

Academie Saint-Andre  
Academy



ANNUAL EDUCATION  
RESULTS REPORT  
2022-2023



# ADMINISTRATIVE TEAM'S MESSAGE

## MR. CURT BARON & MS. MICHELLE SYMES



Welcome/Bienvenue to Académie Saint-André Academy.

The 2022-2023 school year was a welcome relief after several years of COVID restrictions. It was a year of reigniting the former strong routines and structures that have worked well in serving our students. The allowance to combine student groups by age and academic requirements, strengthened our ability to meet similar student needs simultaneously. Flexibility is key in using our resources, both physical and human, to the fullest potential.

As a kindergarten to grade four school, our capacity to focus solely on the needs of primary and elementary students allowed for the implementation of academic and behavioural programming at a very concentrated level. This focus has created a solid school environment.

Our staff has worked diligently to create a strong faith-based culture. It has been, and will continue to be, a team effort as we strive to be an important part of the Beaumont community. As a school community, we have created a rich tradition with our students, staff, parents and parish. We pride ourselves on creating a school where students feel safe, respected and challenged to reach the potential that God has planned for them.

We are proud of the close relationship we have built with the Catholic community of St. Vital. On going thanks go out to this wonderful community for their continued prayers and for supporting Catholic education at Académie Saint-André Academy, as well as all our other St. Thomas Aquinas Catholic Schools.

Michelle Symes and Curt Baron

# MEET YOUR LOCAL TRUSTEE



**Trustee Liz Taylor-Sirois**

## Beaumont Trustee

Liz Taylor-Sirois and her husband Denis have resided in Leduc County for 25 years. She is employed by Covenant Health in emergency admitting at the Grey Nuns Hospital. Liz has four daughters and 10 grandchildren, several attending Mother d'Youville and Académie Saint-André Academy. She enjoys gardening, walking, pontoon boating and hosting celebrations for family and friends. Liz attends St. Vital Parish, is a member of the Catholic Women's League, and also is the Parish Activities coordinator. Serving in her first term, Liz believes quality Catholic education is so very important and provides hope for our children. She believes that our Catholic schools are another avenue for promoting the Gospel of Jesus.

# SCHOOL PROFILE

Académie Saint-André Academy offers a dual track, English - French Immersion program for students in kindergarten to grade four. There are two sections of kindergarten – one section with students attending full-days on Mondays and Wednesdays with additional Fridays in our French Immersion program and the other sections with students attending full-days on Tuesdays and Thursdays with additional Fridays in our English program. Throughout the remaining grades, we have various numbers of sections based on student numbers and continued growth.

We are blessed to have a full-time administrative assistant who lovingly specializes in tooth pulling, band-aid provisions, daily check-ins and super-powers beyond belief. Additionally, we have a part-time Learning Commons specialist who assists both in and out of the library, ensuring our students develop a love of reading. Our school also has a Family School Liaison Worker who holds her Bachelor of Arts with a major in Psychology. She is there to assist students and parents with social and emotional concerns.

As Saint Thomas Aquinas' only P3 school, we work hard to maintain a solid working relationship with our direct neighbors to build a community of sharing and respect.

Académie Saint-André Academy is a family-centered school community built on a foundation of faith and love.

# DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

**Board Priority/Local Goal:** Staff are provided with faith formation opportunities.

**Outcome:** Staff are able to live, articulate and witness the faith and are able to permeate all school curriculum and activities with Gospel values and a love of Jesus Christ.

## MEASURES

Measure Category	School Name					
	STAR Catholic Schools					
<b>Parent Survey</b>	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
My child's school upholds the dignity of every student as a child of God.	New Question	New Question	New Question	New Question	New Question	New Question
I am pleased with the opportunities my child has to pray and to grow in his or her faith.	New Question	New Question	New Question	New Question	New Question	New Question
<b>Staff Survey (Teachers)</b>	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Staff at the school uphold the dignity of every student as a child of God.	New Question	New Question	New Question	New Question	New Question	New Question
I pray regularly with staff and/or students.	New Question	New Question	New Question	New Question	New Question	New Question
I speak about and demonstrate my faith to my students.	New Question	New Question	New Question	New Question	New Question	New Question
I have opportunities to strengthen my faith through professional development (e.g. Reflection Day, staff retreat, daily prayer, book studies, EXCEL, etc.)	New Question	New Question	New Question	New Question	New Question	New Question
I am building capacity in my understanding of how to permeate faith into all school activities.	New Question	New Question	New Question	New Question	New Question	New Question
<b>Student Survey</b>	*Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
We pray as a class or a school every day.	98.3	97.2	98.5	97 89	96 89	97 89
The adults in my school treat me with respect	93.3	90.4	94.6	90 75	91 75	91 76

\*Grades 4-6 | 7-12

## FAITH PD OPPORTUNITIES

- Division Reflection Day
- Three school-based faith sessions
- Divisional PD offerings

# 2022-2023 SCHOOL YEAR STRATEGIES

- Divisional Reflection Day focused on the divisional theme for the year.
- Opening mass with our sister school.
- Teaching mass with Fr. Les.
- Three unique PD sessions offered to staff with a focus on school identified needs and based around the theme of the division.
- September retreat will be held led by our Faith Life and Religious Education Coordinator followed by staff fellowship and relationship building.
- PLC collaboration on grade level faith outcomes.
- Face-to-Face Ministries will hold a school-wide retreat geared with messaging at the appropriate age level.
- Opportunities for faith development were also made available through division based PD opportunities.

# DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

**Board Priority/Local Goal:** Students understand what it means to live in a relationship with Jesus Christ.

**Outcome:** Students will hear, learn, and model their lives guided by faith and the Church.

## MEASURES

Measure Category	School Name					
	STAR Catholic Schools					
Parent Survey	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
My child has the opportunity to participate in religious celebrations and activities.	New Question	New Question	New Question	New Question	New Question	New Question
Staff Survey (Teacher)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Teachers help students understand how faith can guide the way they live their lives.	100	100	100	98	98	98
The school provides students an opportunity to pray and grow in their faith.	New Question	New Question	New Question	New Question	New Question	New Question
I have the opportunity to participate in religious celebrations, activities or functions at the school or parish.	New Question	New Question	New Question	New Question	New Question	New Question
Student Survey	Current Result *	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I learn about faith and God at school.	New Question	New Question	New Question	New Question	New Question	New Question
Teachers and students speak about faith, and I learn how to live the way God wants me to.	New Question	New Question	New Question	New Question	New Question	New Question
I have the opportunity to participate in religious celebrations and activities.	New Question	New Question	New Question	New Question	New Question	New Question

\*Grades 4-6 | 7-12

# 2022-2023 SCHOOL YEAR STRATEGIES

- Through permeation , teachers find opportunities to share their faith journey with students in all sub-ject areas.
- Staff prayer daily as well as daily prayer during announcements brings focus to community faith needs. Teachers are class leaders for prayers and in-class faith celebrations.

