

# St. Patrick Fine Arts Elementary School

Summary and Reflections on Annual Education Results Report  
Provided November 2020 (considering 2019-2020 results)

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*Learn Actively, Grow Spiritually, Live Creatively*

Data to create this report comes from several sources, including Alberta Education Accountability Pillar Survey, AB Ed Provincial Achievement Test results for years available (grade 6 only), and any other data collected at the school level. Note that due to COVID-19 school closures in March, PAT results for the 2019-2020 cohort are not available.

Note that participation in the 2019-2020 Alberta Education Accountability Pillar Survey was restricted to grade 4 students (48 respondents), grade 4 parents (21 respondents), and most teachers on staff (11 respondents) in Spring 2020. Due to COVID-19 requiring schools to shut down on March 16, 2020, we were not able to administer the 'Our School' survey as per usual, either.

This year, Alberta Education did not release October data that considered the PAT results (see above), nor did they provide analysis of the other Accountability Pillar Survey data in the colour-coded format designed to track improvement. From our own review of the data year over year and 2019-2020 in isolation, we can use this document to help inform our Continuous Improvement Plan for 2020-2021.

**Combined May 2020 Accountability Pillar Overall Summary**

Measure Category	Measure	St. Patrick Fine Arts 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
Safe and Caring Schools	Safe and Caring	94.0	91.5	92.9	89.4	89.0	89.2	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	97.9	94.9	96.3	82.4	82.2	82.0	Very High	Maintained	Excellent
	Education Quality	96.8	93.4	95.5	90.3	90.2	90.1	Very High	Maintained	Excellent
	Drop Out Rate	n/a	n/a	n/a	2.7	2.6	2.7	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.7	79.1	78.4	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	82.1	90.2	n/a	73.8	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	20.2	28.2	n/a	20.6	20.0	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	n/a	83.6	83.4	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	24.0	23.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.4	56.3	55.6	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	66.6	64.8	63.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	60.1	59.0	58.5	n/a	n/a	n/a
	Work Preparation	88.0	83.7	85.1	84.1	83.0	82.7	Very High	Maintained	Excellent
	Citizenship	85.0	86.1	89.0	83.3	82.9	83.2	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	93.3	81.0	89.2	81.8	81.3	81.2	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	89.6	81.4	87.0	81.5	81.0	80.9	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. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
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); and Social Studies (Grades 6, 9, 9 KAE).
5. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

**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.

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 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
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 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
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 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
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 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
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:

- 1) 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%.
- 2) 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

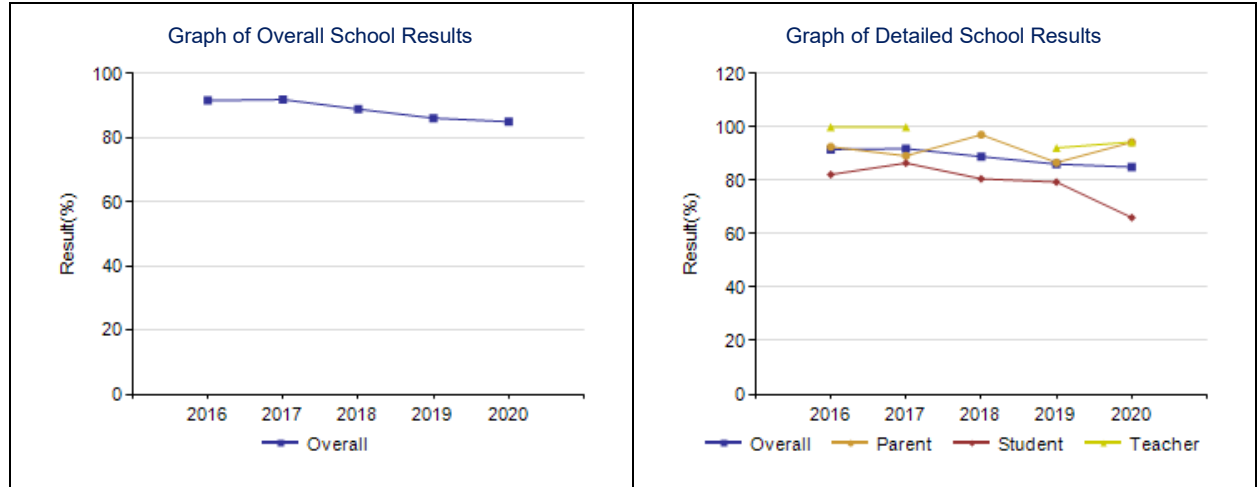
**Category Evaluation**

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g. 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern)

**Citizenship – Measure Details**

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

	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	91.6	91.9	88.9	86.1	85.0	85.8	87.4	86.5	85.1	86.9	83.9	83.7	83.0	82.9	83.3
Teacher	100.0	100.0	n/a	92.2	94.4	98.4	96.8	96.7	94.6	96.4	94.5	94.0	93.4	93.2	93.6
Parent	92.6	89.2	97.1	86.7	94.3	82.9	86.6	84.4	81.4	84.5	82.9	82.7	81.7	81.9	82.4
Student	82.2	86.5	80.6	79.4	66.1	76.1	78.8	78.5	79.2	79.7	74.5	74.4	73.9	73.5	73.8



**Comment on Results**

*(an assessment of progress toward achieving the target)*

Based on these results, we can ascertain that students are possibly unsure about the questions attached to this survey area or, based on how the questions are worded, they do not feel they have adequate knowledge to answer. For example, they can say that they feel they are individually encouraged to try their best, but do not know a lot about others' actions. Regardless, we continue to be committed to have the children see themselves as children of God who have a responsibility to look after one another, and who also take pride in where they live and in where they are from. In supporting the children through problems, we take a social justice route, allowing all students to be heard, exploring the feelings of all involved and, when possible, think of win-win solutions. Our discipline policy incorporates help for those in the wrong as well as those on the receiving end of concerning or harmful behavior. Plans are built to support students in the universal and targeted senses. We benefit from the expertise of our Behavior Support Team, or Mental Health Capacity Building Team and our Family School Liaison Counsellor to build staff capacity and to develop and implement meaningful strategies for long-term student success.

