



HOLY TRINITY ACADEMY

ANNUAL EDUCATION  
RESULTS REPORT

2021-2022



# PRINCIPAL'S MESSAGE

## MR. JAMIE BEAUCHAMP



As principal of Holy Trinity Academy I am pleased to offer our Annual Education Results Report (AERR) which gives clear evidence of the hard work and perseverance of our staff and students, as well as lays out specific strategies to continued improvement.

Although we appear to be beyond the pandemic, we are seeing continued effects to education. Our students are even more impressive, demonstrating incredible adaptability and resiliency. I am very proud of how our school community continues to come together to care for one another and maintain a positive school environment during these difficult times.

As staff and students deal with increased anxiety caused by learning gaps, we are making it a priority to focus on mental health, encompassing a holistic view of education. We will continue to focus on building connections through strategies presented by The Third Path Framework, a relationship-based approach to academics and mental health.

As always our faith guides the way we care for students. We are in the second year of our 3 year faith plan, with this year's theme being "Disciples Through Witness". In response to this year's theme we have been supporting staff to better witness their faith, engaging in conversations about their faith journeys with students. Creating an environment that is welcoming to those exploring their faith by sharing how we, as educators, built our own foundations, strengthens our connections to our Catholicity as well as to each other.

I am happy to share the evidence of our hard work as presented in this document, and excited to see what this new year brings.

God Bless

# MEET YOUR LOCAL TRUSTEE



Michael Linner

Drayton Valley Trustee

Michael Linner has been a resident of Drayton Valley for almost twenty years. He is an active member of his local parish, St. Anthony's Catholic Church. He served for two years as a missionary with NET Canada: one year in Swift Current, SK, and one year at Christ the Redeemer School Board in the Calgary area. Michael also spent a few years discerning the Priesthood at St. Joseph's Seminary in Edmonton. During this time, he served as an assistant in St. Brendan's School, was active with the Society of Saint Vincent de Paul, and assisted the Chaplains in the Edmonton Remand Centre. Michael is passionate about serving those in his community and recognizes the importance of a strong Catholic Education.

# SCHOOL PROFILE

**Principal:** Jamie Beauchamp

**Vice Principal:**

Keri-Lynn Clark

**Phone:** 780 621-5735

**Student Population:** 255

**Fax:** 780 621-5733

**Number of Teachers:** 12

**Grades Served:** 9-12

**Email:** [jamie.beauchamp@starcatholic.ab.ca](mailto:jamie.beauchamp@starcatholic.ab.ca) **Web Page:** <http://ht.starcatholic.ab.ca>

**Facebook Page:** [www.facebook.com/HTAhighschool/](http://www.facebook.com/HTAhighschool/)



# DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

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

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

## MEASURES

Measure Category	Holy Trinity Academy			STAR Catholic Schools		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
<b>Parent Survey</b>						
Teachers help students understand how faith can guide the way they live their lives.	72	74	75.7	86	88	87.7
<b>Staff Survey (Teachers)</b>						
Teachers help students understand how faith can guide the way they live their lives.	100	100	100	98	98	98.4
I strengthen my faith through professional development (e.g. Reflection Day, staff retreat, daily prayer, book studies, EXCEL, etc.)	100	100	100	95	98	97.3
I witness the faith and permeate curriculum and activities with gospel values	88	100	96	99	99	99
<b>Student Survey</b>						
We pray as a class or a school every day.	85	94	90	89	89	90
Teachers help me understand how faith can guide the way I live my life.	67	70	73.3	75	77	76.7

## FAITH PD OPPORTUNITIES

Teachers are provided with a multitude of school-based and board-level faith-based professional development opportunities including:

- August 26, 2022— Division Reflection Day
- November 1, 2022— Division Learning Day
- October 21, 2022— The Why of Charity and Social Justice
- February 17, 2023—The Permeation of Faith into Curricular Areas
- March 10, 2023—The Pastoral Letter from The Catholic Bishops of Canada to Young People
- April 28, 2023—Staff Retreat—Focus on Faith Leadership
- June 2, 2023— Leading Like Jesus

# DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

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

**Outcome:** Students will hear and learn about how adults live their lives guided by faith and the Church.

## MEASURES

Measure Category	Holy Trinity Academy			STAR Catholic Schools		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
<b>Parent Survey</b>						
Teachers help students understand how faith can guide the way they live their lives.	72	74	75.7	86	88	87.7
Teachers share their own faith experience with students and the role of God in the teacher's life.	44	66	56.7	69	70	68.7
<b>Staff Survey (Teacher)</b>	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Teachers help students understand how faith can guide the way they live their lives.	100	100	100	98	98	97.7
Teachers share their own faith experience with students and the role of God in the teacher's life.	100	100	100	95	96	93.7
<b>Student Survey</b>	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Teachers speak to me about their own faith and the role of God in their life.	65	68	69.3	75	77	76.7

## STRATEGIES

- Providing teachers with professional development in different areas of the Catholic faith including being an authentic witness
- Facilitate religious discussion and exploration.
- Work with the Director of Religious Education on faith permeation.
- School-wide prayer during Advent and Lent.
- Look explicitly at connections between our faith and our social justice projects

# DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

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

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

## MEASURES

Measure Category	Holy Trinity Academy			STAR Catholic Schools		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
<b>Parent Survey</b>						
The school helps those less fortunate. Examples: Charity, Good Works, and Social Justice.	70	83	76.3	85	87	86.7
<b>Staff Survey (Teachers)</b>						
Teachers help students understand how faith can guide the way they live their lives.	100	100	100	98	98	98.3
The school helps those less fortunate. Examples: Charity, Good Works, and Social Justice.	100	100	100	97	99	98.3
<b>Student Survey</b>						
My school organizes activities to help people who are in need, such as, support a foodbank or collect clothes	98	84	92.7	95	93	94.3

## STRATEGIES

- Promote good works and social justice initiatives to parents and community through direct email, monthly news letters and social media.
- Create partnerships with organizations that need assistance.
- Establish strong Social Justice and Students Union clubs within the school.
- Promote initiatives to students within the school through signage and direct communication.



# DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

**Board Priority/Local Goal:** Strong home, school, and parish partnerships.

**Outcome:** Relationships and opportunities to collaborate between parish, school, and home exist and strengthen the faith community and the life of the Division.

## MEASURES

Measure Category	Holy Trinity Academy			STAR Catholic Schools		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
<b>Parent Survey</b>						
My child participates in religious celebrations at the school or church	66	79	73.7	88	91	90.7
<b>Staff Survey (Teacher)</b>						
I have the opportunity to participate in religious celebrations, activities or functions at the school or parish	100	100	100	99	96	98.3
<b>Staff Survey (Support Staff)</b>						
I have the opportunity to participate in religious celebrations, activities or functions at the school or parish	100	100	100	95	96	95.3
<b>Student Survey</b>						
At my school, I have the opportunity to participate in religious celebrations, activities or events at the school or church	91	84	91.3	88	86	88.3





# SOCIAL JUSTICE PROJECTS

- Raise funds to support the Warming Hearts Soup Kitchen
- HTA Warms Up Winter—Collaboration with the Society of St. Vincent De Paul
- Trinity for Teens
- Raised funds to sponsor a student at the Awaso School in Ghana
- Food drive for the local food bank



# SCHOOL & PARISH COLLABORATION

- Teaming with the Society of St. Vincent De Paul for Social Justice initiatives.
- Bimonthly meetings with priest, school administration and REC lead
- School participation in Parish Council
- Ash Wednesday Mass in conjunction with St. Anthony School
- Due to COVID 19 school & parish collaboration was greatly reduced



# 2021-2022 STRATEGIES

- Providing teachers with a minimum of 3 professional development sessions in different areas of the Catholic faith.
- Facilitate religious discussion and exploration.
- Work with the Director of Religious Education on faith permeation.
- School-wide prayer during Advent and Lent.
- Increasing involvement in Social Justice initiatives.
- With the absence of COVID restrictions we will return to our parish church with all students for Ash Wednesday mass.
- Invite Father into our school to meet with students in religion classes.



## INSIGHTS, CONCLUSIONS & IMPLICATIONS

- In the measure of “teachers helping students understand how faith can guide their lives” our parent scores remain fairly consistent, although they are below district scores. Student scores in this measure decreased, below our 3 year average.
- In the measure asking if “teachers share their own faith experience” parent scores also decreased. This measure is difficult for parents to assess, as they are not present in the classroom, nor would it be a discussion topic in the home.
- 100% of teachers feel they are sharing their own faith experiences and helping guide student faith, consistent with previous years.
- In the measure of helping less fortunate and social justice works, student scores dramatically increased to 98%, scoring higher than district average. We are pleased students are recognizing HTAs good works.
- When it comes to participation in religious celebrations and activities, student scores increased from 84% to 91%, higher than district average and higher than the previous 3 year average. The parent measure decreased, as they are not present to witness celebrations and events.
- Teachers are pleased with the religious events in the school, scoring 100%.

# DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

The ministry develops and implements curriculum that enables all students to achieve provincial student learning outcomes and monitors student progress through administering provincial assessments. Student growth and achievement refers to many different aspects including educational programs, academic achievement, student well-being and citizenship to name a few. To help ensure the success of all students, student growth and achievement are measured in the following areas:

## PROVINCIAL ACHIEVEMENT TESTS & DIPLOMA EXAMS

Provincial Achievement Tests (PATs) and Diploma exams allow students, parents, and teachers to clearly identify areas of strength and areas in need of additional support. PAT and Diploma exams are measured by the students who achieved the acceptable standard and the percentage of students who achieved the standard of excellence on the exams.

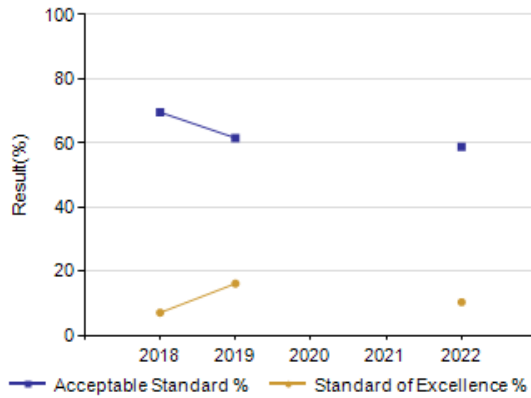


# PROVINCIAL ACHIEVEMENT TEST RESULTS—MEASURE DETAILS

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2018		2019		2020		2021		2022		2022	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 9	School	76.7	0.0	72.1	16.3	n/a	n/a	n/a	n/a	71.7	6.7		
	Authority	80.8	12.8	76.2	13.6	n/a	n/a	n/a	n/a	77.0	10.6		
	Province	76.1	14.7	75.1	14.7	n/a	n/a	n/a	n/a	69.6	12.9		
K&E English Language Arts 9	School	*	*	*	*	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	*	*	50.0	0.0	n/a	n/a	n/a	n/a	36.4	0.0		
	Province	55.7	5.9	57.4	5.4	n/a	n/a	n/a	n/a	50.5	5.0		
French Language Arts 9 année	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	71.4	0.0	n/a	n/a	n/a	n/a	66.7	8.3		
	Province	81.4	9.8	82.9	12.3	n/a	n/a	n/a	n/a	73.5	9.9		
Français 9 année	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	82.7	22.3	88.6	26.0	n/a	n/a	n/a	n/a	80.0	25.0		
Mathematics 9	School	62.1	10.3	48.8	11.6	n/a	n/a	n/a	n/a	36.7	6.7		
	Authority	64.6	11.8	60.9	19.9	n/a	n/a	n/a	n/a	52.5	14.4		
	Province	59.2	15.0	60.0	19.0	n/a	n/a	n/a	n/a	53.0	16.7		
K&E Mathematics 9	School	*	*	*	*	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	50.0	0.0	58.8	5.9	n/a	n/a	n/a	n/a	66.7	0.0		
	Province	57.4	13.6	59.6	13.2	n/a	n/a	n/a	n/a	55.3	11.1		
Science 9	School	75.0	6.3	68.8	20.8	n/a	n/a	n/a	n/a	77.0	18.0		
	Authority	79.1	20.9	76.5	24.1	n/a	n/a	n/a	n/a	74.8	17.5		
	Province	75.7	24.4	75.2	26.4	n/a	n/a	n/a	n/a	68.0	22.6		
K&E Science 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	*	*	57.1	0.0	n/a	n/a	n/a	n/a	62.5	12.5		
	Province	64.6	12.3	61.7	10.7	n/a	n/a	n/a	n/a	57.8	11.0		
Social Studies 9	School	66.7	13.3	55.3	19.1	n/a	n/a	n/a	n/a	49.2	9.8		
	Authority	67.7	22.6	66.7	17.3	n/a	n/a	n/a	n/a	63.1	13.6		
	Province	66.7	21.5	68.7	20.6	n/a	n/a	n/a	n/a	60.8	17.2		
K&E Social Studies 9	School	*	*	*	*	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	*	*	*	*	n/a	n/a	n/a	n/a	37.5	0.0		
	Province	55.2	14.2	55.9	15.0	n/a	n/a	n/a	n/a	53.2	14.1		

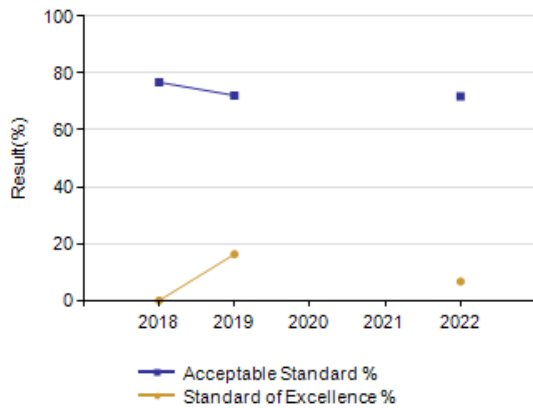
Notes:  
 Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).  
 "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.  
 Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.  
 Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 9 in 2017/18.  
 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.

