	59,478	82.1	60,822	81.0
Parent	7	57.1	5	*	9	84.6	4	*	4	*	*	*	*	245	64.7	225	67.1	250	66.5	254	76.8	179	73.1	33,714	64.0	33,876	64.0	35,454	64.6	29,693	75.3	30,314	74.6
Teacher	12	94.4	11	86.4	11	81.8	9	71.4	11	89.5	High	Maintained	Good	188	86.5	236	85.7	237	88.3	199	91.0	169	92.5	32,430	77.8	33,067	78.8	33,728	80.6	29,785	88.9	30,508	87.4



Notes:

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2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
3. 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.

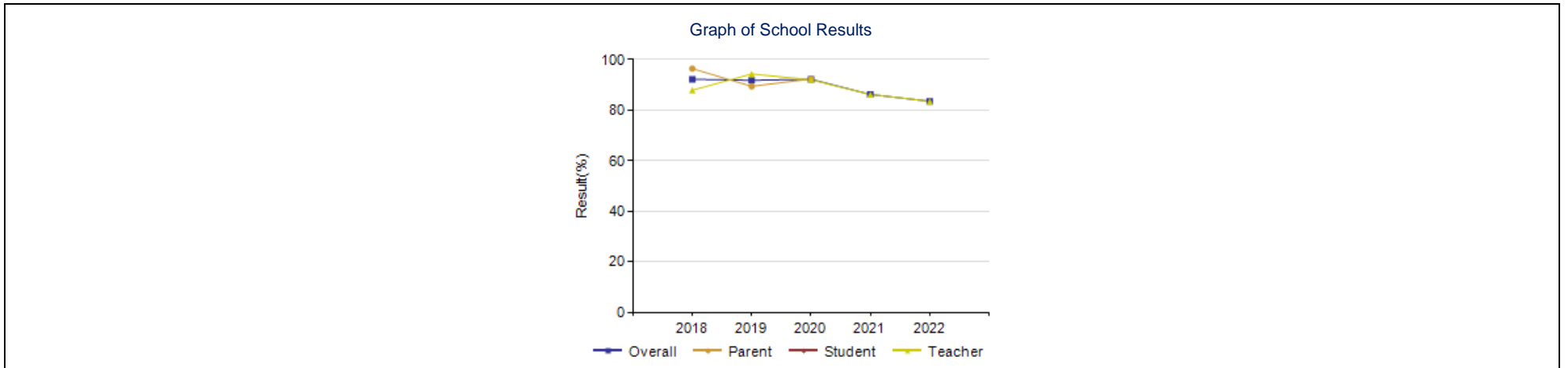
1.

Comments on results: The data shows an increase from the significant drop that was seen in last years' results.

With the addition of exploratory options (CTF) and field trips back into our timetables, satisfaction in this area of learning and growth will continue to increase. Partnerships with business and other school communities does significantly assist with the engagement students feel when engaging in lifelong learning opportunities.

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										
	2018		2019		2020		2021		2022					2018		2019		2020		2021		2022		2018		2019		2020		2021		2022		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%			
Overall	19	92.2	17	91.8	21	92.2	10	86.2	11	83.5	Very High	Maintained	Excellent	1,355	87.3	1,226	86.0	1,187	86.6	1,082	81.8	1,076	84.3	175,907	81.8	181,846	82.2	184,393	82.4	157,680	81.9	172,339	82.9	
Parent	7	96.4	6	89.4	10	92.3	4	*	5	*	*	*	*	263	84.5	232	79.9	260	82.6	259	78.6	186	80.1	35,489	79.9	35,252	80.1	36,901	80.1	30,817	81.7	31,625	82.4	
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	903	86.1	758	85.5	690	86.2	621	79.5	719	84.7	107,780	77.2	113,304	77.4	113,541	77.8	96,676	74.9	109,776	76.9	
Teacher	12	87.9	11	94.3	11	92.0	10	86.2	11	83.5	Intermediate	Maintained	Acceptable	189	91.3	236	92.7	237	91.1	202	87.2	171	88.1	32,638	88.4	33,290	89.1	33,951	89.3	30,187	89.2	30,938	89.3	



