



**Children of St. Martha School**  
**Alberta Assurance Statement for the Superintendent**  
**November 17th, 2025**

Area	CSM	AB	Diff	Analysis
<b>Student Learning &amp; Engagement</b>  <i>The percentage of teachers, parents, and students who agree that students are engaged in their learning at school.</i>	72%	83.9%	-11.9%	<p>This category evaluates how well students are developing essential literacy and numeracy skills and whether they are learning the knowledge and skills needed to succeed. Parents can understand how effectively the school supports their child in acquiring critical skills and knowledge while fostering interest and effort in learning.</p> <p>The survey data suggests a notable difference between how students and staff at Children of St. Martha School (CSM) perceive student engagement compared to overall provincial results. Students at CSM report a 15.1% lower perception of engagement than students across the province. This gap may indicate that students feel less connected to learning experiences or may need additional opportunities for agency, choice, and meaningful learning tasks.</p> <p>There is no parent data available for this indicator at CSM, which limits comparison from the family perspective. Gathering this information in future surveys will be important to better understand how parents perceive student engagement and how home-school partnerships may support it.</p> <p>Teachers at CSM perceive engagement more positively than students, but still fall 5.3% below the provincial average. This gap, though smaller, reinforces the need to strengthen instructional practices that promote engagement, such as hands-on learning, student voice, and cross-curricular opportunities. The differences between student and teacher perspectives also suggest the value of continuing to align what teachers believe is engaging with what students actually experience in the classroom.</p> <p>This area reflects a declining level of satisfaction that instruction at CSM is meeting the current needs of our students. The differing perceptions between students and teachers also suggest a possible disconnect in how engagement is understood and experienced within our school community.</p>



<b>Citizenship</b>  <i>Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.</i>	73.4%	79.8%	-6.4%	<p>This category measures how well schools foster students' understanding of their roles and responsibilities in their communities, including respect for others and contributing positively to society. Parents can see how their child's school promotes values such as empathy, responsibility</p> <p>The survey data measures perceptions of how well students demonstrate active citizenship, including their roles, responsibilities, and contributions within the school community. At CSM, students report levels of satisfaction 11.1% lower than their provincial peers, suggesting that they may feel less connected to decision-making, leadership opportunities, or community involvement within the school.</p> <p>There is no parent data available for this measure, limiting our ability to compare family perceptions of how students demonstrate citizenship. Collecting this data in future years will help provide a more complete picture of how students' citizenship is perceived across stakeholder groups.</p> <p>Teachers at CSM report satisfaction levels 2.8% lower than the provincial average. While this gap is smaller than student perceptions, it still reflects a meaningful concern that students may not fully understand or experience their role as contributing members of the school community.</p> <p>Overall, CSM declined significantly in this area. The data suggests reduced confidence that students understand and demonstrate the roles, responsibilities, and characteristics of active citizenship in their school community.</p>
<b>3-Year HS Completion</b>  <i>The % of students who graduate high school within 3 years of entering grade 10.</i>	NA		NA	
<b>5-Year HS Completion</b>  <i>The % of students who graduate high school within 5 years of entering grade 10.</i>	NA		NA	
<b><u>6 PAT: Acceptable</u></b>				<p>The Provincial Achievement Tests (PATs) assess how well Grade 6 students are meeting provincial standards in core</p>