This year, our Faith Plan theme around 'Being Gracious and Being Grateful' is so applicable for this age group – they really can apply attitudes of kindness and of being welcoming to others as equals in their community. We continually seek to build meaningful activities for the kids so that they feel a welcome part of their school community, especially during the pandemic months.

**Strategies for Growth**

Going forward, we want to ensure students understand what the indicator language means and how they have a role to play in both giving and receiving respect. We are being more intentional about explaining what the 'rules' at school are so students have visible targets for their positive choices. Through large class, small group, and individual conversations and mini-workshops, students will be able to explore best strategies to manage themselves and one another in positive, affirming ways. Our 'Breathe' program delivered by Carmen Guenther from the MHC team is an anchor item to help each of us feel more physically and mentally available for big thinking and tough decisions.

Parent – active citizenship – Questions asked in the Survey:

		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
Students at your child's school follow the rules	2016	11	18	73	0	0	9	91
	2017	18	28	56	17	0	0	83
	2018	14	50	50	0	0	0	100
	2019	12	33	58	0	0	8	92
	2020	21	48	48	0	0	5	95
Students at your child's school help each other when they can	2016	11	9	82	0	0	9	91
	2017	19	26	63	5	0	5	89
	2018	14	50	43	7	0	0	93
	2019	12	17	67	0	0	17	83
	2020	21	43	48	0	0	10	90
Students at your child's school respect each other	2016	11	9	82	0	0	9	91
	2017	18	17	67	17	0	0	83
	2018	14	57	36	7	0	0	93
	2019	12	17	58	17	8	0	75
	2020	21	19	71	5	0	5	90
Your child is encouraged at school to be involved in activities that help the community	2016	10	40	60	0	0	0	100
	2017	19	53	37	5	0	5	89
	2018	14	36	64	0	0	0	100
	2019	12	25	58	17	0	0	83
	2020	21	43	52	0	0	5	95
Your child is encouraged at school to try his or her best	2016	11	36	55	9	0	0	91
	2017	19	63	37	0	0	0	100
	2018	14	64	36	0	0	0	100
	2019	12	50	50	0	0	0	100
	2020	21	62	38	0	0	0	100

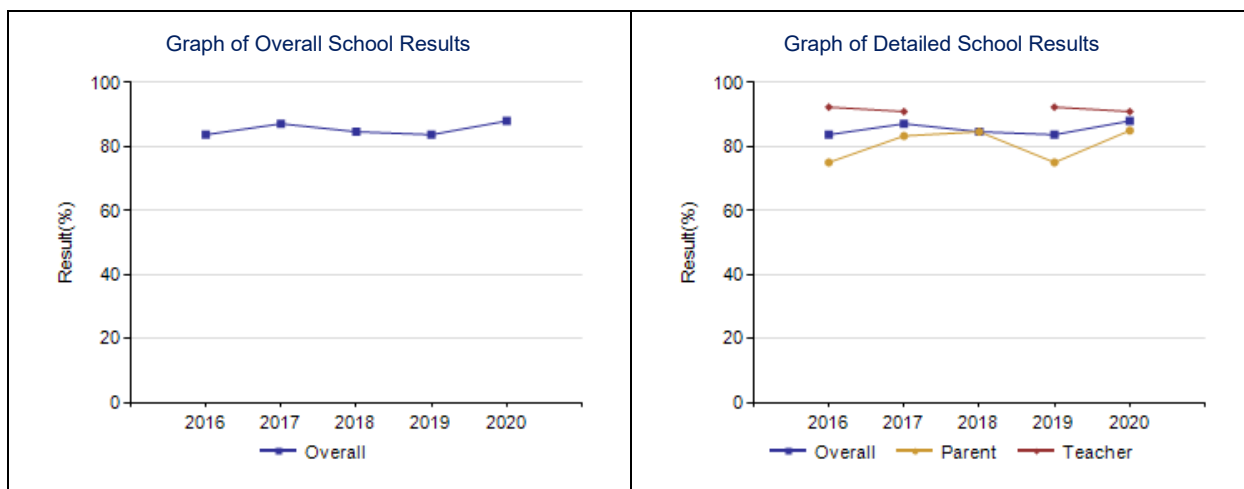
Student - Grade 4 – active citizenship – Questions asked in the survey:

		N	Yes %	No %	Don't Know %	Top 2 Box %
At school, are you encouraged to try your best	2016	125	98	2	1	98
	2017	134	98	1	1	98
	2018	41	98	2	0	98
	2019	40	98	0	3	98
	2020	48	92	4	4	92
At school, do most students follow the rules	2016	122	72	7	21	72
	2017	132	81	4	15	81
	2018	41	63	15	22	63
	2019	40	68	8	25	68
	2020	48	58	13	29	58
At school, do most students help each other	2016	124	81	4	15	81
	2017	135	87	2	10	87
	2018	42	90	0	10	90
	2019	40	75	10	15	75
	2020	48	60	8	31	60
At school, do most students respect each other	2016	124	77	5	18	77
	2017	134	80	4	16	80
	2018	41	71	2	27	71
	2019	40	78	5	18	78
	2020	48	54	10	35	54

### 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				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	83.7	87.1	84.6	83.7	88.0	83.3	84.6	86.2	83.7	85.7	82.6	82.7	82.4	83.0	84.1
Teacher	92.3	90.9	n/a	92.3	90.9	91.7	92.2	94.1	94.5	95.7	90.5	90.4	90.3	90.8	92.2
Parent	75.0	83.3	84.6	75.0	85.0	74.9	76.9	78.4	73.0	75.6	74.8	75.1	74.6	75.2	76.0



Notes:

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

### Comment on Results

*(an assessment of progress toward achieving the target)*

In elementary school, this series of questions can be difficult since respondents' kids have another 8 years (or more) of schooling; however, we take that into consideration in reviewing the data. We see strong results in the graphs, and it is affirming to see the various groups merge together in their understanding of where we are in our delivery for this area. We have had several years of our LAUNCH program for gr. 4-6 students that connects to Alberta Education's Career and Technology Foundations curriculum. In it, students are guided to see how their skill development and ability to follow their passions/interests can set them up for success as future members of the workforce. We have long been a 'growth mindset' school where children know that they may struggle now, but that the learning is in the struggle and that with perseverance and solid support, they will achieve their goals.

