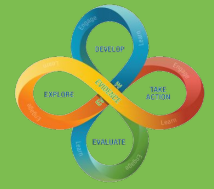**Assurance Model for École Dickinsfield School**
James Hayward, Leannah Robertson and Erin Andrews
Fall 2023

Welcome to École Dickinsfield School, bienvenue à École Dickinsfield School!

École Dickinsfield School offers a unique educational experience with its dual track program, allowing families to choose between French Immersion and English programming. With a current enrolment of 575 students, 60% of which are enrolled in French Immersion, we take great pride in our diverse student body. At our school, every student is a leader, as we are a proud Leader in Me school. Since 2011, we have been a flagship institution for the 7 Habits of Highly Effective People, teaching our students the habits' language and foundations. These habits are not only taught as a curriculum, but they are also integrated ubiquitously into our school's traditions, curriculum, environments, and culture. Our school is also home to the PEAK Elementary Hockey Academy for students in grades 3-6, making École Dickinsfield School an excellent choice for parents seeking a well-rounded education for their children.

Staff at École Dickinsfield School are committed to offering students a safe place for students to grow and learn. With a team of 27 ATA staff, 2.5 Administrative Assistants, 1 Learning Commons Library Assistant, and 16 Educational Assistants, we are well-equipped to support our diverse student body. Notably, 5.5% of our students are English as Additional Language Learners, and 13.4% self-identify as First Nations, Métis or Inuit. Furthermore, our ECDP Program caters to 43 students, while 7% of the entire student population has been identified as have severe needs and requiring intensive support.

Our staff and parents have analyzed the data and experiences to identify areas for growth. Our collective efforts are focused on improving the school culture to create a sense of safety and belonging among students, empowering them to take control of their actions and academic success. We believe that by achieving this, we can also enhance the academic performance of our students. To attain this goal, we are investing time in professional learning for our staff, focusing on areas such as the Regulated Classroom, PBIS, and Leader in Me and accessing resources through the Multicultural Association, and possibly the ERLC and the ATA. Additionally, we are providing fun opportunities for families and staff to learn about each other's cultures and celebrate our school's community.

In addition, we will focus on numeracy, with a goal of helping students become more comfortable with numbers in their everyday lives. To achieve this, we are digging into new curriculum and resources during our professional learning Fridays, allowing our teachers to make a greater impact on student learning. We intend to seek support from the Division Numeracy Coordinator and the ERLC.

Parents were an important part of our process, through our School Council they helped to inform our goals and strategies, ensuring that our efforts align with the needs of our students and families. Overall, our aim is to foster a positive, inclusive school culture that promotes academic excellence and personal growth.
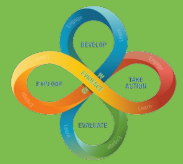
Sincerely,
James Hayward
Principal

FMPSD GOALS

1. High-Quality Learning Opportunities for All
2. Excellence in Student Learning Outcomes
3. Supporting First Nations, Métis and Inuit Students
4. Highly Responsive and Responsible Jurisdiction

ASSURANCE CYCLE

1. Explore - Analyze and Interpret
2. Develop - Identification of Problem, Strategy and Plan
3. Take Action - Implement and Adjust
4. Evaluate - Impact on Outcomes

CURRENT STATE

STRENGTHS

Students report having positive relationships with staff and feeling that they have advocates at school

Grade 3 Literacy data indicates gaps are being closed

High Achievement on grade 6 PAT in ELA for both acceptable standard and standard of excellence

AREAS FOR GROWTH

Numeracy data shows gaps in learning for grades 1 & 2, evident also in the numerical response portion of grade 6 PAT

Students report not liking Math

Students report decreased sense of belonging and increased anxiety

LOCAL CONTEXT

Demographics: 574 Students: 13.4% First Nations, Métis & Inuit; 5.5% English Language Learners; 7% with severe needs; 47 Staff

School Specific: Dual-program school; 40% English, 60% French Immersion

Programs: French Immersion and English program for ECDP to grade 6. LIM Lighthouse School; the Regulated Classroom;. APPLE School, PEAK Hockey Academy school for elementary grades 3-6.

School Culture: Students have reported feeling safe at school and that they have adults in the building that they can come to for help. Student sense of belonging has decreased, this coincides with the lack of leadership and extracurricular activities for students. There has been an increase in referrals to the office and increased reports of racism, discrimination and bullying behaviours.

STRATEGIES FOR MOVING FORWARD

1. PROFESSIONAL LEARNING
   - Increase focus on the Regulated Classroom
   - Learn and implement PBIS
   - Diversity, equity, inclusion and anti-racism teaching, learning
   - Focused collaborative time for exploring numeracy curriculum & work with Division Numeracy Coordinator to learn Daily 3 Math and to develop engaging Numeracy activities at all levels
2. MATERIAL RESOURCES
   - Mathology.ca, Reflex Math, Daily 3 Math, math manipulatives, etc.
3. HUMAN RESOURCES
   - Division Numeracy Coordinator; Division Cultural Teacher/Indigenous Support Worker; Division APPLE Schools School Health Mentor, Reflex Math Staff Support, ERLC, etc.

INDICATORS OF SUCCESS

MOVING TO DESIRED OUTCOME

Improved school culture through an increased sense of student belonging, sense of agency, sense of community

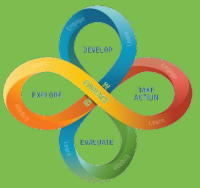Students will feel more confidently numerate and have increased fluency

Doing What's Best For Kids

FMPSD PRIORITY AREA: Priority 2 - Maintain Safe and Caring Learning Environments and Supports

DESIRED OUTCOME: SCHOOL CULTURE - To improve school culture through increased sense of safety, agency, sense of community and sense of belonging in our school.