Opportunities for students to lead prayer during class following modelling demonstrated by teachers

- Monthly faith presentations allow teacher and students to share faith experiences.
- Weekly class newsletters allow teachers and students the opportunity to share with parents the faith experiences that occurred during the week.
- Social media posts tied to the 5 marks, highlighting how teachers lives are guided by faith.
- Provide staff and students opportunities for learning about the Holy Mass at assembly (ie. Vestments, Vessels and Furnishings)



# DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

**Board Priority/Local Goal:** Staff and students witness the gospel.

**Outcome:** Staff and students understand Catholic social teaching and witness the Gospel through acts of Social Justice and Charity.

## MEASURES

Measure Category	School Name					
	STAR Catholic Schools					
<b>Parent Survey</b>	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
The school helps those less fortunate. Examples: Charity, Good Works, and Social Justice.	86.7	92	91.1	86	85	86
<b>Staff Survey (Teachers)</b>	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
The school helps those less fortunate. Examples: Charity, Good Works, and Social Justice.	100	100	100	99	97	98
<b>Student Survey</b>	Current Result*	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
My school organizes activities to help people who are in need, such as, support a foodbank or collect clothes	90	90.4	89.9	97   94	96   95	96   94

\*Grades 4-6 | 7-12

## SOCIAL JUSTICE PROJECTS

- Food Bank Drive – April
- The Giving Tree – Advent – Collecting gifts for families in need
- The Grinch Project – Advent – ECS & Grade 1- how do we help others
- Lenten Tree – Prayers from families
- Monthly Social Justice Activities led by each grade at morning assembly

# 2022-2023 SCHOOL YEAR STRATEGIES

- Planning sub-committee for Social Justice or Charity project for each Catholic season.
- School-wide monthly social justice opportunities involving student and parent participation. These include food drives, Christmas hamper drive, and creating prayers for those in need.
- Involving parents and community members in school-wide Social Justice projects through letters and social media.
- Teachers create opportunities for students to see how their faith, put into action, can influence others.
- Conscientious focus on the 5 Marks of An Excellent Catholic School with submissions to GRateful Advocates for Catholic Education (GRACE).

# DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

**Board Priority/Local Goal:** Enhance home, school, and parish relationships.

**Outcome:** Continue to build relationships and opportunities to collaborate between the parish, school, and home which strengthens the faith community and the life of the Division.

## MEASURES

Measure Category	School Name					
	STAR Catholic Schools					
<b>Parent Survey</b>	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
My child has the opportunity to participate in religious celebrations and activities.	New Question	New Question	New Question	New Question	New Question	New Question
Faith is incorporated into school communications.	New Question	New Question	New Question	New Question	New Question	New Question
I am invited to school faith events.	New Question	New Question	New Question	New Question	New Question	New Question
<b>Staff Survey (Teacher)</b>	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I have the opportunity to participate in religious celebrations, activities or functions at the school or parish	100	100	100	100	99	98
<b>Staff Survey (Support Staff)</b>	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I have the opportunity to participate in religious celebrations, activities or functions at the school or parish	100	100	100	95	95	95
<b>Student Survey</b>	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I have the opportunity to participate in religious celebrations, and activities.	New Question	New Question	New Question	New Question	New Question	New Question

\*Grades 4-6 | 7-12

# 2022-2023 SCHOOL YEAR STRATEGIES

- Daily morning staff prayer occurred in the chapel at 8:10.
  - Staff were encouraged to pursue personal faith growth weekly attendance at Church, division Reflection day, staff retreat.
  - Opportunities for faith development were also made available through division based PD opportunities. Many courses were offered through Newman Theological College that could be accessed by staff through our division PD fund.
  - Daily prayer each morning over the school sound system . Our students participated in School Masses and Celebrations and regular classroom religion classes.
  - Students had the opportunity to share at our monthly assemblies
  - These assemblies were centered around the divisional theme of Disciples of the Word: Disciples Through Worship.
  - One yearly student retreat is a chance for students to learn about our Catholic faith in a fun and engaging manner. This year's retreats took place in COVID friendly manners

## INSIGHTS, CONCLUSIONS & IMPLICATIONS

- There was a restrengthening of a sense of faith community that was lost due to COVID, by allowing parents and parish members back into our school.
- There was an increase in a sense of community within the faith group of the school as students were able to gather in person and participate in cross-grade collaboration where students and teachers could share their faith experiences.
- There were increased opportunities for staff to share their faith journey with others.
- Mixed cohorts of students participated in a faith retreat was a welcome opportunity which was restricted in previous years due to COVID.

## School Masses/Celebrations and Connections to Catholic Organizations (e.g. Catholic Social Services, Development and Peace, etc)

- 4 school masses
- CWL in to do Rosary and Stations of the Cross
- K of C – Basketball Free Throw
- CWL and K of C – Shrove Tuesday

## Summary of involvements between home, school, parish, and parish priests.

- Grade 4 Bible Blessing and visit with Father
- CWL donation of Graphic Bibles
- Worked in conjunction with the parish to promote sacraments
- School registration ad run through the parish bulletin



# DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

**Board Priority/Local Goal:** A focus on mental health and well-being.

**Outcome:** When we support student mental health, we support student success. Students in a state of emotional, behavioural, and social well-being are able to learn, build resilience, and thrive.