Graph of Overall Provincial Achievement Test Results



Graph of Provincial Achievement Test Results by Course

English Language Arts 9

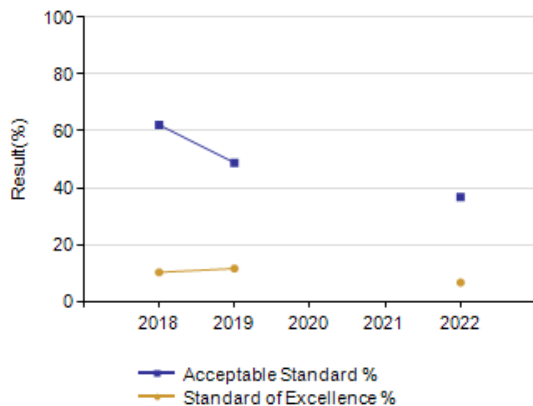


[No Data for English Lang Arts 9 KAE]

[No Data for French Language Arts 9]

[No Data for Français 9]

Mathematics 9



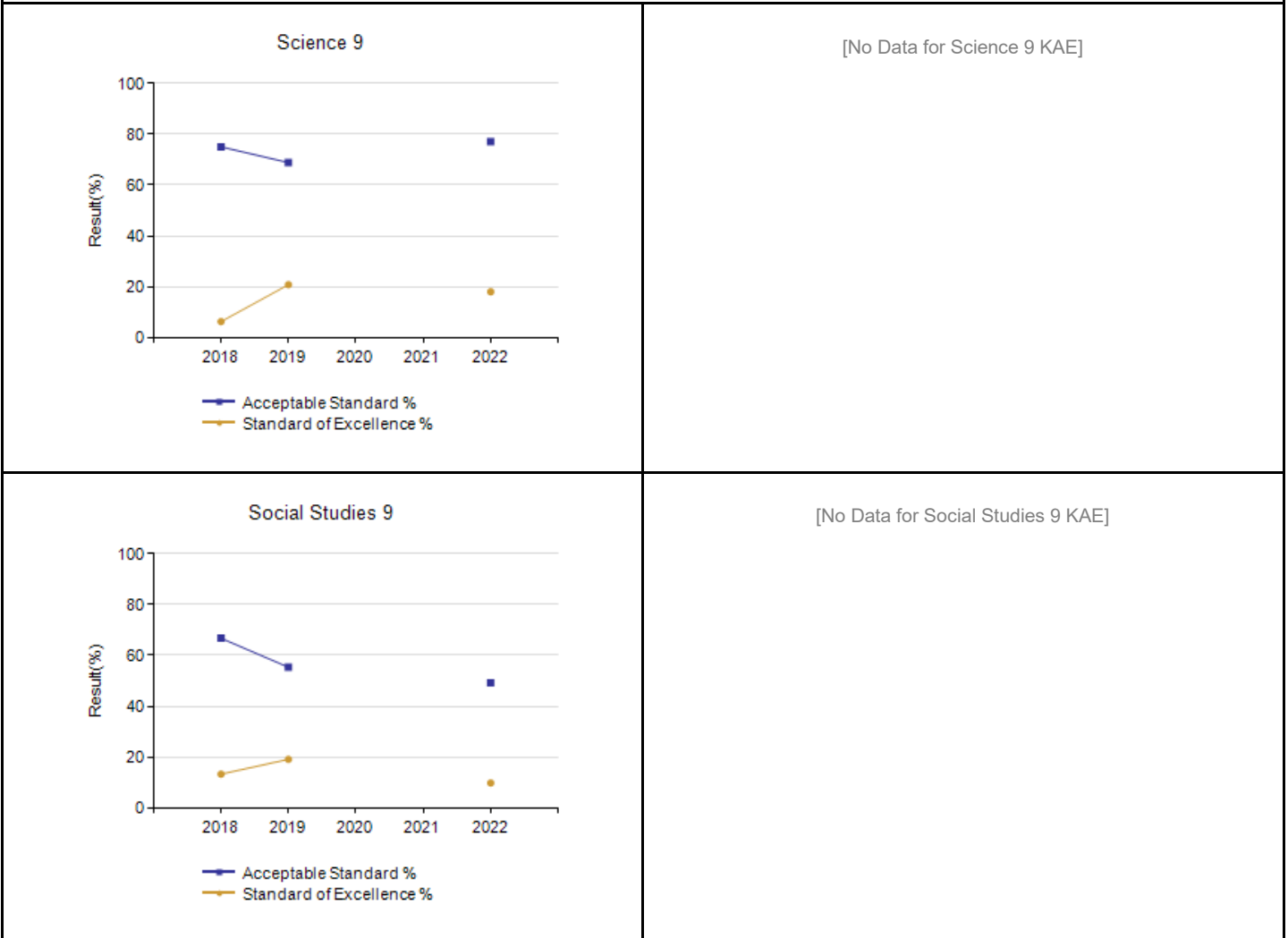
[No Data for Mathematics 9 KAE]

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

Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20. Caution should be used when interpreting trends over time.

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.

Graph of Provincial Achievement Test Results by Course



Notes:

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

Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20. Caution should be used when interpreting trends over time.

Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 9 in 2017/18.

Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.



## PAT Results Course By Course Summary By Enrolled With Measure Evaluation

		Holy Trinity Academy							Alberta			
		Achievement	Improvement	Overall	2022		Prev 3 Year Average		2022		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	56,095	76.1	54,820	83.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	56,095	18.9	54,820	17.8
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,496	76.9	3,559	87.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,496	10.6	3,559	15.7
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	741	83.0	663	90.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	741	20.2	663	24.6
Mathematics 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	56,019	64.1	54,778	72.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	56,019	12.6	54,778	15.0
Science 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	56,451	71.5	54,879	77.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	56,451	23.7	54,879	28.6
Social Studies 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	56,483	67.8	54,802	76.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	56,483	20.1	54,802	24.4
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	60	71.7	43	72.1	35,521	69.6	47,465	75.1
	Standard of Excellence	n/a	n/a	n/a	60	6.7	43	16.3	35,521	12.9	47,465	14.7
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,310	50.5	1,569	57.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,310	5.0	1,569	5.4
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,228	73.5	2,811	82.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,228	9.9	2,811	12.3
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	444	80.0	396	88.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	444	25.0	396	26.0
Mathematics 9	Acceptable Standard	n/a	n/a	n/a	60	36.7	43	48.8	32,890	53.0	46,764	60.0
	Standard of Excellence	n/a	n/a	n/a	60	6.7	43	11.6	32,890	16.7	46,764	19.0
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,746	55.3	2,190	59.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,746	11.1	2,190	13.2
Science 9	Acceptable Standard	n/a	n/a	n/a	61	77.0	48	68.8	31,215	68.0	47,489	75.2
	Standard of Excellence	n/a	n/a	n/a	61	18.0	48	20.8	31,215	22.6	47,489	26.4
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,185	57.8	1,536	61.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,185	11.0	1,536	10.7
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	61	49.2	47	55.3	30,108	60.8	47,496	68.7
	Standard of Excellence	n/a	n/a	n/a	61	9.8	47	19.1	30,108	17.2	47,496	20.6
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,167	53.2	1,466	55.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,167	14.1	1,466	15.0

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

Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20. 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.

Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 9 in 2017/18.

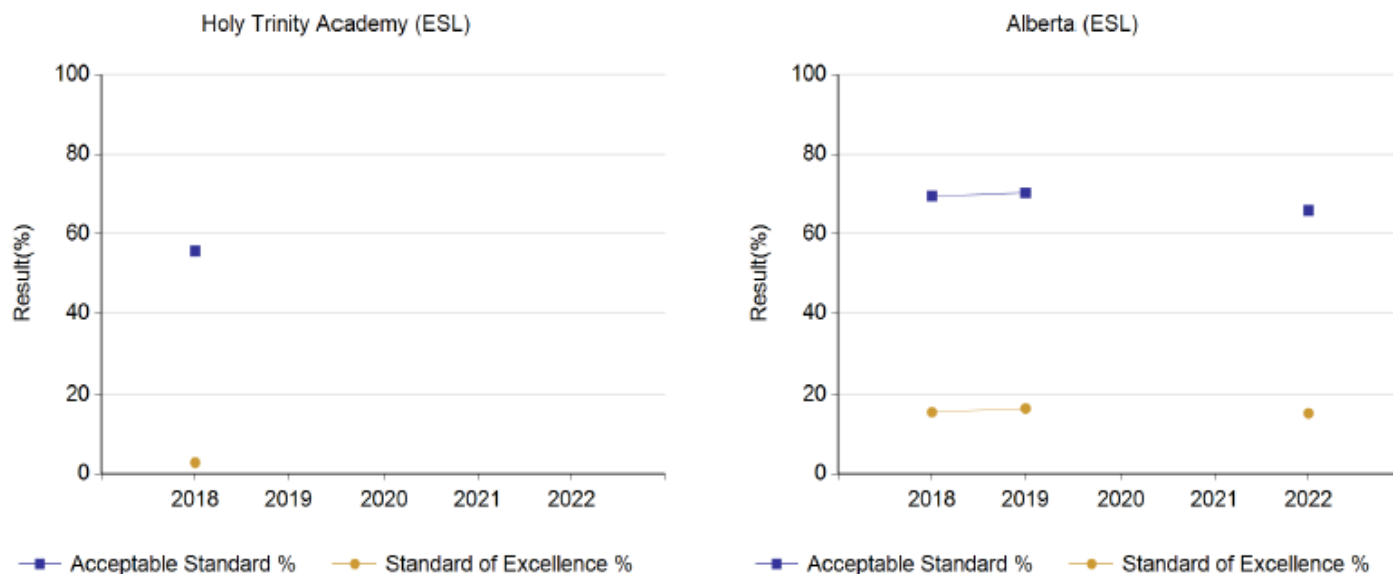
Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

## PAT Results By Number Enrolled Measure History

School: 1328 Holy Trinity Academy (ESL)

Province: Alberta (ESL)

	Holy Trinity Academy (ESL)					Alberta (ESL)				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
N	9	5	n/a	n/a	2	15,104	16,183	n/a	n/a	15,972
Acceptable Standard %	55.6	*	n/a	n/a	*	69.4	70.2	n/a	n/a	65.8
Standard of Excellence %	2.8	*	n/a	n/a	*	15.5	16.4	n/a	n/a	15.2



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
3. Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20 and 2020/21. Caution should be used when interpreting trends over time.
4. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.



# Student Growth and Achievement (Grades K-9)



## PAT Results Course By Course Summary By Enrolled With Measure Evaluation

School: 1328 Holy Trinity Academy (ESL)

Course		Measure		Holy Trinity Academy (ESL)						Alberta (ESL)				
				Achievement	Improvement	Overall	2022		Prev 3 Year Average		2022		Prev 3 Year Average	
							N	%	N	%	N	%	N	%
English Language Arts 8	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,336	76.8	9,804	81.3		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,336	16.0	9,804	13.8		
French Language Arts 8 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	215	74.0	228	89.5		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	215	11.6	228	21.5		
Français 8 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	128	78.1	121	89.3		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	128	18.8	121	15.7		
Mathematics 8	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,289	65.3	9,792	72.7		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,289	13.1	9,792	14.5		
Science 8	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,369	72.0	9,819	76.4		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,369	21.0	9,819	23.5		
Social Studies 8	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,379	68.4	9,817	74.8		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,379	17.9	9,817	20.5		
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	2	*	n/a	n/a	4,153	61.9	6,143	63.4		
	Standard of Excellence	n/a	n/a	n/a	2	*	n/a	n/a	4,153	7.0	6,143	6.8		
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	127	45.7	191	49.7		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	127	2.4	191	2.1		
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	189	64.0	158	79.1		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	189	10.1	158	13.9		
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	40	72.5	42	81.0		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	40	17.5	42	9.5		
Mathematics 9	Acceptable Standard	n/a	n/a	n/a	2	*	n/a	n/a	4,157	47.0	6,102	53.3		
	Standard of Excellence	n/a	n/a	n/a	2	*	n/a	n/a	4,157	12.9	6,102	16.3		
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	143	54.5	213	54.0		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	143	9.8	213	15.0		
Science 9	Acceptable Standard	n/a	n/a	n/a	2	*	n/a	n/a	3,141	55.8	6,163	66.0		
	Standard of Excellence	n/a	n/a	n/a	2	*	n/a	n/a	3,141	13.7	6,163	18.1		
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	109	52.3	167	61.1		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	109	2.8	167	6.0		
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	2	*	n/a	n/a	4,434	54.5	6,151	59.6		
	Standard of Excellence	n/a	n/a	n/a	2	*	n/a	n/a	4,434	12.6	6,151	14.1		
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	103	64.1	163	57.7		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	103	11.7	163	12.3		

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 fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20 and 2020/21. 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 9 in 2017/18.
- 5 Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

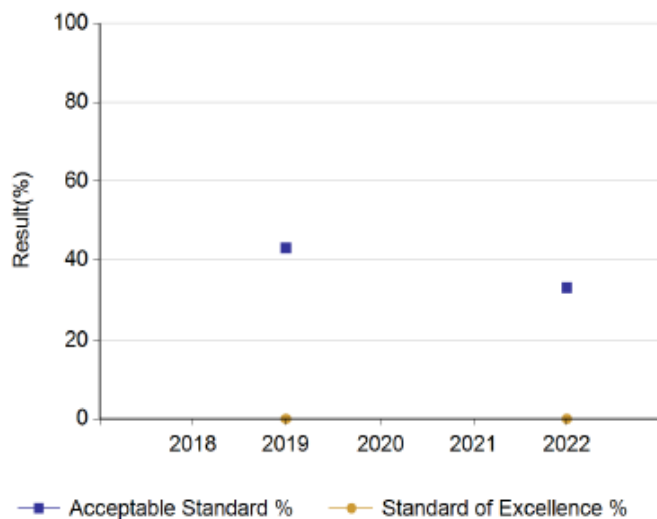
## PAT Results By Number Enrolled Measure History

School: 1328 Holy Trinity Academy (FNMI)

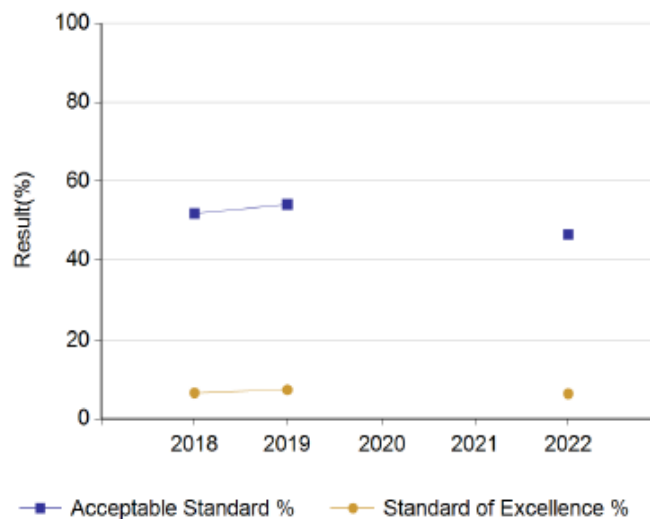
Province: Alberta (FNMI)

