



ANNUAL EDUCATION RESULTS REPORT 2021-2022



PRINCIPAL'S MESSAGE

MR. DEAN HECK

We are very pleased to present Christ the King's Annual Education Results Report from the 2021-2022 school year. These results provide us with valuable feedback on where we have been successful as well as the areas we need to improve on.

Despite continued challenges, the 2021-2022 school year saw the relaxing of restrictions and a return to normal programming. Christ the King continues to provide a Christ Centered high quality learning environment for all students. Through the Gospel message, Christ the King offers enriched and diverse educational programming in the areas of the arts, academics, CTS, and athletics.

We look forward to continue working together with our staff, students, families and Parish. We strive to build a strong school community of respect and success. It is the administration's goal to foster a welcoming, caring, accepting and inclusive school community.

Thank you for choosing Christ the King School and St. Thomas Aquinas Roman Catholic Schools.

Dean Heck
Principal

Mandy Rantucci
Vice Principal

MEET YOUR LOCAL TRUSTEE



Jolyne De Marco

Leduc Trustee

Jolyne has lived in Leduc for over thirty years. Together with her husband, Paul, they enjoy raising their two children in Leduc and being actively involved in the community. Jolyne has volunteered within the schools, St. Michael's parish, and various community organizations throughout the years. She owned a business within Leduc for several years. When it closed due to the economy, Jolyne attended NAIT and achieved a Bachelor of Business Administration - Marketing degree in August 2020. She now works in the financial industry, helping others reach their financial goals. Jolyne loves reading and travelling. She is humbled and grateful to serve as a STAR Catholic trustee and looks forward to building a stronger faith community within our schools.



Dawn Miller

Leduc Trustee

Dawn is honoured to be serving her first term as a Trustee with the STAR Catholic School Board. She has had the honour of representing parents in Leduc over the last 14 years through school councils as executive at École Notre Dame School, Father Leduc Catholic School, and Christ the King School. She is married and a mother of three: one child has graduated from Christ the King, and two are still attending STAR Catholic Schools. Through her work in education, both locally and provincially, she has gained extensive experience in Alberta's publicly funded system. Being a certified parliamentarian, Dawn has a passion for strong governance, values the importance of relationship building with the greater community, and has always endeavoured to ensure the stakeholder voice is valued at every level. Dawn has a family history of preserving and promoting Catholic education in Alberta as her great grandfather sat as a Catholic trustee. Through this, she has been and will continue to be committed to a strong, publicly funded, Catholic school system in Alberta.

SCHOOL PROFILE

MISSION STATEMENT:

Learning and Growing with Christ

VISION:

Souls seeking Christ on a journey of Faith, Learning and Love.

Principal: Mr. Dean Heck

Vice Principal: Ms. Mandy Rantucci

Email: dean.heck@starcatholic.ab.ca

Email: mandy.rantucci@starcatholic.ab.ca

Phone: (780) 986-6859

Fax: (780) 986-8186

Number of Staff: 35

Student Population: 337

Grades Served: 9 to 12

25 teachers; 10 support staff including Educational Assistants, Custodial, Secretarial,

Webpage: <http://ctk.starcatholic.ab.ca/>



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	Christ The King School			STAR Catholic Schools		
Parent Survey	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	79	82	81	86	88	87.7
98S98.4taff Survey (Teachers)	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	94	95.3	98	98	98.4
I strengthen my faith through professional development (e.g. Reflection Day, staff retreat, daily prayer, book studies, EXCEL, etc.)	87	100	95.7	95	98	97.3
I witness the faith and permeate curriculum and activities with gospel values	100	100	100	99	99	99
Student Survey	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
We pray as a class or a school every day.	91	80	87	89	89	90
Teachers help me understand how faith can guide the way I live my life.	66	69	67	75	77	76.7

FAITH PD OPPORTUNITIES

- Staff will begin each morning class with time dedicated to prayer with students and reflection on Christ centered learning.
- Celebrate and focus school attention on Catholic celebrations and the Liturgical Calendar such as The Feast of Christ The King, Advent, Lent, and other seasons of the Liturgical Calendar.
- Faith development embedded into Professional Development activities throughout the school year.
- Plan a faith-based incorporation aspect at least once a week. Then, try to work up to 3 times a week.
- Monthly messages where staff members (voluntarily) share faith testimonials