## MEASURES

Measure Category	School Name					
	STAR Catholic Schools					
Student Survey (Elementary)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
At my school there is at least one adult who listens and cares about me.	New Question	New Question	New Question	New Question	New Question	New Question
My school is a place where I feel I belong.	New Question	New Question	New Question	New Question	New Question	New Question
I know how to get help if I am struggling with my mental health.	New Question	New Question	New Question	New Question	New Question	New Question
I have a trusted adult in my school who I can ask for help.	New Question	New Question	New Question	New Question	New Question	New Question
I learn how to manage my emotions in stressful situations.	New Question	New Question	New Question	New Question	New Question	New Question
I have opportunities to be involved in and connected to my school.	New Question	New Question	New Question	New Question	New Question	New Question
I feel safe at school.	88.3	New Question	New Question	85	New Question	New Question
I have a friend at school.	93.3	New Question	New Question	95	New Question	New Question
Student Survey (Secondary)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I have a positive and healthy relationship with at least one adult in my school.	New Question	New Question	New Question	New Question	New Question	New Question
My school is a place where I feel I belong.	New Question	New Question	New Question	New Question	New Question	New Question
I know how to get help if I am struggling with my mental health.	New Question	New Question	New Question	New Question	New Question	New Question
I have a trusted adult in my school who I can ask for help.	New Question	New Question	New Question	New Question	New Question	New Question
I learn how to manage my emotions in stressful situations.	New Question	New Question	New Question	New Question	New Question	New Question
I have opportunities to be involved in and connected to my school.	New Question	New Question	New Question	New Question	New Question	New Question
I feel safe at school.	n/a	New Question	New Question	81	New Question	New Question

I have a friend at school.	n/a	New Question	New Question	96	New Question	New Question
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# 2022-2023 SCHOOL YEAR STRATEGIES

- FLSW working with small groups and individual students
- FSLW will do universal strategies with ALL classrooms (Mind up in ECS, 1,2 and 3; Growth Mindset in Gr 4)
- All staff will be trained in conditions 5, 6, 7, and 8 of Dr. Tranter’s Third Path
- School wide student surveys to determine planning changes needed
- School Leadership Team focus on social emotional needs of the school
- FSLW will provide two blocks per month for ‘relationship blocks,’ where teachers are able to build relationships with individual students not focused on academics.
- FSLW will create a “Monday Morning Muffin” parent group to assist parents in dealing with the social-emotional needs of their children.

# INSIGHTS, CONCLUSIONS & IMPLICATIONS

- Our FSLW was able to run small group, mixed grade, social emotional learning, targeting specific skills.
- As our FSLW did universal, Tier 1 intervention with all classes, we noted the benefit of all students and staff utilizing a common language and will continue utilizing this strategy in subsequent years.
- By ensuring that all staff understood the importance of safety and regulation as the primary steps to success as noted in the Third Path training, we were able to speak about students using a different lens and focusing on their mental health and well-being hierarchically.
- Student surveys consistently drive our decision making. We were pleased to see that our results improved in almost areas of this domain and will continue to survey our students to determine next steps.
- We noted that parent social emotional needs were high and so our FSLW was able to create opportunities for them to come into the school and talk about their concerns.



# DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

## PROVINCIAL GOAL: EARLY YEARS LITERACY & NUMERACY ASSESSMENTS

Outcome: Students who use literacy and numeracy in all subjects develop breadth and depth in their literacy and numeracy skills and gain a deeper understanding of the subjects themselves. (AB Education, Literacy and Numeracy, FAQ).

### MEASURE DETAILS

Literacy and numeracy results for students in grades one to three:

- A list of the Alberta Education approved screening assessments used at each grade level
- The total number of students assessed at the beginning of the school year at each grade level
- The total number of students identified as being at risk at the beginning of the school year at each grade level
- The total number of students identified as being at risk at the end of the school year at each grade level
- The average number of months behind grade level after the administration of the initial assessments for at risk students
- The average number of months gained at grade level after the administration of the final assessments for at risk students
- A summary of support strategies used for students identified as being at risk at each grade level

**As this is a new measure, we are unsure of what the information from AB Education is going to look like and are still waiting for the AEAM Reports to be released.**

# 2022-2023 SCHOOL YEAR STRATEGIES

- Literacy and numeracy screening for Gr 1-4 in October, March and May
- Kindergarten 'Early Years Evaluation' screening and Brigance screening September/October
- Levelled Literacy Intervention in English for 8 week intervals
- GB+ (Groupe Beauchemin) - A levelled literacy intervention resource in French
- Precision Reading intervention for 10 week intervals to increase reading fluency
- Guided reading groups
- Mathology intervention in class—for students to work on targeted areas of need.
- Precision math pull out for students to increase their math fact fluency
- Math centers to target deficiencies and enrichment.

## INSIGHTS, CONCLUSIONS & IMPLICATIONS

- The additional requirement of screening has added to the workload and stress level of teachers.
- As a result of the literacy screening, we noted that more students were behind benchmark at final testing stage than there were in the beginning of the year due to the screening being more difficult at the end.
- Extensive amounts of intervention were done with students to improve their reading skills.
- We recognized that we needed to do more numeracy intervention as our focus has primarily been on literacy.

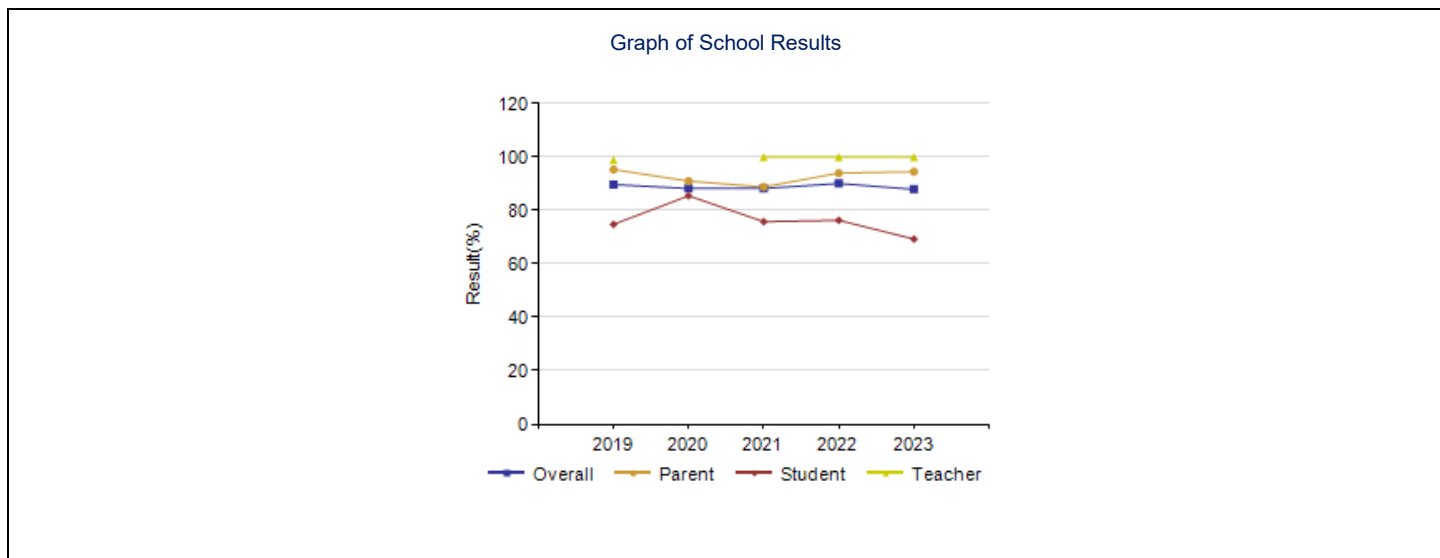
# PROVINCIAL GOAL: CITIZENSHIP

Active citizenship produces motivated and responsible learners and enables students to make a positive contribution to society. This is measured by the percentage of teachers, parents, and students who are satisfied that students model the characteristics of active citizenship.