| Current State (Baseline Data)	What are the gaps in student learning in relation to the data?	What are the gaps in teacher practice in relation to the data?	Improvement Strategies to Address Gaps in Learning and Teacher Practice (Include Stakeholder Engagement)	How will you know your strategies are working? (Fall/Winter)	Desired Outcome
OurSchool Survey March 2023 data compared to Nov 2022: • Sense of belonging down 5% • Positive behaviour at school down 2% • Self-regulation down 4% • Anxiety increased 3% • Feeling safe at school up 4% but 5% lower than Canadian norm • Positive student-teacher relations down 0.4/10 Anecdotal evidence gathered from staff perspectives: • Increase in office referrals • Increase of reports of racism, discrimination and bullying behaviours	When students do not feel they belong at school they tend to reject school values, withdraw from school activities, and become alienated - need to be shown that they do belong Students may not know all school/classroom rules and expectations, if they are not explicitly taught and consistently reinforced Anti-racist policies and clear associated procedures for reporting and responding to incidents are needed Further learning to be done on self-regulation, problem solving and conflict resolution strategies	Staff search for their "why" in a changing educational setting/world (post-fire, post-pandemic) Reinvigorating our school-wide activities and opportunities for leadership in a systematic way driven by LIM Staff learning around PBIS structures and systems (flowcharts for behaviour, positive reinforcement, office referrals, behaviour matrix, etc) Further implementation of staff learning in the Regulated Classroom Further staff learning and collaboration in diversity, equity, inclusion and antiracism practices in the school	Continued staff learning in Regulated Classroom • Staff to use at least one strategy per week and document which strategy - discuss its effectiveness during PLFs • Collaborative time to research and plan structured "soft start" activities • Training with Emily Reid Daniels (September 2023) Implementation of PBIS (aligned with LIM) • Explore the LIM Measurable Results Assessment to identify areas for growth with LIM Implementation • Every staff to choose a leadership group they are passionate about (connect to their "why") • Embedded time in the timetable for LIM • Create a school GANTT chart for activities • School-wide spirit days planned to build morale and school identity • Staff training to build understanding of PBIS Diversity, equity, inclusion and antiracism teaching/learning/activities embedded as part of our school culture • Draw on students' culture to shape curriculum, instruction, school planning and events • Seek opportunities to engage community stakeholders in teaching/learning opportunities to increase visual representation as well as build teacher capacity • Training for staff on diversity, equity and inclusion from MCAWB, Division DEIA Coordinator, Division Cultural Teachers, ERLC, etc. • Embed opportunities to focus on diversity, equity and inclusion during assemblies, School Council meetings, in the newsletter and weekly memos Engage school stakeholders through targeted sharing via social media and school website to extend learning at home. Duplicate process employed this school year of engaging stakeholders through School Council	PBIS structures have been created, implemented and being used by staff consistently • Office Referral process created and in use • Behavioural Expectations revised to reflect current school context and in use • Positive Behaviour Reinforcement system in place and in use Each child has a school-wide leadership group. Active Student and Staff Lighthouse Teams established and running School GANTT chart will include activities and events that reflect diversity, equity, inclusion and anti-racism as well as foster increased student sense of belonging	By June 2024, students sense of belonging will increase from 64% to 75% and students feeling safe at school will increase from 60% to 70%. Student and staff will report reduced levels of anxiety. Office referrals and reported incidents of racism, discrimination and bullying behaviours will be reduced.
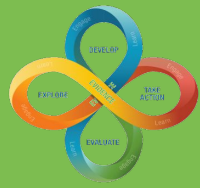
FMPSD PRIORITY AREA:	Priority 4 - Strengthen Quality Teaching and Learning
DESIRED OUTCOME:	NUMERACY - Students will become more confidently numerate.

Current State (Baseline Data)	What are the gaps in student learning in relation to the data?	What are the gaps in teacher practice in relation to the data?	Improvement Strategies to Address Gaps in Learning and Teacher Practice (Include Stakeholder Engagement)	How will you know your strategies are working? (Fall/Winter)	Desired Outcome
Students at risk on AB Numeracy Assessment (2022-2023): 　Grade 1 French - 61% 　Grade 1 English - 23% 　Grade 2 French - 32% 　Grade 2 English - 44% 　Grade 3 French - 29% 　Grade 3 English - 32% June 2023　Gr 6 Math PAT 　English 　　Acceptable - 60.6% 　　Excellence - 12.1% 　French 　　Acceptable - 76.3% 　　Excellence - 15.8% PAT Combined 　　Acceptable - 69% 　　Excellence - 14.1% Anecdotal comments from teachers regarding math fluency indicates that students are struggling Curriculum changes resulted in gaps in knowledge and skills Reflex Data (Fall 2023) Starting Fluency: 15.5% Current Fluency: 31.1% Only 57% of students reported liking Math on the 2023 AEA survey	Data points to students' lacking of understanding when it comes to number sense Data points to students' lack of fluency with basic math facts Grade level expectations based on new curriculum are more advanced than in previous years and have created gaps in understanding of key numeracy concepts Anecdotal evidence points to student's lack of interest in Math. Students learn more when they enjoy the activities	Alignment of teaching practices with new curriculum and grade level expectations Building teacher understanding to support development of student understanding from concrete to pictorial to abstract Teacher understanding of new curriculum and Alberta Numeracy Progressions	Build in a cadence of focused collaborative time for staff to address gaps in student learning and teacher practice with emphasis on ● Exploring new curriculum and relevant resources ● Grade level partner numeracy year plan creation in August that includes resources, manipulatives and assessment plans (samples on Mathology.ca) ● Math Coordinator support - PLF time to work on incorporating ideas such as Daily 3 and math centres in Div 1 & Div 2 as well as AB Numeracy Progressions ● Exploring progressions videos on Coordinators' Corner ● Consulting Draft FMPSD Numeracy Framework Incorporation of diverse resources, activities & assessments to support student learning of new curriculum as well as increase opportunities for hands-on learning, engagement and enjoyment ● Grade 1-6 Elk Island Assessment (in place of MiPi and AB Ed Numeracy Screeners) ● Reflex Math implementation ● Implementation of school-wide Math WIG ● Order math manipulatives and board games with Implementation Grant in consultation with Division Numeracy Coordinator ● Math Buddies ● School-wide numeracy development time ● Extracurricular Math clubs/activities ● Coordinated numeracy time built into daily school schedule Engage school stakeholders through targeted sharing via social media and school website to extend learning at home Duplicate process of engaging stakeholders through School Council Invite stakeholders to assist with extra-curricular numeracy clubs	● Reflex Math results will indicate increased individual fluency growth ● Elk Island Catholic Numeracy Screener indicating less areas requiring attention ● Teachers will feel more comfortable and confident in providing instruction that aligns with the new curriculum ● Manipulatives utilized as universal tool to support student learning (including it all year plans) ● Students and teachers will start to see that it's not about the answer, it's about the experience ● Teachers and students will have FUN with numeracy ● School-wide Math WIG will be drafted and worked towards ● Extracurricular activities focused on numeracy development will be established (2 per year)	By June 2024, students will report enjoying numeracy activities and improve on the Elk Island Numeracy Screener. Teachers will note improvements in Math achievement using report card data More students will self-report liking math on the AEA Survey