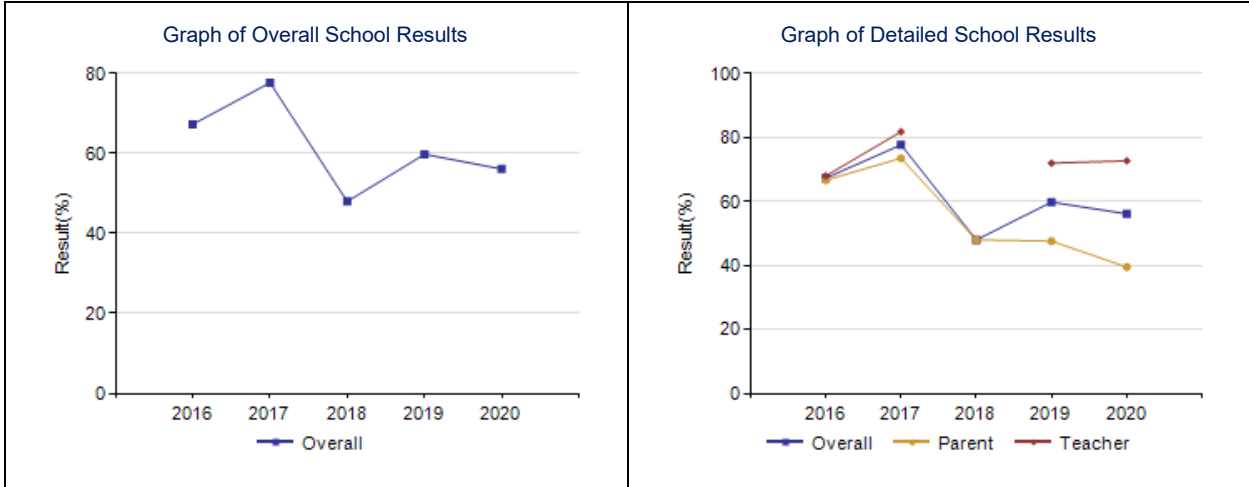
### Strategies

As soon as possible, we want to return to LAUNCH classes so that students can continue on this lifelong learning stream. In the meantime, teachers are exploring ways to connect with community members through virtual meetings and venturing out into the greater community through digital field trips and explorations.

**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				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	67.3	77.7	48.0	59.8	56.1	73.0	77.6	75.6	76.4	77.4	70.7	71.0	70.9	71.4	72.6
Teacher	68.0	81.8	n/a	72.0	72.7	82.8	86.1	86.5	85.7	88.3	77.3	77.3	77.8	78.8	80.6
Parent	66.7	73.5	48.0	47.6	39.5	63.3	69.0	64.7	67.1	66.5	64.2	64.8	64.0	64.0	64.6



Notes:

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

**Comment on Results**

*(an assessment of progress toward achieving the target)*

Given the two questions attached to this metric, our parents are not in the best position to make a determination of what is going on in our high schools. That said, even with the teacher perspective, we don't have convincingly strong results. In our K-6 classrooms, we can take steps to build life-long learners. As mentioned before, our school has long been a proponent of growth mindsets, and all students are encouraged to keep at their learning, never believing there learning is 'finished'. Teachers adjust plans to accommodate for students who are not yet at grade level in literacy and numeracy, and we focus on skill building with confidence building alongside. Our move into creating 'thinking classrooms' helps to shift the children's perspectives around learning so that they can solidify their plans for lifelong learning. In each term, students are assessed in their executive functioning skills that are connected to being a successful student, and teachers respond to their cohort's data by making changes in classroom routines and in individual plans to promote student growth. By modeling active engagement as learners themselves, our staff can show students that learning does not end when you become an adult or when you enter your chosen field.

**Strategies**

- Continue implementing characteristics of 'thinking classrooms' and growth mindset so movement through grades in these frameworks is seamless
- Monitor executive function skills and teach accordingly for large group and individual students
- Model active learning as adults and speak to students about challenges and successes



*Parent – All – lifelong learning*

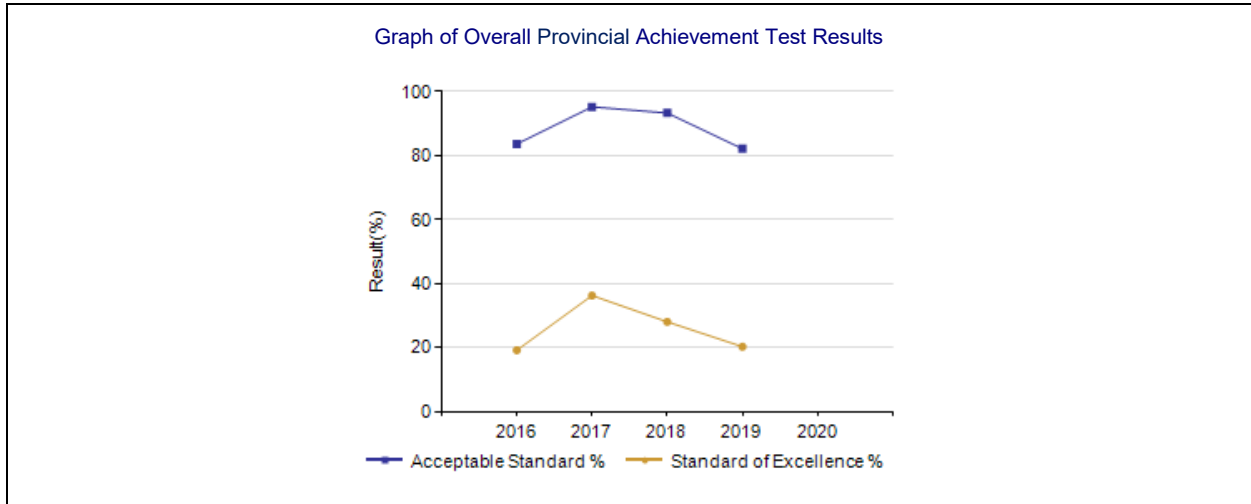
		N	Very Satisfied %	Satisfied %	Dissatisfied %	Very Dissatisfied %	Don't Know %	Top 2 Box %
High school students demonstrate the knowledge, skills and attitudes necessary for learning throughout their lifetime	2016	6	0	33	0	0	67	33
	2017	15	20	27	13	0	40	47
	2018	12	0	8	17	0	75	8
	2019	9	0	22	22	0	56	22
	2020	17	0	0	6	6	88	0
Your child is taught the knowledge, skills and attitudes necessary for learning throughout his or her lifetime	2016	9	22	67	11	0	0	89
	2017	19	32	63	5	0	0	95
	2018	13	23	62	8	0	8	85
	2019	12	17	50	17	0	17	67
	2020	21	29	43	10	5	14	71

