**Alberta Education Results Report
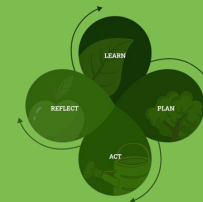for École Dickinsfield School
James Hayward, Erin Andrews and Leannah Robertson
Fall 2024**

Doing What's **Best** For Kids

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 516 students, 64.5% 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 embraced 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 24.5 ATA staff, 2.5 Administrative Assistants, and 16 Educational Assistants, we are dedicated to supporting the diverse needs of our student body. Notably, 5% of our students are English as Additional Language Learners, and 13% self-identify as First Nations, Métis or Inuit. Furthermore, our ECDP Program caters to 49 students, while 7.2% of the entire student population has been identified as having severe needs and requiring intensive support.

Our staff and parents have analyzed available numeracy, AEAM and OurSCHOOL data while also reviewing school cultural 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 continuing to invest time in professional learning for our staff, focusing on areas such as the Circle of Security-Classroom, PBIS, Restorative Practice and the Leader in Me. Additionally, we will continue to provide fun opportunities for families and staff to connect, learn about each other's cultures as well celebrate our school's community.

In addition, our focused effort in numeracy supports students in strengthening their understanding and skills in the subject area. Delving into new curriculum and accompanying resources during our Professional Learning Fridays, assist our teachers to make a greater impact on student learning. The use of the Reflex/Frax program and support from the Division Numeracy Coordinator continue to benefit student learning and build teacher capacity.

Parents were an important part of our process. Our School Council and parent community have informed 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.
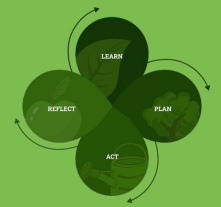
Sincerely,
James Hayward
Principal

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

CONTINUOUS IMPROVEMENT CYCLE

1. Learn - Gather, Analyse and Interpret Data
2. Plan - Identify Needs and Strategize to Address
3. Act - Resource and Implement the Plan, Adapt as Needed
4. Reflect - Impact of Plan for Continuous Improvements

CURRENT STATE

STRENGTHS:
- Math fluency in basic facts has drastically improved
- School cultural activities are on the rise
- Structures are being implemented that show promise to achieve positive growth in improving student behaviours

AREAS FOR GROWTH:
- Numeracy data shows gaps in basic number sense and need for consistency in teaching and assessment practices across grade levels
- Students report a decline in feeling safe at school and a decline in sense of belonging
- Office referrals relating to discriminatory language are on the rise

LOCAL CONTEXT

Demographics: 516 Students: 13% First Nations, Métis & Inuit; 5% English Language Learners; 7.2% with severe needs; 47 Staff - 24.5 ATA, 22.5 CUPE

School Specific: Dual-program school; 35.5% English, 64.5% French Immersion

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

School Culture: Diverse school community embracing unique opportunities associated with dual-language programming. Active athletics programming for students as well as increasing opportunities for community building amongst school families.

STRATEGIES FOR MOVING FORWARD

1. PROFESSIONAL LEARNING
   - Focus on building staff understandings of Restorative Practice principles and practices
   - Expansion of PBIS (specific focus on explicit behaviour expectations and positive reinforcement)
   - Diversity, equity, inclusion and anti-racism teaching and Circle of Security - Classroom training for educators
   - Focused collaborative time for exploring numeracy work (new curriculum, resources, assessments, etc.)
2. MATERIAL RESOURCES
   - Reflex Math, math manipulatives, The Regulated Classroom, Mathology.ca, The Restorative Practices Playbook, etc..
3. HUMAN RESOURCES
   - Division Numeracy Coordinator, Division DEIA Coordinator, Reflex Math Staff Support, ERLC, In-house Regulated Classroom coaches, 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.