	Holy Trinity Academy (FNMI)					Alberta (FNMI)				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
N	2	7	n/a	n/a	6	7,671	7,845	n/a	n/a	8,610
Acceptable Standard %	*	42.9	n/a	n/a	33.3	51.7	54.0	n/a	n/a	46.4
Standard of Excellence %	*	0.0	n/a	n/a	0.0	6.6	7.4	n/a	n/a	6.4

Holy Trinity Academy (FNMI)



Alberta (FNMI)



### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
3. Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20 and 2020/21. Caution should be used when interpreting trends over time.
- 4 Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

# Student Growth and Achievement (Grades K-9)



## PAT Results Course By Course Summary By Enrolled With Measure Evaluation

### School: 1328 Holy Trinity Academy (FNMI)

Course		Measure		Holy Trinity Academy (FNMI)						Alberta (FNMI)				
				Achievement	Improvement	Overall	2022		Prev 3 Year Average		2022		Prev 3 Year Average	
							N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,275	58.2	4,109	71.6		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,275	7.4	4,109	6.3		
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	171	63.7	166	81.3		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	171	6.4	166	6.6		
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	14	71.4	15	80.0		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	14	7.1	15	0.0		
Mathematics 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,294	40.3	4,101	50.5		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,294	3.7	4,101	4.2		
Science 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,391	51.2	4,096	59.2		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,391	9.7	4,096	11.9		
Social Studies 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,396	46.8	4,080	57.7		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,396	7.3	4,080	8.9		
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	6	33.3	n/a	n/a	2,822	49.4	3,259	56.0		
	Standard of Excellence	n/a	n/a	n/a	6	0.0	n/a	n/a	2,822	3.6	3,259	4.2		
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	362	46.7	416	56.3		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	362	5.0	416	5.0		
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	135	53.3	93	67.7		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	135	5.2	93	5.4		
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	12	50.0	9	77.8		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	12	0.0	9	11.1		
Mathematics 9	Acceptable Standard	n/a	n/a	n/a	6	16.7	7	14.3	2,169	26.3	3,128	31.5		
	Standard of Excellence	n/a	n/a	n/a	6	0.0	7	0.0	2,169	4.1	3,128	5.4		
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	451	48.1	525	55.0		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	451	6.0	525	11.4		
Science 9	Acceptable Standard	n/a	n/a	n/a	6	66.7	7	42.9	2,476	49.3	3,245	52.8		
	Standard of Excellence	n/a	n/a	n/a	6	0.0	7	0.0	2,476	8.5	3,245	10.2		
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	321	53.3	425	56.2		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	321	9.7	425	6.1		
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	6	16.7	7	42.9	2,073	34.7	3,261	44.7		
	Standard of Excellence	n/a	n/a	n/a	6	0.0	7	0.0	2,073	4.1	3,261	6.8		
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	320	41.3	388	53.9		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	320	9.1	388	12.9		

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 fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20 and 2020/21. 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 9 in 2017/18.
- 5 Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results

## Diploma Examination Results – Measure Details

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2018		2019		2020		2021		2022		2022	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	School	88.2	5.9	86.7	6.7	n/a	n/a	n/a	n/a	88.0	8.0		
	Authority	95.5	17.9	91.3	10.0	n/a	n/a	n/a	n/a	83.3	4.2		
	Province	87.5	13.2	86.8	12.3	n/a	n/a	n/a	n/a	78.8	9.4		
English Lang Arts 30-2	School	100.0	16.7	60.0	0.0	n/a	n/a	n/a	n/a	83.3	0.0		
	Authority	95.3	11.6	80.4	11.8	n/a	n/a	n/a	n/a	68.8	6.3		
	Province	88.0	13.1	87.1	12.1	n/a	n/a	n/a	n/a	80.8	12.3		
French Language Arts 30-1	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	93.8	11.0	91.5	10.1	n/a	n/a	n/a	n/a	91.9	6.8		
Français 30-1	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	97.4	23.0	98.6	29.5	n/a	n/a	n/a	n/a	98.8	44.2		
Mathematics 30-1	School	16.7	0.0	*	*	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	77.5	27.5	84.6	25.6	n/a	n/a	n/a	n/a	*	*		
	Province	77.8	35.3	77.8	35.1	n/a	n/a	n/a	n/a	63.6	23.0		
Mathematics 30-2	School	44.4	0.0	71.4	0.0	n/a	n/a	n/a	n/a	66.7	8.3		
	Authority	80.5	9.8	76.1	16.4	n/a	n/a	n/a	n/a	64.3	14.3		
	Province	74.2	16.4	76.5	16.8	n/a	n/a	n/a	n/a	61.5	11.8		
Social Studies 30-1	School	73.3	0.0	83.3	8.3	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	91.4	22.4	90.2	19.7	n/a	n/a	n/a	n/a	77.0	13.1		
	Province	86.2	17.7	86.6	17.0	n/a	n/a	n/a	n/a	81.5	15.8		
Social Studies 30-2	School	81.8	0.0	*	*	n/a	n/a	n/a	n/a	n/a	n/a		

### Notes:

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

"A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

Participation in the Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.

A written-response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.

## Diploma Examination Results – Measure Details Continued

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2018		2019		2020		2021		2022		2022	
		A	E	A	E	A	E	A	E	A	E	A	E
Biology 30	School	100.0	37.5	100.0	40.0	n/a	n/a	n/a	n/a	93.3	33.3		
	Authority	100.0	66.7	79.4	33.3	n/a	n/a	n/a	n/a	79.5	17.9		
	Province	86.6	36.6	83.9	35.5	n/a	n/a	n/a	n/a	74.3	25.2		
Chemistry 30	School	66.7	0.0	55.6	11.1	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	73.8	32.3	78.4	32.4	n/a	n/a	n/a	n/a	71.9	18.8		
	Province	83.6	38.3	85.7	42.5	n/a	n/a	n/a	n/a	77.1	31.1		
Physics 30	School	n/a	n/a	*	*	n/a	n/a	n/a	n/a	85.7	14.3		
	Authority	94.4	44.4	83.3	28.6	n/a	n/a	n/a	n/a	76.9	23.1		
	Province	86.2	43.6	87.5	43.5	n/a	n/a	n/a	n/a	78.5	34.6		
Science 30	School	57.1	0.0	66.7	11.1	n/a	n/a	n/a	n/a	80.0	20.0		
	Authority	80.9	31.9	88.2	55.9	n/a	n/a	n/a	n/a	83.6	20.0		
	Province	85.4	31.5	85.7	31.2	n/a	n/a	n/a	n/a	75.7	17.2		

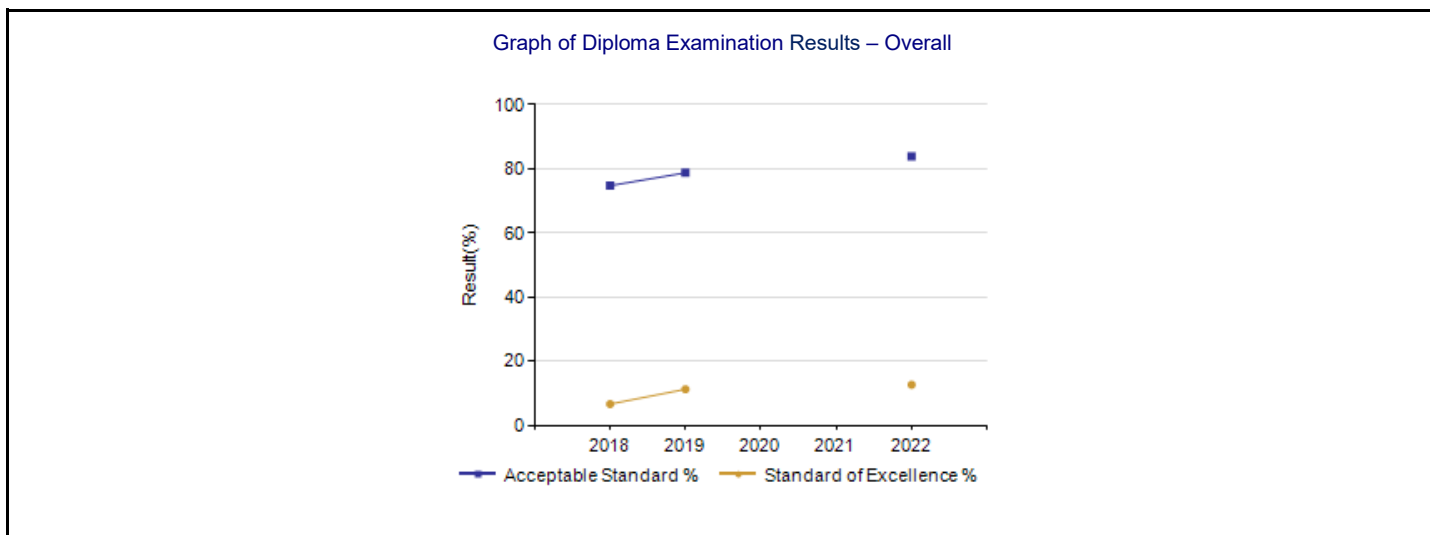
**Notes:**

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

"A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

Participation in the Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.

A written-response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.

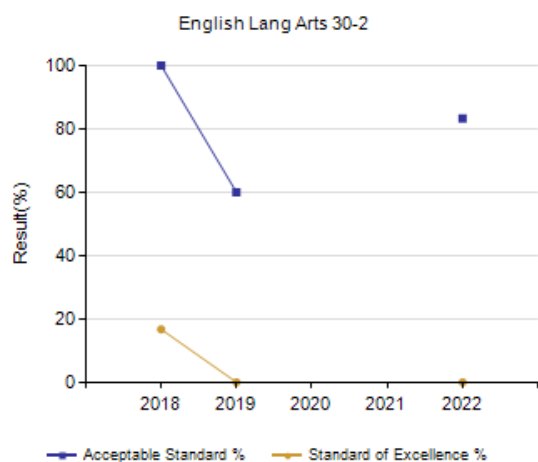
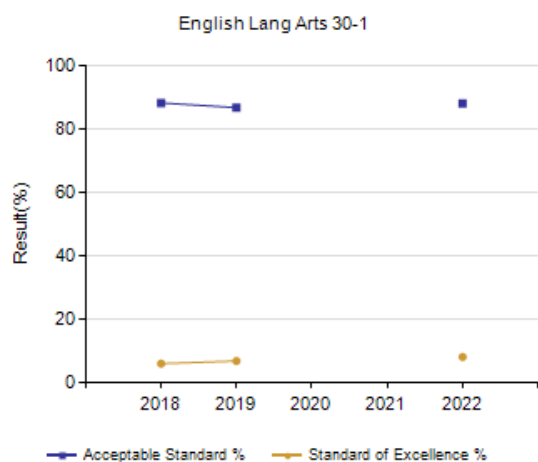


**Notes:**

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

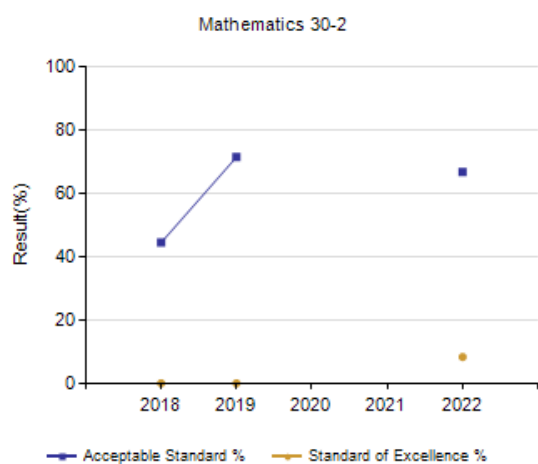
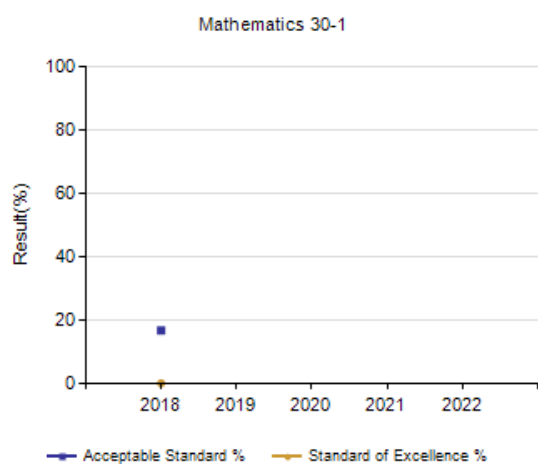
Participation in the Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. Caution should be used when interpreting trends over time.