Notes:

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Comments on Results: **Very High**

Our results in this area remain high even with the health and safety restriction implementations of last school year. Our traditional methods of offering fine arts, CTF options and physical education required modifications as we focused on homeroom and cohort program planning. Music classes were not offered as we traditionally did, by a music specialist. Art was a focus while mapping out fine arts programming due to the limited availability of music class instruction. CTF option choices were limited to homeroom cohorts and students were not offered the choices of preferred options or the learning partnerships with our community. Collaborative learning opportunities with our local high school were put on hold based on pandemic guidelines. We noticed engagement in options became limited over time because we were not able to offer these based on student interest (as we have in the past). Cohorting of instruction and lack of choice led to lack of enthusiasm for options over the course of the year. Career and Technology options were thus embedded within instruction in homerooms. Literacy and numeracy instructions were prioritized due to gaps and interruptions to learning that occurred throughout the school year.

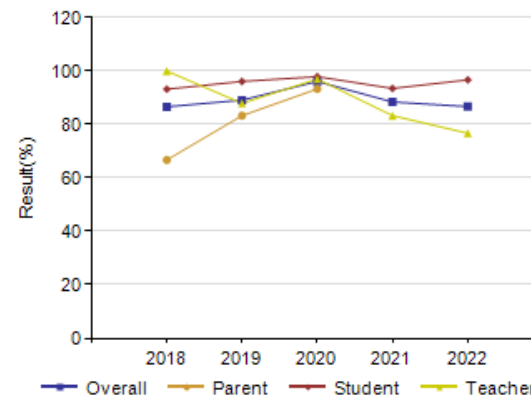
Physical education was offered however modifications of activities were needed in order to follow safety protocols. This limited the variety of activities including off campus field trips. Virtual clinics were provided to accommodate our limited physical education experiences. At times throughout the school year, after school sports were not an option due to safety guidelines. Overall, we saw a large drop in activity levels and increased screen time for students throughout the past few school years.

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									
	2018		2019		2020		2021		2022		Measure Evaluation						2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%			
Overall	92	86.6	95	89.1	99	96.1	62	88.4	71	86.7	High	Declined	Acceptable	1,865	85.5	1,794	84.3	1,722	87.5	1,584	83.8	1,634	81.8	253,515	84.2	265,362	84.7	264,165	84.9	230,686	82.7	249,524	81.9			
Parent	7	66.7	6	83.3	10	93.3	4	*	5	*	*	*	*	263	77.0	232	74.1	260	79.9	262	77.9	186	70.7	35,439	77.0	35,184	77.8	36,846	78.1	30,874	76.7	31,643	75.3			
Student	73	93.2	78	96.1	78	97.9	52	93.5	61	96.7	Very High	Maintained	Excellent	1,414	84.9	1,326	84.9	1,225	86.7	1,120	84.7	1,278	84.1	185,470	81.7	196,933	81.9	193,409	82.2	169,631	80.2	186,935	80.1			
Teacher	12	100.0	11	87.9	11	97.0	10	83.3	10	76.7	Very Low	Declined	Concern	188	94.7	236	93.9	237	95.8	202	88.8	170	90.5	32,606	94.0	33,245	94.5	33,910	94.4	30,181	91.2	30,946	90.3			

Graph of School Results



Notes:

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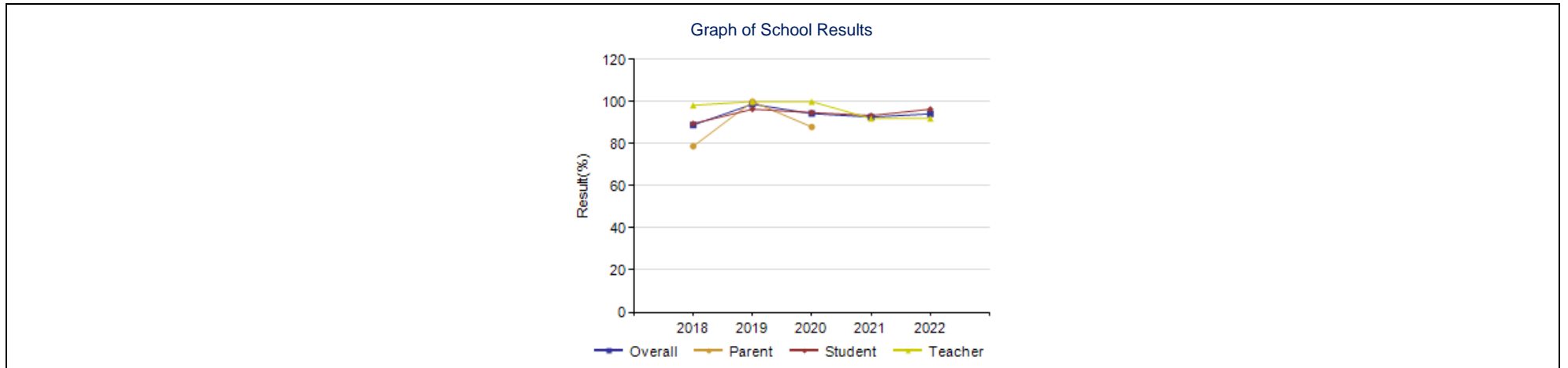
Comments on Results:

Student responses compared to teacher responses in this area shows a significant discrepancy.

Teachers are reporting a rapid decrease and genuine concern in regards to access and timing of interventions for students that are at risk. Plans are in place to monitor the current status and track the rate and ease of access for supports provided to our most vulnerable children. Through our Collaborative Response model, methods, strategies and programming planning will be essential to address these concerns.

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									
	2018		2019		2020		2021		2022					2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	92	88.9	95	98.8	99	94.3	62	92.7	72	94.2	Very High	Maintained	Excellent	1,864	92.2	1,794	91.2	1,722	92.0	1,586	92.3	1,637	90.8	253,494	89.0	265,382	89.0	264,204	89.4	230,987	90.0	249,835	88.8
Parent	7	78.8	6	100.0	10	88.0	4	*	5	*	*	*	*	263	92.0	232	88.7	261	90.5	262	91.5	186	88.2	35,486	89.4	35,247	89.7	36,899	90.2	30,969	90.5	31,707	89.5
Student	73	89.6	78	96.4	78	94.8	52	93.4	62	96.4	Very High	Maintained	Excellent	1,412	87.0	1,326	87.5	1,224	87.4	1,122	88.6	1,281	86.5	185,384	82.5	196,856	82.3	193,364	82.6	169,813	84.0	187,165	82.5
Teacher	12	98.3	11	100.0	11	100.0	10	92.0	10	92.0	Intermediate	Maintained	Acceptable	189	97.5	236	97.5	237	98.1	202	96.8	170	97.6	32,624	95.0	33,279	95.1	33,941	95.3	30,205	95.4	30,963	94.3



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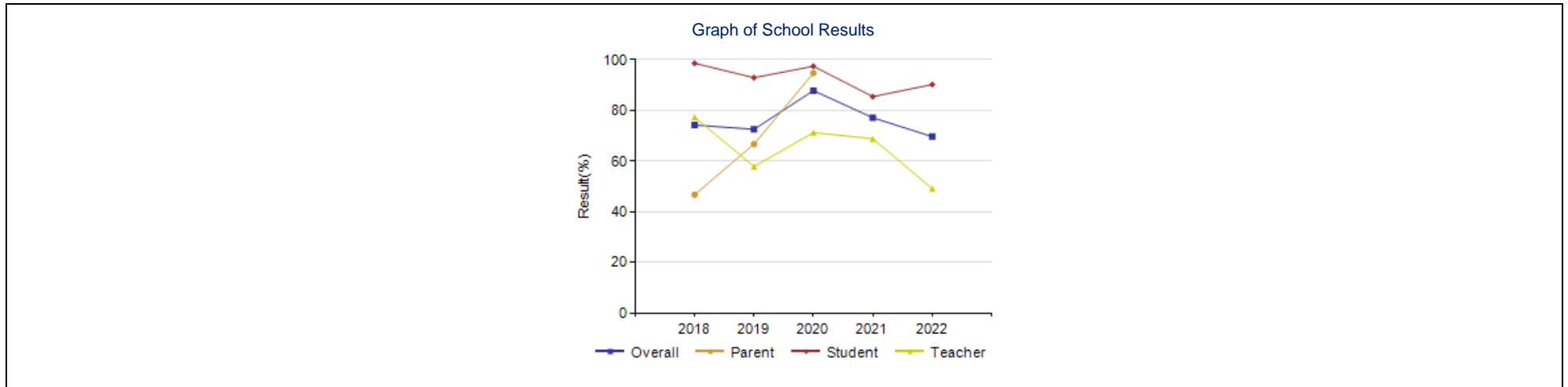
Comment on Results: **Very High**