Doing What's Best For Kids

ÉCOLE DICKINSFIELD SCHOOL
DESIRED OUTCOME PLANNING

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?	Desired Outcome
OurSCHOOL Survey Fall data compared to Spring 2024: • Sense of belonging down up 6% but still sitting at 61%. • Positive behaviour at school down 1% (83%) • Self-regulation up 1% but still sitting at 65%. • Anxiety increased 1% (34%) • Feeling safe at school increased by 7% (closing the gap between DF and the Canadian norm). • Positive student-teacher relations is up .5 % (7.8/10) • Positive relationships has shown a consistent decline over the past 4 years. It is currently sitting at 73%. Anecdotal evidence gathered from staff perspectives: • Increase of reports of racism, discrimination and bullying behaviours • Rebuilding school community identity, pride and engagement in community building activities	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-discriminatory education and learning required across grade levels Anti-discriminatory policies and clear associated procedures to reporting and responding to incidents are needed Further learning to be done on self-regulation, problem solving and conflict resolution strategies	Staff struggling to balance complexities in changing educational setting Reinvigorating our school-wide activities and opportunities for leadership Implementation of PBIS structures and systems with a focus on positive reinforcement and explicit teaching of behaviour expectations Inconsistent use and varying degrees of understanding and application of The Regulated Classroom model Teacher capacity to support student understanding of diversity, equity and anti-discriminatory learning in the school environment and beyond	Focus on Circle of Security - Classroom training as well as Restorative Practice focus during PLFs while ensuring opportunities for CUPE staff to be included as well Expansion of PBIS (aligned with LIM) • Continued tracking of office referrals with focus on reporting specific nature of incident (ex: bullying, racism, discrimination) • Explicit teaching of behaviour expectations (ex: slideshows, videos, posters) including online environment • Establish system for positive behaviour reinforcement Diversity, equity, inclusion and anti-discriminatory 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, ERLC, etc. • Embed opportunities to focus on diversity, equity and inclusion during assemblies, School Council meetings, in weekly memos, social media, etc. • Ensure broad and inclusive approaches to highlighting cultures Concentration on (re)building school pride, identity and community • Opportunities for connection built in to daily routines and structures (ex: Throwback Thursday, Flyer Fridays, Spirit Weeks/Days, assemblies, families nights) • Reestablishment of student council/student lighthouse • Expansion of school-based leadership groups • Continuation of active staff Action Teams created this school year • Staff Leadership Sign Up at the beginning of the year • Étoile de Français recognition each month to celebrate French Culture and building engagement	PBIS structures being used by staff consistently • Office referral process • Behavioural expectations explicitly taught and visible • Positive behaviour reinforcement system in place and in use Anecdotal feedback from school stakeholders on school events Feedback from school stakeholders on AEAM survey results Improvement in OurSCHOOL survey results (specifically measures identified in desired outcomes)	By June 2025, students sense of belonging will increase from 55% to 64% and students feeling safe at school will increase from 47% to 50% Measures of reported Positive Teacher-Student Relations will begin to trend upward Office referrals and reported incidents of racism, discrimination and bullying behaviours will be reduced

ÉCOLE DICKINSFIELD SCHOOL
## DESIRED OUTCOME PLANNING
Doing What's Best for Kids

FMPSD PRIORITY AREA: Priority 1 - Promote Growth and Success for All Students

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 (Fall 2024):
  Grade 1 - 35%
  Grade 2 - 28%
  Grade 3 - 31%
 	
Students at risk on Elk Island Numeracy Assessment (Fall 2024):
  Grade 4 - 37%
  Grade 5 - 71%
  Grade 6 - 46%
 	
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 number sense indicate that students continue to struggle
 	
Curriculum changes resulted in gaps in knowledge and skills
 	
Reflex Data (Fall 2024)
Starting Fluency: 39.1%
Current Fluency: 55.4%
 	
Only 58% of students reported liking Math (Spring 2024 AEAM)
	Data points to students' lack of understanding when it comes to number sense (ex: writing numbers, number line)
	
	Grade level expectations based on new curriculum are more advanced than in previous years and there continue to be gaps in understanding of key numeracy concepts
	
	Anecdotal evidence indicates to student's lack of interest in Math
	
	Elk Island Numeracy Assessment data shows significant discrepancies between French and English streams and from grade to grade
	
	Students struggle with problem solving skills (ex: word problems)
		Teacher understanding of new curriculum, Alberta Numeracy Progression, FMPSD Numeracy Framework
		
		Alignment of teaching practices with new curriculum and grade level expectations
		
		Tailoring teaching practices to promote student interest and engagement
		
		Building teacher capacity to support development of student progress when it comes to knowledge and skills to understanding of numeracy concepts
			Build in a cadence of focused collaborative time for staff to address gaps in student learning and teacher practice with emphasis on:
			• Continuing to explore new curriculum and relevant resources
			• Grade level partner numeracy year plan creation
			• Cocreation of common assessment practices amongst grade level partners
			• Numeracy Coordinator support
			• Exploring progressions videos on Coordinators' Corner
			• Consulting FMPSD Numeracy Framework
			• Employing numeracy focus during existing Collaborative Response Meetings
			
			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 in Math
			• Reflex Math
			• Implementation of school-wide math WIG
			• Expand integration of math manipulatives and board games
			• Strategic groupings across grade levels to support numeracy development (ex: Math Buddies)
			• School-wide numeracy development time
			• Numeracy focus in existing school based activities and extracurriculars (board game night, etc.)
			• Continue to explore the gamification of Math
			• Creation of cross-curricular projects to deliver math in more meaningful ways
			• Build stamina in problem solving through a scaffolded approach
				• Reflex Math results will indicate increased individual and school-wide fluency growth
				• Numeracy Screeners indicating fewer areas requiring attention and fewer students at-risk
				• 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 (included in year plans)
				• Students and teachers will start to see that it's not just 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 continued and expanded
					By June 2025, total number of students identified as at risk (on grade level specific assessments - i.e.: AB Numeracy Screener for Grade 1-3 and Elk Island Numeracy Assessment for Grade 4-6) will decrease to 25% overall (currently 49.9% in Division 2).
					