Diploma Examination Results by Course



[No Data for French Lang Arts 30-1]

[No Data for Français 30]



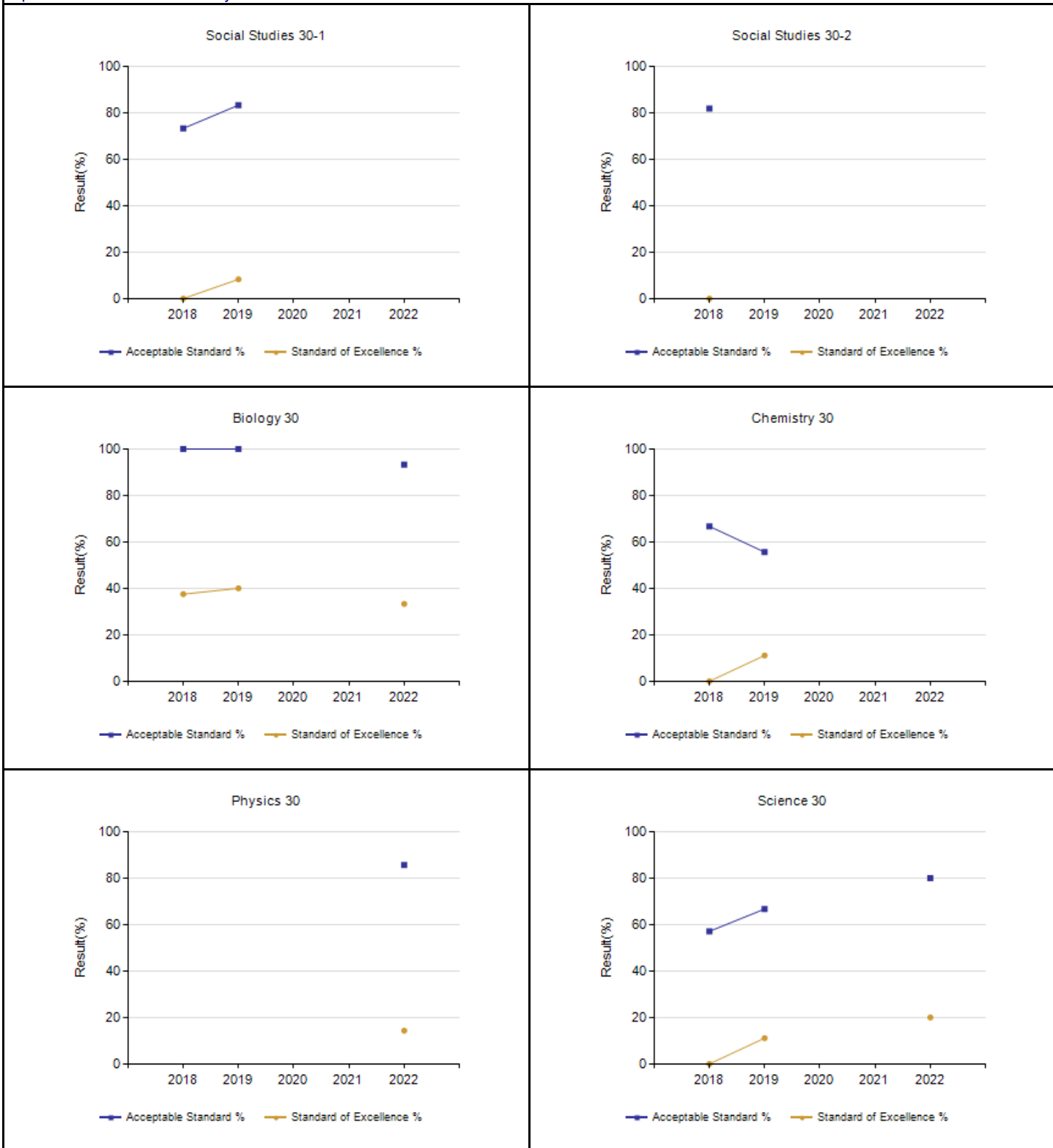
Notes:

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

Participation in the Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. Caution should be used when interpreting trends over time.

A written-response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.

Diploma Examination Results by Course



Notes:

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

Participation in the Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. Caution should be used when interpreting trends over time.

## Diploma Examination Results Course By Course Summary With Measure Evaluation

		Holy Trinity Academy							Alberta			
		Achievement	Improvement	Overall	2022		Prev 3 Year Average		2022		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	25	88.0	15	86.7	17,372	78.8	29,832	86.8
	Standard of Excellence	n/a	n/a	n/a	25	8.0	15	6.7	17,372	9.4	29,832	12.3
English Lang Arts 30-2	Acceptable Standard	n/a	n/a	n/a	18	83.3	10	60.0	8,903	80.8	16,640	87.1
	Standard of Excellence	n/a	n/a	n/a	18	0.0	10	0.0	8,903	12.3	16,640	12.1
French Language Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	666	91.9	1,215	91.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	666	6.8	1,215	10.1
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	86	98.8	139	98.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	86	44.2	139	29.5
Mathematics 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,102	63.6	19,389	77.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,102	23.0	19,389	35.1
Mathematics 30-2	Acceptable Standard	n/a	n/a	n/a	12	66.7	14	71.4	7,872	61.5	14,465	76.5
	Standard of Excellence	n/a	n/a	n/a	12	8.3	14	0.0	7,872	11.8	14,465	16.8
Social Studies 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	12	83.3	13,811	81.5	21,610	86.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	12	8.3	13,811	15.8	21,610	17.0
Social Studies 30-2	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	11,131	72.5	20,758	77.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	11,131	13.2	20,758	12.2
Biology 30	Acceptable Standard	n/a	n/a	n/a	15	93.3	10	100.0	13,449	74.3	22,442	83.9
	Standard of Excellence	n/a	n/a	n/a	15	33.3	10	40.0	13,449	25.2	22,442	35.5
Chemistry 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	9	55.6	10,196	77.1	18,525	85.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	9	11.1	10,196	31.1	18,525	42.5
Physics 30	Acceptable Standard	n/a	n/a	n/a	7	85.7	n/a	n/a	5,560	78.5	9,247	87.5
	Standard of Excellence	n/a	n/a	n/a	7	14.3	n/a	n/a	5,560	34.6	9,247	43.5
Science 30	Acceptable Standard	n/a	n/a	n/a	10	80.0	9	66.7	4,887	75.7	9,676	85.7
	Standard of Excellence	n/a	n/a	n/a	10	20.0	9	11.1	4,887	17.2	9,676	31.2

**Notes:**

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

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 examinations.

Participation in the Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time. A written response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.

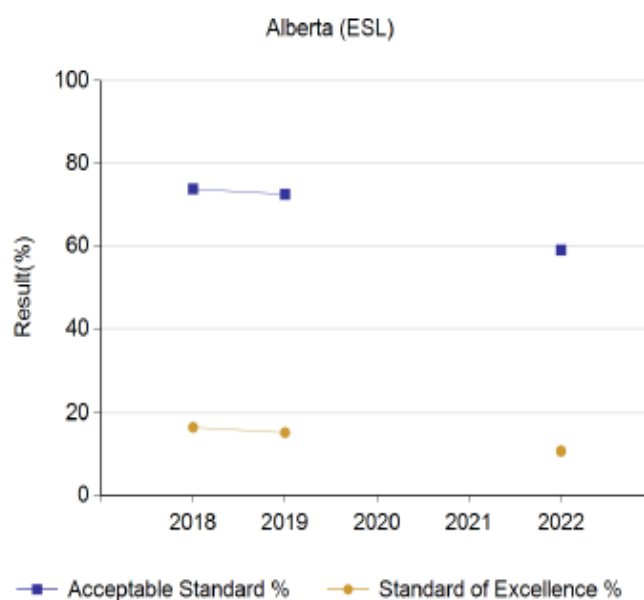
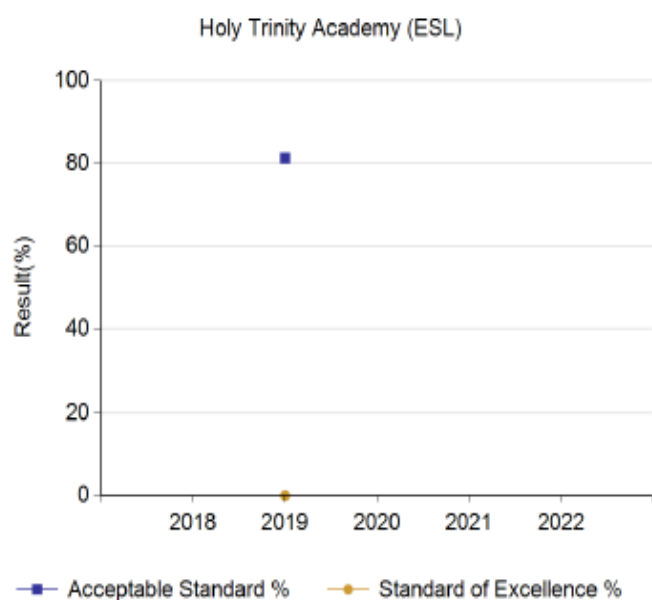


## Diploma Exam Results By Students Writing Measure History

School: 1328 Holy Trinity Academy (ESL)

Province: Alberta (ESL)

	Holy Trinity Academy (ESL)					Alberta (ESL)				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
N	4	6	n/a	n/a	5	6,329	6,239	n/a	n/a	5,396
Acceptable Standard %	*	81.3	n/a	n/a	*	73.8	72.5	n/a	n/a	59.0
Standard of Excellence %	*	0.0	n/a	n/a	*	16.6	15.3	n/a	n/a	10.8



### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. 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 Examination 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.
3. Participation in the Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. Caution should be used when interpreting trends over time.

# Student Growth and Achievement (Grades 10-12)



## Diploma Exam Results Course By Course Summary With Measure Evaluation

### School: 1328 Holy Trinity Academy (ESL)

Course		Measure		Holy Trinity Academy (ESL)						Alberta (ESL)				
				Achievement	Improvement	Overall	2022		Prev 3 Year Average		2022		Prev 3 Year Average	
							N	%	N	%	N	%	N	%
<a href="#">English Lang Arts 30-1</a>	Diploma Examination Acceptable Standard	n/a	n/a	n/a	3	*	n/a	n/a	1,398	55.5	2,294	68.1		
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	3	*	n/a	n/a	1,398	2.6	2,294	3.3		
<a href="#">English Lang Arts 30-2</a>	Diploma Examination Acceptable Standard	n/a	n/a	n/a	2	*	n/a	n/a	1,368	63.9	2,420	73.1		
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	2	*	n/a	n/a	1,368	3.7	2,420	4.8		
<a href="#">French Language Arts 30-1</a>	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	16	93.8	43	93.0		
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	16	12.5	43	20.9		
<a href="#">Français 30-1</a>	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	8	100.0	6	100.0		
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	8	25.0	6	33.3		
<a href="#">Mathematics 30-1</a>	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	873	52.2	1,807	71.7		
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	873	19.2	1,807	27.6		
<a href="#">Mathematics 30-2</a>	Diploma Examination Acceptable Standard	n/a	n/a	n/a	1	*	n/a	n/a	819	46.9	1,461	68.8		
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	1	*	n/a	n/a	819	6.3	1,461	11.6		
<a href="#">Social Studies 30-1</a>	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	804	68.7	1,082	79.1		
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	804	9.0	1,082	9.6		
<a href="#">Social Studies 30-2</a>	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,630	55.6	2,901	65.7		
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,630	7.1	2,901	7.5		
<a href="#">Biology 30</a>	Diploma Examination Acceptable Standard	n/a	n/a	n/a	1	*	n/a	n/a	1,030	61.0	1,745	76.6		
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	1	*	n/a	n/a	1,030	18.0	1,745	24.7		
<a href="#">Chemistry 30</a>	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	807	67.9	1,553	78.8		
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	807	23.5	1,553	34.6		
<a href="#">Physics 30</a>	Diploma Examination Acceptable Standard	n/a	n/a	n/a	1	*	n/a	n/a	444	63.1	744	79.3		
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	1	*	n/a	n/a	444	26.4	744	32.3		
<a href="#">Science 30</a>	Diploma Examination Acceptable Standard	n/a	n/a	n/a	2	*	n/a	n/a	536	59.7	975	78.3		
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	2	*	n/a	n/a	536	11.8	975	21.8		

#### Notes:

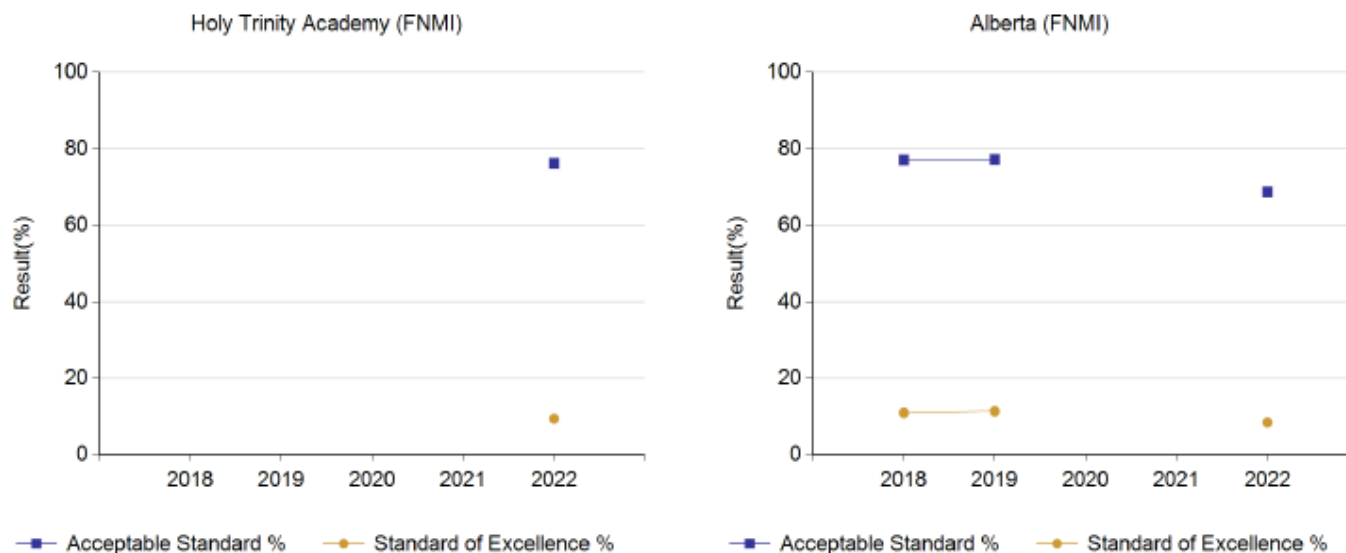
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.
3. Participation in the Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. A written-response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.

## Diploma Exam Results By Students Writing Measure History

School: 1328 Holy Trinity Academy (FNMI)

Province: Alberta (FNMI)

	Holy Trinity Academy (FNMI)					Alberta (FNMI)				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
N	n/a	2	n/a	n/a	12	3,620	3,452	n/a	n/a	3,107
Acceptable Standard %	n/a	*	n/a	n/a	76.2	77.1	77.2	n/a	n/a	68.7
Standard of Excellence %	n/a	*	n/a	n/a	9.5	11.0	11.4	n/a	n/a	8.5



### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. 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 Examination 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.
3. Participation in the Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. Caution should be used when interpreting trends over time.