**Provincial Achievement Test Results – Measure Details**

PAT Course by Course Results by <b>Number Enrolled</b>													
		Results (in percentages)										Target	
		2016		2017		2018		2019		2020		2021	
		A	E	A	E	A	E	A	E	A	E	A	E
<b>English Language Arts 6</b>	School	92.1	21.1	97.9	31.9	95.1	26.8	92.9	28.6	n/a	n/a	n/a	n/a
	Authority	83.9	19.9	84.8	15.5	86.4	11.6	84.0	16.3	n/a	n/a		
	Province	82.9	20.4	82.5	18.9	83.5	17.9	83.2	17.8	n/a	n/a		
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		
	Authority	93.3	30.0	89.2	24.3	83.8	8.1	86.7	17.8	n/a	n/a		
	Province	87.7	14.2	85.1	13.5	85.2	12.3	87.7	15.7	n/a	n/a		
Français 6 année	School	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	91.4	17.2	92.1	21.6	93.3	23.1	90.3	24.6	n/a	n/a		
<b>Mathematics 6</b>	School	81.6	10.5	93.6	23.4	90.2	17.1	81.0	9.5	n/a	n/a	n/a	n/a
	Authority	68.2	9.2	70.4	9.8	68.0	7.9	70.1	11.0	n/a	n/a		
	Province	72.2	14.0	69.4	12.6	72.9	14.0	72.5	15.0	n/a	n/a		
<b>Science 6</b>	School	86.8	31.6	95.7	53.2	95.1	46.3	81.0	23.8	n/a	n/a	n/a	n/a
	Authority	75.3	15.8	78.0	24.5	70.8	22.7	72.7	21.8	n/a	n/a		
	Province	78.0	27.1	76.9	29.0	78.8	30.5	77.6	28.6	n/a	n/a		
<b>Social Studies 6</b>	School	73.7	13.2	93.6	36.2	92.7	22.0	73.8	19.0	n/a	n/a	n/a	n/a
	Authority	66.1	11.9	72.8	17.7	71.7	13.3	71.4	19.2	n/a	n/a		
	Province	71.4	22.0	72.9	21.7	75.1	23.2	76.2	24.4	n/a	n/a		
English Language Arts 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	78.1	12.5	78.8	13.9	86.5	14.9	85.7	12.7	n/a	n/a		
	Province	77.0	15.2	76.8	14.9	76.1	14.7	75.1	14.7	n/a	n/a		
K&E English Language Arts 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	77.4	25.8	90.5	28.6	84.4	31.3	81.5	11.1	n/a	n/a		
	Province	59.8	6.2	58.8	5.9	55.7	5.9	57.4	5.4	n/a	n/a		
French Language Arts 9 année	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	85.7	33.3	85.7	14.3	93.1	13.8	88.5	23.1	n/a	n/a		
	Province	83.0	10.8	83.1	11.2	81.4	9.8	82.9	12.3	n/a	n/a		
Français 9 année	School	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	86.4	26.8	88.9	26.1	82.7	22.3	88.6	26.0	n/a	n/a		
Mathematics 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	67.0	14.9	72.2	14.5	57.9	14.6	62.8	15.5	n/a	n/a		
	Province	67.8	17.5	67.2	19.0	59.2	15.0	60.0	19.0	n/a	n/a		
K&E Mathematics 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	74.3	34.3	90.9	54.5	90.6	37.5	90.9	21.2	n/a	n/a		
	Province	61.2	13.0	57.5	13.3	57.4	13.6	59.6	13.2	n/a	n/a		
Science 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	75.9	21.9	76.3	19.2	82.9	23.0	83.4	28.0	n/a	n/a		
	Province	74.2	22.4	74.0	21.4	75.7	24.4	75.2	26.4	n/a	n/a		
K&E Science 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	61.5	23.1	83.3	12.5	84.4	31.3	82.1	17.9	n/a	n/a		
	Province	63.8	14.3	63.9	13.3	64.6	12.3	61.7	10.7	n/a	n/a		
Social Studies 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	69.1	17.6	73.8	20.8	80.2	22.6	77.3	21.4	n/a	n/a		
	Province	64.7	18.0	67.0	20.2	66.7	21.5	68.7	20.6	n/a	n/a		
K&E Social Studies 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	69.2	26.9	90.9	31.8	78.8	39.4	88.5	26.9	n/a	n/a		
	Province	58.0	11.6	56.3	12.7	55.2	14.2	55.9	15.0	n/a	n/a		

Notes:

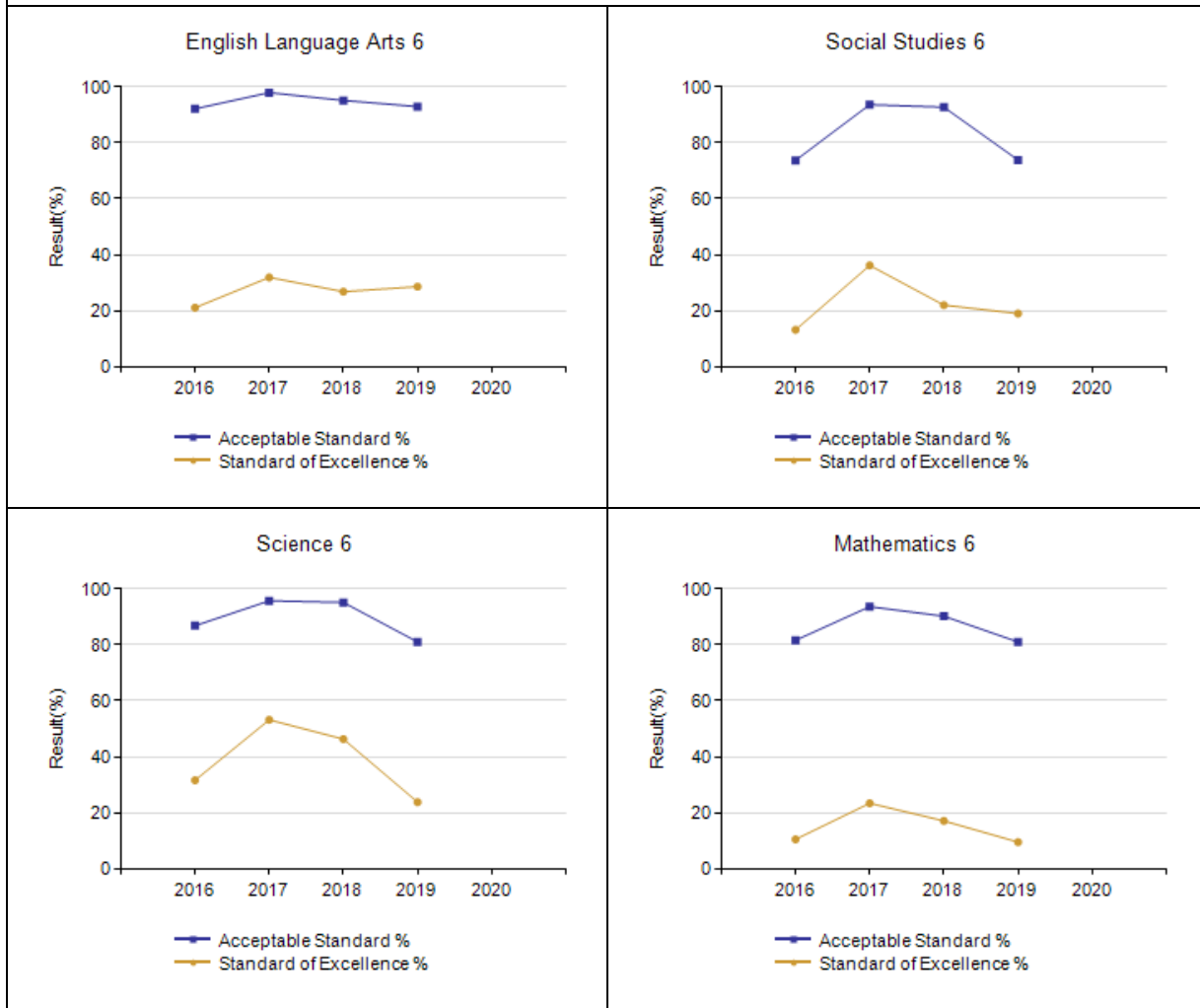
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/17 and Mathematics 9 in 2017/18, respectively.
5. Data in the 2021 'targets' are noted as 'n/a' because Alberta Education has cancelled Provincial Achievement Tests in 2021 due to the pandemic.



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 Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Graph of Provincial Achievement Test Results by Course for St. Patrick Fine Arts Elementary School



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 Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
3. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/17 and Mathematics 9 in 2017/18, respectively.

**Comment on Results**

The PAT results at St. Patrick Fine Arts School are not where we wish them to be since every school strives to have steady growth or stable, high results. While they are not a holistic tool for assessing student understanding, PATs are one way to determine the students' knowledge and ability to apply knowledge and skills. We continue to explore ways to see more students achieve at the Standard of Excellence each year in all subjects and, considering students' strengths and interests, strive to make the curriculum meaningful to them. Through engagement and rich learning experiences, we believe that students will understand the concepts more deeply. How this translates into performance on the PAT is still not fully clear to us, but we are fairly comfortable with our current attention in this area.

**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. **Note that in this report year over year data is not fully available due to no PAT data for May/June 2020.**

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

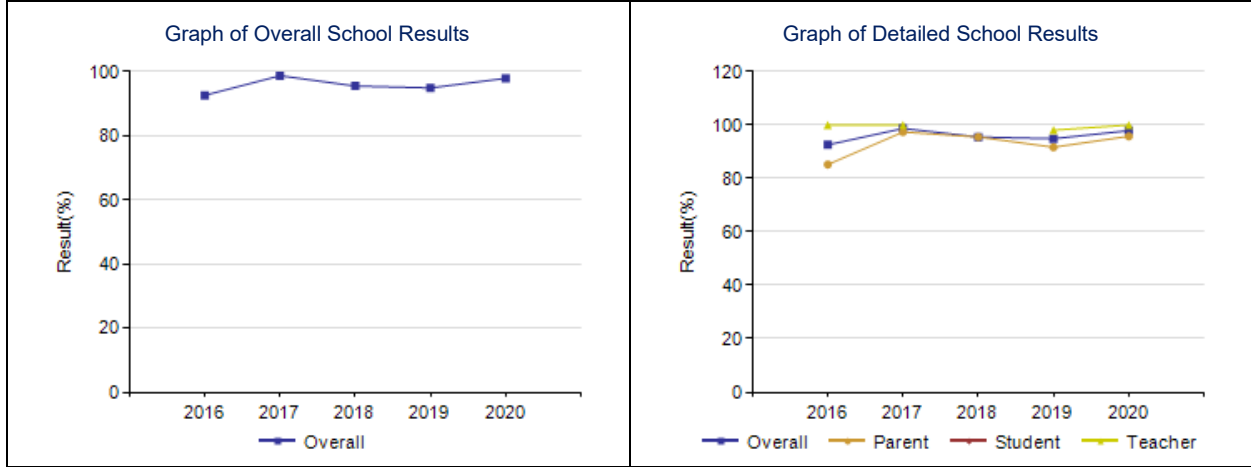
Notes:

1. 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%.
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.