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	Christ The King School			STAR Catholic Schools		
Parent Survey	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.	79	82	81	86	88	87.7
Teachers share their own faith experience with students and the role of God in the teacher's life.	60	73	69	69	70	68.7
Staff Survey (Teacher)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Teachers help students understand how faith can guide the way they live their lives.	100	94	95.3	98	98	97.7
Teachers share their own faith experience with students and the role of God in the teacher's life.	80	100	88.3	95	96	93.7
Student Survey	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.	61	63	60.7	72	72	74

2021-2022 SCHOOL YEAR STRATEGIES

- Staff will begin each morning class with time dedicated to prayer with students and reflection on Christ centered learning.
- Faith development embedded into every Professional Development activity.
- Access student leaders to role model and recognize student leader's participation in Parish and other Faith based activities.
- Spread out opportunities for staff to share their experiences, or balance faith based PD
- At staff meetings provide "faith sharing time" from staff and encourage Teachers share these experiences with their students.

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	Christ The King School			STAR Catholic Schools		
Parent Survey	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
The school helps those less fortunate. Examples: Charity, Good Works, and Social Justice.	79	91	86.3	85	87	86.7
Staff Survey (Teachers)	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	94	95.3	98	98	98.3
The school helps those less fortunate. Examples: Charity, Good Works, and Social Justice.	100	100	97.3	97	99	98.3
Student Survey	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
My school organizes activities to help people who are in need, such as, support a foodbank or collect clothes	92	96	92.7	95	93	94.3

2021-2022 SCHOOL YEAR STRATEGIES

- Professional Development session for staff from Catholic Social Services to teach staff about social justice and the call to stewardship and justice.
- Professional Development for teachers prepared by C. Ganton for Biblical content of social justice
- Support and promote social justice through our Religious Studies Service Projects
- Support and promote social justice through our Student Council and Rotary Clubs
- Communicate with the larger community more frequently Christ The King's acts of charity and social justice established within the focus of our Catholic Faith.

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	Christ The King School			STAR Catholic Schools		
Parent Survey	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
My child participates in religious celebrations at the school or church	82	84	86	88	91	90.7
Staff Survey (Teacher)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I have the opportunity to participate in religious celebrations, activities or functions at the school or parish	100	100	100	99	96	98.3
Staff Survey (Support Staff)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I have the opportunity to participate in religious celebrations, activities or functions at the school or parish	88	100	96	95	96	95.3
Student Survey	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
At my school, I have the opportunity to participate in religious celebrations, activities or events at the school or church	87	78	84.3	88	86	88.3

2021-2022 SCHOOL YEAR STRATEGIES

- Regular school visits from Father Kunnel beyond the Masses and Liturgies planned for the year
- Opening School Liturgy & blessing the school at the beginning of the year.
- Regular student Mass following the Liturgical Calendar.
- Graduation Gift Bibles blessed and provided to graduates..
- Student volunteers supporting St. Michael's Parish events such as CWL & K of C Feast of St. Michael's by serving parishioners and helping with set up and clean up.
- Regular Parish & STAR Leduc Principal's collaboration meetings
- Collaborative presentation with the Religious students, teachers and Catholic Social Services .
- Faith based flex opportunities

SOCIAL JUSTICE PROJECTS

- The Leduc Hub
- Catholic Social Services
- The Leduc Food Bank
- St. Michael's Parish Building Fund
- Pink Shirt Day
- Hats on for Mental Health
- Music Ministry at Senior Homes
- Knights of Columbus volunteering



SCHOOL & PARISH COLLABORATION

- Opening year Mass
- Staff Retreat Mass
- Thanksgiving Mass
- Feast of Christ The King
- Advent Mass
- Ash Wednesday Liturgy
- Easter Mass
- Graduation Mass
- Year End Mass
- As well, each of our grade levels attend daily Mass at the parish before their day long team building retreat

2021-2022 SCHOOL YEAR STRATEGIES

- Staff will begin each morning class with time dedicated to prayer with students and reflection on Christ centered learning.
- Celebrate and focus school attention on Catholic celebrations and the Liturgical Calendar such as The Feast of Christ The King, Advent, Lent, and other seasons of the Liturgical Calendar.
- Faith development embedded into Professional Development activities throughout the school year.
- Access student leaders to role model and recognize student leader's participation in Parish and other Faith based activities.
- Communicate with the larger community more frequently Christ The King's acts of charity and social justice established within the focus of our Catholic Faith. Social Media will be used to share our faith opportunities purposely and regularly.