# Student Growth and Achievement (Grades 10-12)



## Diploma Exam Results Course By Course Summary With Measure Evaluation

School: 1328 Holy Trinity Academy (FNMI)

Course		Measure		Holy Trinity Academy (FNMI)						Alberta (FNMI)				
				Achievement	Improvement	Overall	2022		Prev 3 Year Average		2022		Prev 3 Year Average	
							N	%	N	%	N	%	N	%
<a href="#">English Lang Arts 30-1</a>	Diploma Examination Acceptable Standard	n/a	n/a	n/a	5	*	n/a	n/a	722	73.5	1,164	84.4		
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	5	*	n/a	n/a	722	4.4	1,164	5.4		
<a href="#">English Lang Arts 30-2</a>	Diploma Examination Acceptable Standard	n/a	n/a	n/a	6	83.3	n/a	n/a	923	82.1	1,548	88.4		
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	6	0.0	n/a	n/a	923	9.2	1,548	9.7		
<a href="#">French Language Arts 30-1</a>	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	18	83.3	32	81.3		
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	18	0.0	32	0.0		
<a href="#">Français 30-1</a>	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2	*	n/a	n/a		
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2	*	n/a	n/a		
<a href="#">Mathematics 30-1</a>	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	220	50.9	467	61.7		
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	220	10.5	467	18.2		
<a href="#">Mathematics 30-2</a>	Diploma Examination Acceptable Standard	n/a	n/a	n/a	3	*	n/a	n/a	413	55.2	699	72.0		
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	3	*	n/a	n/a	413	7.3	699	12.0		
<a href="#">Social Studies 30-1</a>	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	564	72.5	864	77.3		
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	564	7.4	864	7.6		
<a href="#">Social Studies 30-2</a>	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	929	66.0	1,647	70.1		
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	929	5.4	1,647	5.8		
<a href="#">Biology 30</a>	Diploma Examination Acceptable Standard	n/a	n/a	n/a	2	*	n/a	n/a	514	58.9	821	72.6		
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	2	*	n/a	n/a	514	11.5	821	17.8		
<a href="#">Chemistry 30</a>	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	285	62.5	527	72.9		
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	285	15.4	527	23.7		
<a href="#">Physics 30</a>	Diploma Examination Acceptable Standard	n/a	n/a	n/a	2	*	n/a	n/a	159	68.6	216	74.1		
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	2	*	n/a	n/a	159	25.2	216	25.9		
<a href="#">Science 30</a>	Diploma Examination Acceptable Standard	n/a	n/a	n/a	3	*	n/a	n/a	250	70.0	471	84.1		
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	3	*	n/a	n/a	250	7.2	471	19.5		

### 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 examinations.
3. Participation in the Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. A written-response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.

# 2021-2022 STRATEGIES

- Ensure summative assessments include higher level questions
- Increase quantity and quality of formative assessments
- Teachers PLC to improve practice collaboratively
- Peer tutoring program
- Help for students who fall just below the level of excellence
- Ensure teachers are using “I can statements” with their students so that all students understand exactly how they can demonstrate their understanding of the outcomes being assessed
- Ensure faculty advising is used for goal setting and weekly planning
- Teacher professional development (PD) will concentrate on differentiation, assessment, and depth of knowledge to ensure teachers have a keen understanding of how to engage students, and develop a higher level of student understanding.
- Teachers PLC in order to collaboratively improve practice



## INSIGHTS, CONCLUSIONS & IMPLICATIONS

- Due to the disruption of learning from COVID –19 we do not have a complete set academic data.
- Two years of data are not included in the 3 year average making it impossible to follow trends over time.
- Over the last few years COVID has severely impacted students ability to learn, therefor we did expect to see a drop in our academic results.
- Although we are on par with or above the division and province in our Diploma Examination scores for the Acceptable Standard for many subject areas, we are below district and provincial numbers for the Standard of Excellence in most classes except for Biology 30 and Science 30.
- Although English 9 and Science 9 scores are close to the provincial averages for the Acceptable Standard but they are significantly below for the Standard of Excellence.
- Results for Social Studies 9 and Math 9 are well below district and provincial averages for both the Acceptable Standard as well as the Standard of Excellence.

# PROVINCIAL GOAL: HIGH SCHOOL COMPLETION

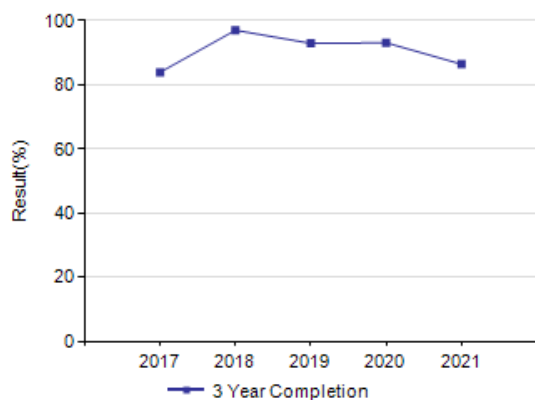
High School completion is a fundamental building block on which other educational and life goals are built. It opens opportunities for growth and creates a better quality of life.

High School Completion Rate is measured by the percentages of students who completed high school within three, four, and five years of entering Grade 10.

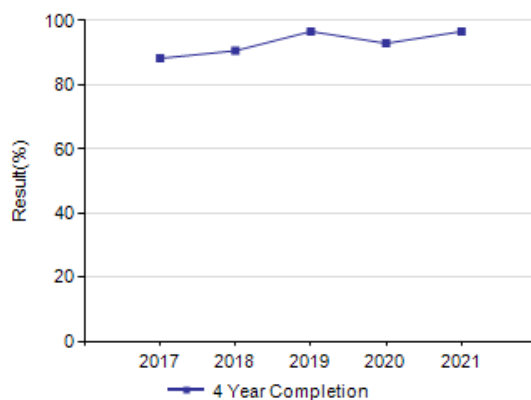
## HIGH SCHOOL COMPLETION RATE - MEASURE DETAILS

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.																																	
	School										Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
3 Year Completion	31	83.9	28	97.0	28	92.9	29	93.1	29	86.4	High	Declined	Acceptable	133	83.4	115	89.4	138	87.2	125	91.2	136	89.4	44,982	78.7	44,978	79.7	45,354	80.3	46,245	83.4	47,675	83.2
4 Year Completion	40	88.2	31	90.6	28	96.6	28	92.9	29	96.6	Very High	Maintained	Excellent	128	91.3	133	90.8	115	91.3	137	90.7	125	94.5	44,841	83.0	44,994	83.3	44,980	84.0	45,351	85.0	46,242	87.1
5 Year Completion	19	100.0	40	88.1	31	90.6	28	96.8	28	100.0	Very High	Improved	Excellent	125	93.3	128	92.2	133	91.5	115	92.0	137	93.3	43,736	83.8	44,842	85.2	44,988	85.3	44,972	86.2	45,344	87.1

Graph of School Results



Graph of School Results

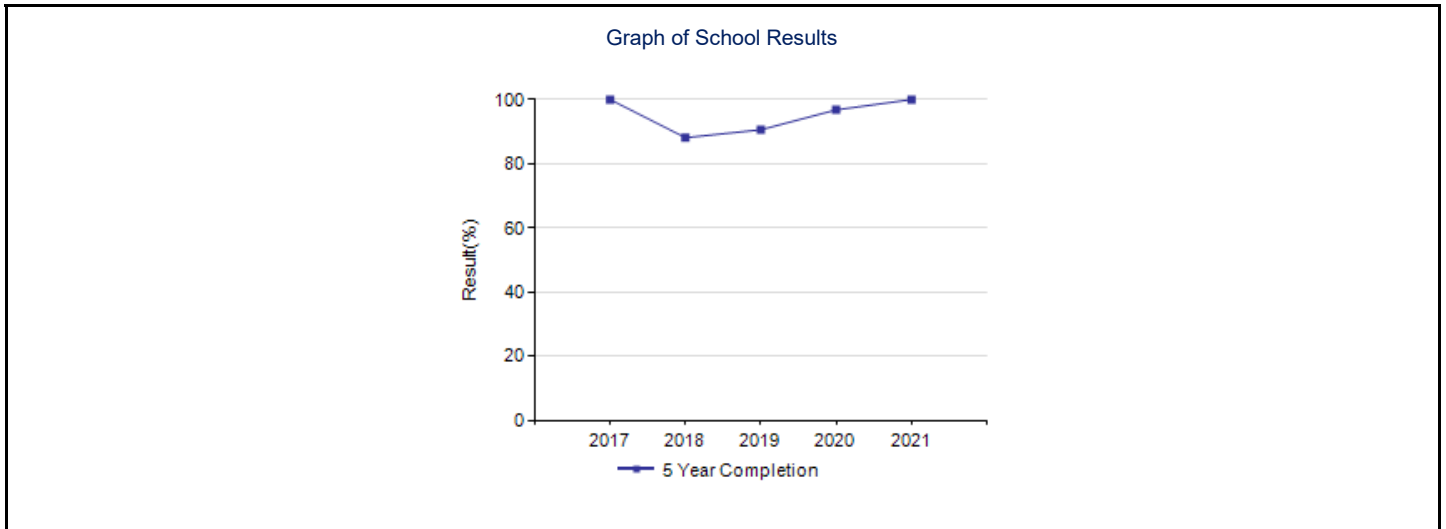


Notes:

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

Participation in the 2019/20 and 2020/21 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. Caution should be used when interpreting high school completion rate results over time.

## High School Completion Rate – Measure Details



Notes:

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

Participation in the 2019/20 and 2020/21 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. Caution should be used when interpreting high school completion rate results over time.

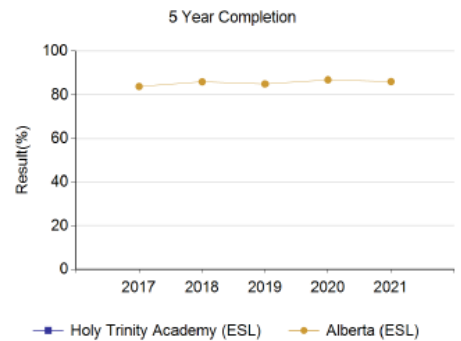
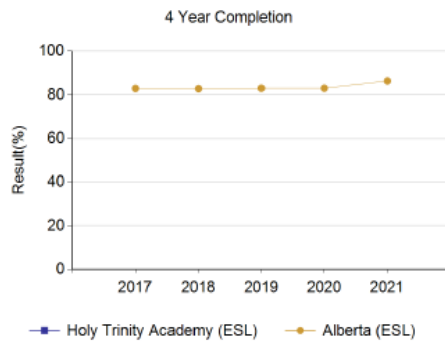
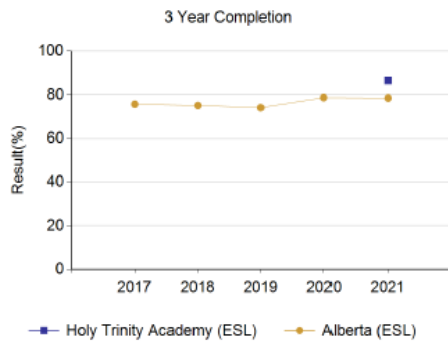
# HIGH SCHOOL COMPLETION RATE: ESL

## High School Completion Rates - Measure History

School: 1328 Holy Trinity Academy (ESL)

Province: Alberta (ESL)

	Holy Trinity Academy (ESL)										Measure Evaluation				Alberta (ESL)									
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	
3 Year Completion	1	*	2	*	5	*	2	*	7	86.6	High	n/a	n/a	3,071	75.7	3,388	75.1	3,307	74.1	3,654	78.7	3,646	78.5	
4 Year Completion	n/a	n/a	2	*	2	*	4	*	2	*	*	*	*	2,512	82.9	2,784	82.8	3,076	83.0	2,993	83.0	3,278	86.4	
5 Year Completion	3	*	n/a	n/a	2	*	2	*	4	*	*	*	*	2,102	83.8	2,410	86.0	2,664	85.0	2,960	86.9	2,874	86.1	



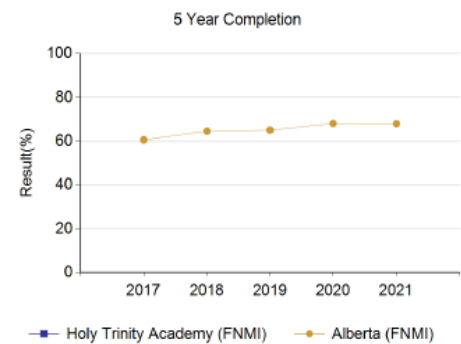
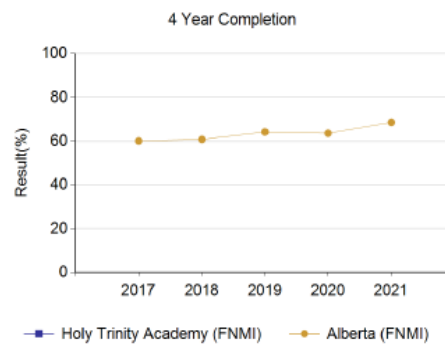
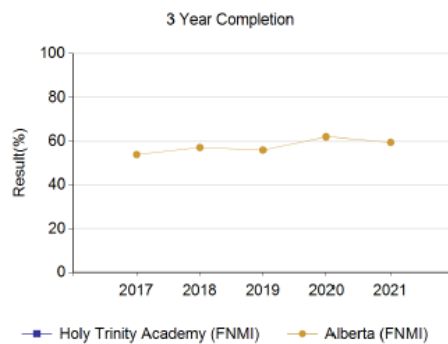
# HIGH SCHOOL COMPLETION RATE: FNMI

## High School Completion Rates - Measure History

School: 1328 Holy Trinity Academy (FNMI)

Province: Alberta (FNMI)

	Holy Trinity Academy (FNMI)										Measure Evaluation				Alberta (FNMI)									
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	
3 Year Completion	n/a	n/a	n/a	n/a	3	*	2	*	5	*	*	*	*	3,599	53.8	3,632	57.1	3,750	55.9	3,814	62.0	3,972	59.5	
4 Year Completion	2	*	n/a	n/a	n/a	n/a	3	*	2	*	*	*	*	3,318	60.1	3,453	60.8	3,524	64.2	3,670	63.6	3,729	68.6	
5 Year Completion	1	*	2	*	n/a	n/a	n/a	n/a	2	*	*	*	*	3,199	60.6	3,266	64.5	3,407	65.0	3,469	68.1	3,593	68.0	



### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Participation in the 2019/20 and 2020/21 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. Caution should be used when interpreting high school completion rate results over time.



# 2021-2022 SCHOOL YEAR STRATEGIES

## INSIGHTS, CONCLUSIONS & IMPLICATIONS

- 3 year completion rate has dropped but the level of achievement is still listed as high.
- 4 year completion rate went up and is at the very high level of achievement.
- 5 year completion rate is on a 4 year upward trend.
- With the learning gaps created through COVID-19, we have noticed some students taking longer to graduate.