**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					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	92.6	98.7	95.5	94.9	97.9	82.6	83.1	87.3	86.0	86.6	81.9	81.9	81.8	82.2	82.4
Teacher	100.0	100.0	n/a	98.1	100.0	90.7	88.4	91.3	92.7	91.1	88.1	88.0	88.4	89.1	89.3
Parent	85.2	97.4	95.5	91.7	95.8	77.6	80.5	84.5	79.9	82.6	80.1	80.1	79.9	80.1	80.1
Student	n/a	n/a	n/a	n/a	n/a	79.6	80.6	86.1	85.5	86.2	77.5	77.7	77.2	77.4	77.8



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

**Comment on Results**

*(an assessment of progress toward achieving the target)*

We remain consistent in this area, which is a testament to the well balanced approach we take, highlighting the importance of an arts education for all students. It is affirming to see that parents, students and teachers all feel the same way about our current approach.

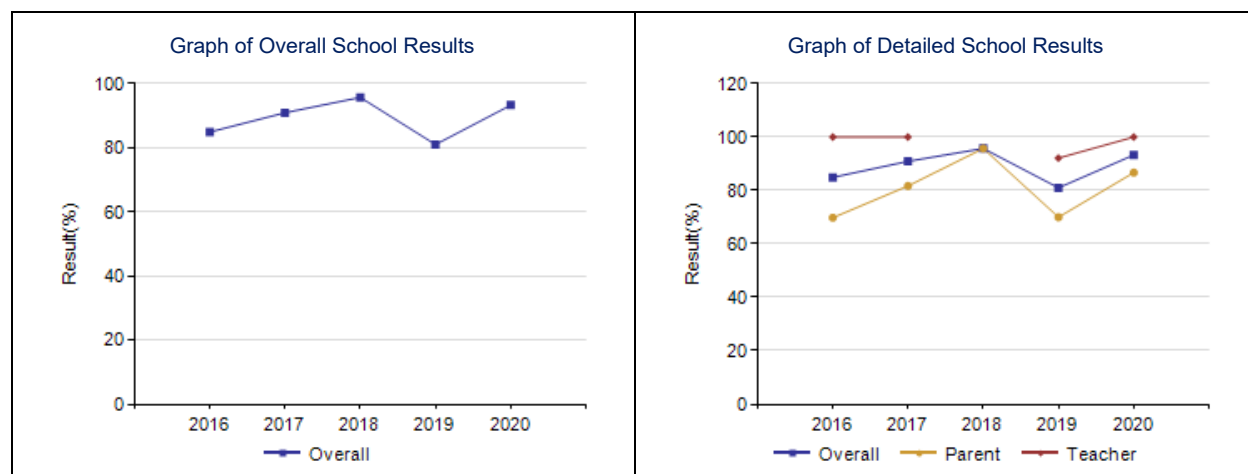
**Strategies**

Each year, it is incumbent upon a school to assess its effectiveness in determining focal points and in how those focal points are delivered. In our year-end professional conversations, reflections on Continuous Improvement Plans mid-year and at year-end, and by analysing further survey data, we can determine whether changes are needed to preserve our priority programming.

**Parental Involvement – Measure Details**

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

	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	84.9	90.9	95.7	81.0	93.3	83.3	82.9	85.0	80.6	84.6	80.9	81.2	81.2	81.3	81.8
Teacher	100.0	100.0	n/a	92.1	100.0	94.3	92.6	93.1	91.6	93.5	88.4	88.5	88.9	89.0	89.6
Parent	69.8	81.7	95.7	70.0	86.7	72.3	73.2	76.9	69.6	75.6	73.5	73.9	73.4	73.6	73.9



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

**Comment on Results**

*(an assessment of progress toward achieving the target)*

Our parent community is very supportive of most aspects of school, and feel that they can provide input openly, without judgment and with the knowledge that their concern/suggestion will be addressed. In the last 18 months, our School Council (which consists of 10-15 monthly attendees at meetings and class reps across 12 classrooms) has taken steps to be more involved in the Alberta School Councils Association and to be louder advocates for what is important them in their children’s education. Pre-pandemic (at time of survey and before), our parents were receptive to information communicated through School Messenger and our monthly newsletter. Post-pandemic, parents showed a commitment to reading regular e-mails to stay informed in our ever-changing situation. Tools like ThoughtExchange also help parents to feel they are contributing to division directions and classroom tools like Remind allow parents to have greater insight into their children’s learning routines. It is important to note that this survey result reflects the thoughts of responding grade 4 parents only.