INSIGHTS, CONCLUSIONS & IMPLICATIONS

- Parents and staff perceive the strong Catholic identity present in STAR Catholic schools.
- There is a decline in our Support Staff feeling that they have an opportunity to participate in religious celebrations and functions at the school or parish. This is an area that we need to focus on as a school to ensure our support staff all have the opportunities that teaching staff and students do.
- It is important that we continue to find ways to continue to provide opportunities for all staff and students to participate in religious celebrations activities and events at the school or church.
- Stakeholders recognize the various opportunities to participate in faith celebrations. The data shows that the Catholic community and identity is affirmed through a variety of religious activities.

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	80.9	11.8	75.0	12.9	n/a	n/a	n/a	n/a	69.9	9.7		
	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	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	61.8	14.5	59.1	22.7	n/a	n/a	n/a	n/a	52.7	14.0		
	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		

Provincial Achievement Test Results – Measure Details Continued

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
K&E Mathematics 9	School	n/a	n/a	n/a	n/a	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	80.9	28.2	77.3	28.8	n/a	n/a	n/a	n/a	74.2	18.3		
	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	69.1	24.5	68.7	19.1	n/a	n/a	n/a	n/a	70.2	11.7		
	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	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 (*).

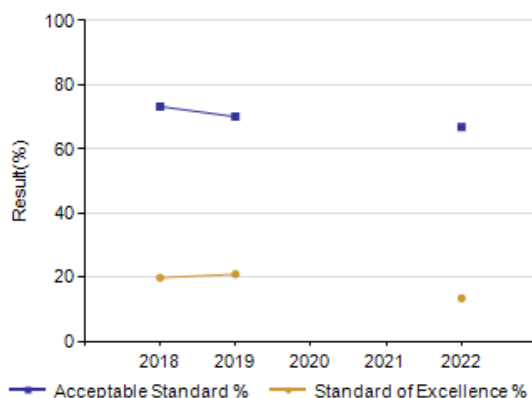
"A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

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. 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



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

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Graph of Provincial Achievement Test Results by Course													
<div>English Language Arts 9</div> <table><thead><tr><th>Year</th><th>Acceptable Standard %</th><th>Standard of Excellence %</th></tr></thead><tbody><tr><td>2018</td><td>80</td><td>10</td></tr><tr><td>2019</td><td>75</td><td>12</td></tr><tr><td>2022</td><td>70</td><td>10</td></tr></tbody></table>	Year	Acceptable Standard %	Standard of Excellence %	2018	80	10	2019	75	12	2022	70	10	[No Data for English Lang Arts 9 KAE]
Year	Acceptable Standard %	Standard of Excellence %											
2018	80	10											
2019	75	12											
2022	70	10											
[No Data for French Language Arts 9]	[No Data for Français 9]												
<div>Mathematics 9</div> <table><thead><tr><th>Year</th><th>Acceptable Standard %</th><th>Standard of Excellence %</th></tr></thead><tbody><tr><td>2018</td><td>62</td><td>12</td></tr><tr><td>2019</td><td>60</td><td>22</td></tr><tr><td>2022</td><td>52</td><td>12</td></tr></tbody></table>	Year	Acceptable Standard %	Standard of Excellence %	2018	62	12	2019	60	22	2022	52	12	[No Data for Mathematics 9 KAE]
Year	Acceptable Standard %	Standard of Excellence %											
2018	62	12											
2019	60	22											
2022	52	12											

Notes:

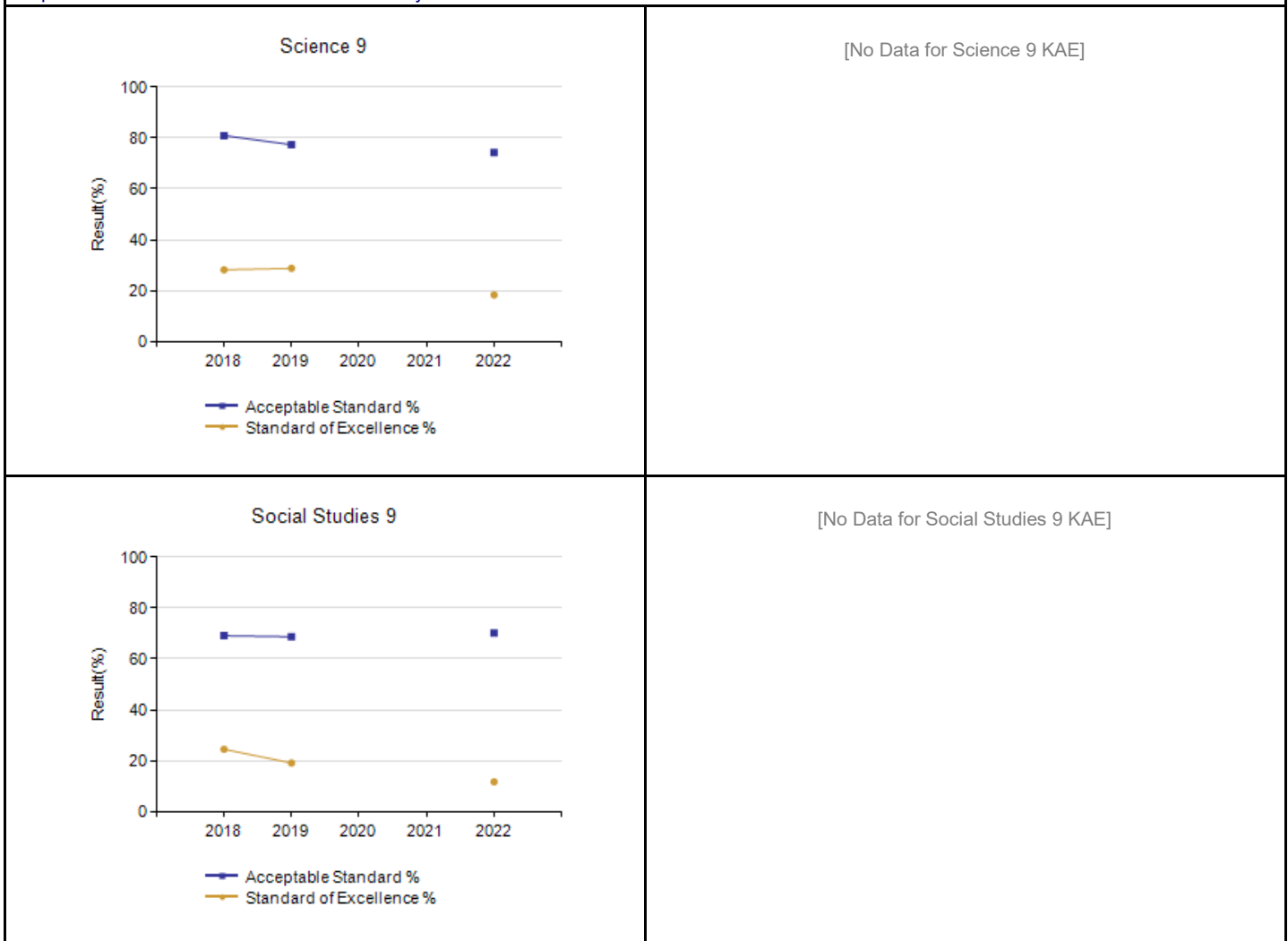
Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

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.

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 (*).