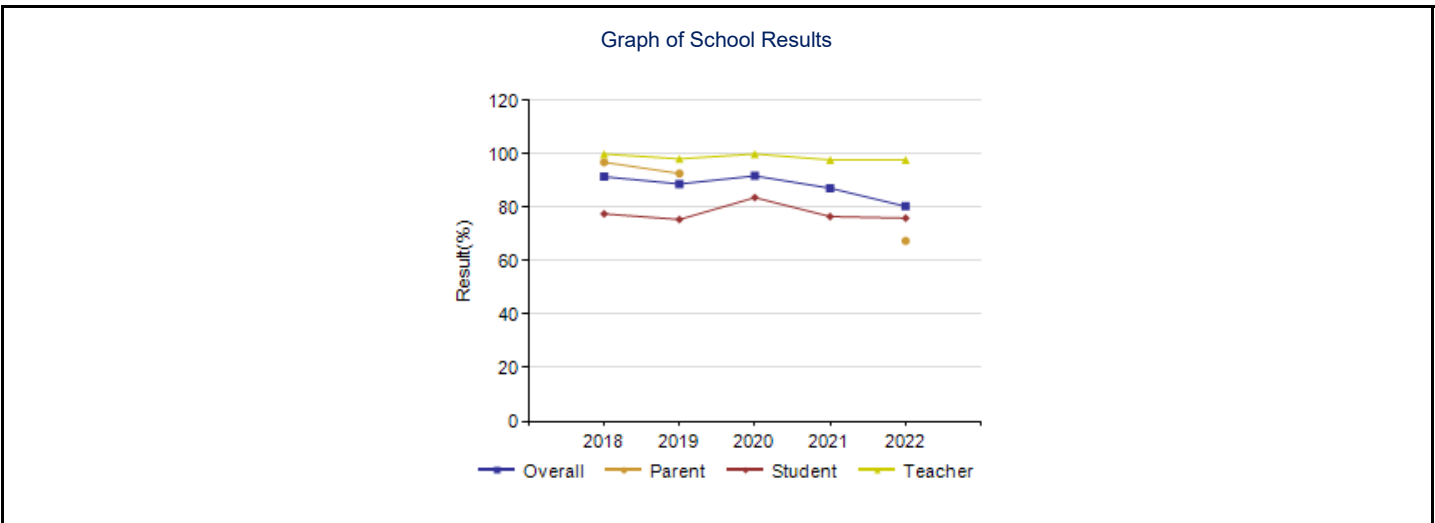
# PROVINCIAL GOAL: CITIZENSHIP

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

## CITIZENSHIP - MEASURE DETAILS

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

	School										Authority										Province												
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	131	91.5	151	88.8	149	91.8	161	87.2	171	80.4	High	Declined Significantly	Issue	2,270	85.0	2,143	87.0	1,905	88.0	1,751	86.5	2,001	88.3	253,727	83.0	265,614	82.9	264,413	83.3	230,843	83.2	249,770	81.4
Parent	13	96.9	22	92.7	4*	*	4*	*	8	67.5	Intermediate	Declined	Issue	224	88.1	241	85.7	180	86.2	144	81.2	201	87.6	35,482	81.7	35,247	81.9	36,891	82.4	30,905	81.4	31,689	80.4
Student	109	77.6	118	75.5	141	83.7	152	76.6	154	76.0	Very High	Maintained	Excellent	1,831	72.1	1,673	78.3	1,540	79.3	1,402	80.7	1,608	80.1	185,623	73.9	197,090	73.5	193,577	73.8	169,741	74.1	187,120	72.1
Teacher	9	100.0	11	98.2	8	100.0	9	97.8	9	97.8	Very High	Maintained	Excellent	215	94.7	229	97.0	185	98.5	205	97.7	192	97.2	32,622	93.4	33,277	93.2	33,945	93.6	30,197	94.1	30,961	91.7



Notes:  
 Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).  
 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.  
 The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures in 2019/20. Caution should be used when interpreting trends over time.



# 2021-2022 STRATEGIES

- Establish a greater emphasis on Work Experience in grade 10 with continued focus in grades 11 and 12.
- Continue certify all students in First Aid in grade 11
- Continue to promote RAP and work experience in person in assemblies and in communications home
- Students will continue completing HCS 300 (prerequisite for work experience) as a part of CALM in grade 10, in order to be ready to collect work experience credits



## INSIGHTS, CONCLUSIONS & IMPLICATIONS

- Overall score has dropped from 87.2% to 80.4% but is still at the high level of achievement.
- With the strengthening of the economy in Alberta, many of our students are finding RAP positions.
- Drop in results are mainly due to the inclusion of parent data this year, compared to no parent data for the previous 2 years as a result of low parent response rates.

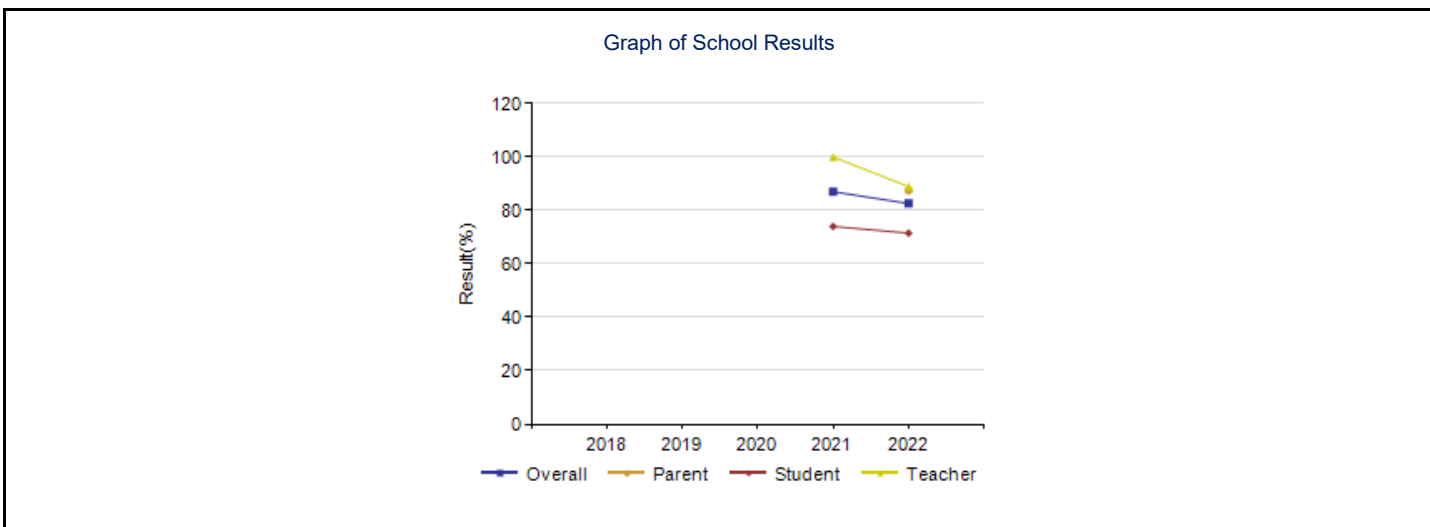
# PROVINCIAL GOAL: STUDENT LEARNING ENGAGEMENT

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

## STUDENT LEARNING ENGAGEMENT: MEASURE DETAILS

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

	School										Measure Evaluation			Authority										Province									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	161	87.0	171	82.6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,752	87.7	2,001	89.3	n/a	n/a	n/a	n/a	n/a	n/a	230,956	85.6	249,740	85.1
Parent	n/a	n/a	n/a	n/a	n/a	n/a	4	*	8	87.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	144	90.0	201	96.0	n/a	n/a	n/a	n/a	n/a	30,994	89.0	31,694	88.7	
Student	n/a	n/a	n/a	n/a	n/a	n/a	152	74.0	154	71.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,403	75.3	1,608	75.2	n/a	n/a	n/a	n/a	n/a	169,789	71.8	187,102	71.3	
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	9	100.0	9	88.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	205	97.9	192	96.7	n/a	n/a	n/a	n/a	n/a	30,173	96.0	30,944	95.5	



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

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.

# 2021-2022 STRATEGIES

- Staff review Tier 1 strategies and best practices for engagement at the beginning of the year
- Staff will receive PD on the fifth condition of the 3rd Path framework, Engagement
- Staff will focus on implementing engagement strategies from the 3rd Path
- Continue to access engagement PD for teachers
- Ensure that content is taught with sufficient depth of knowledge so students are appropriately challenged
- Continue to engage kids through positive relationship building
- Encourage and hold the expectation for students to reach high levels of learning (RTI philosophy).
- Ensure instruction and assessment are aligned.
- Student voice and choice is a priority in choosing courses, extracurricular activities, and school decision-making (such as student council, etc.).



## INSIGHTS, CONCLUSIONS & IMPLICATIONS

- Our overall score dropped from 87.0% last to year to 82.6% this year.
- The greatest decrease in this measure from 2021 to 2022 is in the teachers' scores. This may reflect the struggle that teachers are having to re-engage students who have disengaged with learning throughout the COVID-19 pandemic.
- We will explore ways to maximize student engagement as we move forward.

# DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

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

**Outcome:** When we support student mental health, we support student success. When students are in a state of emotional, behavioural, and social well-being, they are able to enjoy life and deal with its challenges.

## MEASURES

Measure Category	Holy Trinity Academy			STAR Catholic Schools		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Student Survey						
I have no worries about going to school	79	81	80	73	75	74
I feel confident in my ability to solve issues at school	83	88	85.5	82	85	83.5
I have strategies to lower my stress before writing an exam or a big assignment	63	61	62	54	55	54.5
I am free of headaches or stomach aches	70	72	71	68	67	67.5
I am able to fall asleep at night and stay asleep	67	67	67	69	66	67.5



# DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

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

**Outcome:** When we support student mental health, we support student success. When students are in a state of emotional, behavioural, and social well-being, they are able to enjoy life and deal with its challenges.

## MEASURES *continued*

Measure Category	Holy Trinity Academy			STAR Catholic Schools		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
<b>Staff Survey (Teachers)</b>						
I am aware of the social and emotional well-being of my students	100	100	100	97	97	97.3
I am able to support the social and emotional well-being of my students	100	100	100	91	93	92.7
I am aware of the behaviour supports my students require	88	100	96	98	98	98
I utilize strategies to support student behaviour	100	100	100	99	99	99
<b>Staff Survey (Support)</b>						
I am aware of the social and emotional well-being of the students I work with	100	100	92.7	97	96	95.3
I am able to support the social and emotional well-being of the	100	100	96.3	93	97	93.3
I am aware of the behaviour supports the students I work with require	100	100	92.7	85	95	88.7
I utilize strategies to support the behaviour with the students I work with	100	100	92.7	97	98	95.7
<b>Parents</b>						
My child has a friend at school.	95	94	94	96	96	96.3
I am satisfied with the access to social/emotional supports at school.	66	83	75	77	82	79.3
My child has one or more adult(s) that care about them at school.	87	91	90.3	90	92	91.3



# 2021-2022 STRATEGIES

- Continue to focus on build authentic relationships with students
- Increase focus on Family Team activities
- Using existing collaborative structures (PLC, SLT, SIT) to identify student need and initiate support systems
- Use of School Intervention Team to monitor student need and direct supports
- Ensure counseling has a faith component
- Access division Wellness Worker for student support
- Complete 3rd Path PD for teachers
- Explore bringing in outside groups to present on Mental Health topics
- Use of teacher councilor to teach Mental Health Literacy, offer counselling, and connect families with community supports



## INSIGHTS, CONCLUSIONS & IMPLICATIONS

- Compared to other students in our division, students at HTA worry less about going to school (79% HTA, vs 73% STAR), are more confident in their abilities to solve issues at school (83 HTA vs 82 STAR), have more strategies to lower stress before writing an exam or a big assessment (63% HTA vs 54% STAR) and have less headaches and stomach aches (70% HTA vs 68% STAR).
- Less of our teachers are aware of the behavioral supports their students require, down from 100% to 88%.
- We see a drop off in the number of parents who are satisfied with the access to social-emotional supports at school (down from 83% to 66%) as well as in the number of parents who believe their child has one or more adults that care about them at school (down from 91% to 87%).
- Less of our students report being able to fall asleep at night and stay asleep than other students in the division (67% HTA vs 60% STAR).



# DOMAIN 3: TEACHING & LEADING

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

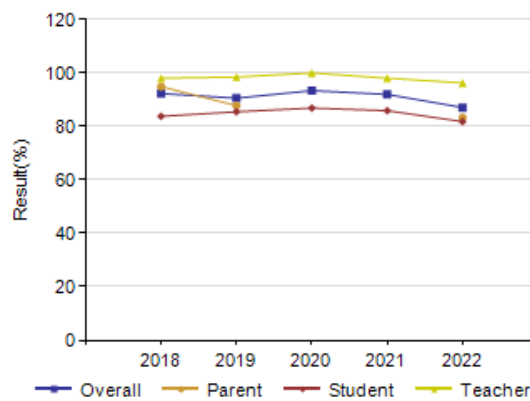
Education Quality is a provincial measure under Teaching and Leading. It is measured by the percentage of teachers, parents, and students who are satisfied with the overall quality of basic education.

## EDUCATION QUALITY: MEASURE DETAILS

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

	School										Authority										Province												
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	131	92.3	151	90.6	149	93.4	161	92.0	171	87.1	Intermediate	Declined	Issue	2,271	92.5	2,144	92.2	1,907	93.3	1,753	91.6	1,999	92.7	254,026	90.0	265,841	90.2	264,623	90.3	230,814	89.6	249,532	89.0
Parent	13	94.9	22	87.8	4	*	4	*	8	83.3	High	Maintained	Good	224	92.3	241	88.1	180	90.8	144	88.1	201	92.4	35,499	86.0	35,262	86.4	36,907	86.7	31,024	86.7	31,728	86.1
Student	109	83.8	118	85.5	141	86.9	152	85.9	154	81.8	Low	Declined	Issue	1,832	88.3	1,674	90.1	1,542	90.4	1,404	89.2	1,606	89.4	185,888	88.2	197,282	88.1	193,763	87.8	169,589	86.3	186,834	85.9
Teacher	9	98.1	11	98.5	8	100.0	9	98.1	9	96.3	High	Maintained	Good	215	96.9	229	98.2	185	98.7	205	97.6	192	96.3	32,639	95.8	33,297	96.1	33,953	96.4	30,201	95.7	30,970	95.0

Graph of School Results



Notes:

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

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.