				<p>subjects such as mathematics, science, language arts, and social studies. These tests measure knowledge, skills, and understanding in alignment with Alberta's curriculum.</p> <p>This measure reflects the percentage of students who achieve the acceptable standard on provincial achievement tests. Overall, CSM maintained results in this area; however, the data continues to indicate a need for improvement and may represent an ongoing area of concern for student achievement.</p> <p>Students at CSM are performing below provincial averages in all subject areas assessed:</p> <ul style="list-style-type: none"><li>• Social Studies: Students are 20.3% less likely to achieve the acceptable standard compared to the Alberta average.</li><li>• English Language Arts and Literacy: Students are 30.3% less likely to achieve the acceptable standard compared to the Alberta average.</li><li>• Mathematics: Students are 33.8% less likely to achieve the acceptable standard compared to the Alberta average.</li></ul> <p>It is important to note that CSM has a small sample size of students writing provincial exams, which can make year-to-year comparisons more volatile when compared to Alberta's large population. While this context is important, performance on government exams continues to highlight gaps that require attention. Early literacy and numeracy data within the school reflect a high proportion of students at risk, underscoring the need for strong early intervention, robust supports, and targeted programming.</p> <p>Overall, CSM maintained performance on PATs; however, the results remain an area of concern. Student performance reflects the continued need for early and sustained literacy and numeracy intervention, along with adequate funding for supports that help students meet grade-level expectations as they progress through the grades.</p>
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<b><u>6 PAT: Excellence</u></b>				<p>This measure reflects the percentage of students who achieve the standard of excellence on provincial achievement tests. Overall, CSM maintained results in this area; however, performance continues to require improvement and may indicate a potential area of concern related to students reaching higher levels of academic achievement.</p> <p>Across all subject areas, students at CSM are less likely to reach the standard of excellence compared to the provincial average:</p> <ul style="list-style-type: none"> <li>• Social Studies: Students are 18.6% less likely to meet the standard of excellence.</li> <li>• English Language Arts and Literature: Students are 4.7% less likely to meet the standard of excellence.</li> <li>• Mathematics: Students are 10.6% less likely to meet the standard of excellence.</li> </ul> <p>While the overall trend shows that fewer students achieve at this high level, the smaller gap in English Language Arts suggests strengths in literacy instruction that can be leveraged to improve student outcomes in other subject areas, particularly mathematics and social studies.</p> <p>Overall, CSM maintained results for students achieving the standard of excellence on PATs; however, ongoing improvement is needed. The data reflects a persistent opportunity to support more students in reaching higher levels of academic mastery, with particular focus on math and social studies.</p>
<b><u>9 PAT: Acceptable</u></b>	NA		NA	
<b><u>9 PAT: Excellence</u></b>	NA		NA	
<b><u>Diploma: Acceptable</u></b>	NA		NA	
<b><u>Diploma: Excellence</u></b>	NA		NA	
<b>Education Quality</b> <i>Percentage of teachers, parents and students satisfied with the overall quality of</i>	85.5		88.2	<p>This focuses on parents' and students' satisfaction with the overall quality of education, including the effectiveness of teaching and the learning environment. Parents can assess whether the school meets high</p>



<p><i>basic education.</i></p>				<p>standards for delivering quality education and whether it meets their expectations for their child's learning experience.</p> <p>This measure reflects how satisfied stakeholders are with the overall quality of basic education students receive at CSM. Student responses show a 3.5% lower level of satisfaction compared to students across Alberta, suggesting that while overall confidence remains strong, there is a slight decrease in how students perceive the value of their learning experiences.</p> <p>There is no parent data available for this indicator, limiting the ability to understand how families view the school's overall quality of education. In future years, gathering parent input will be important to capture a full community perspective.</p> <p>Teachers at CSM report satisfaction levels 4.2% below the provincial average. While this difference reflects a modest decline, teacher responses still reinforce a generally positive perception of the education offered to students at the school.</p> <p>Although data indicates a significant overall decline from the previous year, this remains an area of strength for CSM. Results reflect a continued sense of confidence and satisfaction in the quality of education students receive at our school.</p>
<p><b>Welcoming, Caring, Respectful, Safe and Caring Learning Environments</b></p> <p><i>The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.</i></p>	<p>74.4</p>		<p>84.4</p>	<p>This focuses on whether students feel safe, respected, and supported emotionally and socially in their school environment. Parents can determine if their child's school promotes a positive atmosphere where students feel secure and valued.</p> <p>This measure reflects how strongly students, families, and staff feel that CSM provides a safe, respectful, and caring learning environment. Student results are 14.8% lower than the provincial average, indicating a significant decline in students' sense of belonging, safety, and care within the school environment.</p> <p>There is no parent data available for comparison. This limits insights into family perceptions of school climate and emphasizes the importance of gathering</p>