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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

		Christ the King School							Alberta			
		Achievement	Improvement	Overall	2022		Prev 3 Year Average		2022		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	n/a	n/a	n/a	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	93	69.9	132	75.0	35,521	69.6	47,465	75.1
	Standard of Excellence	n/a	n/a	n/a	93	9.7	132	12.9	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	93	52.7	132	59.1	32,890	53.0	46,764	60.0
	Standard of Excellence	n/a	n/a	n/a	93	14.0	132	22.7	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	93	74.2	132	77.3	31,215	68.0	47,489	75.2
	Standard of Excellence	n/a	n/a	n/a	93	18.3	132	28.8	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	94	70.2	131	68.7	30,108	60.8	47,496	68.7
	Standard of Excellence	n/a	n/a	n/a	94	11.7	131	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.

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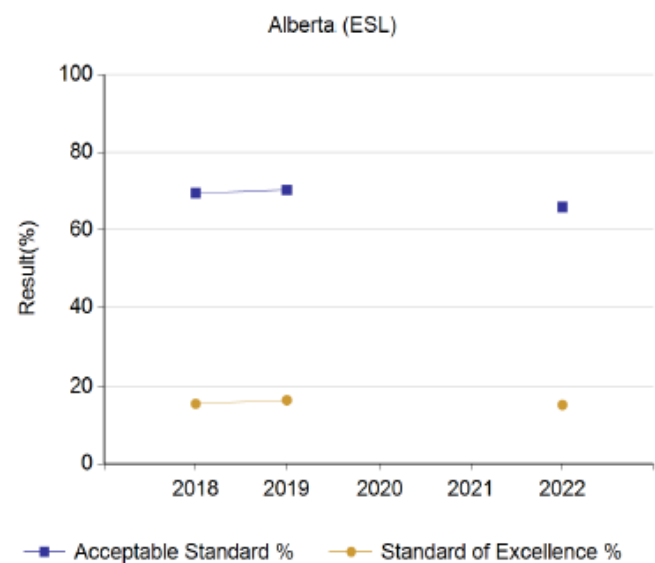
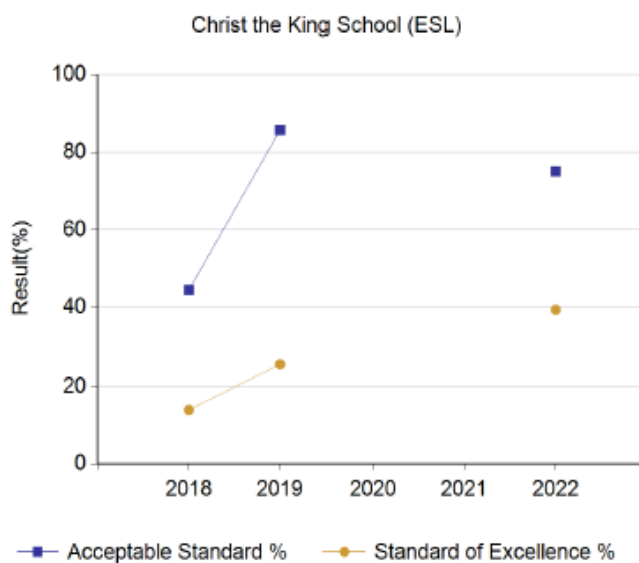
Student Growth and Achievement (Grades K-9)

PAT Results By Number Enrolled Measure History

School: 3272 Christ the King School (ESL)

Province: Alberta (ESL)

	Christ the King School (ESL)					Alberta (ESL)				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
N	9	9	n/a	n/a	7	15,104	16,183	n/a	n/a	15,972
Acceptable Standard %	44.4	85.7	n/a	n/a	75.0	69.4	70.2	n/a	n/a	65.8
Standard of Excellence %	13.9	25.7	n/a	n/a	39.3	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: 3272 Christ the King School (ESL)