# 2021-2022 STRATEGIES

- Use of collaborative teams to direct school improvement (PLC, SLT, SIT)
- Teacher PD around assessment
- Focus on mental health to ensure students can successfully access learning
- DIP and PAT analysis and improvement planning
- Continue to understand the needs of our students through positive relationship building
- Continue to prioritize PLC (Professional Learning Communities) in order to support teacher development



## INSIGHTS, CONCLUSIONS & IMPLICATIONS

- Our overall scores for Education Quality fall below the province and the division (87.1% HTA vs 92.7% STAR and 89% Province).
- We see a three year downward trend as does the province.
- The disruption in learning due to COVID 19 may have contributed to lower scores in this area.
- We will explore ways to strengthen the quality of education at HTA.

# DOMAIN 3: TEACHING & LEADING

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

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

## MEASURES

Measure Category	Holy Trinity Academy			STAR Catholic Schools		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
<b>Staff Survey (Teacher)</b>						
I have opportunities for meaningful Professional Development	100	100	100	91	95	93.3
I have opportunities to access Division and school supports (i.e. Coaches, Directors, Mentors, Family School Liaison Worker, and Learning Support Facilitators for Professional Development)	88	100	96	85	90	91
<b>Staff Survey (Support Staff)</b>						
I have opportunities for meaningful Professional Development related to my role	100	100	100	66	74	72
I have opportunities to access Division and school supports (i.e. Coaches, Directors, Mentor, Family School Liaison Worker, and Learning Support Facilitators for Professional Development)	100	100	96.3	76	89	82

## PROFESSIONAL DEVELOPMENT

- August 25, 2022 - Opening Staff Meeting/ Teacher Preparation Day
- August 26, 2022 - Division Reflection Day
- August 29, 2022 - Assessment Reporting & PowerSchool Best Practices
- August 30, 2022 - Teacher Preparation Day
- August 31, 2022 - Teacher Preparation Day
- September 23, 2022 - The Third Path & IPP Goal Setting
- October 7, 2022 - Teachers Institute Day
- October 21, 2022 - Indigenous Foundational Knowledge - Treat & Treaty Script
- November 1, 2022 - Learning Day
- December 23, 2022 - RTI Overview - Targeted to Universal Support
- January 30, 2023 - Indigenous Classroom Practices
- February 9, 2023 - Teachers Convention
- February 10, 2023 - Teachers Convention
- February 17, 2023 - Permeation of Faith into Curricular Areas
- March 10, 2023 - Faith Session & The Third Path
- April 28, 2023 - Staff Retreat
- May 19, 2023 - Diagnosis-Specific PD ADHD or FASD & The Third Path
- June 2, 2023 - Faith Session/ Graduation Preparation
- June 28, 2023 - Planning for Next Year

# 2021-2022 STRATEGIES

- Focus on assessment, FNMI topics, Mental Health supports, and faith
- Planning of professional development opportunities by whole staff
- Mental Health Literacy for all staff
- 3rd path for trainers



## INSIGHTS, CONCLUSIONS & IMPLICATIONS

- Our results are well above the division on all measures.
- We see a drop in the number of teachers who are satisfied with opportunities to access division and school supports (from 100% to 88%). This drop may be due in part to the move from primarily in person PD to mostly PD taking place over zoom.

# DOMAIN 3: TEACHING & LEADING

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

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

## MEASURES

Measure Category	Holy Trinity Academy			STAR Catholic Schools		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Staff Survey (Teacher)						
I have the opportunity to participate in school leadership at my school (e.g. School Leadership Team, Acting Admin, School Intervention Team, Extra-curricular, facilitating PD, etc.)	100	100	100	97	94	96
I have the opportunity to collaborate in a professional learning community (PLC)	100	100	100	99	93	97
Teachers in our school value professional learning communities (PLC)	100	100	100	95	94	94.3

## COLLABORATION & LEADERSHIP

- The following collaborative structures are present at HTA providing opportunity for staff to display leadership in different areas
  - PLC (Professional Learning Communities)
  - SLT (School Leadership Team)
  - SIT (School Intervention Team)
  - IPP planning and review with LSF



# 2021-2022 STRATEGIES

- PD is planned in collaboration with school staff
- PLC teams submit SMART goals
- SLT (School Leadership Team) meets to discuss school improvement
- Teachers are given opportunities to take on leadership roles in different areas such as technology, mental health and extra-curricular
- Education Assistants included in key PD opportunities
- A variety of teachers have the opportunity to be designate principal



## INSIGHTS, CONCLUSIONS & IMPLICATIONS

- We are above the division in all measures in this area.
- Scores of 100% in all measures in this area indicate that teachers are satisfied with the opportunities they have to collaborate

# 2022-2023 PROFESSIONAL DEVELOPMENT PLAN

August 25 — Opening staff meeting

August 26 — Division Reflection Day

August 29 — Assessment, reporting and PowerSchool best practices

August 30, 31 — Teacher organizational time

September 23 — RTI Overview - targeted to universal supports, RTI planning, IPP Goal Setting

October 7 — Teacher Institute Day

October 21 — Faith PD—The why of charity vs social justice, The Beaded Poppy—Indigenous learning

November 1 — Learning Day

December 23 — The Third Path , Board priority review

February 9, 10 — Teacher's Convention

February 17 — Faith Permeation

March 10 — The Third path, Faith session

April 28 — Staff retreat

May 19 — Diagnosis specific PD—ADHD, The Third Path

June 2 — Faith Session, Graduation preparation

June 28 — Planning for next year

# DOMAIN 3: TEACHING & LEADING

**Board Priority/Local Goal:** Safe, welcoming, and optimal learning environments for staff and students.

**Outcome:** Staff and students work and learn in safe and optimal environments when capital planning and investment in infrastructure and facilities is appropriate.

## MEASURES

Measure Category	Holy Trinity Academy			STAR Catholic Schools		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
<b>Staff Survey (Teachers)</b>						
Our School is clean and well maintained	100	100	100	89	95	92.3
Our school has the physical facilities to meet the programming needs of students	75	92	85.7	77	88	84
Our school has the physical facilities to meet the occupational health and safety (OH&S) needs of staff and students	88	100	96	87	92	90.3
<b>Staff Survey (Support Staff)</b>	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Our School is clean and well maintained	100	100	100	93	93	92.3
Our school has the physical facilities to meet the programming needs of students	50	100	83.3	77	80	79.3
<b>Student Survey</b>	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I am proud of my school and the way it looks	85	92	90.3	79	82	81





# 2021-2022 STRATEGIES

- Continue to maintain our facility at a high level of cleanliness.
- Address issues with the building in a timely manner.



## INSIGHTS, CONCLUSIONS & IMPLICATIONS

- The rapid increase in student population over the last few years may be contributing to decreased scores from teachers and support staff in regards to the following measure; “Our school has the physical facilities to meet the programing needs of students” ( teachers - 75%, down form 92%) (Support Staff - 50% down form 100%).
- We will explore options to better use the spaces in our building.

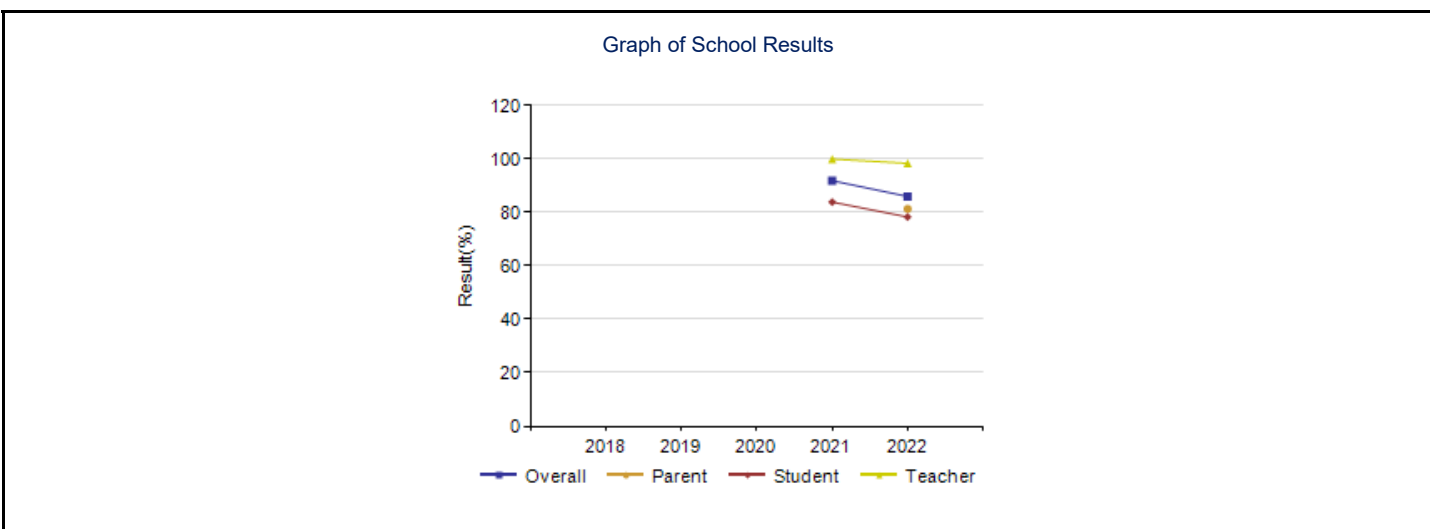
# PROVINCIAL GOAL: WELCOMING, CARING, RESPECTFUL AND SAFE LEARNING ENVIRONMENTS (WCRSLE)

**Welcoming, Caring, Respectful & Safe Learning Environments (WCRSLE)** : A provincial measure assessing the percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

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

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

	School										Measure Evaluation			Authority										Province									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	161	91.9	171	86.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,751	89.9	2,003	91.1	n/a	n/a	n/a	n/a	n/a	n/a	231,091	87.8	249,941	86.1
Parent	n/a	n/a	n/a	n/a	n/a	n/a	4	*	8	81.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	144	87.1	201	91.5	n/a	n/a	n/a	n/a	n/a	n/a	30,980	88.2	31,715	86.9
Student	n/a	n/a	n/a	n/a	n/a	n/a	152	83.9	154	78.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,402	84.3	1,610	83.9	n/a	n/a	n/a	n/a	n/a	n/a	169,900	79.8	187,258	77.7
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	9	100.0	9	98.4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	205	98.4	192	98.0	n/a	n/a	n/a	n/a	n/a	n/a	30,211	95.3	30,968	93.6



Notes:

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

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.

# 2021-2022 STRATEGIES

- Review classroom expectations and school wide policies to ensure all classrooms provide a safe and caring environment
- Explore belonging strategies from the 3rd Path
- Common classroom expectations posted in all classrooms
- Improve socio-emotional wellbeing of students by creating an environment where students feel welcomed and accepted with a solid connection to at least one adult in the building
- Add welcome messaging in a variety of languages
- Increase focus on Family teams in order to facilitate relationship building between staff and students.
- Increase school pride through newly designed school clothing
- Continue staff PD on the 3rd Path to maximize staff ability to build positive relationships
- Move to a Teacher Counselor who will be present in the school full time



# INSIGHTS, CONCLUSIONS & IMPLICATIONS

- Our overall score of 86% is on par with the province (86.1%) but lower than the division (91.1%).
- We have seen a decrease in the percentage of parents, teachers and students who agree that their learning environments are welcoming, caring, respectful and safe, (86.0% down from 91.6) as has the province (86.1% down from 87.8%).
- The downward trend in this area could be a result of the measures put in place through COVID –19, as some parents felt like the measures themselves increased risk to their children.

# PROVINCIAL GOAL: ACCESS TO SUPPORT & SERVICES

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

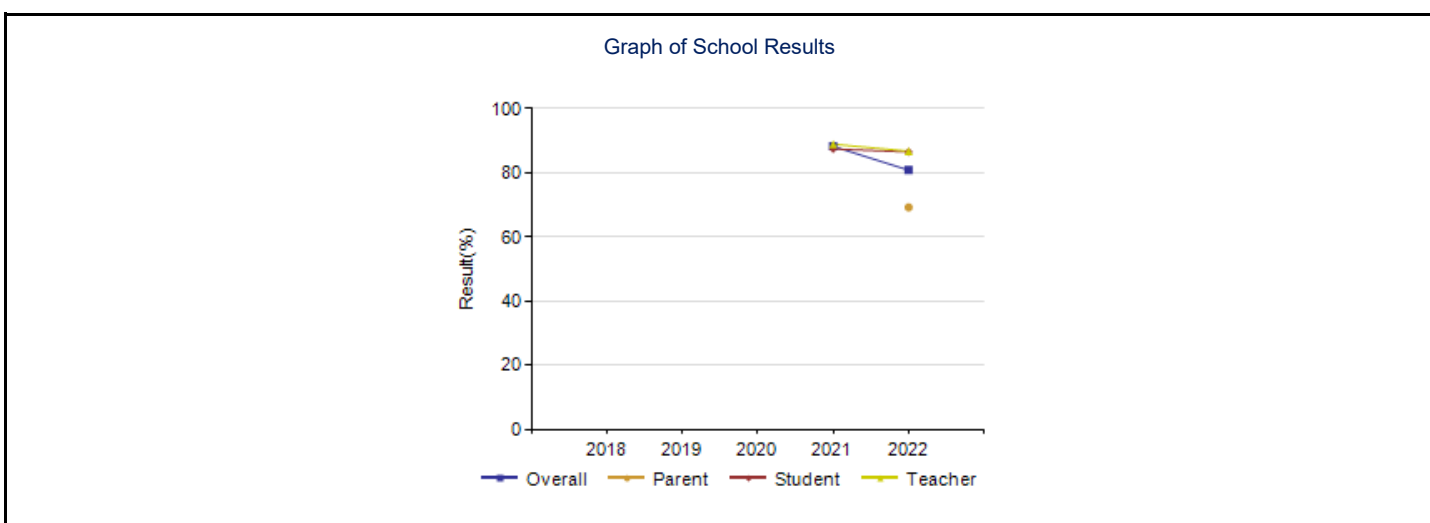
**Outcome:** Using resources to create optimal learning environments where diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.

## ACCESS TO SUPPORTS & SERVICES

### MEASURE DETAILS:

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

	School										Authority						Province																
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	n/a	n/a	n/a	n/a	n/a	n/a	161	88.2	171	80.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,750	86.2	1,999	87.6	n/a	n/a	n/a	n/a	n/a	n/a	230,761	82.6	249,570	81.6	
Parent	n/a	n/a	n/a	n/a	n/a	n/a	4	*	8	69.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	144	81.9	201	86.9	n/a	n/a	n/a	n/a	n/a	30,936	78.9	31,684	77.4		
Student	n/a	n/a	n/a	n/a	n/a	n/a	152	87.4	154	86.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,401	85.5	1,606	87.8	n/a	n/a	n/a	n/a	n/a	169,631	80.2	186,935	80.1		
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	9	88.9	9	86.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	205	91.3	192	88.0	n/a	n/a	n/a	n/a	n/a	30,194	88.7	30,951	87.3		



Notes:

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

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.