					Teachers will note continued gains in individual student fluency results (Reflex).
					
					More students will self-report liking math on the AEAM Survey.

ÉCOLE DICKINSFIELD SCHOOL
Assurance Measure Results Summary
Doing What's Best for Kids
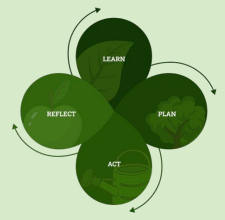
OUR STAKEHOLDERS - STUDENTS, STAFF & PARENTS

516 STUDENTS
5% English Language Learners
9.5% Early Childhood Learners
13% First Nations, Métis, Inuit
7.2% Severe Disabilities

47 STAFF
24.5 ATA Employees
22.5 CUPE Employees

PARENTS
67.4% of parents are satisfied in their involvement in decisions about their student's education

RESPONDENTS

66 Students   26 Teachers   18 Parents

STAKEHOLDER FEEDBACK

EDUCATION QUALITY: 91% 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.

PARENTAL INVOLVEMENT: 80% of stakeholders report being satisfied with with parental involvement in decisions about their child's education

PROGRAM PRIORITIES

✓ Focus on building sense of belonging amongst school community
✓ School stakeholder engagement
✓ Focus on addressing gaps in student learning and teacher practice in numeracy

IMPROVEMENT AREAS

⇧ Student Learning Engagement
⇧ Citizenship
⇧ Safe and Caring Environment
⇧ School Improvement

2023-2024 SCHOOL REPORT CARD
Results of the Alberta Education Assurance Measure completed by our school's parents, students, and staff.

STUDENT LEARNING AND ENGAGEMENT
2023-2024 School Result - 80.2%
2022-2023 School Result - 82.7%
2023-2024 Provincial Result - 83.7%

EDUCATION QUALITY
2023-2024 School Result - 90.6%
2022-2023 School Result - 90.4%
2023-2024 Provincial Result - 87.6%

PAT EXCELLENCE
2023-2024 School Result -5.6%
2022-2023 School Result - 9.9%
2023-2024 Provincial Result - 19.8%

PAT ACCEPTABLE
2023-2024 School Result - 54.4%
2022-2023 School Result - 54.9%
2023-2024 Provincial Result - 68.5%

CITIZENSHIP
2023-2024 School Result - 74.9%
2022-2023 School Result - 79.9%
2023-2024 Provincial Result - 79.4%

PARENTAL INVOLVEMENT
2023-2024 School Result - 79.8%
2022-2023 School Result - 80.2%
2023-2024 Provincial Result - 79.5%

ACCESS TO SUPPORT AND SERVICES
2023-2024 School Result - 76.5%
2022-2023 School Result - 82.1%
2023-2024 Provincial Result - 79.9%

WELCOMING, CARING, RESPECTFUL AND SAFE LEARNING ENVIRONMENTS
2023-2024 School Result - 79.8%
2022-2023 School Result - 85.7%
2023-2024 Provincial Result - 80.4%
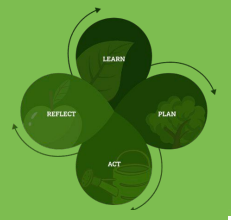
What data did we look at?

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

- Fall 2024 Alberta Education Assurance Measure Results
- Fall 2024 Our School Survey Data
- Spring 2024 Literacy Data (CC3, LeNS, GB+)
- Spring 2024 and Fall 2024 Numeracy Data (AB Education Numeracy Screener, Elk Island Math Assessments)
- Fall 2024 Reflex Data

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:

- EDUCATION QUALITY: 91% 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.
- PARENTAL INVOLVEMENT: 80% of stakeholders report being satisfied with with parental involvement in decisions about their child's education.
- REFLEX MATH: Fluency gains have been noted since schoolwide implementation of program (55.4% current fluency vs 39.1% starting fluency).

Areas for Growth:

- AB EDUCATION NUMERACY SCREENER/ELK ISLAND MATH ASSESSMENT: Significant risk reported in Division 2 numeracy results (DF 2024 AB Elk Island Math Assessment - Gr. 4 - 37%, Gr. 5 - 71%, Gr. 6 - 46% students at risk)
- STUDENT LEARNING ENGAGEMENT: While positive progress is being made, students continue to report not enjoying learning math (DF 2024 - 38%)
- CITIZENSHIP: Students report decrease in feelings of satisfaction when it comes to students modeling the characteristics of active citizenship (DF 2024 - 59.8% vs DF 2023 - 74.8%)
- SAFE AND CARING: Students reporting that they are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school (DF 2024 - 68.8% vs DF 2023 - 84.1%)
- SCHOOL IMPROVEMENT: Stakeholders reporting that their school and schools in their jurisdiction have improved or stayed the same the last three years has declined, particularly from the student and parent perspective (DF 2024 - 70% vs DF 2023 - 81.8%)

What did we do during 2023-2024 (last year's PLF plan)?