This measure remains very high based on clear expectations of learning while also providing a nurturing and caring environment for students in the process. Positive relationship, built on trust, are contributing factor for overall wellbeing of our students. A climate of positivity while encouraging a growth mindset approach, enables students to engage in interactions that support an effective school climate.

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													Authority										Province									
	2018		2019		2020		2021		2022					Measure Evaluation			2018		2019		2020		2021		2022		2018		2019		2020		2021
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	92	74.2	95	72.5	98	87.8	62	77.1	72	69.6	Low	Declined	Issue	1,846	76.3	1,788	75.4	1,710	78.5	1,571	75.2	1,627	75.9	251,836	72.8	263,978	73.1	262,662	75.2	228,281	71.8	247,744	72.6
Parent	7	46.7	6	66.7	9	94.7	4	*	4	*	*	*	*	250	63.5	229	59.9	255	68.7	253	66.4	181	66.7	34,350	61.2	34,371	61.1	35,963	68.4	29,417	65.7	30,664	67.4
Student	73	98.6	78	92.9	78	97.4	52	85.4	61	90.2	Very High	Declined	Good	1,408	82.4	1,323	84.6	1,218	84.0	1,118	80.3	1,275	80.2	184,949	78.9	196,411	78.8	192,861	79.0	168,839	71.9	186,237	73.5
Teacher	12	77.3	11	57.8	11	71.2	10	68.8	11	49.1	Very Low	Maintained	Concern	188	82.9	236	81.6	237	82.7	200	78.8	171	80.7	32,537	78.3	33,196	79.3	33,838	78.1	30,025	77.8	30,843	77.0



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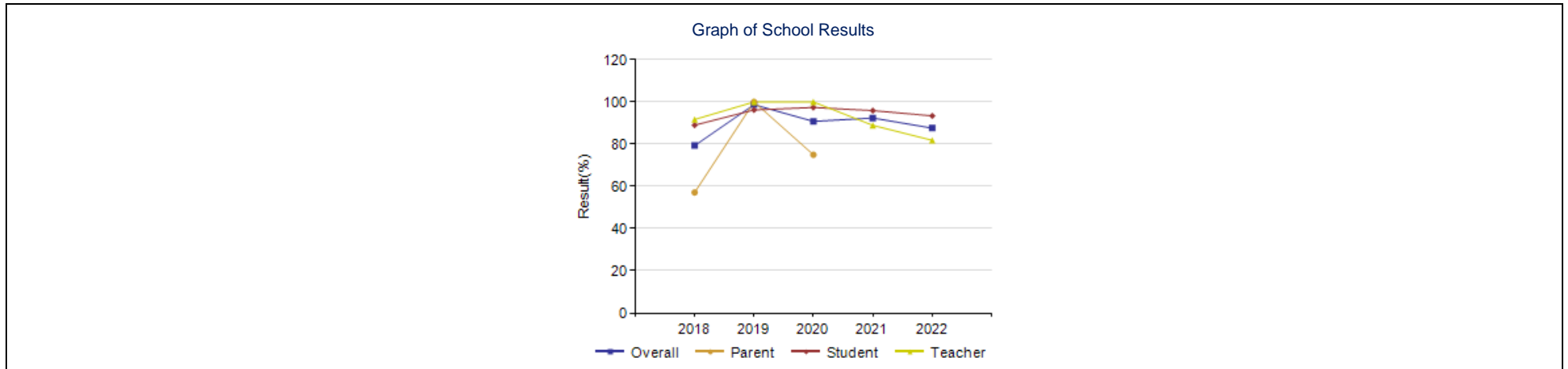
Comments on Results:

Timely access for programs and services for those at risk was altered due to the pandemic as well as restrictions that were needed to maintain a safe environment in the schools and communities.

