

St. Patrick Fine Arts Elementary School

Summary and Reflections on Annual Education Assurance Measures
(formerly Annual Education Results Report)

Provided November 2022, considering 2021-2022 school year results

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Learn Actively, Grow Spiritually, Live Creatively

Data to create this report comes from several sources, including the Alberta Education Accountability Pillar Survey, AB Ed Provincial Achievement Test published 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 2020 and continued suspension for May/June 2020, PAT results for the 2019-2020 and 2020-2021 school years are not available. Our grade 4, 5, and 6 students completed the 'Our School' survey in December 2021.

Note that participation in the 2021-2022 Alberta Education Accountability Pillar Survey was restricted to grade 4 students (44 respondents), grade 4 parents (10 respondents), and teachers on staff (9 respondents).

As you review this data, please consider the limitations that exist with this small cohort of respondents. Information is information, however, and from our own review of the data year over year and for 2021-2022 in isolation, we use this document as a data piece to build our Continuous Improvement Plan for 2022-2023. Should you have any questions, please contact school administration at 403-327-4386 or by e-mailing the Principal, Kathy Jones-Husch at jonesk@holyspirit.ab.ca.

Fall 2022 Required Alberta Education Assurance Measures - Overall Summary

Assurance Domain	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
Student Growth and Achievement	Student Learning Engagement	86.0	92.3	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	89.2	94.2	85.5	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	85.3	n/a	82.1	67.3	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	26.5	n/a	20.2	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	95.6	97.3	95.1	89.0	89.6	90.3	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	90.7	96.1	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	78.9	85.6	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	82.4	86.1	87.2	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. 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.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 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).
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.

We reflect positively on the results reflected in this report. We continue to have feedback indicating high satisfaction among students, parents and teachers. In some areas, we have increased, while in others we have seen a decline in some cohorts of the survey data. We will seek ways to interpret the data that is informed by our school's culture and context and adjust as needed to support the members of our school faith community. There is no doubt that we are proud of our accomplishments in meeting student needs and parental expectations for their child's public school faith-based learning experiences.

Despite the challenges incurred with COVID-19 restrictions, our grade 6 students performed well on Provincial Achievement Tests in May/June of 2021, exceeding our school's 3 year average by significant levels and exceeding the provincial 3 year average by more than 10% (acceptable standard). This is a testament to our teachers' commitment to the most foundational elements of course outcome learning and their ability to keep kids feeling confident about their learning during difficult times.

'Our School' Survey for gr. 4,5,6 from December 2021 – [Student Engagement Thematic Report](#) and [Complete Report on Student Outcomes and School Climate](#) Reflection on this data helps us to see social emotional needs of our students. We recognize that COVID has had an impact on student mental health wellness as well as the fact that we see high levels of anxiety among respondents year over year. This is an area of focus in our division and at our school.

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

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	95.1	26.8	92.9	28.6	n/a	n/a	n/a	n/a	92.2	37.3		
	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		
Mathematics 6	School	90.2	17.1	81.0	9.5	n/a	n/a	n/a	n/a	78.4	23.5		
	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	95.1	46.3	81.0	23.8	n/a	n/a	n/a	n/a	90.2	31.4		
	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	92.7	22.0	73.8	19.0	n/a	n/a	n/a	n/a	80.4	13.7		
	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		