Throughout the 2023 - 2024 school year, the focus of our school-based PLF time centered on the three priority areas of: Numeracy, School Culture Improvement and Diversity, Equity, Inclusion and Antiracism. Based on data review, focus in the area of:

- Numeracy work aimed to collaboratively address gaps in numeracy instruction and assessment by facilitating grade group collaboration, differentiation at each grade level, schoolwide goal creation to track progress, utilizing programs and resources to support student success (Reflex) and delving deeper into new curriculum.
- School Culture Improvement work aimed to successfully implement PBIS and establish staff action teams to support building student sense of belonging, reinvigorating passion for French Immersion culture and programming and reestablishing sense of school community.
- Wellness/Diversity, Equity, Inclusion and Antiracism work centered primarily on continuing to build staff knowledge and expertise in Unconscious Bias training, CMHA Confront the Discomfort sessions for staff, authentic Indigenous Learning opportunities to support staff knowledge and understanding,
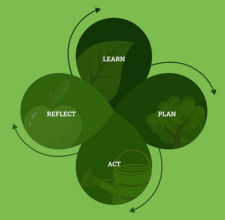
Provincial expectation for schools to look at:

- ENGLISH AS AN ADDITIONAL LANGUAGE
  - There are 26 EAL students at EDF. Presently, there are 4 EAL-Funded Foreign born (code 301) students and 22 EAL-Funded Canadian born (code 303) students.
  - There were not enough EAL students to release PAT results.
- FIRST NATIONS, MÉTIS, INUIT
  - There are 67 students who have self-identified as First Nations, Métis, or Inuit EDF.
  - Indigenous Education Support EA and two FNMI Liaisons work to support whole school infusion of Indigenous ways of knowing and being throughout the school community, learning activities and events as well as support academic and social-emotional success/programming for Indigenous students.
  - Overall PAT Acceptable Standard results for FNMI students sit at 50% indicating improvement but an area for continued growth.
  - Overall PAT Standard of Excellence results for FNMI students sit at 7.1%, indicating improvement but an area for continued growth.

What do we need to work at - the goals of our 2024-2025 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.
  - Focus on Circle of Security - Classroom training as well as Restorative Practice focus during PLFs while ensuring opportunities for CUPE staff to be included as well
  - Expansion of PBIS (aligned with LIM) including continued use of positive behaviour reinforcement system
  - Continued tracking of office referrals with focus on reporting specific nature of incident (ex: bullying, racism, discrimination) and investigation of trends
  - Explicit teaching of behaviour expectations (ex: slideshows, videos, posters) including online environment
  - Continuation of Staff Action Team work with focus on In School Events, Out of School Event s and French Culture building with concentration on (re)building school pride, identity and community
  - Engage school stakeholders through targeted sharing via social media and school website to extend learning at home.
- 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 continuing to explore new curriculum and relevant resources, grade level partner numeracy year plan creation as well as cocreation of common assessment practices, etc.
  - 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 in Math including use of programs like Reflex Math
  - Establish a more cohesive approach to numeracy instruction with opportunities for collaboration across grade levels through strategic groupings to support numeracy development (ex: Math Buddies), schoolwide numeracy development time and including a numeracy focus in existing school based activities and extracurriculars (board game night, etc.)

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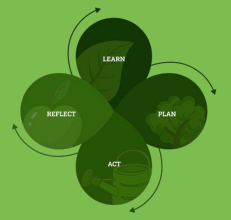
Supporting Data Specific to School Desired Outcomes/Goals

1. Alberta Education Assurance Measures - Overall Summary

2. Alberta Education Assurance Measures - Student Growth and Achievement (Student Learning Engagement Detail)

3. Alberta Education Assurance Measures - Student Growth and Achievement (Citizenship)

4. Supplemental Alberta Education Assurance Measures - Overall Summary

5. Alberta Education Assurance Measures - Learning Supports (Welcoming, Caring, Respectful and Safe Learning Environments)