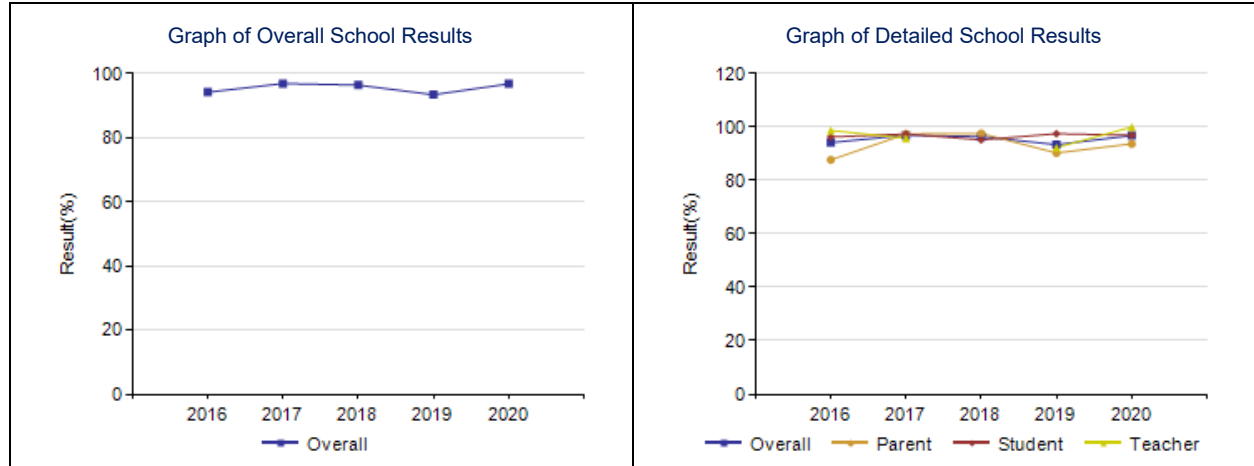
**Strategies**

- Continue to consult with parents on their children’s education through regular connections,
- As part of School Council meetings, continue to share rich learning tools, including faith formation and ASCA information  
 Continue to pass along division resources for families, including information on Student Services and Faith Formation

**Education Quality – Measure Details**

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

	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	94.2	96.9	96.4	93.4	96.8	90.4	92.2	93.1	91.7	92.8	90.1	90.1	90.0	90.2	90.3
Teacher	98.7	95.8	n/a	92.3	100.0	98.1	97.0	97.7	96.2	97.2	96.0	95.9	95.8	96.1	96.4
Parent	87.7	97.4	97.6	90.3	93.7	84.5	90.2	89.6	87.8	90.2	86.1	86.4	86.0	86.4	86.7
Student	96.3	97.4	95.2	97.5	96.9	88.5	89.5	91.9	91.0	91.1	88.0	88.1	88.2	88.1	87.8



- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
  2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

**Comment on Results**  
*(an assessment of progress toward achieving the target)*  
 We enjoy a high level of satisfaction in this area. Our school is a strong learning community infusing the arts throughout the standard core curriculum. Through dedicated collaboration among teaching staff and our utilization of both paraprofessionals and specialists in our reach, we continuously strive to meet students’ needs, where they are in their individual learning. As lifelong learners, our staff are able to build professional capacity and respond to the changing face of educating children each year.

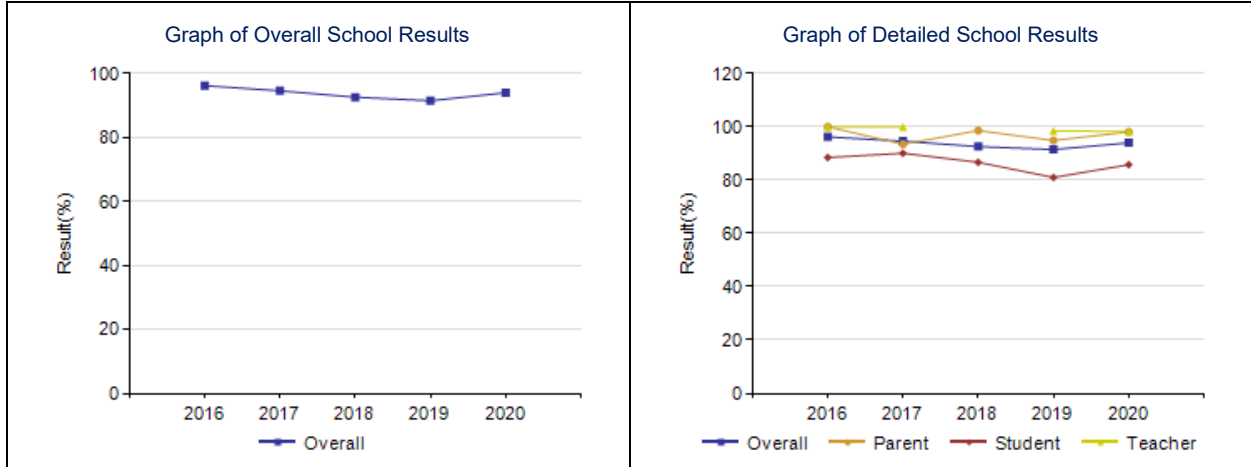
**Strategies**



**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					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	96.2	94.6	92.6	91.5	94.0	90.9	91.8	92.2	91.2	92.0	89.5	89.5	89.0	89.0	89.4
Teacher	100.0	100.0	n/a	98.5	98.2	98.6	97.4	97.5	97.5	98.1	95.4	95.3	95.0	95.1	95.3
Parent	100.0	93.5	98.6	94.9	98.1	89.2	91.2	92.0	88.7	90.5	89.8	89.9	89.4	89.7	90.2
Student	88.5	90.1	86.7	81.0	85.8	84.8	86.7	87.0	87.5	87.4	83.4	83.3	82.5	82.3	82.6



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

**Comment on Results**

*(an assessment of progress toward achieving the target)*

Our results in this area are strong, but we can still make improvements, especially from the students' perspective. It is essential that students feel safe at school and therefore able to learn. We know that when students are concerned about their wellbeing, they are not fully available for learning. While our results are high, we can't help but reflect upon those students who could not say 'strongly agree' or 'agree' on the survey questions (below). What do they need to achieve that higher level of certainty? For students who say 'don't know', is that because they are not sure of what the question is asking or does 'don't know' mean they cannot easily discern between agreement and disagreement?

**Strategies**

- Evaluate our current framework for students to feel safe at school, including supervision plans, recess expectations, discipline policy, routes for students to seek help/guidance
- Involve parents in the conversation as much as possible to support grade level class or individual students. Parents have great suggestions for what helps their own children.
- Continue contact with our educational partners in the division, including our FNMI principal, our Behaviour Support Team and our Mental Health Capacity Building Team to explore best practices for universal and targeted strategies
- Attend to staff wellness in the pandemic. Adults cannot be present for children if they are not feeling secure themselves.