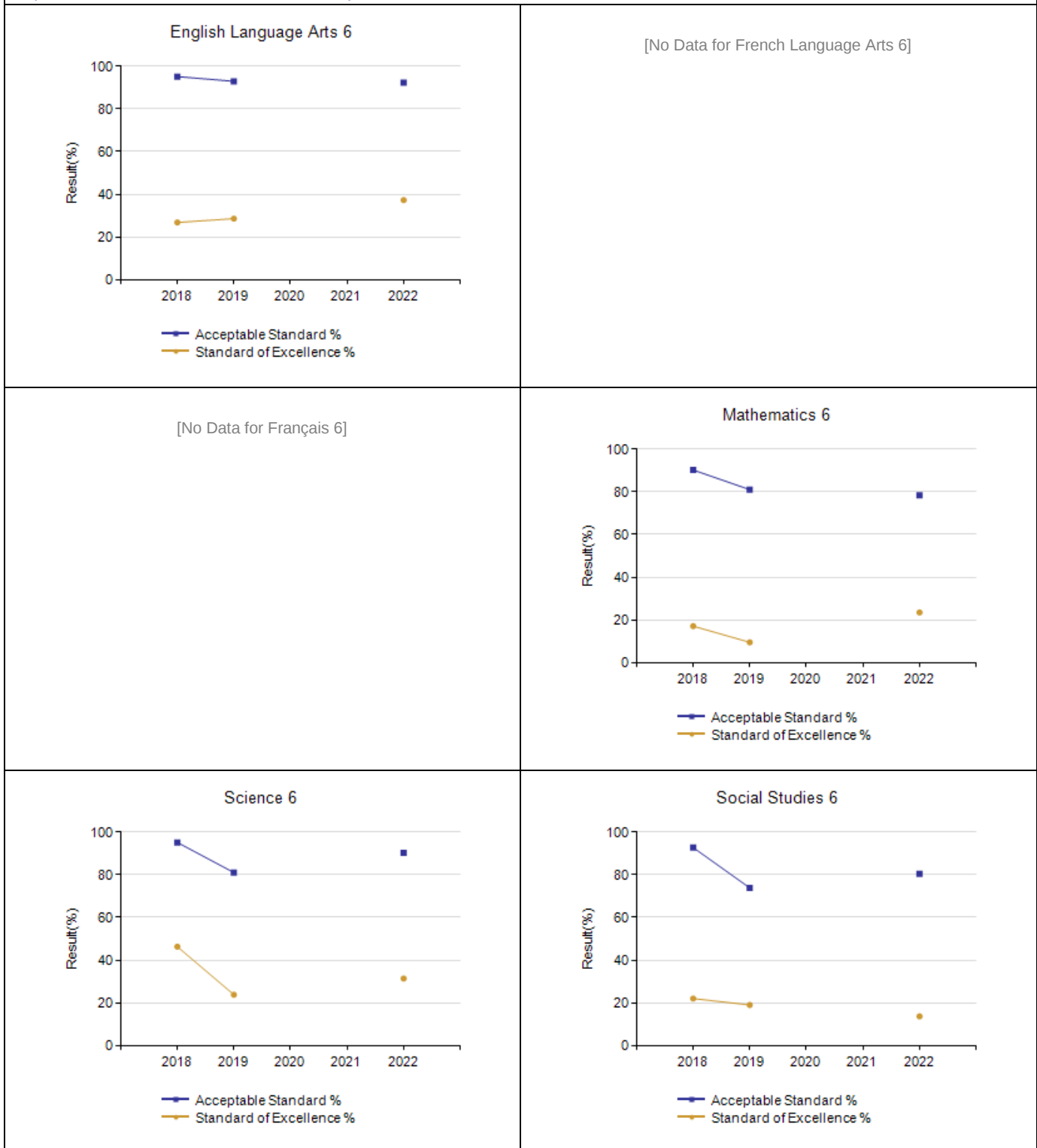
Notes:

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.

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Graph of Provincial Achievement Test Results by Course



Notes:

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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

		St. Patrick Fine Arts 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	51	92.2	42	92.9	56,095	76.1	54,820	83.2
	Standard of Excellence	n/a	n/a	n/a	51	37.3	42	28.6	56,095	18.9	54,820	17.8
Mathematics 6	Acceptable Standard	n/a	n/a	n/a	51	78.4	42	81.0	56,019	64.1	54,778	72.5
	Standard of Excellence	n/a	n/a	n/a	51	23.5	42	9.5	56,019	12.6	54,778	15.0
Science 6	Acceptable Standard	n/a	n/a	n/a	51	90.2	42	81.0	56,451	71.5	54,879	77.6
	Standard of Excellence	n/a	n/a	n/a	51	31.4	42	23.8	56,451	23.7	54,879	28.6
Social Studies 6	Acceptable Standard	n/a	n/a	n/a	51	80.4	42	73.8	56,483	67.8	54,802	76.2
	Standard of Excellence	n/a	n/a	n/a	51	13.7	42	19.0	56,483	20.1	54,802	24.4

Notes:

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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.
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Measure Evaluation Reference - Achievement Evaluation

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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
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