École Dickinsfield
Assurance Measure Results Summary
Doing What's Best for Kids
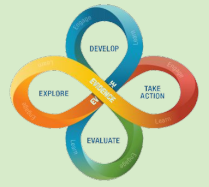
OUR STAKEHOLDERS - STUDENTS, STAFF & PARENTS

575 STUDENTS

--5.5 % English Language Learners
--19.3 % Early Childhood Learners
--13.4 % First Nations, Métis, Inuit
-- 7% Severe Disabilities

49 STAFF

-- 29 ATA Employees
-- 20 CUPE Employees

PARENTS

70.4% of parents are satisfied in their involvement in decisions about their student's education

RESPONDENTS

234 Students   26 Teachers   31 Parents

PROGRAM PRIORITIES

✓ Implementation of PBIS (aligned with LIM)
✓ School stakeholder engagement
✓ Focus on addressing gaps in student learning and teacher practice in numeracy

STAKEHOLDER FEEDBACK

EDUCATION QUALITY: 90.4% of stakeholders report being satisfied with the overall quality of basic education.
PROGRAM OF STUDIES: 90% of stakeholders are satisfied with the opportunities for students to receive a broad program of studies.
SCHOOL IMPROVEMENT: 81.8% of stakeholders agree that their school and schools in the jurisdiction have improved or stayed the same the last 3 years.

IMPROVEMENT AREAS

⇧ Student Learning Engagement
⇧ Citizenship
⇧ Safe and Caring Environment
⇧ Program of Studies - At Risk Students

2022-2023 SCHOOL REPORT CARD
Results of the Alberta Education Assurance Measure completed by our school's parents, students, and staff.

STUDENT LEARNING AND ENGAGEMENT
2022-2023 School Result - 82.7%
2021-2022 School Result - 80.3%
2022-2023 Provincial Result - 84.4%

EDUCATION QUALITY
2022-2023 School Result - 90.4%
2021-2022 School Result - 87.4%
2022-2023 Provincial Result - 88.1%

PAT EXCELLENCE
2022-2023 School Result - 9.9%
2021-2022 School Result - 10.1%
2022-2023 Provincial Result - 16%

PAT ACCEPTABLE
2022-2023 School Result - 54.9%
2021-2022 School Result - 62%
2022-2023 Provincial Result - 63.3%

CITIZENSHIP
2022-2023 School Result - 79.9%
2021-2022 School Result - 82.3%
2022-2023 Provincial Result - 80.3%

PARENTAL INVOLVEMENT
2022-2023 School Result - 80.2%
2021-2022 School Result - 76.6%
2022-2023 Provincial Result - 79.1%

ACCESS TO SUPPORT AND SERVICES
2022-2023 School Result - 82.1%
2021-2022 School Result - 81.7%
2022-2023 Provincial Result - 80.6%

WELCOMING, CARING, RESPECTFUL AND SAFE LEARNING ENVIRONMENTS
2022-2023 School Result - 85.7%
2021-2022 School Result - 88.2%
2022-2023 Provincial Result - 84.7%

What data did we look at and will continue to look at?

In developing the School Assurance Plan for EDF, multiple sources of information/data were consulted including:

- Fall 2023 Alberta Education Assurance Measure Results
- Spring 2023 Our School Survey Data
- Spring 2023 Literacy Data (CC3, LeNS, GB+)
- Spring 2023 and Fall 2023 Numeracy Data (AB Education Numeracy Screener, Elk Island Math Assessments)

What did we learn about our students / staff strengths and needs?

Based on the data reviewed, the following areas of strength and areas for growth were identified:

- **Strengths:**
  - PAT RESULTS (ELA): Students achieving Acceptable Standard as well as Standard of Excellence are increased and greater than provincial results (DF 2023 Acceptable - 94.4% / DF 2023 Excellence - 32.4%)
  - EDUCATION QUALITY: 90.4% of all stakeholders are satisfied with the overall quality of basic education
  - PROGRAM OF STUDIES: Stakeholders are satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, health and physical education (DF 2023 - 90.7%)
  - SCHOOL IMPROVEMENT: Stakeholders are indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years (DF 2023 - 81.8% vs AB 2023 - 75.2%)
- **Areas for Growth:**
  - AB EDUCATION NUMERACY SCREENER: Significant risk reported in Division 1 numeracy results, specifically in basic math facts and fluency (DF 2022 AB Numeracy Screener - 36% of Grade 2 & 30% of Grade 3 students at risk)
  - CITIZENSHIP: Decrease in feelings of satisfaction when it comes to students modeling the characteristics of active citizenship (DF 2023 - 79.9% vs DF 2020 - 89.7%)
  - PAT RESULTS (FNMI Students): Significant decrease in students achieving both Acceptable Standard as well as decreases in students achieving Standard of Excellence compared to previous years and province (DF 2023 Acceptable - 14.3% / DF 2023 Excellence - 0.0%)
  - PAT RESULTS (MATHEMATICS): Increased numbers of student not achieving Acceptable Standard on Math PAT (DF 2023 Below Acceptable Standard (written

in English) - 36.4% / DF 2023 (written in French) Below Acceptable Standard - 23.7%)
- STUDENT LEARNING ENGAGEMENT: A large percentage of students report not enjoying learning math (DF 2023 - 42%)
- PROGRAM OF STUDIES - AT RISK STUDENTS: Decline in number of stakeholders reporting that programs for children at risk are easy to access and timely (DF 2023 - 82.5% vs DF 2020 - 89.6%)
- SAFE AND CARING: Decline in number of stakeholders reporting 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 (DF 2023 - 86.7% vs DF 2022 - 90.3%)
- SATISFACTION WITH PROGRAM ACCESS: Students reporting decreased satisfaction with accessibility, effectiveness, and efficiency of programs and services for students in their community (DF 2023 - 77.5% vs DF 2020 - 95.6%)

What did we do during 2022-2023 (last year's PLF plan)?
Throughout the 2022 - 2023 school year, the focus of our school-based PLF time centered on the three priority areas of: Literacy, Numeracy, and Wellness/Diversity, Equity, Inclusion and Antiracism.