# 2021-2022 STRATEGIES

- Moving to a teacher counselor who will be present in the school full time
- SIT team members trained in ASIST
- Academic career counselor to meet regularly with struggling learners
- FNMI Lead to focus on improving learning and supports for our FNMI population
- Access division Wellness Worker for student support

# INSIGHTS, CONCLUSIONS & IMPLICATIONS

- The inclusion of parent data (69.2%) has resulted in a decrease in our overall score from last year (80.8% down from 88.2%).
- 86.5% of our students agree that students have access to appropriate supports and services at school. This number is well above the provincial score of 80.1%, and slightly below last years score of 87.4%.

# DOMAIN 4: LEARNING SUPPORTS

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

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

## MEASURES

Measure Category	Holy Trinity Academy			STAR Catholic Schools		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
<b>Staff Survey (Teachers)</b>						
First Nations, Métis, and Inuit Elders/knowledge keepers, cultural advisors or community members are invited into our school	100	58	72.7	74	70	75.3
Our school enhances understanding of First Nations, Métis, and Inuit worldviews, cultural beliefs, languages, and values	100	83	94.3	93	93	92.7
I support the learning experiences of my students by using resources that accurately reflect and demonstrate the strength and diversity of First Nations, Métis, and Inuit	88	92	90	97	95	95.3
I am building capacity in my understanding of First Nations, Métis, and Inuit Culture	100	100	100	98	97	97.3
<b>Staff Survey (Support Staff)</b>						
Our school enhances understanding of First Nations, Métis, and Inuit worldviews, cultural beliefs, languages, and values	100	100	96.3	93	92	92.3
<b>Student Survey</b>						
Our school provides opportunities to learn more about First Nations, Métis, and Inuit history, culture, and traditions	88	92	90.3	89	87	86

# Required Alberta Education Assurance Measures - Overall Summary

Fall 2022

School: 1328 Holy Trinity Academy (FNMI)

Assurance Domain	Measure	Holy Trinity Academy (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	<a href="#">Student Learning Engagement</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">Citizenship</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">3-year High School Completion</a>	*	*	n/a	59.5	62.0	58.4	*	n/a	n/a
	<a href="#">5-year High School Completion</a>	*	n/a	n/a	68.0	68.1	65.8	*	n/a	n/a
	<a href="#">PAT: Acceptable</a>	33.3	n/a	42.9	46.4	n/a	54.0	n/a	n/a	n/a
	<a href="#">PAT: Excellence</a>	0.0	n/a	0.0	6.4	n/a	7.4	n/a	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	76.2	n/a	n/a	68.7	n/a	77.2	n/a	n/a	n/a
	<a href="#">Diploma: Excellence</a>	9.5	n/a	n/a	8.5	n/a	11.4	n/a	n/a	n/a
Teaching & Leading	<a href="#">Education Quality</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">Access to Supports and Services</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	<a href="#">Parental Involvement</a>	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 and 2020/21 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. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
5. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
6. 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.

# 2021-2022 STRATEGIES

- Place increased focus on cultural celebrations and cultural issues.
- Display treaty 6 and Metis flags
- School wide participation/observation of smudging.
- Including Treaty Land Acknowledgment in morning announcements
- Use of student created land acknowledgements
- Staff to create personal land acknowledgement
- Accessing local elders who are visibly present in our school
- Accessing division Indigenous Coach for support



## INSIGHTS, CONCLUSIONS & IMPLICATIONS

- The hard work we have done to build relationship with local elders and to bring them into the school more often is reflected in the increase from 58% to 100% in the following measure: "First nations Metis and Inuit Elders/knowledge keepers, cultural advisors or community members are invited in to our school". This number is well above the division score of 74%.
- Our academic FNMI data shows numbers that are below the provincial average for the Provincial Achievement Test Acceptable standard (33.3% HTA vs 46.4% Province) and above the provincial average for Diploma Acceptable Standard (76.2% HTA vs 68.7 Province) and Standard of Excellence (9.5% HTA vs 8.5% Province).



# DOMAIN 4: LEARNING SUPPORTS

**Board Priority/Local Goal:** A focus on students with learning challenges.

**Outcome:** A high functioning Response to Intervention model will help identify and support all students.

## MEASURES

Measure Category	Holy Trinity Academy			STAR Catholic Schools		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
<b>Staff Survey (Teachers)</b>						
I use a variety of Tier 1 strategies in my classroom	100	100	100	97	97	97.7
I use a variety of Tier 2, target strategies	100	100	100	97	96	97.3
I have the opportunity to collaborate in a professional learning community (PLC)	100	100	100	99	93	97
Teachers in our school value professional learning communities (PLC)	100	100	100	95	95	94.7
Our school has access to the resources necessary to support students and their families social and emotional well-being	63	83	78.7	74	89	84.7
I am aware of the behaviour supports my students require	88	100	96	98	98	98
I utilize strategies to support student behaviour	100	100	100	99	99	99
<b>Student Survey</b>	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I understand how I learn best and am able to communicate this with my teacher	79	85	82.7	77	79	78.3
Adults help me when I ask	94	95	95	90	92	90.3
<b>Parent Survey</b>	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
My child has the opportunity to reach his or her academic potential	82	94	87.3	88	92	90
My child receives the support he/she needs to be successful in school	82	96	88.7	86	90	88.3

# 2021-2022 STRATEGIES

- Ensure supports are available to address all student needs
- EA schedules are dynamic in nature and change in response to student need
- Flex block is used effectively to give students the extra help they need to be successful
- Nurture student teacher relationships so that teachers can better recognize the needs of students and students can more easily communicate their needs to their teachers
- Creation of a Red Light room where students who are behind on their work are required to attend during Flex Block until they are caught up on their work.
- Regular SIT meetings to direct support
- Regular LSF/teacher meetings to ensure IPPs are up to date and regularly reviewed



## INSIGHTS, CONCLUSIONS & IMPLICATIONS

- 100% of our teachers agree with the following statements:
  - I use a variety of Tier 1 strategies in my classroom.
  - I use a variety of Tier 2, targeted strategies.
  - I have the opportunity to collaborate in a professional learning community (PLC).
  - Teachers in our school value professional learning communities.
  - I utilize strategies to support student behaviour.
- The above measures are all above division results.
- 63% of our staff believe “Our school has access to the resources necessary to support students and their families social emotional well-being”. This result is down from 83% the previous year and is below the division average of 74%. This may be a reflection of the increased social-emotional needs that have materialized over the COVID-19 pandemic.
- 88% of teacher believe “I am aware of the behaviour support s my students require” down from 100% the previous year and below the division average of 98%.
- The percentage of HTA students who “Understand how I learn best and am able to communicate this with my teacher” (79%) and the percentage of students who believe “Adults help me when I ask” (94%) are below previous years numbers but above division numbers.

# DOMAIN 5: GOVERNANCE

## PROVINCIAL GOAL: PARENTAL INVOLVEMENT

Parental involvement and engagement leads to student success, and are high priorities for STAR Catholic.

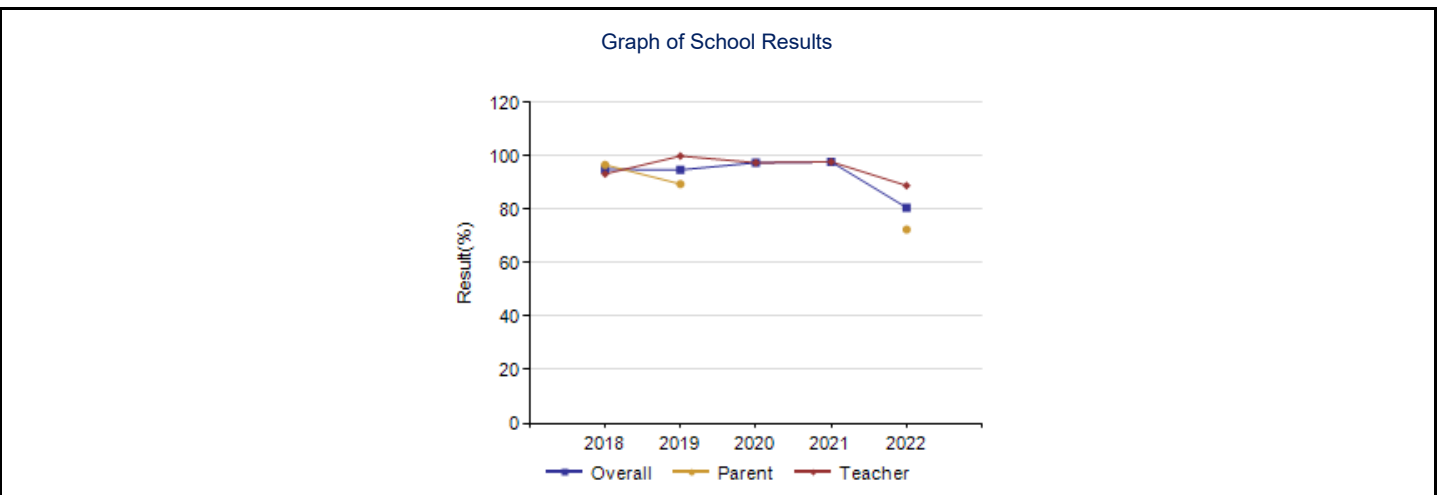
Feedback from parents, as well as administrators, staff, students, and clergy, is gathered through means such as surveys, consultation events and face-to-face meetings.

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

## PARENTAL INVOLVEMENT - MEASURE DETAILS

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

	School										Measure Evaluation			Authority										Province									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	21	95.0	32	94.8	8	97.5	9	97.8	17	80.7	High	Declined	Acceptable	434	84.9	469	84.9	364	87.8	349	83.2	393	85.2	67,509	81.2	68,116	81.3	70,377	81.8	60,919	79.5	62,412	78.8
Parent	12	96.7	21	89.5	4	*	4	*	8	72.5	High	Declined	Acceptable	220	79.0	240	74.6	179	80.2	144	75.1	201	81.6	34,998	73.4	34,944	73.6	36,556	73.9	30,886	72.2	31,598	72.3
Teacher	9	93.3	11	100.0	8	97.5	9	97.8	9	88.9	Intermediate	Maintained	Acceptable	214	90.7	229	95.2	185	95.3	205	91.2	192	88.8	32,511	88.9	33,172	89.0	33,821	89.6	30,033	86.8	30,814	85.2



Notes:

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

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.

# 2021-2022 STRATEGIES

- Increase the timeliness of communications home
- Increase use of social media such as Facebook and Instagram
- Broaden the scope of topics for which we communicate home
- Use of monthly news letter
- Timely communication with newspaper



## INSIGHTS, CONCLUSIONS & IMPLICATIONS

- Our overall results have dropped from 97.8% last year to 80.7 % this year.
- The inclusion of parent data and a drop in teacher results from 97.5% to 88.9% explain the drop in overall results we see this year.

# DOMAIN 5: GOVERNANCE

## SUPPLEMENTAL DOCUMENTS

### Budget Summary

*St. Thomas Aquinas Roman Catholic Schools  
2022-2023 Play Budget (October)*

#### Holy Trinity

##### Revenue and Allocations to Budget Center

	2022-2023 Play Budget (October)		2022-2023 Spring Budget	
Base Allocations	\$1,421,602	80.9%	\$1,421,602	87.8%
Specialized Learning Support (SLS) Allocations	\$152,333	8.7%	\$134,257	8.3%
Faith Development Allocations	\$17,160	1.0%	\$17,160	1.1%
ELL Allocations	\$4,800	0.3%	\$4,800	0.3%
FNMI Allocations	\$20,400	1.2%	\$20,400	1.3%
Other Program Allocations	\$11,003	0.6%	\$11,003	0.7%
One-Time Allocations	\$137,286	7.8%	\$10,540	0.7%
Previous Year Unspent and Surplus Allocations	(\$8,177)	-0.5%	\$0	0.0%
Local Revenues & Fees	\$0	0.0%	\$0	0.0%
<b>Total Revenue and Allocations to Budget Center:</b>	<b>\$1,756,406</b>	<b>100%</b>	<b>\$1,619,761</b>	<b>100%</b>

##### Expenditures

	2022-2023 Play Budget (October)		2022-2023 Spring Budget	
Certificated Staff	\$1,317,186	75.0%	\$1,245,045	76.9%
Uncertificated Staff	\$307,593	17.5%	\$286,574	17.7%
Services Contracts and Supplies	\$125,010	7.1%	\$81,526	5.0%
Amortization (Depreciation)	\$6,617	0.4%	\$6,617	0.4%
Held in Reserve	\$0	0.0%	\$0	0.0%
<b>Total Expenditures:</b>	<b>\$1,756,406</b>	<b>100%</b>	<b>\$1,619,761</b>	<b>100%</b>

##### Summary

	2022-2023 Play Budget (October)	2022-2023 Spring Budget
Total Revenue and Allocations to Budget	\$1,756,406	\$1,619,761
Total Expenditures	\$1,756,406	\$1,619,761
<b>Variance</b>	<b>\$0</b>	<b>(\$1)</b>

# Fall 2022 Required Alberta Education Assurance Measures—Overall Summary

Assurance Domain	Measure	Holy Trinity Academy			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	82.6	87.0	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	80.4	87.2	90.3	81.4	83.2	83.1	High	Declined Significantly	Issue
	3-year High School Completion	86.4	93.1	94.3	83.2	83.4	81.1	High	Declined	Acceptable
	5-year High School Completion	100.0	96.8	91.8	87.1	86.2	85.6	Very High	Improved	Excellent
	PAT: Acceptable	58.7	n/a	61.5	67.3	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	10.3	n/a	16.1	18.0	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	83.9	n/a	78.7	75.2	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	12.6	n/a	11.2	18.2	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	87.1	92.0	92.0	89.0	89.6	90.3	Intermediate	Declined	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	86.0	91.9	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	80.8	88.2	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	80.7	97.8	96.1	78.8	79.5	81.5	High	Declined	Acceptable

## Notes:

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

Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 and 2020/21 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.

Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.

Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).

Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination 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.