## CITIZENSHIP - MEASURE DETAILS

### Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.																																	
	School										Measure Evaluation			Authority										Province									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	126	89.7	94	88.2	98	88.0	111	90.1	87	87.3	Very High	Maintained	Excellent	2,143	87.0	1,905	88.0	1,751	86.5	2,001	88.3	1,738	86.4	265,614	82.9	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3
Parent	26	95.3	18	91.0	11	88.6	20	94.0	15	94.5	Very High	Maintained	Excellent	241	85.7	180	86.2	144	81.2	201	87.6	175	88.5	35,247	81.9	36,891	82.4	30,905	81.4	31,689	80.4	31,869	79.4
Student	81	74.8	76	85.6	56	75.8	74	76.3	53	69.3	High	Declined	Acceptable	1,673	78.3	1,540	79.3	1,402	80.7	1,608	80.1	1,368	76.6	197,090	73.5	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3
Teacher	19	98.9	4	*	1	100.0	17	100.0	15	100.0	Very High	Maintained	Excellent	229	97.0	185	98.5	205	97.7	192	97.2	195	94.2	33,277	93.2	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3



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

# 2022-2023 SCHOOL YEAR STRATEGIES

- Collaboration between grades to build community. ie. reading buddies, special art projects
- School recycling program - learning to care for our environment
- Morning assemblies weekly in the gym
- Treaty 6 Land Acknowledgement is said in both French and English
- Development of a personalized Land Acknowledgement with input from students.
- Recognition of Black History Month, etc

## INSIGHTS, CONCLUSIONS & IMPLICATIONS

- Due to a decrease in our student results, we have realized a need to be more deliberate in making students aware of times when they are actively showing good citizenship.

# PROVINCIAL GOAL: STUDENT LEARNING ENGAGEMENT

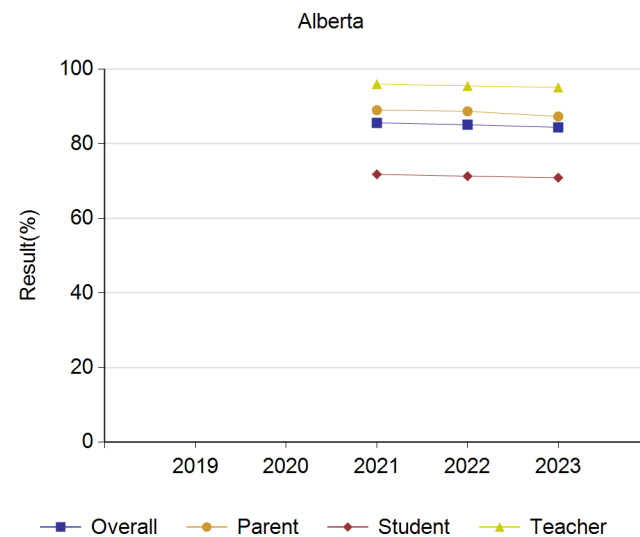
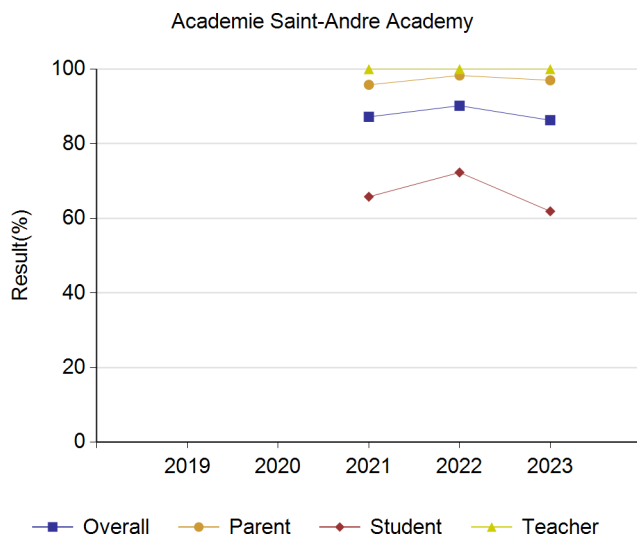
This is a provincial measure of student engagement in their learning at school.

Outcome: Learning improves when students find course content interesting and useful in their everyday lives.

## STUDENT LEARNING ENGAGEMENT: MEASURE DETAILS

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

	Academie Saint-Andre Academy										Alberta													
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	
Overall	n/a	n/a	n/a	n/a	90	87.2	111	90.2	83	86.3	n/a	Maintained	n/a	n/a	n/a	n/a	230,956	85.6	249,740	85.1	257,214	84.4		
Parent	n/a	n/a	n/a	n/a	16	95.8	20	98.3	11	97.0	n/a	Maintained	n/a	n/a	n/a	n/a	30,994	89.0	31,694	88.7	31,862	87.3		
Student	n/a	n/a	n/a	n/a	56	65.8	74	72.3	57	61.9	n/a	Declined	n/a	n/a	n/a	n/a	169,789	71.8	187,102	71.3	193,029	70.9		
Teacher	n/a	n/a	n/a	n/a	18	100.0	17	100.0	15	100.0	n/a	Maintained	n/a	n/a	n/a	n/a	30,173	96.0	30,944	95.5	32,323	95.1		



### Notes:

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

# 2022-2023 SCHOOL YEAR STRATEGIES

- Once a week in agendas, students have an “ask me about” message that goes home so that parents/guardians can engage their child in guided conversation about what is happening at school (e.g. “Ask me about division.”)
- Powerschool portal is available for parents to access information about their child’s progress and learning.
- Teachers provide a variety of activities to engage students in their learning. This includes working with technology, using manipulatives, group work, etc. as well as allowing students to display their learning in multiple ways.
- A weekly email from teachers to parents regarding what is coming up in the following week and sharing insights about the last week’s learning is sent each Sunday.