Based on data review, focus in the area of Literacy aimed to collaboratively address gaps in literacy instruction and assessment by facilitating differentiation at each grade level and the creation of a school-wide Basic Universal Literacy Block (BULB). In terms of numeracy, PLF time was used to support the implementation of the MIPI Assessment and the review of associated data to determine trends and areas of growth. Wellness/Diversity, Equity, Inclusion and Antiracism work centered primarily on continuing to build staff knowledge and expertise in the implementation of the Regulated Classroom, PRIDE YMM training for Rainbow Space Designation, and professional learning/coaching to rebuild LIM as a core practice within our school. Staff collaboration to determine and identify diversity, inclusion and intersectionality needs within our diverse and dynamic school population was also a focus.

Provincial expectation for schools to look at:
- English as an Additional Language
  - There are 32 EAL students at EDF. Presently, there are 3 EAL-Funded Foreign born (code 301) students and 29 EAL-Funded Canadian born (code 303) students.
  - There were not enough ELL students to release PAT results.
- First Nation, Métis, Inuit Students
  - There are 78 students who have self-identified as First Nations, Métis, or Inuit EDF.

- Two FNMI Liaisons work to support whole school infusion of Indigenous ways of knowing and being throughout the school community, learning activities and events.
- Overall PAT Acceptable Standard results for FNMI students sit at 14.3%, indicating an area for significant growth.
- Overall PAT Standard of Excellence results for FNMI students sit at 0.0%, indicating an area for significant growth.

What do we need to work at - the goals of our 2023-2024 education plan?

Based on the review of collected data and stakeholder feedback, the following goals have been determined and aim to address areas for required growth while simultaneously supporting teacher capacity and growth as well as student learning.

- SCHOOL CULTURE - To improve school culture through increased sense of safety, agency, sense of community and sense of belonging in our school.
  - Continued staff learning in Regulated Classroom
  - Collaborative time to research and plan structured "soft start" activities
  - Implementation of PBIS (aligned with LIM)
  - Identify areas for growth with LIM Implementation
    - Every staff to choose a leadership group they are passionate about (connect to their "why")
    - Embedded time in the timetable for LIM
    - Create a school GANTT chart for activities
  - Training for staff on diversity, equity and inclusion from MCAWB, Division, Division Cultural Teachers, ERLC, etc.
    - Diversity, equity, inclusion and antiracism teaching/learning/activities embedded as part of our school culture
    - Draw on students' culture to shape curriculum, instruction, school planning and events
    - Seek opportunities to engage community stakeholders in teaching/learning opportunities to increase visual representation as well as build teacher capacity
  - Engage school stakeholders through targeted sharing via social media and school website to extend learning at home.
  - Duplicate process employed this school year of engaging stakeholders through School Council

- NUMERACY - Students will become more confidently numerate.

- Build in a cadence of focused collaborative time for staff to address gaps in student learning and teacher practice with emphasis on
- Exploring new curriculum and relevant resources
    - Order math manipulatives and board games with Implementation Grant in consultation with Division Numeracy Coordinator
- Grade level partner numeracy year plan creation in August that includes resources, manipulatives and assessment plans (samples on Mathology.ca)
- Math Coordinator support - PLF time to work on incorporating ideas such as Daily 3 and math centers in Div 1 & Div 2 as well as AB Numeracy Progressions
    - Exploring progressions videos on Coordinators' Corner
    - Consulting Draft FMPSD Numeracy Framework
- Incorporation of diverse resources, activities & assessments to support student learning of new curriculum as well as increase opportunities for hands-on learning, engagement and enjoyment
- Implementation of school-wide Math WIG
    - Reflex Math implementation
    - Grade 4-6 Elk Island Assessment (in place of MiPi)
    - Grade 1-3AB Ed Numeracy Screeners
- School-wide numeracy development time
    - Math Buddies
- Extracurricular Math clubs/activities
    - Invite stakeholders to assist with extra-curricular numeracy clubs
- Engage school stakeholders through targeted sharing via social media and school website to extend learning at home
- Duplicate process of engaging stakeholders through School Council

Required Alberta Education Assurance Measures - Overall Summary
Fall 2023

School: 1854 Ecole Dickinsfield School

Assurance Domain	Measure	Ecole Dickinsfield 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	82.7	80.3	80.3	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	79.9	82.3	86.0	80.3	81.4	82.3	High	Declined	Acceptable
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	54.9	62.0	n/a	63.3	64.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	9.9	10.1	n/a	16.0	17.7	n/a	Very Low	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	80.3	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	21.2	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	90.4	87.4	90.2	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	85.7	88.2	88.2	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	82.1	81.7	81.7	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	80.2	76.6	79.5	79.1	78.8	80.3	High	Maintained	Good

Notes:

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

2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 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.

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 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).

4. 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.

5. 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.

6. 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.

7. 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.

8. 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.

Student Growth and Achievement

S.1 Student Learning Engagement Detail

School: 1854 Ecole Dickinsfield School

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

Student - Grade 4-6

		N	Yes %	No %	Don't Know %	Top 2 Box %
Do you like learning language arts	2021	199	71	24	5	71
	2022	240	69	29	3	69
	2023	234	66	33	1	66
Do you like learning math	2021	199	55	42	3	55
	2022	239	56	42	2	56
	2023	233	57	42	1	57

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.