		Christ the King School (ESL)							Alberta (ESL)			
		Achievement	Improvement	Overall	2022		Prev 3 Year Average		2022		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
Course	Measure											
English Language Arts 6	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 6 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 6 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 6	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 6	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 6	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	7	57.1	9	77.8	4,153	61.9	6,143	63.4
	Standard of Excellence	n/a	n/a	n/a	7	28.6	9	11.1	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	7	57.1	9	77.8	4,157	47.0	6,102	53.3
	Standard of Excellence	n/a	n/a	n/a	7	42.9	9	44.4	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	7	100.0	9	88.9	3,141	55.8	6,163	66.0
	Standard of Excellence	n/a	n/a	n/a	7	42.9	9	33.3	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	7	85.7	8	100.0	4,434	54.5	6,151	59.6
	Standard of Excellence	n/a	n/a	n/a	7	42.9	8	12.5	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.
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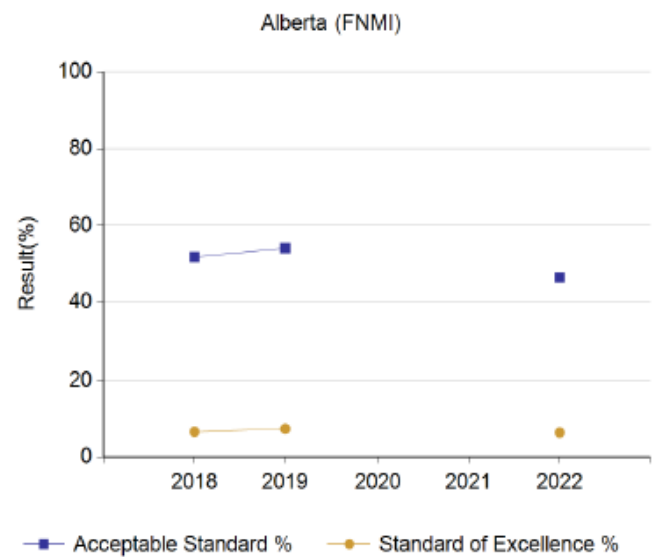
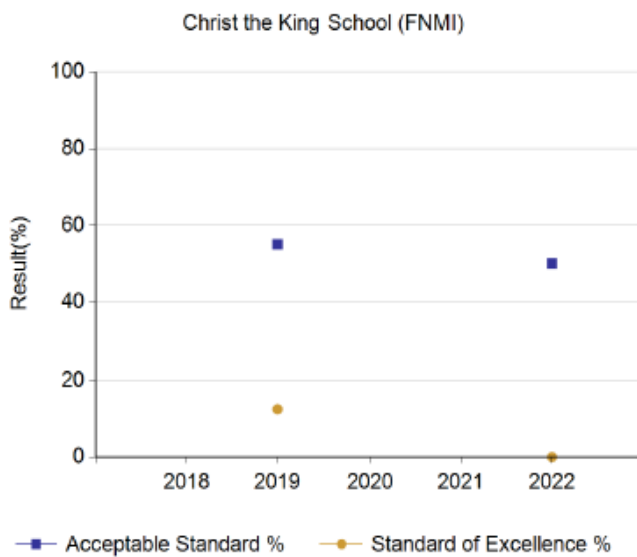
Student Growth and Achievement (Grades K-9)

PAT Results By Number Enrolled Measure History

School: 3272 Christ the King School (FNMI)

Province: Alberta (FNMI)

	Christ the King School (FNMI)					Alberta (FNMI)				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
N	4	10	n/a	n/a	6	7,671	7,845	n/a	n/a	8,610
Acceptable Standard %	*	55.0	n/a	n/a	50.0	51.7	54.0	n/a	n/a	46.4
Standard of Excellence %	*	12.5	n/a	n/a	0.0	6.6	7.4	n/a	n/a	6.4



Notes:

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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.
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Student Growth and Achievement (Grades K-9)



PAT Results Course By Course Summary By Enrolled With Measure Evaluation

School: 3272 Christ the King School (FNMI)

Course	Measure	Christ the King School (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	*	10	70.0	2,822	49.4	3,259	55.0
	Standard of Excellence	n/a	n/a	n/a	6	*	10	0.0	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	*	10	40.0	2,169	26.3	3,128	31.5
	Standard of Excellence	n/a	n/a	n/a	6	*	10	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	*	10	60.0	2,476	49.3	3,245	52.8
	Standard of Excellence	n/a	n/a	n/a	6	*	10	30.0	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	*	10	50.0	2,073	34.7	3,261	44.7
	Standard of Excellence	n/a	n/a	n/a	6	*	10	20.0	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