## INSIGHTS, CONCLUSIONS & IMPLICATIONS

- Student data is very limited in scope. The questions only ask about language arts and mathematics which is not an accurate measure of all things encompassed in a day.
- Many students responded with ‘don’t know’ when asked if they liked Language Arts. Perhaps we will need to be deliberate in letting them know that particular response counts as a negative.

# DOMAIN 3: TEACHING & LEADING

**Board Priority/Local Goal:** Continue to build and develop staff capacity.

**Outcome:** Staff enhances their expertise through opportunities to build their capacity, at all stages in their career, through mentorship and meaningful professional development opportunities.

## MEASURES

Measure Category	School Name					
	STAR Catholic Schools					
<b>Staff Survey (Teacher)</b>	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I have opportunities for meaningful Professional Development	84.6	88.9	88.9	93	91	93
I have opportunities to access Division and school supports (i.e. Coaches, Directors, Mentors, Family School Liaison Worker, and Learning Support Facilitators for Professional Development)	92.3	88.9	89.3	92	85	89
<b>Staff Survey (Support Staff)</b>	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I have opportunities for meaningful Professional Development related to my role	50	83.3	71.1	63	66	68
I have opportunities to access Division and school supports (i.e. Coaches, Directors, Mentor, Family School Liaison Worker, and Learning Support Facilitators for Professional Development)	50	66.7	72.2	78	76	81

## PROFESSIONAL DEVELOPMENT

- Assessment Reporting
- Powerschool Pro Gradebook Best Practices
- Reflection Day
- Staff Retreat
- Institute Day
- Third Path Conditions 5-8
- 3 Faith Sessions
- PLC Opportunities
- Learning Day
- FNMI Elder Learning
- Teachers' Convention
- IPP Review
- Transition Meetings

# 2022-2023 SCHOOL YEAR STRATEGIES

- Regular Professional Development days that align with divisional priorities and goals
- Division Central Officer Learning Team newsletter for division learning opportunities.
- Opportunities for regularly scheduled Professional Learning Communities online
- School Leadership Team, Professional Learning Communities, School Intervention Team, Learning Support Facilitator (French and English, Family School Liaison Worker
- Student Learning Services team makes regular visits (Psychologist, OT,PT, Speech)
- Educational Assistants Conference
- Flexible choice in Professional Development. Balance between divisional, personal and admin directed
- Implement regular Educational Assistant and Teacher collaboration time

## INSIGHTS, CONCLUSIONS & IMPLICATIONS

- Staff results increased as they are now able to meet in person again for PLC days which was not possible due to COVID.
- New curriculum has allowed teachers the opportunity to collaborate with their peers from across schools.
- Support staff were not pleased with their selection of opportunities for PD, which may require some further investigation as to why.



# DOMAIN 3: TEACHING & LEADING

**Priority/Local Goal:** Foster a culture of collaboration and leadership development.

**Outcome:** Staff are provided with structured opportunities to collaborate and be involved in leadership.

## MEASURES

Measure Category	School Name					
	STAR Catholic Schools					
Staff Survey (Teacher)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I have the opportunity to participate in school leadership at my school (e.g. School Leadership Team, Acting Admin, School Intervention Team, Extra-curricular, facilitating PD, etc.)	92.3	100	95.2	93	97	95
I have the opportunity to collaborate in a professional learning community (PLC)	100	100	100	97	99	96
Teachers in our school value professional learning communities (PLC)	100	100	100	94	95	94

## COLLABORATIVE LEADERSHIP STRUCTURES

- **PLC (Professional Learning Communities)**
- **SLT (School Leadership Team)**
- **SIT (School Intervention Team)**

## 2022-2023 SCHOOL YEAR

## STRATEGIES

Opportunities to be involved with School Leadership Team, Professional Learning

Communities, School Intervention Team, Religious Education Committee, First Nations Metis and Inuit staff lead.

- Designated Principal (when admin is away)
- Language AND Grade level Professional Learning Committees.
- Powerschool Lead Teacher
- Levels of Achievement committee member

## INSIGHTS, CONCLUSIONS & IMPLICATIONS



I understand the different dimensions of wellness into my own life. (i.e. physical, social and emotional)	New Question	New Question	New Question	New Question	New Question	New Question
We learn about and incorporate wellness in my workplace.	New Question	New Question	New Question	New Question	New Question	New Question

# 2022-2023 SCHOOL YEAR STRATEGIES

- Not Applicable

# INSIGHTS, CONCLUSIONS & IMPLICATIONS

- N/A

# DOMAIN 3: TEACHING & LEADING

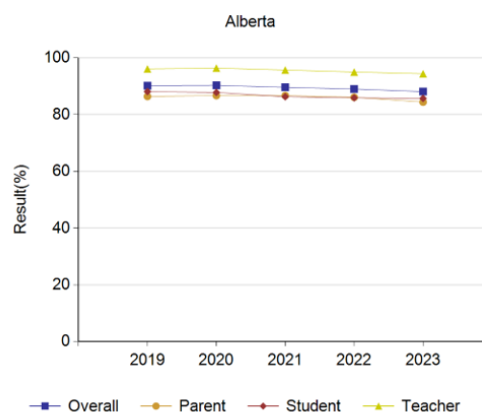
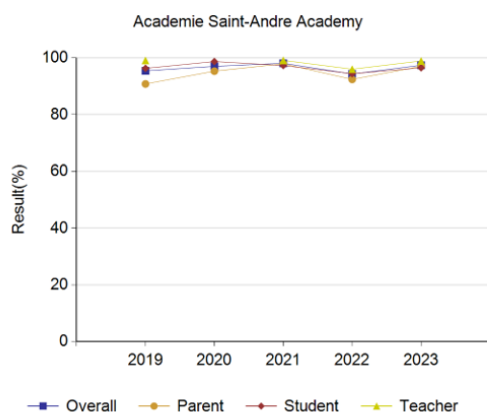
STAR Catholic School Division recognizes that excellence in education for students is largely determined by qualified and committed staff. Our Administrative Procedure on Teacher Growth, Supervision and Evaluation (AP 411) is available for download on our website.

Education Quality is a provincial measure under Teaching and Leading. It is measured by the percentage of teachers, parents, and students who are satisfied with the overall quality of basic education.