Student Growth and Achievement (Grades K-9)

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

School: 1854 Ecole Dickinsfield School

Course	Measure	Achievement	Improvement	Overall	2023 N	2023 %	Prev 3 Year Average N	Prev 3 Year Average %	Alberta 2023 N	Alberta 2023 %	Alberta Prev 3 Year Average N	Alberta Prev 3 Year Average %
English Language Arts 6	Acceptable Standard	Very High	n/a	n/a	71	94.4	n/a	n/a	52,106	76.2	n/a	n/a
	Standard of Excellence	Very High	n/a	n/a	71	32.4	n/a	n/a	52,106	18.4	n/a	n/a
French Language Arts 6 année	Acceptable Standard	Intermediate	n/a	n/a	38	76.3	n/a	n/a	3,131	77.6	n/a	n/a
	Standard of Excellence	Low	n/a	n/a	38	7.9	n/a	n/a	3,131	12.5	n/a	n/a
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	578	78.9	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	578	19.4	n/a	n/a
Mathematics 6	Acceptable Standard	Low	n/a	n/a	71	69.0	n/a	n/a	52,551	65.4	n/a	n/a
	Standard of Excellence	Intermediate	n/a	n/a	71	14.1	n/a	n/a	52,551	15.9	n/a	n/a
Science 6	Acceptable Standard	Very Low	n/a	n/a	71	56.3	n/a	n/a	54,859	66.7	n/a	n/a
	Standard of Excellence	Very Low	n/a	n/a	71	4.2	n/a	n/a	54,859	21.8	n/a	n/a
Social Studies 6	Acceptable Standard	Very Low	n/a	n/a	71	54.9	n/a	n/a	57,655	66.2	n/a	n/a
	Standard of Excellence	Low	n/a	n/a	71	9.9	n/a	n/a	57,655	18.0	n/a	n/a
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	56,255	71.4	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	56,255	13.4	n/a	n/a
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,254	50.2	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,254	5.7	n/a	n/a
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,215	76.1	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,215	10.9	n/a	n/a
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	575	81.6	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	575	22.3	n/a	n/a
Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	55,447	54.4	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	55,447	13.5	n/a	n/a
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,815	52.7	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,815	11.3	n/a	n/a
Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	56,311	66.3	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	56,311	20.1	n/a	n/a
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,197	52.9	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,197	10.9	n/a	n/a
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	56,309	58.4	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	56,309	15.9	n/a	n/a
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,140	49.6	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,140	10.6	n/a	n/a

Notes:

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

2. 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 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.

4. Participation in the Provincial Achievement Tests 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.

5. 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.

6. 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.

Supplemental Alberta Education Assurance Measures - Overall Summary
Fall 2023

School: 1854 Ecole Dickinsfield School

Measure	Ecole Dickinsfield 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
Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	3.5	n/a	56.6	n/a	n/a	n/a
Drop Out Rate	n/a	n/a	n/a	2.5	2.3	2.5	n/a	n/a	n/a
In-Service Jurisdiction Needs	84.6	61.7	71.2	82.2	83.7	84.3	Intermediate	Improved	Good
Lifelong Learning	79.8	81.6	77.7	80.4	81.0	76.8	High	Maintained	Good
Program of Studies	90.7	83.2	87.7	82.9	82.9	82.6	Very High	Maintained	Excellent
Program of Studies - At Risk Students	82.5	81.7	85.7	81.2	81.9	83.4	Low	Declined	Issue
Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	71.9	70.2	68.3	n/a	n/a	n/a
Safe and Caring	86.7	90.3	92.8	87.5	88.8	89.1	High	Declined Significantly	Issue
Satisfaction with Program Access	82.0	76.5	82.2	72.9	72.6	73.9	High	Maintained	Good
School Improvement	81.8	65.2	75.5	75.2	74.2	77.9	Very High	Improved	Excellent
Transition Rate (6 yr)	n/a	n/a	n/a	59.7	60.3	60.2	n/a	n/a	n/a
Work Preparation	88.5	94.7	90.4	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.

Learning Supports

W.1 Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) - Measure History

School: 1854 Ecole Dickinsfield School
Province: Alberta

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

	Ecole Dickinsfield School										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	279	87.8	282	88.2	291	85.7	n/a	Maintained	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	48	85.6	15	90.6	31	85.8	n/a	Maintained	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	199	80.6	240	81.4	234	80.6	n/a	Maintained	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	32	97.3	27	92.6	26	90.7	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	30,211	95.3	30,968	93.6	32,350	92.0

B.3 Program of Studies - At Risk Students

Measure History

School: 1854 Ecole Dickinsfield School
Province: Alberta

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.

	Ecole Dickinsfield School										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	220	83.2	271	89.6	279	84.4	282	81.7	291	82.5	Low	Declined	Issue	265,362	84.7	264,165	84.9	230,686	82.7	249,524	81.9	256,932	81.2
Parent	18	70.4	18	77.8	48	74.5	15	77.3	31	78.5	Intermediate	Maintained	Acceptable	35,184	77.8	36,846	78.1	30,874	76.7	31,643	75.3	31,805	73.7
Student	182	79.4	218	94.9	199	87.1	240	87.7	234	84.3	Intermediate	Declined Significantly	Issue	196,933	81.9	193,409	82.2	169,631	80.2	186,935	80.1	192,805	79.9
Teacher	20	100.0	35	96.0	32	91.6	27	80.2	26	84.6	Very Low	Maintained	Concern	33,245	94.5	33,910	94.4	30,181	91.2	30,946	90.3	32,322	89.9

B.4 Safe and Caring

Measure History

School: 1854 Ecole Dickinsfield School

Province: Alberta

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.

	Ecole Dickinsfield School										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	220	88.5	271	95.2	279	89.9	282	90.3	291	86.7	High	Declined Significantly	Issue	265,382	89.0	264,204	89.4	230,987	90.0	249,835	88.8	257,278	87.5
Parent	18	93.3	18	96.7	48	88.2	15	91.8	31	87.7	High	Maintained	Good	35,247	89.7	36,899	90.2	30,969	90.5	31,707	89.5	31,879	88.1
Student	182	75.0	218	90.1	199	84.0	240	85.9	234	84.1	Very High	Declined	Good	196,856	82.3	193,364	82.6	169,813	84.0	187,165	82.5	193,049	81.5
Teacher	20	97.0	35	98.9	32	97.5	27	93.3	26	88.5	Low	Declined	Issue	33,279	95.1	33,941	95.3	30,205	95.4	30,963	94.3	32,350	93.0

Notes:

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

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

Required Alberta Education Assurance Measures - Overall Summary
Fall 2023

School: 1854 Ecole Dickinsfield School (EAL)

Assurance Domain	Measure	Ecole Dickinsfield School (EAL)			Alberta (EAL)			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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	n/a	n/a	n/a	72.8	78.5	77.1	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.7	86.1	86.0	n/a	n/a	n/a
	PAT: Acceptable	*	*	n/a	57.9	59.7	n/a	*	n/a	n/a
	PAT: Excellence	*	*	n/a	12.2	13.7	n/a	*	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	67.1	59.0	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	13.8	10.8	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes:

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

2. 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.