6. Alberta Education Assurance Measures - Program of Studies (At Risk Students)

7. Alberta Education Assurance Measures - Safe and Caring

8. Alberta Education Assurance Measures - Student Growth and Achievement (PAT Results by Course)

9. Required Alberta Education Assurance Measures - Overall Summary (EAL)

10. Required Alberta Education Assurance Measures - Overall Summary (FNMI)

11. Alberta Education Assurance Measures - School Improvement

12. Reflex Data - Group Fluency Average/Distribution

13. Alberta Numeracy Screener/Elk Island Math Assessment Data - Fall 2024

14. OurSchool Survey Trend Report

Alberta Government

Required Alberta Education Assurance Measures - Overall Summary
Fall 2024

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	80.2	82.7	81.5	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	74.9	79.9	81.1	79.4	80.3	80.9	Intermediate	Declined	Issue
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	54.4	54.9	54.9	68.5	66.2	66.2	Very Low	Maintained	Concern
	PAT6: Excellence	5.6	9.9	9.9	19.8	18.0	18.0	Very Low	Declined	Concern
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.4	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	90.6	90.4	88.9	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	79.8	85.7	86.9	84.0	84.7	85.4	n/a	Declined	n/a
	Access to Supports and Services	76.5	82.1	81.9	79.9	80.6	81.1	n/a	Declined	n/a
Governance	Parental Involvement	79.8	80.2	78.4	79.5	79.1	78.9	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 Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
4. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 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 9, 9 KAE).
5. Participation in the PATs 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.
6. Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
8. 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 included in school and school authority reporting. Caution should be used when interpreting these results.
9. 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
	2024	66	56	35	9	56
Do you like learning math	2021	199	55	42	3	55
	2022	239	56	42	2	56
	2023	233	57	42	1	57
	2024	66	58	38	5	58

Student Growth and Achievement

A.6 Citizenship - Measure History

School: 1854 Ecole Dickinsfield School
Province: Alberta

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

	Ecole Dickinsfield School										Measure Evaluation			Alberta								
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	271	89.7	279	82.6	282	82.3	291	79.9	110	74.9	Intermediate	Declined	Issue	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3	265,100	79.4
Parent	18	88.9	48	78.8	15	87.8	31	81.3	18	73.3	Intermediate	Maintained	Acceptable	36,891	82.4	30,905	81.4	31,689	80.4	31,869	79.4	33,217	78.7
Student	218	87.8	199	74.8	240	72.5	234	74.8	66	59.8	Low	Declined Significantly	Concern	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3	199,816	69.6
Teacher	35	92.5	32	94.4	27	86.5	26	83.7	26	91.4	Intermediate	Maintained	Acceptable	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3	32,067	89.8
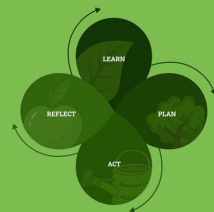
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Supplemental Alberta Education Assurance Measures - Overall Summary
Fall 2024

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	52.7	3.5	n/a	n/a	n/a	n/a
Drop Out Rate	n/a	n/a	n/a	2.5	2.5	2.4	n/a	n/a	n/a
In-Service Jurisdiction Needs	78.7	84.6	73.2	81.1	82.2	83.0	Low	Maintained	Issue
Lifelong Learning	74.2	79.8	80.7	79.9	80.4	80.7	Intermediate	Maintained	Acceptable
Program of Studies	89.8	90.7	86.9	82.8	82.9	82.9	Very High	Maintained	Excellent
Program of Studies - At Risk Students	79.6	82.5	82.1	80.6	81.2	81.5	Very Low	Maintained	Concern
Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	70.7	71.9	70.0	n/a	n/a	n/a
Safe and Caring	83.1	86.7	88.5	87.1	87.5	88.1	Intermediate	Declined	Issue
Satisfaction with Program Access	70.2	82.0	79.2	71.9	72.9	72.7	Low	Declined	Issue
School Improvement	70.0	81.8	73.5	75.8	75.2	74.7	Low	Maintained	Issue
Transition Rate (6 yr)	n/a	n/a	n/a	60.1	59.7	60.0	n/a	n/a	n/a
Work Preparation	83.2	88.5	91.6	82.8	83.1	84.0	High	Declined	Acceptable

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 2022/23, and the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.

Report Generated: Oct 12, 2024
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Data Current as of Oct 04, 2024
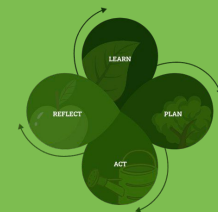
Learning Supports

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									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	279	87.8	282	88.2	291	85.7	110	79.8	n/a	Declined	n/a	n/a	n/a	231,091	87.8	249,941	86.1	257,391	84.7	265,321	84.0
Parent	n/a	n/a	48	85.6	15	90.6	31	85.8	18	81.7	n/a	Maintained	n/a	n/a	n/a	30,980	88.2	31,715	86.9	31,885	85.6	33,232	85.3
Student	n/a	n/a	199	80.6	240	81.4	234	80.6	66	63.3	n/a	Declined Significantly	n/a	n/a	n/a	169,900	79.8	187,258	77.7	193,156	76.6	200,020	75.2
Teacher	n/a	n/a	32	97.3	27	92.6	26	90.7	26	94.4	n/a	Maintained	n/a	n/a	n/a	30,211	95.3	30,968	93.6	32,350	92.0	32,069	91.6

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									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	271	89.6	279	84.4	282	81.7	291	82.5	110	79.6	Very Low	Maintained	Concern	264,165	84.9	230,686	82.7	249,524	81.9	256,932	81.2	264,651	80.6
Parent	18	77.8	48	74.5	15	77.3	31	78.5	18	74.1	Low	Maintained	Issue	36,846	78.1	30,874	76.7	31,643	75.3	31,805	73.7	33,110	73.5
Student	218	94.9	199	87.1	240	87.7	234	84.3	66	71.2	Very Low	Declined Significantly	Concern	193,409	82.2	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7
Teacher	35	96.0	32	91.6	27	80.2	26	84.6	26	93.5	Intermediate	Improved	Good	33,910	94.4	30,181	91.2	30,946	90.3	32,322	89.9	32,025	89.5