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										Measure Evaluation			Authority										Province									
	2018		2019		2020		2021		2022					2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	92	79.3	95	98.7	97	90.8	58	92.4	72	87.6	Very High	Declined	Good	1,856	84.8	1,783	83.9	1,708	86.3	1,539	86.0	1,617	78.0	251,246	80.3	263,364	81.0	262,079	81.5	224,041	81.4	243,980	74.2
Parent	7	57.1	6	100.0	8	75.0	4	*	5	*	*	*	*	256	78.5	224	76.8	252	82.1	246	82.5	180	66.7	34,237	79.3	34,159	80.3	35,896	80.0	28,016	81.7	30,147	70.0
Student	73	89.0	78	96.2	78	97.4	49	95.9	61	93.4	Very High	Maintained	Excellent	1,412	86.4	1,324	86.0	1,224	86.7	1,107	88.0	1,270	83.4	185,106	80.2	196,592	79.4	192,917	79.6	167,992	79.1	185,107	76.3
Teacher	12	91.7	11	100.0	11	100.0	9	88.9	11	81.8	High	Declined	Acceptable	188	89.4	235	88.9	232	90.1	186	87.6	167	83.8	31,903	81.5	32,613	83.4	33,266	85.0	28,033	83.4	28,726	76.3



Notes:

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Comment on Results:

Given the circumstances of the past few school years and the effects that the pandemic had on staff wellbeing, these results mirror the feelings associated with staff exhaustion and thoughts associated with efficacy.

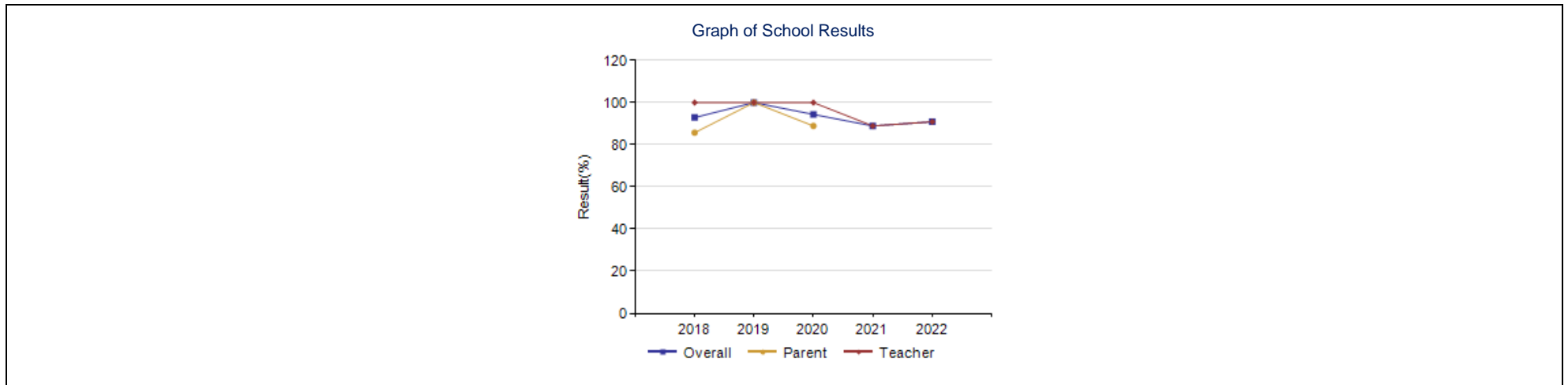
This likely impacted their perception on school improvement. Student results reflect the effort that staff exerted in order to protect the student's overall spirits regarding the unusual circumstances of the school year. Clubs, sporting activities and other extracurricular activities were not offered yet our student's viewpoints remained positive. The school was a closed facility, on and off, which limited traditional access to parents and community members. Staff were able to build relationships in alternate ways such as meeting parents outside before and after school as well as connecting through regular phone calls and virtual meetings.