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 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).

4. 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.

5. 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.

6. 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.

7. 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.

8. 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.

Required Alberta Education Assurance Measures - Overall Summary
Fall 2023

School: 1854 Ecole Dickinsfield School (FNMI)

Assurance Domain	Measure	Ecole Dickinsfield School (FNMI)			Alberta (FNMI)			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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	n/a	n/a	n/a	57.0	59.5	59.1	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	71.3	68.0	67.0	n/a	n/a	n/a
	PAT: Acceptable	14.3	50.0	n/a	40.5	43.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	0.0	7.1	n/a	5.5	5.9	n/a	Very Low	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	74.8	68.7	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	11.3	8.5	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes:

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

2. 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.

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 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).

4. 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.

5. 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.

6. 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.

7. 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.

8. 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.
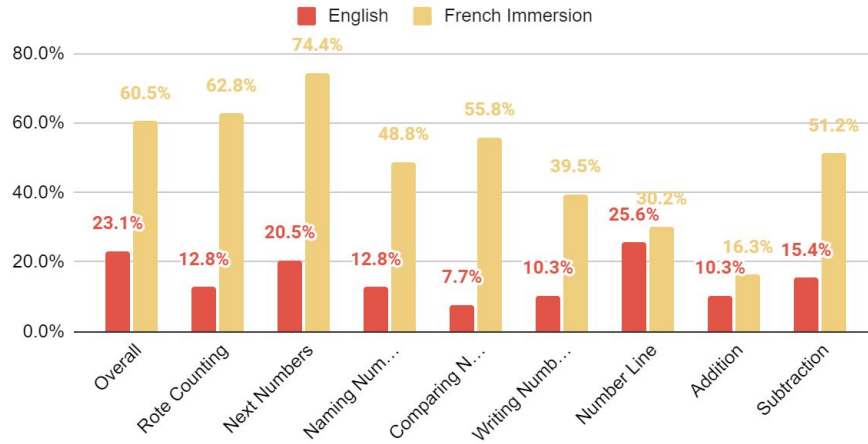
Student Growth and Achievement (Grades K-9)

PAT Results Course By Course Summary By Enrolled With Measure Evaluation
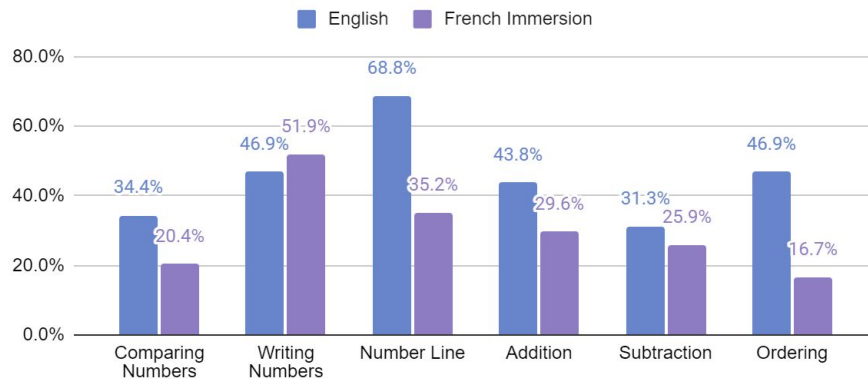
School: 1854 Ecole Dickinsfield School (FNMI)

Course	Measure	Achievement	Improvement	Overall	2023 N	2023 %	Prev 3 Year Average N	Prev 3 Year Average %	2023 N	2023 %	Prev 3 Year Average N	Prev 3 Year Average %
		Ecole Dickinsfield School (FNMI)							Alberta (FNMI)			
English Language Arts 6	Acceptable Standard	Low	n/a	n/a	7	71.4	n/a	n/a	3,891	60.6	n/a	n/a
	Standard of Excellence	Very Low	n/a	n/a	7	0.0	n/a	n/a	3,891	7.1	n/a	n/a
French Language Arts 6 année	Acceptable Standard	*	*	*	3	*	n/a	n/a	132	65.9	n/a	n/a
	Standard of Excellence	*	*	*	3	*	n/a	n/a	132	5.3	n/a	n/a
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	16	81.3	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	16	31.3	n/a	n/a
Mathematics 6	Acceptable Standard	Very Low	n/a	n/a	7	57.1	n/a	n/a	3,907	42.0	n/a	n/a
	Standard of Excellence	Very Low	n/a	n/a	7	0.0	n/a	n/a	3,907	5.6	n/a	n/a
Science 6	Acceptable Standard	Very Low	n/a	n/a	7	42.9	n/a	n/a	3,990	46.0	n/a	n/a
	Standard of Excellence	Very Low	n/a	n/a	7	0.0	n/a	n/a	3,990	9.0	n/a	n/a
Social Studies 6	Acceptable Standard	Very Low	n/a	n/a	7	14.3	n/a	n/a	4,332	45.3	n/a	n/a
	Standard of Excellence	Very Low	n/a	n/a	7	0.0	n/a	n/a	4,332	6.5	n/a	n/a
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,375	49.2	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,375	4.4	n/a	n/a
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	297	43.8	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	297	3.7	n/a	n/a
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	136	65.4	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	136	4.4	n/a	n/a
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	20	75.0	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	20	10.0	n/a	n/a
Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,197	28.7	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,197	3.8	n/a	n/a
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	440	48.9	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	440	11.1	n/a	n/a
Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,380	42.1	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,380	7.1	n/a	n/a
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	281	48.4	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	281	8.2	n/a	n/a
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,393	34.1	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,393	4.9	n/a	n/a
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	262	45.4	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	262	7.3	n/a	n/a

Notes:

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

2. 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 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.

4. Participation in the Provincial Achievement Tests 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.

5. 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.

6. 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.