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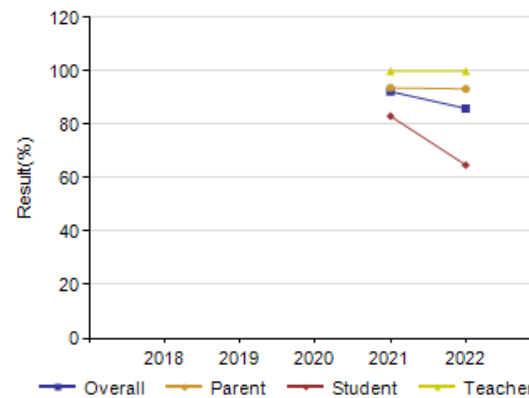
	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue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

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	76	92.3	63	86.0	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	21	93.7	10	93.3	n/a	n/a	n/a	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	42	83.1	44	64.8	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	13	100.0	9	100.0	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

Graph of School Results



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.

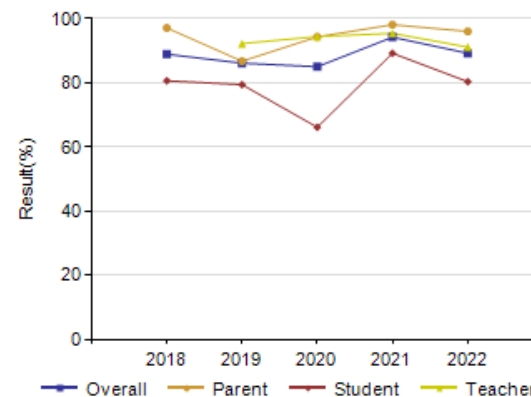
In 2020-2021, students experienced a high level of restriction for their learning. We were required to follow a prescribed order of unit instruction in some core subjects, and mixed cohorting was very limited for the majority of the year (until March 2021 and then we did a slow emergence from restrictions for the remainder of the year). We could not have co-curricular programs nor could we have ‘option’ classes in grades 4-6. We believe that the students’ low response in this area aligns with the reality they lived in during the pandemic.

Citizenship – Measure Details

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

	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	56	88.9	65	86.1	80	85.0	76	94.2	63	89.2	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	14	97.1	12	86.7	21	94.3	21	98.1	10	96.0	Very High	Maintained	Excellent	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	42	80.6	40	79.4	48	66.1	42	89.2	44	80.3	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	n/a	n/a	13	92.2	11	94.4	13	95.4	9	91.1	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

Graph of School Results



Notes:

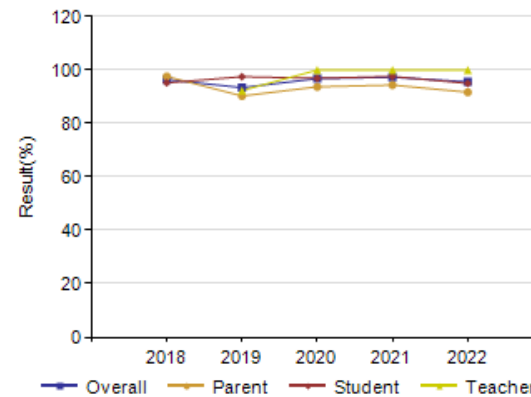
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2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
3. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures in 2019/20. Caution should be used when interpreting trends over time.

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	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	56	96.4	65	93.4	80	96.8	76	97.3	61	95.6	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	14	97.6	12	90.3	21	93.7	21	94.4	10	91.7	Very High	Maintained	Excellent	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	42	95.2	40	97.5	48	96.9	42	97.6	42	95.0	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	n/a	n/a	13	92.3	11	100.0	13	100.0	9	100.0	Very High	Maintained	Excellent	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

Graph of School Results



Notes:

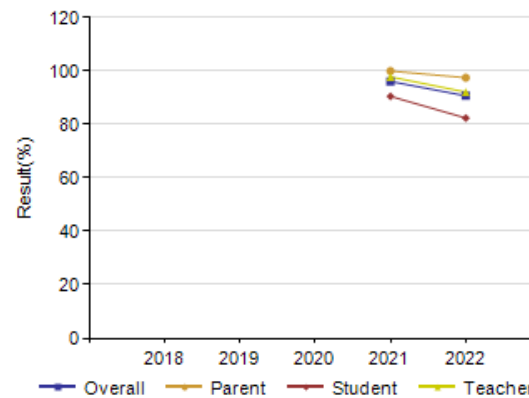
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends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