				<p>parent voice in future reporting cycles.</p> <p>Teachers at CSM report satisfaction levels 4.4% below the provincial average, suggesting that staff also see room for improvement in how the school environment supports student well-being. While the difference is not as pronounced as student data, it reinforces the need to better understand current challenges impacting school climate.</p> <p>Overall, CSM declined significantly in this area, presenting a potential concern. Although results remain generally aligned with provincial trends, the sharp decline in student satisfaction suggests that deeper reflection is needed to understand the changes affecting students' sense of safety, care, and belonging within the school community.</p>
<p><b>Access to Supports and Services</b></p> <p><i>The percentage of teachers, parents and students who agree that students have access to the appropriate support and services at school.</i></p>	69.7		80.1	<p>This measures how easily students and families can access additional resources and services to support their academic, social, and emotional well-being. Parents can evaluate how well the school connects families to necessary supports.</p> <p>This measure reflects how well students, teachers, and parents believe the school provides appropriate supports and services to meet student learning needs. At CSM, student responses are 11.9% below provincial results, indicating a significant decrease in perceived access to academic or specialized supports. This decline suggests that students may be experiencing increased needs or reduced visibility of available supports.</p> <p>There is no parent data available for comparison, limiting our understanding of how families view access to supports. Collecting this information in future years will provide important perspective on how well parents feel the school is meeting diverse learning needs.</p> <p>Teacher responses show a 13.4% lower satisfaction rate compared to the provincial average. This highlights staff concerns about the ability to consistently meet student needs with current resources or structures. Teacher perceptions aligned with student trends reinforce the importance of examining how supports are being accessed and delivered.</p>



				<p><b>Summary Statement:</b></p> <p>Overall, CSM declined significantly in this area. Both student and teacher results point to growing concerns about access to learning supports. It will be important to determine why student satisfaction declined by 11.1% from the previous year and identify ways to strengthen visibility, access, and implementation of support services within the school.</p>
<p><b>Parental Involvement</b></p> <p><i>Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.</i></p>	89.2		80	<p>This measures the extent to which parents are involved in their child's education and feel their input is valued by the school. Parents can assess whether schools encourage and respect their contributions to their child's learning journey.</p> <p>This measure reflects satisfaction with how well parents are involved in decisions about their child's education. At CSM, no parent data was available this year, meaning there were not enough responses to generate results. While this limits our ability to compare parental perceptions with provincial trends, it also emphasizes the need to encourage greater participation in future surveys to ensure a strong representation of family voice.</p> <p>Teacher responses at CSM are 4.3% higher than the provincial average, indicating that staff feel confident in the school's efforts to include parents as partners in supporting student learning and decision-making. This is an encouraging indicator of strong school-family relationships and ongoing communication.</p> <p>Overall, CSM maintained results in this area. While parental engagement remains a strength, the lack of sufficient parent responses highlights the need to continue seeking accessible and meaningful ways for families to participate in decision-making and to share their perspectives.</p>



## Summary Analysis of School Results

### Summary of Key Concerns

- CSM's results show internal declines from previous years, especially in students' perceptions of engagement, citizenship, learning supports, and school climate.
- Decreases are more reflective of a shift within our school over time, not a drastic gap between CSM and provincial averages.
- Student perceptions are consistently lower than teacher perceptions, suggesting differences in how school experiences are understood by adults versus students.
- Achievement data on PATs continues to show fewer students reaching both the acceptable standard and the standard of excellence.

### Contributing Factors / Context

- Comparison to Alberta is not alarming: most CSM results are within reasonable range of the provincial average and our three-year average aligns with provincial trends.
- Small school sample size significantly impacts results; a few students can dramatically shift percentages.
- A high rate of "I don't know" responses likely reduced overall satisfaction scores and may indicate:
  - Lack of awareness of supports and school initiatives
  - Lower levels of engagement, comprehension, or ownership
  - Uncertainty about expectations (e.g., citizenship, safety supports)
- CSM has a higher proportion of students requiring early intervention, which influences achievement results.

### Potential Solutions / Strategic Directions

- Improve student awareness and visibility of supports, citizenship expectations, and learning opportunities (students cannot value what they do not recognize).
- Continue strengthening early literacy and numeracy supports to reduce long-term academic gaps and improve PAT readiness.





- Expand student voice and leadership, helping students feel more connected to decision-making and school culture.
- Increase opportunities for parent feedback, emphasizing participation in surveys to ensure their perceptions are represented.
- Support trauma-informed, belonging-centered practice to reinforce safe, caring environments and student well-being.
- Use class-based formative data to monitor progress more closely and celebrate visible learning growth, not just PAT outcomes.