Question – how can we best serve one another as staff without dedicated PLC time that normally would include student support conversations? What could replace that and still be effective?

Questions in Survey: 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.

*Parent - Grade 4-6*

		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
Students treat each other well at your child's school	2016	11	9	91	0	0	0	100
	2017	18	22	61	17	0	0	83
	2018	14	50	43	7	0	0	93
	2019	12	17	58	8	0	17	75
	2020	21	48	43	5	0	5	90
Teachers care about your child	2016	11	55	45	0	0	0	100
	2017	19	58	42	0	0	0	100
	2018	14	64	36	0	0	0	100
	2019	12	67	33	0	0	0	100
	2020	21	62	38	0	0	0	100
Your child is safe at school	2016	11	36	64	0	0	0	100
	2017	19	53	37	11	0	0	89
	2018	14	71	29	0	0	0	100
	2019	12	67	33	0	0	0	100
	2020	21	67	33	0	0	0	100
Your child is safe on the way to and from school	2016	9	33	67	0	0	0	100
	2017	18	44	56	0	0	0	100
	2018	14	64	36	0	0	0	100
	2019	11	45	55	0	0	0	100
	2020	21	48	52	0	0	0	100
Your child is treated fairly by adults at school	2016	11	27	73	0	0	0	100
	2017	19	58	37	5	0	0	95
	2018	14	71	29	0	0	0	100
	2019	12	50	50	0	0	0	100
	2020	21	57	43	0	0	0	100

Questions from Survey: 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.

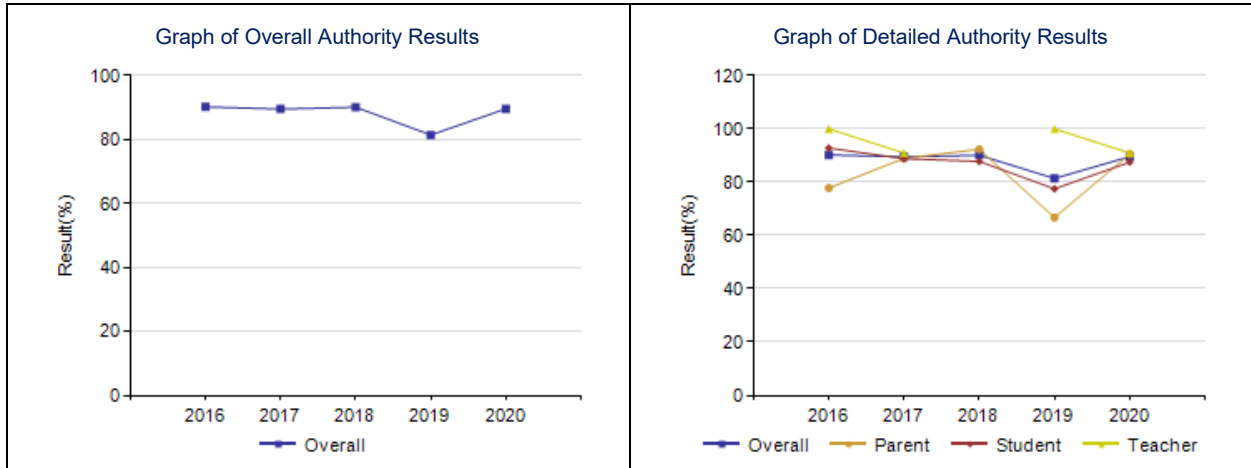
*Student - Grade 4-6*

		N	Yes %	No %	Don't Know %	Top 2 Box %
Are you treated fairly by adults in your school	2016	124	83	2	15	83
	2017	134	88	2	10	88
	2018	40	85	5	10	85
	2019	39	87	5	8	87
	2020	48	85	4	10	85
Do other students treat you well	2016	123	80	7	13	80
	2017	133	86	5	10	86
	2018	40	75	8	18	75
	2019	39	74	3	23	74
	2020	48	73	10	17	73
Do you feel safe at school	2016	123	91	2	7	91
	2017	134	90	1	8	90
	2018	41	90	0	10	90
	2019	39	79	5	15	79
	2020	48	88	2	10	88
Do you feel safe on the way to and from school	2016	125	93	1	6	93
	2017	134	91	1	7	91
	2018	41	93	0	7	93
	2019	39	72	13	15	72
	2020	48	90	6	4	90
Do your teachers care about you	2016	125	95	1	4	95
	2017	134	96	1	4	96
	2018	41	90	0	10	90
	2019	39	92	0	8	92
	2020	48	94	2	4	94

**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				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	90.2	89.5	90.1	81.4	89.6	83.9	86.5	84.8	83.9	86.3	81.2	81.4	80.3	81.0	81.5
Teacher	100.0	90.9	n/a	100.0	90.9	91.2	88.8	89.4	88.9	90.1	82.3	82.2	81.5	83.4	85.0
Parent	77.8	88.9	92.3	66.7	90.5	76.4	85.1	78.5	76.8	82.1	79.7	80.8	79.3	80.3	80.0
Student	92.8	88.8	87.8	77.5	87.5	84.3	85.7	86.4	86.0	86.7	81.5	81.1	80.2	79.4	79.6



**Comment on Results**

*(an assessment of progress toward achieving the target)*

In this metric, we have consistently good results, and it is affirming to see that all survey groups are aligned in their beliefs based on the questions asked. We have seen solid growth in teacher capacity for building literacy classrooms and in merging conceptual unit plans to support deeper understanding. All of our staff have had many opportunities to learn more about First Nations, Metis and Inuit culture, language and ways of knowing, and are supported to pursue further learning in this area. Our faith plan continues to be a source of strength for all students, staff and families wherever they are ready to engage. Our students know that they are loved and that God is always looking out for them. They have a role to play in the quality of their education and the community of St. Patrick Fine Arts School is a vibrant one.

**Strategies**

In the spirit of striving for improvement, we continue to look for ways to strengthen our community, our instruction, our personal supports for all, and our adult and child learning through the lens of the fine arts.