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	76	96.1	63	90.7	n/a	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	21	100.0	10	97.5	n/a	n/a	n/a	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	42	90.5	44	82.4	n/a	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	13	97.8	9	92.1	n/a	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

Graph of School Results



Notes:

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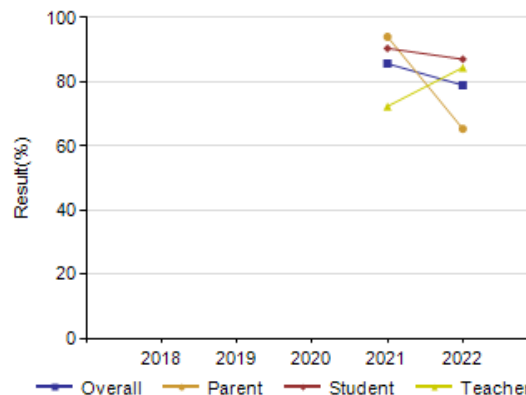
The results of this new measure are very promising for future directions. In the last 2 years, 100% of our parents in 2021 (and then 97.5% in 2022) feel that our school is a welcoming, caring, respectful and safe learning environment. That is incredible and a great tribute to all of the staff who come to school every day. They go above and beyond to meet student needs and to help raise people who will do great things in the future. The drop in student response deserves a closer look at the individual questions to learn more about what we might do to help the children feel better in this area.

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	76	85.6	63	78.9	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	21	94.0	10	65.3	n/a	n/a	n/a	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	42	90.4	44	87.0	n/a	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	13	72.3	9	84.4	n/a	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	

Graph of School Results



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.

In 2020-2021 we began to see reduction in services due to funding formula and service contract changes in Alberta Education (ie. PUF funding being no longer available in Kindergarten as it once was) and the impact of those changes has been seen in the daily operations of our school. Southwest Collaborative Support Services was created, and significantly reduced the level of service available for Speech Pathology, Occupational Therapy and Physical Therapy in schools. We know that access is key for many families, and when services can be provided at school where the child is daily, progress can be more visible. Teachers at our school believe that service access should be a part of a wraparound approach for kids' growth and continue to advocate for a return to the service levels of years gone by. They further feel strongly that they are experts in education alone and the challenge to try to fill in the gaps due to service reductions is more and more evident each year.

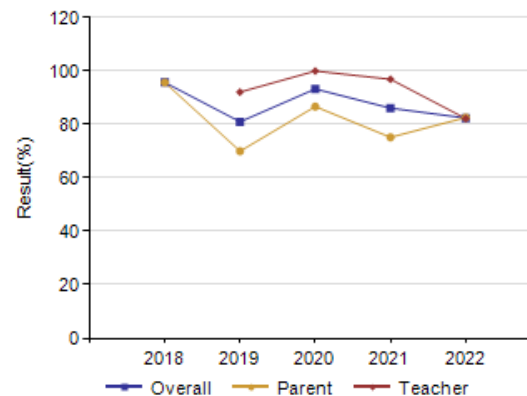
As we emerge from COVID restrictions, there is a greater desire to see services be enhanced in schools, including learning supports for typically developing children. This data piece, especially among the parent respondents, indicates that there is concern for the level of access present in our school. We will reflect upon this to see if there are more efficiencies to create as well as any creative pathways to optimizing student learning.

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	14	95.7	25	81.0	32	93.3	34	86.1	19	82.4	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	14	95.7	12	70.0	21	86.7	21	75.2	10	82.6	Very High	Maintained	Excellent	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	n/a	n/a	13	92.1	11	100.0	13	96.9	9	82.2	Low	Declined	Issue	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

Graph of School Results



Notes:

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We have a very engaged group of parents who are responsive to general requests as well as to communication with teachers in the hopes of improving learning for their children. Our parents have been challenged to find ways to continue School Council activities during the pandemic and have been very supportive of the need to cancel or compromise activities to keep up with protocols and school safety. We continue to look for ways to work with parents as partners in education. One area is a joint focus on student wellness, striving to celebrate the kids' strengths in all areas of their lives, not only those experienced at school.