Family gatherings and welcoming community members into our school has always been a way in which we celebrate our school. Throughout the 2022/2023 school year, it will be comforting to have this become part of our school year plan once again.

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									
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	19	92.9	17	100.0	20	94.4	9	88.9	11	90.9	Very High	Maintained	Excellent	426	86.2	457	83.7	481	85.7	441	87.8	343	85.2	65,186	82.4	66,088	83.0	68,221	84.1	58,109	85.7	59,488	84.9
Parent	7	85.7	6	100.0	9	88.9	3	*	4	*	*	*	*	241	78.4	222	73.0	246	75.6	246	79.7	178	75.3	33,176	74.6	33,423	75.2	34,944	76.0	28,862	77.8	29,553	77.3
Teacher	12	100.0	11	100.0	11	100.0	9	88.9	11	90.9	Intermediate	Declined	Issue	185	94.1	235	94.5	235	95.7	195	95.9	165	95.2	32,010	90.3	32,665	90.8	33,277	92.2	29,247	93.7	29,935	92.5



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Comments on Results: **Very High**

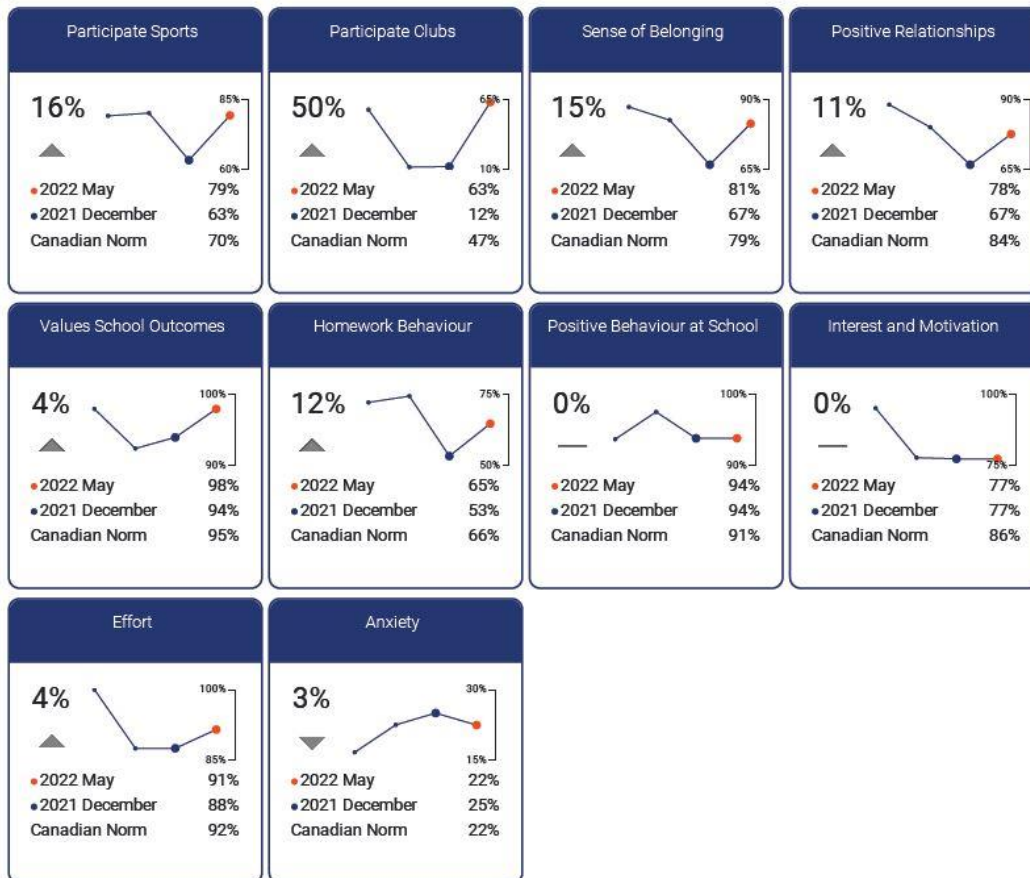
- teacher satisfaction response increased from the previous year as option classes began to be included (with guidelines) back into programming.
- insufficient data collected from parents in this survey
- overall results are higher than authority and province (but without parent voice this is an elevated overall result based on past three-year percentages)