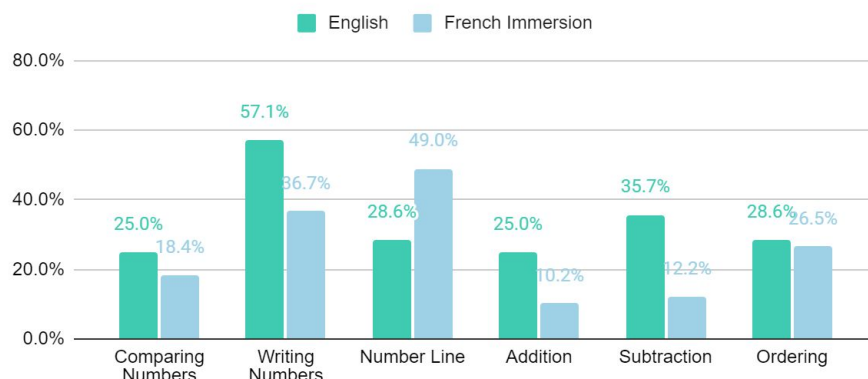### Grade 1 Numeracy- Students at Risk by Language of Instruction

■ English   ■ French Immersion

Strand	English	French Immersion
Overall	23.1%	60.5%
Rote Counting	12.8%	62.8%
Next Numbers	20.5%	74.4%
Naming Num...	12.8%	48.8%
Comparing N...	7.7%	55.8%
Writing Numb...	10.3%	39.5%
Number Line	25.6%	30.2%
Addition	10.3%	16.3%
Subtraction	15.4%	51.2%

Grade 2 Numeracy - Students at Risk by Language of Instruction

■ English   ■ French Immersion

Numeracy Strand	English	French Immersion
Comparing Numbers	34.4%	20.4%
Writing Numbers	46.9%	51.9%
Number Line	68.8%	35.2%
Addition	43.8%	29.6%
Subtraction	31.3%	25.9%
Ordering	46.9%	16.7%

Numeracy Strand

Grade 3 Numeracy - Students at Risk by Language of Instruction

■ English   ■ French Immersion

Numeracy Strand	English	French Immersion
Comparing Numbers	25.0%	18.4%
Writing Numbers	57.1%	36.7%
Number Line	28.6%	49.0%
Addition	25.0%	10.2%
Subtraction	35.7%	12.2%
Ordering	28.6%	26.5%

Numeracy Strand
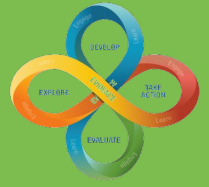
Grade 1 Literacy - Students at Risk by Language of Instruction

■ English ■ French Immersion

Category	English	French Immersion
Name Accuracy	27.3	61.5
Sound Accuracy	18.2	30.8
Overall	27.3	34.6
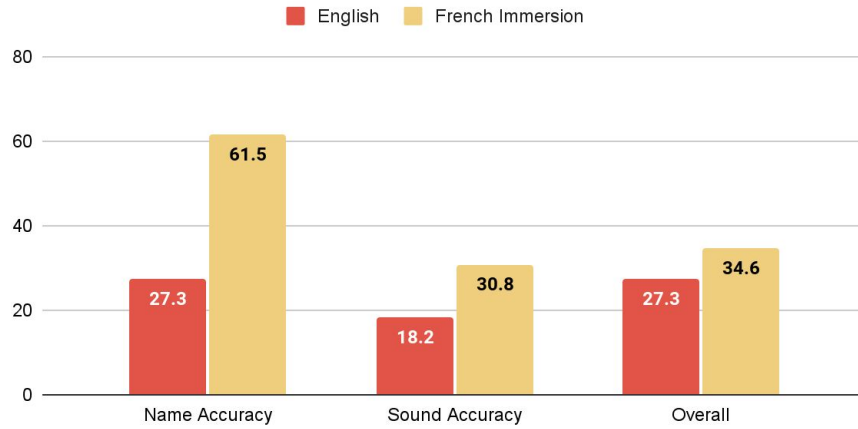
Grade 2 Literacy- Students at Risk by Language of Instruction

■ English ■ French Immersion

Literacy Outcome	English	French Immersion
CC3 Regular Words	43.8%	35.2%
CC3 Irregular Words	43.8%	50.0%
CC3 Non Words	50.0%	38.9%
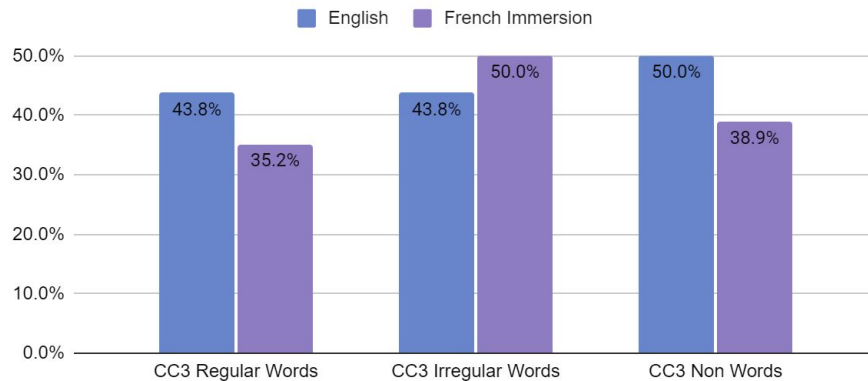
Literacy Outcome

Grade 3 Literacy- Students at Risk by Language of Instruction

■ English ■ French Immersion

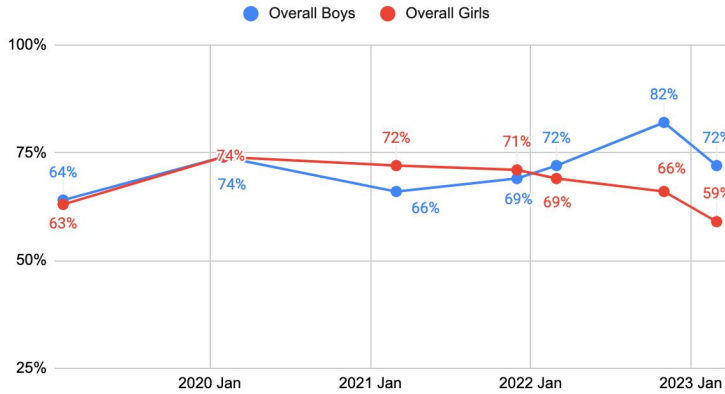| Literacy Outcome	English	French Immersion
CC3 Regular Words	29.4%	24.5%
CC3 Irregular Words	32.4%	24.5%
CC3 Non Words	20.6%	18.4%