In the 2022 responses, we see a significant decline in the teacher response for this area, which suggests that there has been a serious impact on parent participation due to COVID. We will continue to discuss ways in which we can engage parents, arm them with what they need to know for student learning to continue at home, and invite them to be part of student learning in the school when appropriate.

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
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 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
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.

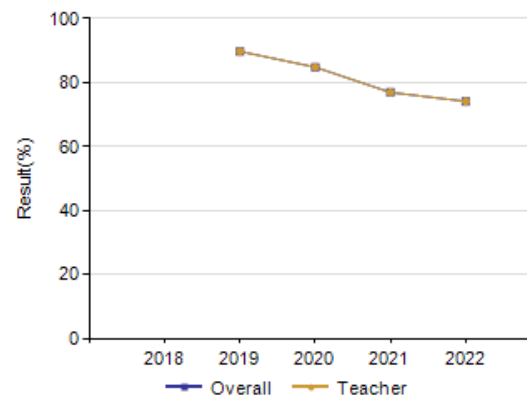
Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	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	%		
Overall	n/a	n/a	13	89.7	11	84.8	13	76.9	9	74.1	Very Low	Maintained	Concern	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	n/a	n/a	13	89.7	11	84.8	13	76.9	9	74.1	Very Low	Maintained	Concern	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

Graph of School Results



- 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.

Professional Development and in-servicing are very much a personal pursuit for many teachers, and that is partnered with division and site-directed learning designed to help everyone contribute to the division in achieving its goals each year. In 2020-2021, we were impacted by an inability to come together with colleagues in other schools as well as to do school visits, travel for learning opportunities, and participate in other valuable face to face/networking opportunities. As teachers needed to shift their PD pursuits to an online presence, it could have come with some resistance largely due to the necessary format alongside a heightened level of exhaustion in teaching during the pandemic.

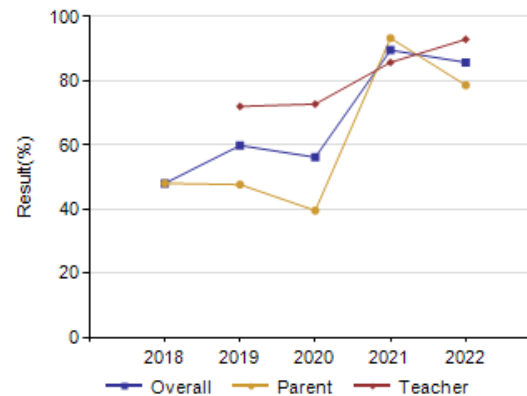
Our division is responsive to perspectives provided by teachers around their PD needs and also strives to achieve goals that will satisfy provincial expectations. With so many factors influencing teacher practice this year, it is not surprising to see that there is a reduction of favour among teachers in this area. This trend continues in May of 2022 as the demands on teachers have not slowed despite universal awareness of professional burnout, greater diversity in learner needs due to COVID and continued struggles in establishing work/life balance. We continue to advocate for greater awareness on the part of Alberta Education and our board so that teachers are best positioned to guide their own PD in alignment with division and provincial initiatives.

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
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%			
Overall	13	48.0	25	59.8	32	56.1	32	89.5	18	85.7	Very High	Improved Significantly	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	13	48.0	12	47.6	21	39.5	19	93.3	9	78.6	Very High	Improved	Excellent	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	n/a	n/a	13	72.0	11	72.7	13	85.7	9	92.9	Very High	Improved	Excellent	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			

Graph of School Results



Notes:

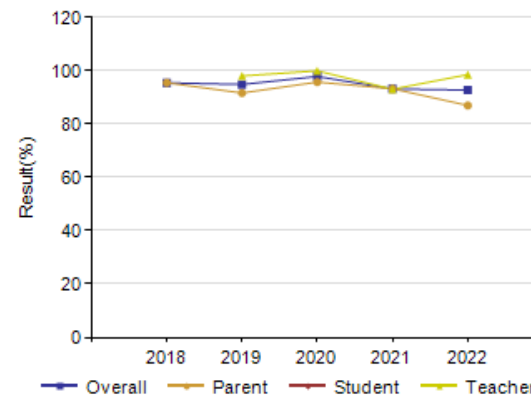
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2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
3. A "N/A" response was added to the AEA survey in 2020/21, allowing respondents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

It is nice to see this measure return to a common view among students, parents and teachers as well as a view so high in percentage. We continue to focus on the most important things in a fine arts education, and understand that raising a lifelong learner is more important than having children who can just live in the moment. We will continue to explore ways to expand our ability to develop these qualities in our students.