## EDUCATION QUALITY: MEASURE DETAILS

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

	Academie Saint-Andre Academy										Measure Evaluation			Alberta									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	126	95.4	94	97.0	90	98.1	110	94.3	83	97.4	Very High	Maintained	Excellent	265,841	90.2	264,623	90.3	230,814	89.6	249,532	89.0	257,584	88.1
Parent	26	90.8	18	95.3	16	97.9	20	92.4	11	97.0	Very High	Maintained	Excellent	35,262	86.4	36,907	86.7	31,024	86.7	31,728	86.1	31,890	84.4
Student	81	96.3	76	98.7	56	97.3	73	94.4	57	96.5	Very High	Maintained	Excellent	197,282	88.1	193,763	87.8	169,589	86.3	186,834	85.9	193,343	85.7
Teacher	19	99.1	4	*	18	99.1	17	96.0	15	98.9	Very High	Maintained	Excellent	33,297	96.1	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4



### Notes:

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

## 2022-2023 SCHOOL YEAR STRATEGIES

Our Response To Intervention process involved a daily literacy intervention block that is geared specifically to the needs of each student. Through a cycle of daily Guided Reading with small groups of students, teachers and educational assistants

help students progress through ever increasing levels of reading skills. Students are grouped with students of similar abilities and challenges so that staff can be strategic in their instruction.

Along with this, more targeted support was provided for tier two and three students in areas of reading, writing and math through Learning Support Facilitators and Educational Assistants working with individuals or small groups of students on a pull-out basis.

As a school, we have a comprehensive process for the development of Learning Support Plans and Individual Program Plans. These plans involve input from staff and parents and students when appropriate. They lay the groundwork for serving student's needs in a comprehensive and consistent manner.

## INSIGHTS, CONCLUSIONS & IMPLICATIONS

- Our Response to Intervention (RTI) process continues school-wide. Guided Reading and Levelled Literacy Interventions (LLI) took place to ensure that students do not fall behind in their literacy. Through our continued efforts, we have noted that a loss of learning has recovered and we are excited to see progress in our students.
- Targeted support is helpful to ensure that students with exceptional needs were not forgotten and provided opportunities to succeed.
- As a school, we continue to employ a comprehensive process for learning support plans and individual program plans. These plans involve input from staff, parents and students, where appropriate. They lay the groundwork for serving students needs in a comprehensive and consistent manner. This ensure that no student was left behind or fall through the cracks.

# DOMAIN 4: LEARNING SUPPORTS

**Board Priority/Local Goal:** First Nation, Métis, and Inuit students are successful.

**Outcome:** More First Nation, Métis, and Inuit students meet or exceed identified measures.

## MEASURES

Measure Category	School Name STAR Catholic Schools					
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
<b>Staff Survey (Teachers)</b>						
First Nations, Métis, and Inuit Elders/knowledge keepers, cultural advisors or community members are invited into our school	100	100	95.6	93	74	79
Our school enhances understanding of First Nations, Métis, and Inuit worldviews, cultural beliefs, languages, and values	100	88.9	94	96	93	94
I support the learning experiences of my students by using resources that accurately reflect and demonstrate the strength and diversity of First Nations, Métis, and Inuit	92.3	77.8	90	98	97	97
I am building capacity in my understanding of First Nations, Métis, and Inuit Culture	100	88.9	91.9	100	98	98
<b>Staff Survey (Support Staff)</b>						
Our school enhances understanding of First Nations, Métis, and Inuit worldviews, cultural beliefs, languages, and values	100	83.3	94.4	92	93	92
<b>Student Survey (Elementary)</b>						
I learn about First Nations, Métis, and Inuit history, culture, and traditions	91.67	100	97.2	96	97	95
<b>Student Survey (Secondary)</b>						
Our school provides opportunities to learn more about First Nations, Métis, and Inuit history, culture, and traditions	N/A	N/A	N/A	91	89	89

# DOMAIN 4: LEARNING SUPPORTS

**Board Priority/Local Goal:** First Nation, Métis, and Inuit students are successful.

**Outcome:** More First Nation, Métis, and Inuit students meet or exceed identified measures.

## MEASURES *(Continued)*

Measure Category	School Name	St. Thomas Aquinas RCSSD
Student Survey (Self-identified Indigenous only)	Current Result*	Current Result*
My school is a place where I feel I belong.	75	77   63
I feel safe at school.	75	81   79
I have a friend at school.	100	92   94
(Elementary) At my school there is at least one adult who listens and cares about me	100	88
(Secondary) I have a positive and healthy relationship with at least one adult in my school.	N/A	85

\*Grades 4-6 | 7-12

## 2022-2023 SCHOOL YEAR STRATEGIES

- First Nations, Metis and Inuit Professional Development available for all teachers through central office.
- Professional Learning Communities focused on FNMI outcomes from the curriculum and how they could best teach these to the students. Lessons were developed and shared among teachers.
- Expert presenters brought in (Métis Story Teller, Elders)
- Treaty Land Acknowledgement is done in both French and English at student assemblies

## INSIGHTS, CONCLUSIONS & IMPLICATIONS

- We were able to bring in several Elders and knowledge keepers to work with our staff and students.
- Teachers worked cooperatively and collaboratively in PLCs to create lessons to implement FNMI curricular outcomes.
- Our school was able to erect our teepee to allow our students opportunities to have cultural learning



experiences.



## Required Alberta Education Assurance Measures - Overall Summary Fall 2023

School: 1496 Academie Saint-Andre Academy

Assurance Domain	Measure	Academie Saint-Andre Academy			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	<a href="#">Student Learning Engagement</a>	86.3	90.2	90.2	84.4	85.1	85.1	n/a	Maintained	n/a
	<a href="#">Citizenship</a>	87.9	90.1	89.2	80.3	81.4	82.3	Very High	Maintained	Excellent
	<a href="#">3-year High School Completion</a>	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	<a href="#">5-year High School Completion</a>	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	<a href="#">PAT: Acceptable</a>	n/a	n/a	n/a	63.3	64.3	n/a	n/a	n/a	n/a
	<a href="#">PAT: Excellence</a>	n/a	n/a	n/a	16.0	17.7	n/a	n/a	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	80.3	75.2	n/a	n/a	n/a	n/a
	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	21.2	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	<a href="#">Education Quality</a>	97.4	94.3	95.6	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	90.6	93.0	93.0	84.7	86.1	86.1	n/a	Maintained	n/a
	<a href="#">Access to Supports and Services</a>	84.6	86.4	86.4	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	<a href="#">Parental Involvement</a>	86.5	82.5	80.4	79.1	78.8	80.3	Very High	Maintained	Excellent

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
- Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
- 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.
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.