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.
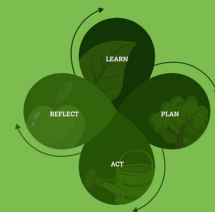
	Ecole Dickinsfield School										Measure Evaluation			Alberta									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	271	95.2	279	89.9	282	90.3	291	86.7	110	83.1	Intermediate	Declined	Issue	264,204	89.4	230,987	90.0	249,835	88.8	257,278	87.5	265,150	87.1
Parent	18	96.7	48	88.2	15	91.8	31	87.7	18	85.2	High	Maintained	Good	36,899	90.2	30,969	90.5	31,707	89.5	31,879	88.1	33,225	88.0
Student	218	90.1	199	84.0	240	85.9	234	84.1	66	68.8	Very Low	Declined Significantly	Concern	193,364	82.6	169,813	84.0	187,165	82.5	193,049	81.5	199,865	80.4
Teacher	35	98.9	32	97.5	27	93.3	26	88.5	26	95.3	High	Maintained	Good	33,941	95.3	30,205	95.4	30,963	94.3	32,350	93.0	32,060	92.9

Student Growth and Achievement (Grades K-9)

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

School: 1854 Ecole Dickinsfield School

Alberta Government

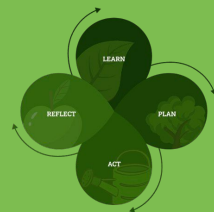| Course	Measure	Ecole Dickinsfield School							Alberta			
		Achievement	Improvement	Overall	2024		Prev 3 Year Average		2024		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	38	*	38	76.3	1,870	89.9	3,131	77.6
	Standard of Excellence	n/a	n/a	n/a	38	*	38	7.9	1,870	9.3	3,131	12.5
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	504	80.4	578	78.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	504	18.5	578	19.4
Science 6	Acceptable Standard	Very Low	Maintained	Concern	90	55.6	71	56.3	53,806	68.8	54,859	66.7
	Standard of Excellence	Very Low	Maintained	Concern	90	7.8	71	4.2	53,806	24.8	54,859	21.8
Social Studies 6	Acceptable Standard	Very Low	Maintained	Concern	90	54.4	71	54.9	60,804	68.5	57,655	66.2
	Standard of Excellence	Very Low	Declined	Concern	90	5.6	71	9.9	60,804	19.8	57,655	18.0
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	59,096	69.5	56,255	71.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	59,096	11.8	56,255	13.4
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,465	49.6	1,254	50.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,465	5.6	1,254	5.7
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,308	76.6	3,215	76.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,308	10.6	3,215	10.9
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	615	83.1	575	81.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	615	19.7	575	22.3
Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	58,577	52.7	55,447	54.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	58,577	14.0	55,447	13.5
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,967	52.2	1,815	52.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,967	9.9	1,815	11.3
Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	59,072	67.6	56,311	68.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	59,072	20.8	56,311	20.1
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,411	52.3	1,197	52.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,411	8.9	1,197	10.9
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	59,125	60.5	56,309	58.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	59,125	15.8	56,309	15.9
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,351	50.4	1,140	49.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,351	11.3	1,140	10.6

Notes:

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

2. 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 2022/23 and 2023/24. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

5. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.

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.

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Required Alberta Education Assurance Measures - Overall Summary
Fall 2024

School: 1854 Ecole Dickinsfield School (EAL)

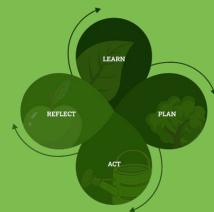| Assurance Domain	Measure	Ecole Dickinsfield School (EAL)			Alberta (EAL)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
	Student Learning Engagement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	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	72.0	72.8	76.7	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.7	87.2	n/a	n/a	n/a
Student Growth and Achievement	PAT6: Acceptable	*	*	n/a	64.6	65.4	65.4	*	n/a	n/a
	PAT6: Excellence	*	*	n/a	16.5	15.7	15.7	*	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	52.7	55.3	55.3	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	10.1	11.0	11.0	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	66.3	67.1	67.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	14.0	13.8	13.8	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 Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
4. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 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 9, 9 KAE).
5. Participation in the PATs 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.
6. Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
8. 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.
9. 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.