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										
	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	14	95.5	25	94.9	32	97.9	34	93.2	19	92.8	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	14	95.5	12	91.7	21	95.8	21	93.3	10	87.0	Very High	Maintained	Excellent	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	n/a	n/a	13	98.1	11	100.0	13	93.1	9	98.6	Very High	Maintained	Excellent	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	

Graph of School Results



Notes:

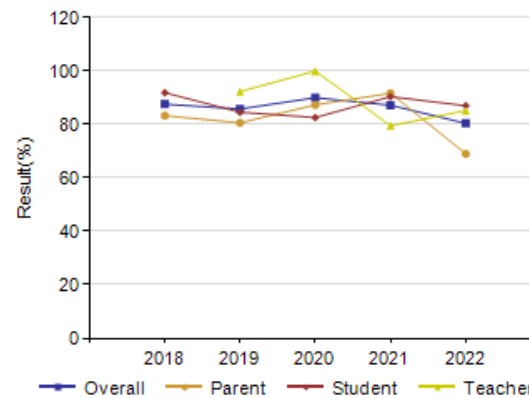
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Program of Studies - At Risk Students – Measure Details

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	55	87.6	65	85.8	80	90.0	76	87.2	63	80.4	Low	Declined	Issue	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	14	83.3	12	80.6	21	87.3	21	91.7	10	69.0	Very Low	Maintained	Concern	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	41	91.9	40	84.6	48	82.6	42	90.4	44	87.0	High	Maintained	Good	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	n/a	n/a	13	92.3	11	100.0	13	79.5	9	85.2	Very Low	Maintained	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



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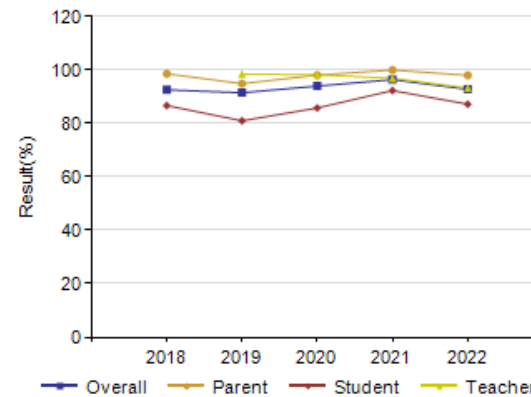
We believe that this colour pattern is directly connected to the impacts of COVID-19 on student learning and school programming. At St. Patrick Fine Arts, we have been able to inject more human supports for learning interventions and continue to benefit from low class sizes. The duration of the impact of COVID-19 is longer than some might have expected, and with continued emphasis in this area, we are hopeful for an upward trend to be visible in our next data set.

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	55	92.6	64	91.5	80	94.0	76	96.4	63	92.8	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	14	98.6	12	94.9	21	98.1	21	100.0	10	98.0	Very High	Maintained	Excellent	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	41	86.7	39	81.0	48	85.8	42	92.3	44	87.2	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	n/a	n/a	13	98.5	11	98.2	13	96.9	9	93.3	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

Graph of School Results



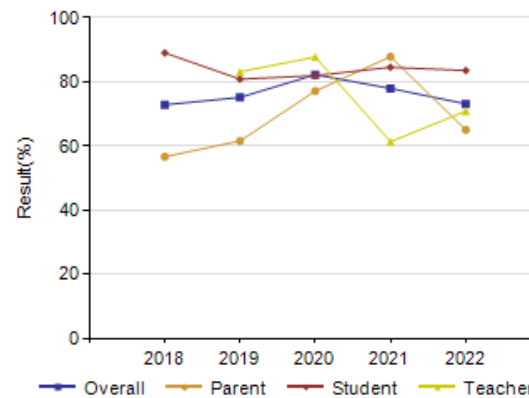
Notes:

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Satisfaction with Program Access – Measure Details

Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.																																		
	School										Measure Evaluation			Authority										Province										
	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	55	72.8	64	75.1	79	82.2	75	77.9	62	73.1	Intermediate	Maintained	Acceptable	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	14	56.6	12	61.5	21	77.1	20	87.8	10	65.0	Intermediate	Maintained	Acceptable	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	41	89.0	39	80.8	47	81.9	42	84.5	43	83.5	High	Maintained	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	n/a	n/a	13	83.1	11	87.7	13	61.3	9	70.8	Low	Maintained	Issue	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	

Graph of School Results



- 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.