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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	100.0	18.5	93.2	9.1	n/a	n/a	n/a	n/a	80.0	0.0		
	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	85.7	0.0	80.0	6.7	n/a	n/a	n/a	n/a	n/a	n/a		
	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	88.9	38.9	84.6	34.6	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	100.0	20.0	95.7	30.4	n/a	n/a	n/a	n/a	n/a	n/a		
	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	100.0	36.0	94.1	23.5	n/a	n/a	n/a	n/a	63.0	7.4		
	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	93.3	0.0	72.0	4.0	n/a	n/a	n/a	n/a	60.0	0.0		
	Authority	83.3	4.2	69.2	9.2	n/a	n/a	n/a	n/a	71.4	4.8		
	Province	78.8	12.2	77.8	12.2	n/a	n/a	n/a	n/a	72.5	13.2		
Biology 30	School	100.0	76.0	96.4	46.4	n/a	n/a	n/a	n/a	n/a	n/a		
	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	82.4	35.3	88.0	40.0	n/a	n/a	n/a	n/a	83.3	33.3		
	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	94.4	44.4	95.0	40.0	n/a	n/a	n/a	n/a	70.6	23.5		
	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	100.0	50.0	95.5	68.2	n/a	n/a	n/a	n/a	85.7	14.3		
	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:

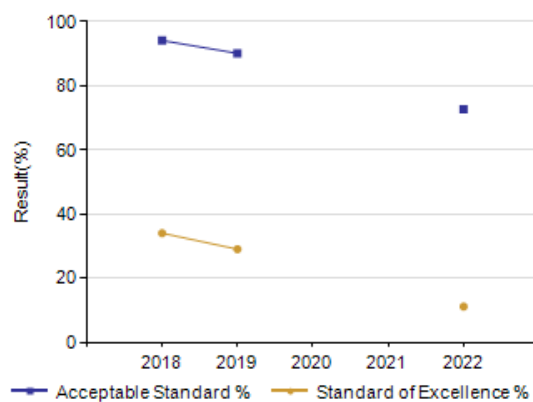
Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

"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.

Graph of Diploma Examination Results – Overall

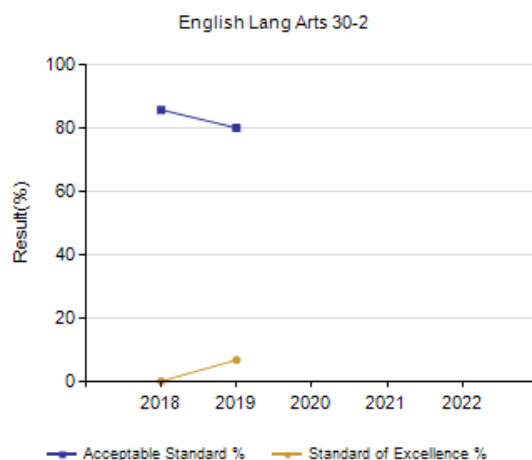
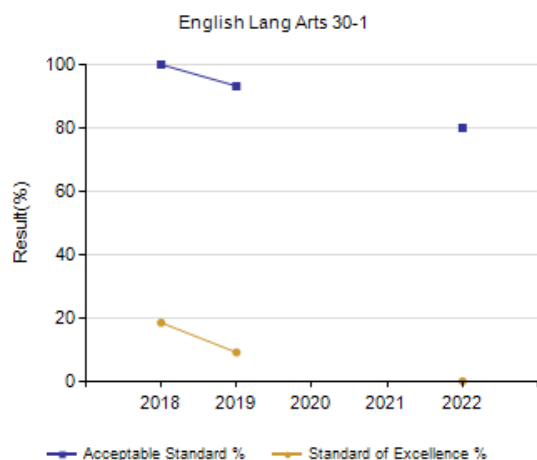