Parent Survey	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
My child receives the support he/she needs to be successful in school.	86.7	94	90	85	86	87

## 2022-2023 SCHOOL YEAR STRATEGIES

- Our Response To Intervention process involves literacy intervention time that is geared specifically to the needs of each student. Through a cycle of daily Guided Reading with small groups of students, teachers and educational assistants help students progress through ever increasing levels of reading skills. Students are grouped with students of similar abilities and challenges so that staff can be strategic in their instruction.
- Targeted support provided for tier two and three students in areas of reading, writing and math through Learning Support Facilitators and Educational Assistants working with individuals or small groups of students on a pull-out, COVID safe ba-sis.
- Use of assistive technology for targeted students (Read and Write Google)
- Student Learning Support team from our Central Office, working with teacher and Learning Support Facilitators to design and implement Individual Support Plans for designated students

## INSIGHTS, CONCLUSIONS & IMPLICATIONS

- Interventions were provided to students both inside and outside of the classroom. Guided reading and Leveled Literacy Intervention took place utilizing both our teachers and support staff.
- Tier 2 and 3 interventions continued on a schoolwide scale with Learning Support Facilitators, Educational Assistants and teachers providing support.
- Individualized Program Plans were created and implemented for designated students.

# DOMAIN 4: LEARNING SUPPORTS

## WELCOMING, CARING, RESPECTFUL & SAFE LEARNING ENVIRONMENTS

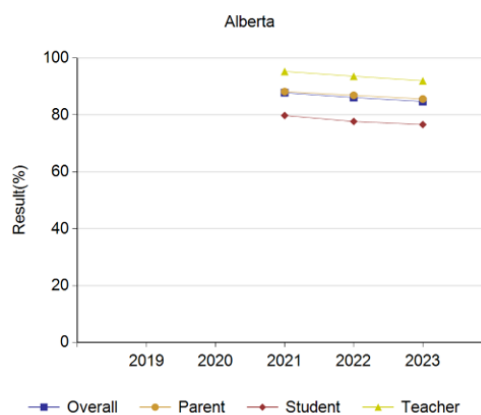
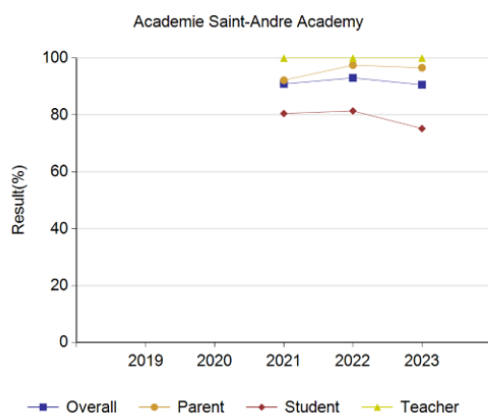
**Welcoming, Caring, Respectful & Safe Learning Environments:** This is measured provincially by the percentage of teachers, parents, and students agreement that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

STAR Catholic School Division continually provides welcoming, caring, respectful and safe learning environments that respect diversity and fosters a sense of belonging.

## WELCOMING, CARING, RESPECTFUL & SAFE LEARNING ENVIRONMENTS ((WCRSLE) MEASURE DETAILS:

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

	Academie Saint-Andre Academy										Measure Evaluation			Alberta										
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	
Overall	n/a	n/a	n/a	n/a	90	90.9	112	93.0	83	90.6	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	n/a	231,091	87.8	249,941	86.1	257,391	84.7
Parent	n/a	n/a	n/a	n/a	16	92.2	20	97.5	11	96.6	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	n/a	30,980	88.2	31,715	86.9	31,885	85.6
Student	n/a	n/a	n/a	n/a	56	80.5	75	81.4	57	75.2	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	n/a	169,900	79.8	187,258	77.7	193,156	76.6
Teacher	n/a	n/a	n/a	n/a	18	100.0	17	100.0	15	100.0	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	n/a	30,211	95.3	30,968	93.6	32,350	92.0



**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.

# 2022-2023 SCHOOL YEAR STRATEGIES

- Weekly student recognition at assemblies
- Student and staff lunch monthly from names drawn from recognition
- Meet the teacher events
- Family BBQ
- Carnivale to celebrate our dual track

## INSIGHTS, CONCLUSIONS & IMPLICATIONS

- Our results on this measure were high from all stake-holders. All staff take responsibility for ensuring that students are recognized by a caring adult, including our custodial and support staff.
- Teachers send photos or videos home almost weekly so that parents have a view into what was going on in the building.
  - Students recognized at our weekly assemblies go into a draw to have lunch with the principal.
  - Community building school events (Family bbq, dad and kid pumpkin carving, etc.) are back and this has helped to ensure a sense of belonging.

# DOMAIN 4: LEARNING SUPPORTS

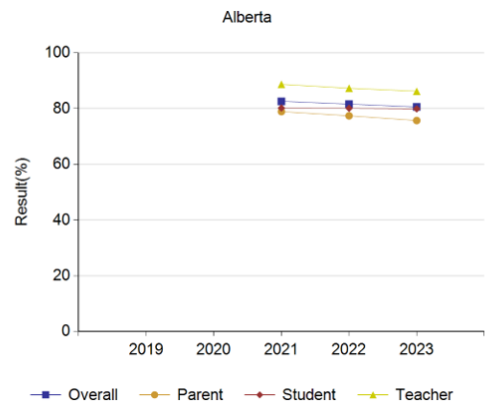
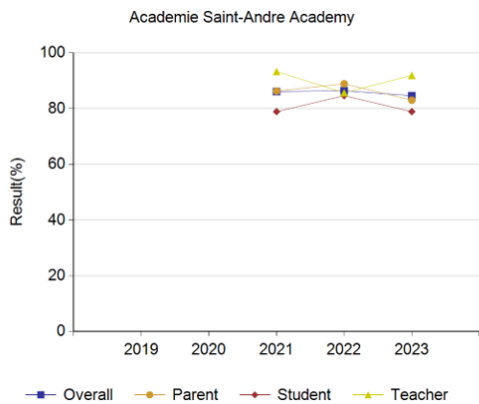
## PROVINCIAL GOAL: ACCESS TO SUPPORT & SERVICES

**Access to Supports & Services:** A provincial measure assessing that appropriate supports and services for students are available and can be accessed in a timely manner.