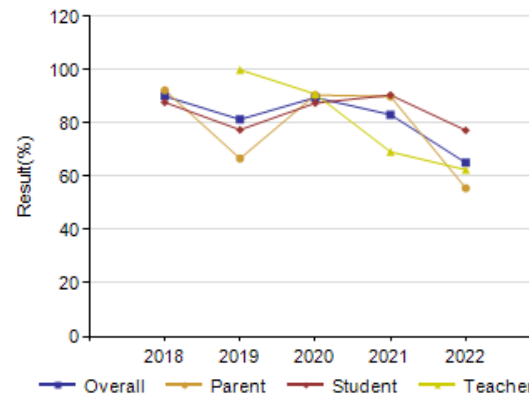
We know that all children need a variety of things to have a healthy childhood experience, school being just one of them. Access to services for children and their families in the community is essential for a balanced, holistic approach to raising healthy children. This response suggests general satisfaction, but a significant drop in satisfaction from teachers surveyed. When services cannot be offered in school, we hope that they can be offered in the community. This is not often the case, though, as many public services have long wait lists or don't allow for more acute care. As education partners, we continue to advocate for an increase in timely service access in our broader community.

For teachers, there is an increasing level of expectation around meeting student needs well beyond educational needs and that does not come with additional time nor resources to meet the need. Wait times for counselling and in-community limitations for therapy impact children's ability to move forward in their learning. COVID-19 has had an impact across all health, community, and education sectors, resulting in reduced service availability.

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	54	90.1	65	81.4	80	89.6	75	83.2	61	65.1	Very Low	Declined Significantly	Concern	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	13	92.3	12	66.7	21	90.5	20	90.0	9	55.6	Very Low	Declined	Concern	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	41	87.8	40	77.5	48	87.5	42	90.5	44	77.3	Intermediate	Maintained	Acceptable	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	n/a	n/a	13	100.0	11	90.9	13	69.2	8	62.5	Low	Declined	Issue	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

Graph of School Results



Notes:

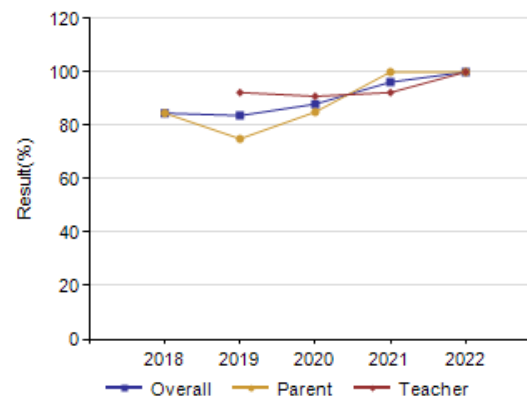
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Our hope is that these low levels reflect the impact of COVID-19 and are not a true reflection on the quality of schools in our division. St. Patrick Fine Arts school received positive feedback from parents around our handling of pandemic restrictions, our emphasis on keeping kids and families safe, and our commitment to focusing on the most important aspects of student learning. As we continue to emerge from COVID-19 realities, we are reinstituting essential fine arts school elements like performances, community get togethers and fine arts option classes that will see a stronger return to high quality learning experiences for children.

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										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	13	84.6	25	83.7	31	88.0	31	96.2	17	100.0	Very High	Improved	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	13	84.6	12	75.0	20	85.0	18	100.0	9	100.0	Very High	Improved	Excellent	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	n/a	n/a	13	92.3	11	90.9	13	92.3	8	100.0	Very High	Maintained	Excellent	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	

Graph of School Results



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In recent years, we have been emphasizing the need for students to grow in their self-management skills, interpersonal skills, and application of knowledge skills so that they can better respond to whatever might come their way in the future. We have plans to incorporate more awareness around the world of work and partner with agencies to deliver age-appropriate content to the children so they become more excited to enter the work force as older youth or adults and see themselves as contributors to the work force for many years to come in whatever field they are passionate about.