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Report Version 1.0
Data Current as of Oct 04, 2024

Alberta Government

Required Alberta Education Assurance Measures - Overall Summary
Fall 2024

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 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	58.6	57.0	59.5	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	69.4	71.3	69.1	n/a	n/a	n/a
Student Growth and Achievement	PAT6: Acceptable	50.0	14.3	14.3	48.7	45.3	45.3	Very Low	Improved	Issue
	PAT6: Excellence	7.1	0.0	0.0	7.3	6.5	6.5	Very Low	Maintained	Concern
	PAT9: Acceptable	n/a	n/a	n/a	41.4	39.4	39.4	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	6.1	5.3	5.3	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	76.9	74.8	74.8	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	11.8	11.3	11.3	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 Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
4. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grade 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grade 9, 9 KAE), Science (Grade 9, 9 KAE), Social Studies (Grade 9, 9 KAE).
5. Participation in the PATs 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.
6. Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
8. 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.
9. 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.
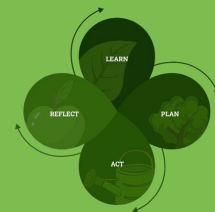
E.2 School Improvement

Measure History

**School:** 1854 Ecole Dickinsfield School
Province: Alberta

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

	Ecole Dickinsfield School										Measure Evaluation			Alberta									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	270	85.7	276	74.9	280	65.2	287	81.8	106	70.0	Low	Maintained	Issue	262,079	81.5	224,041	81.4	243,980	74.2	251,355	75.2	258,502	75.8
Parent	18	77.8	46	69.6	15	46.7	31	83.9	18	61.1	Low	Maintained	Issue	35,896	80.0	28,016	81.7	30,147	70.0	30,371	72.5	31,538	75.2
Student	217	88.0	199	80.9	238	82.4	231	81.4	64	65.6	Very Low	Declined Significantly	Concern	192,917	79.6	167,992	79.1	185,107	76.3	191,142	75.0	197,479	74.0
Teacher	35	91.4	31	74.2	27	66.7	25	80.0	24	83.3	High	Maintained	Good	33,266	85.0	28,033	83.4	28,726	76.3	29,842	78.0	29,485	78.2

Reflex Data - Group Fluency Average/Distribution:
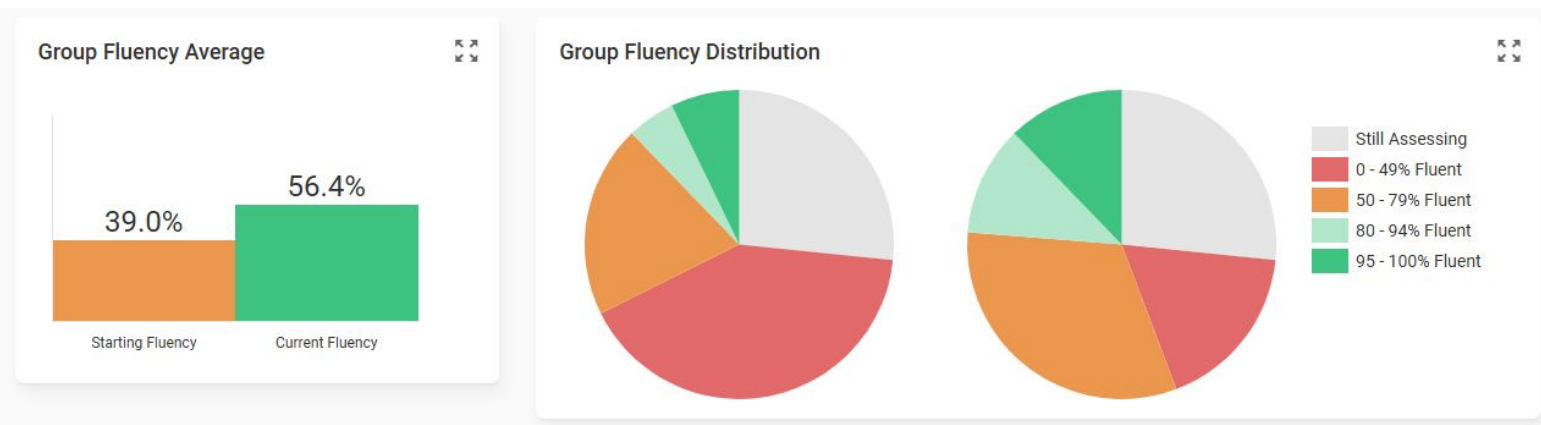
Alberta Numeracy Screener/Elk Island Math Assessment Data - Fall 2024

	September 2024						
	Total Assessed	Grade 1 At-Risk	Total Assessed	Grade 2 At-Risk	Total Assessed	Grade 3 At-Risk	
Ecole Dickensfie	60	35%	61	28%	64	31%	

	September 2024 – Elk Island Math Assessment					
	Total Grade 4 Students	Grade 4 At-Risk Percentage	Total Grade 5 Students	Grade 5 At-Risk Percentage	Total Grade 6 Students	Grade 6 At-Risk Percentage
Ecole Dickensfie	68	37%	59	71%	98	46%
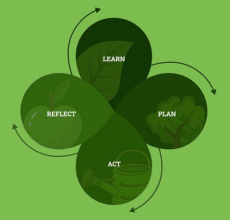
Social-Emotional Outcomes

Sense of Belonging
6%
- 2024 November — 61%
- 2024 March — 55%
- Canadian Norm — 72%