### 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.

	Academie Saint-Andre Academy										Measure Evaluation			Alberta									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	90	86.1	111	86.4	83	84.6	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	230,761	82.6	249,570	81.6	256,994	80.6
Parent	n/a	n/a	n/a	n/a	16	86.3	20	88.9	11	83.0	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	30,936	78.9	31,684	77.4	31,847	75.7
Student	n/a	n/a	n/a	n/a	56	78.9	74	84.6	57	78.9	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	169,631	80.2	186,935	80.1	192,805	79.9
Teacher	n/a	n/a	n/a	n/a	18	93.3	17	85.7	15	91.9	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	30,194	88.7	30,951	87.3	32,342	86.2



**Notes:**

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

## 2022-2023 SCHOOL YEAR STRATEGIES

- Division Student Learning Support Team—SLP, OT, Wellness Coordinator
- School Based Learning Support Facilitator
- Family School Liaison Worker

- Division Crisis Response Team
- External Consultants (Psychology, etc.)
- Nutrition Grant to provide healthy snacks
- Hot Lunch Program
- School wide interventions including Leveled Literacy Intervention and Guided Reading

## INSIGHTS, CONCLUSIONS & IMPLICATIONS

- Having a qualified Family School Liaison Worker on staff, we were able to provide timely one-on-one or small group intervention for mental health concerns. She was able to assist families in navigating external supports if they were needed.
- Interventions continued to assist students with academic needs.
- Our division SLS (Student Learning Supports) team was involved, assisting with things such as Occupational Therapy, Speech Therapy and a psychologist. While we know that there are many students in the division in need, this is an area that we need to continue to advocate for increased support for our students that occur in a timely fashion.
- Wrap around services for students with high needs involve both internal and external providers.



# DOMAIN 5: GOVERNANCE

## PROVINCIAL GOAL: PARENTAL INVOLVEMENT

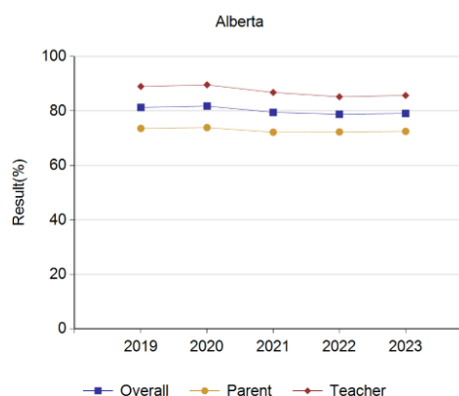
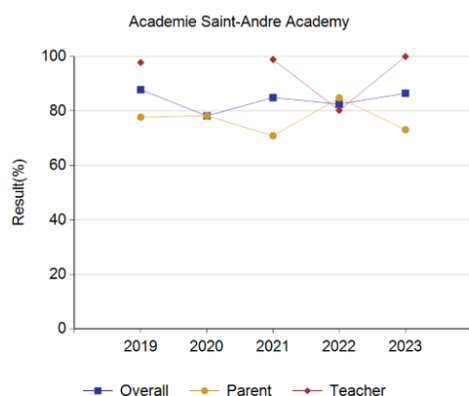
Parental involvement and engagement leads to student success, and are high priorities for STAR Catholic. Feedback from parents, as well as administrators, staff, students, and clergy, is gathered through means such as surveys, consultation events and face-to-face meetings.

Provincially, this is measured by teacher and parent satisfaction with parental involvement in decisions about their child's education.

## PARENTAL INVOLVEMENT - MEASURE DETAILS

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

	Academie Saint-Andre Academy										Measure Evaluation			Alberta									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	45	87.8	18	78.2	34	84.9	37	82.5	26	86.5	Very High	Maintained	Excellent	68,116	81.3	70,377	81.8	60,919	79.5	62,412	78.8	63,935	79.1
Parent	26	77.7	18	78.2	16	70.9	20	84.8	11	73.1	Very High	Maintained	Excellent	34,944	73.6	36,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5
Teacher	19	97.8	4	*	18	98.9	17	80.2	15	100.0	Very High	Improved	Excellent	33,172	89.0	33,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7



### Notes:

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

## 2022-2023 SCHOOL YEAR STRATEGIES

- An active school council group that is involved in consultation process with administration to advise on school direction.
- Parent involvement in various school events. ie. movie night, dances, hot lunch, etc.

- • Govt. survey of parents in grade 4.(Accountability Pillar Survey)
- • Phone conversations, emails, virtual meetings with parents to guide student progress.
- • Parent Engagement Grant money used for activities to engage families
- 

## INSIGHTS, CONCLUSIONS & IMPLICATIONS

- School community based events returned, ensuring that families were engaged.
- School council meetings were held virtually and in person to allow for greater participation.
- Parent involvement in School Council increased due to easy access to meetings and lack of need for child care.
- Fundraising opportunities were once again available, garnering parent excitement to support the school.

# DOMAIN 5: GOVERNANCE

## SUPPLEMENTAL DOCUMENTS

- Please add your 2023-2024 School Budget

# Fall 2023 Required Alberta Education Assurance Measures—Overall Summary

Measure	Academie Saint-Andre Academy			Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
<a href="#">Diploma Exam Participation Rate (4+ Exams)</a>	n/a	n/a	n/a	3.5	n/a	56.6	n/a	n/a	n/a
<a href="#">Drop Out Rate</a>	n/a	n/a	n/a	2.5	2.3	2.5	n/a	n/a	n/a
<a href="#">In-Service Jurisdiction Needs</a>	95.2	87.5	87.5	82.2	83.7	84.3	Very High	Maintained	Excellent
<a href="#">Lifelong Learning</a>	77.6	89.6	79.4	80.4	81.0	76.8	High	Maintained	Good
<a href="#">Program of Studies</a>	88.2	88.5	88.5	82.9	82.9	82.6	Very High	Maintained	Excellent
<a href="#">Program of Studies - At Risk Students</a>	82.4	85.7	86.7	81.2	81.9	83.4	Low	Maintained	Issue
<a href="#">Rutherford Scholarship Eligibility Rate</a>	n/a	n/a	n/a	71.9	70.2	68.3	n/a	n/a	n/a
<a href="#">Safe and Caring</a>	93.8	95.1	94.2	87.5	88.8	89.1	Very High	Maintained	Excellent
<a href="#">Satisfaction with Program Access</a>	83.2	73.2	81.0	72.9	72.6	73.9	Very High	Maintained	Excellent
<a href="#">School Improvement</a>	89.1	75.3	87.0	75.2	74.2	77.9	Very High	Maintained	Excellent
<a href="#">Transition Rate (6 yr)</a>	n/a	n/a	n/a	59.7	60.3	60.2	n/a	n/a	n/a
<a href="#">Work Preparation</a>	87.5	88.2	84.7	83.1	84.9	84.5	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 Diploma Exams was impacted by the fires in 2018/19, and the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.