Our School Student Trend Data Summary 2021/2022:

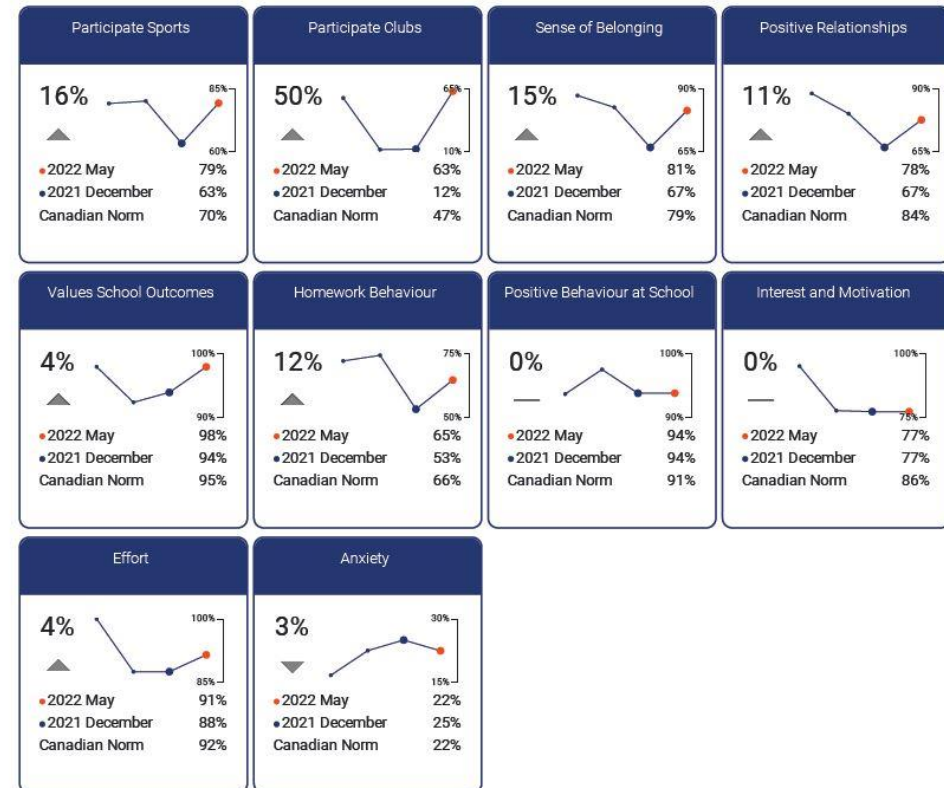
December 2021 & May 2022:



Social-Emotional Outcomes



Social-Emotional Outcomes



Accountability Item	Description of Action
School involves School Council in the plan and collectively providing feedback.	<p>Administration will share out a presentation at school council meeting in January reviewing our three year Faith Plan as well as reviewing our school goals.</p> <p>A round table discussion evening for all parents will take place in March, 2023. Students in grade 4 – 6 will also take part in a round table discussion in February.</p>
School updates its education plan/Assurance document, posts it on the school website and notifies Central Office	<p>CSM CIP and Assurance measure documents are posted on the school website</p> <p>Both Documents were sent to the Superintendent for review</p>
Results for the survey and student assessments (when available) are included in our CIP and Assurance Document and shared with our school community	Administration will share out a presentation at school council meeting in January reviewing our three year Faith Plan as well as reviewing our school goals.
<p>CSM CIP 2022/2023</p> <p>School-based plan is linked to competencies in the TQS and LQS</p> <p>Links to these documents: TQS and LQS.</p>	<p>The Children of St. Martha Continuous Improvement Plan 2022 2023</p>