Positive Relationships
2%
- 2024 November — 73%
- 2024 March — 75%
- Canadian Norm — 80%

Values School Outcomes
2%
- 2024 November — 79%
- 2024 March — 77%
- Canadian Norm — 91%

Positive Behaviour at School
1%
- 2024 November — 83%
- 2024 March — 84%
- Canadian Norm — 90%

Interest and Motivation
2%
- 2024 November — 62%
- 2024 March — 61%
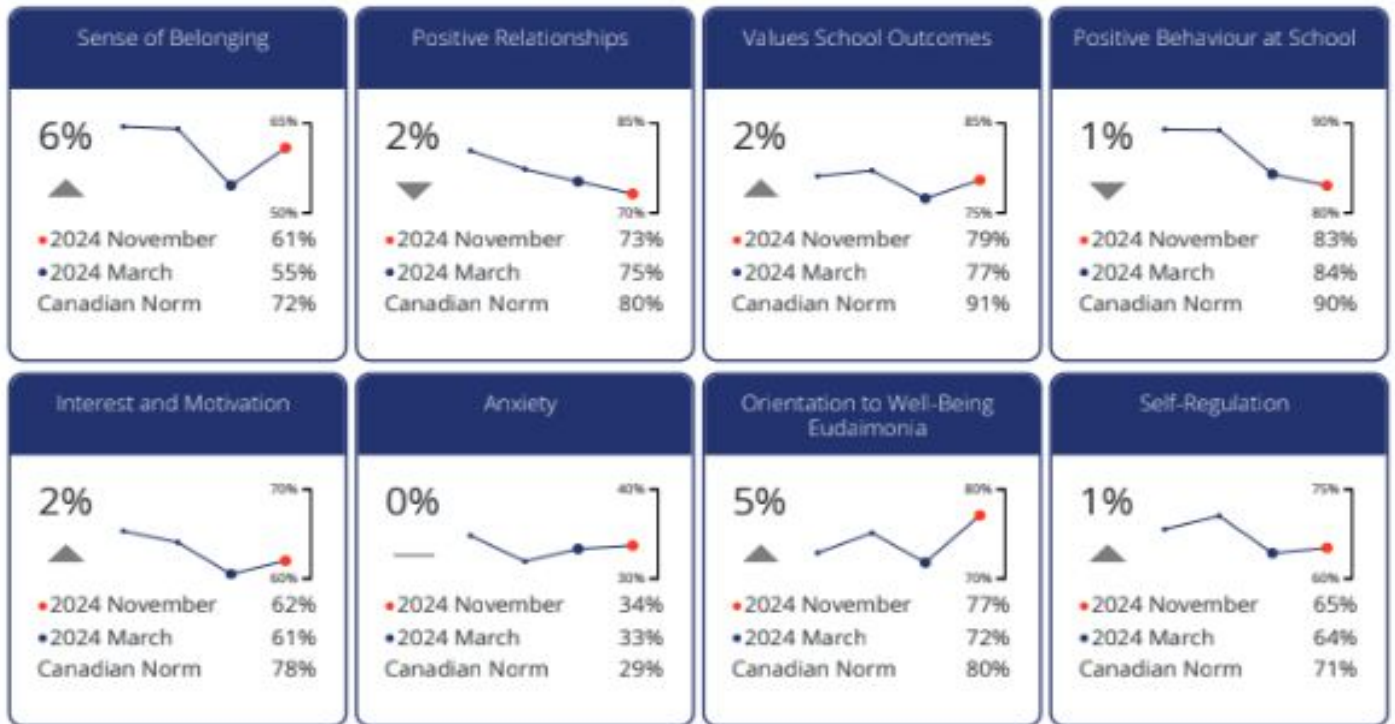- Canadian Norm — 78%

Anxiety
0%
- 2024 November — 34%
- 2024 March — 33%
- Canadian Norm — 29%

Orientation to Well-Being Eudaimonia
5%
- 2024 November — 77%
- 2024 March — 72%
- Canadian Norm — 80%

Self-Regulation
1%
- 2024 November — 65%
- 2024 March — 64%
- Canadian Norm — 71%

DRIVERS of Student Outcomes

Relevance
0.6
- 2024 November — 7.0
- 2024 March — 6.3
- Canadian Norm — 7.3

Feel Safe attending School
7%
- 2024 November — 54%
- 2024 March — 47%
- Canadian Norm — 62%

Advocacy at School
0.3
- 2024 November — 5.7
- 2024 March — 6.0
- Canadian Norm — 6.3

Positive Teacher-Student Relations
0.5
- 2024 November — 7.8
- 2024 March — 7.3
- Canadian Norm — 8.1

Positive Learning Climate
0.2
- 2024 November — 5.7
- 2024 March — 5.5
- Canadian Norm — 6.6

Expectations for Success
0.0
- 2024 November — 7.7
- 2024 March — 7.6
- Canadian Norm — 8.2