Literacy Outcome

Doing What's **Best** For **Kids**
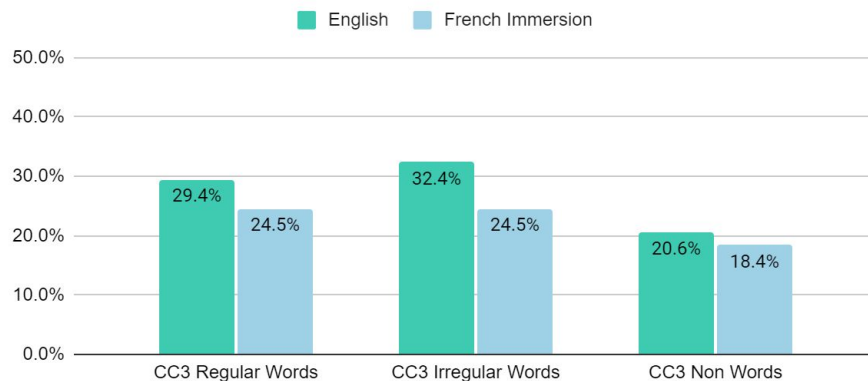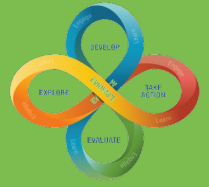
OurSchool Survey Trends

Students with a positive sense of belonging Overall

Overall Boys ● Overall Girls ●

Students with positive behaviour at school Overall

Boys Overall ● Girls Overall ●
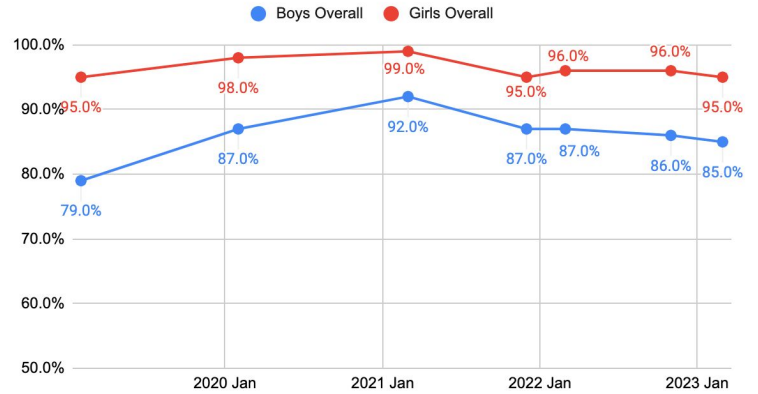
% of Students with Positive Self Regulation

Overall Boys ● Overall Girls ●
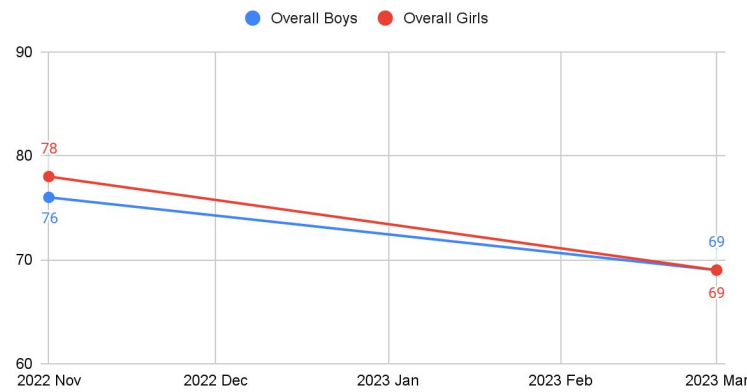
Students with anxiety Overall

Overall Boys ● Overall Girls ●
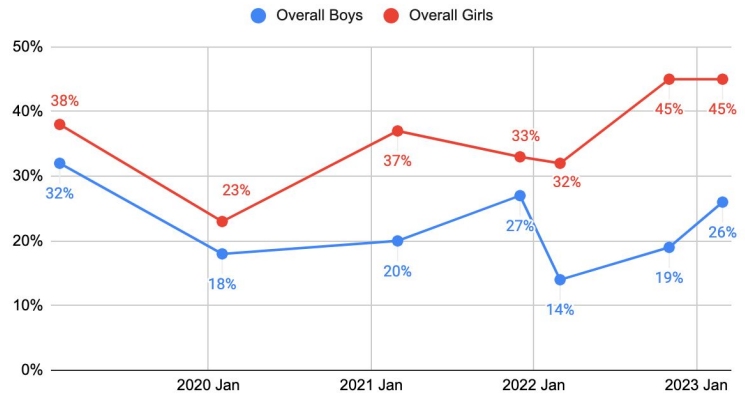
Feel safe attending this school Overall

Boys Overall ● Girls Overall ●
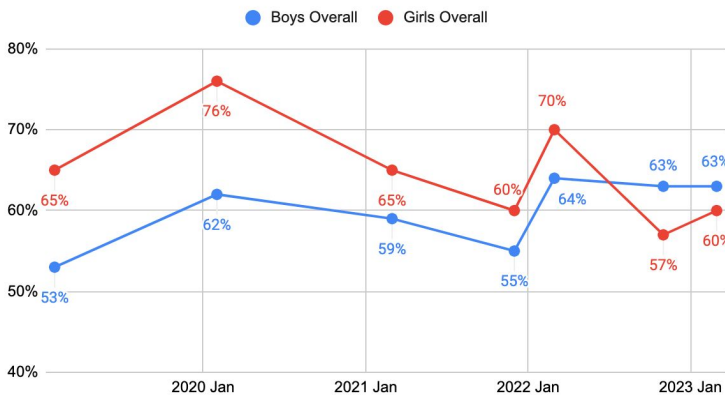
Positive teacher-student relations Overall

Boys overall ● Girls overall ●

Doing What's Best For Kids