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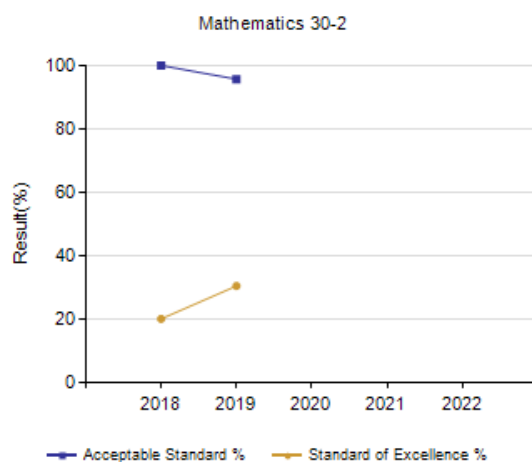
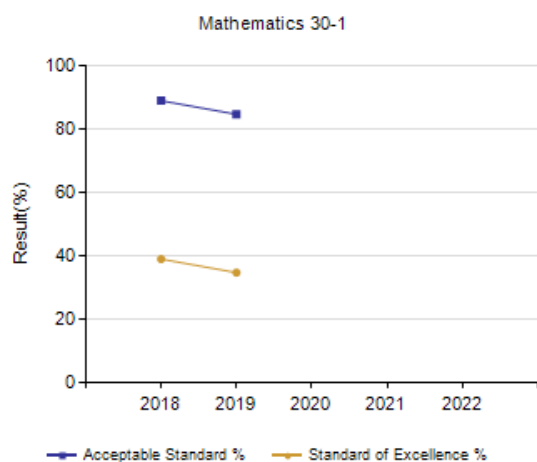
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Diploma Examination Results by Course



[No Data for French Lang Arts 30-1]

[No Data for Français 30]



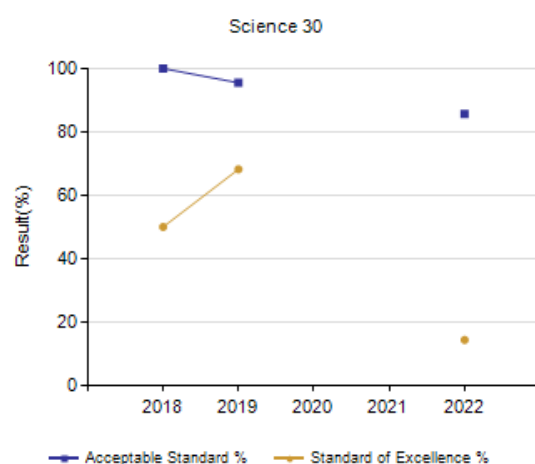
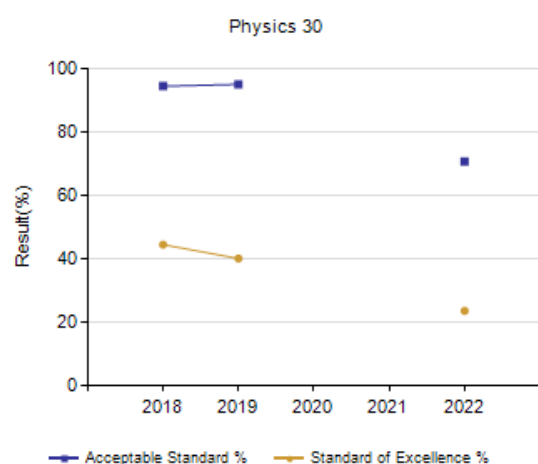
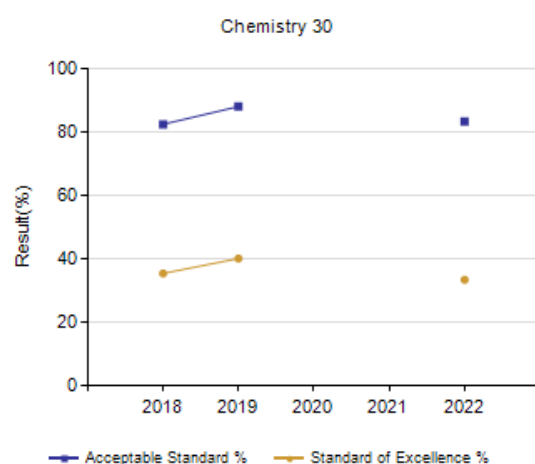
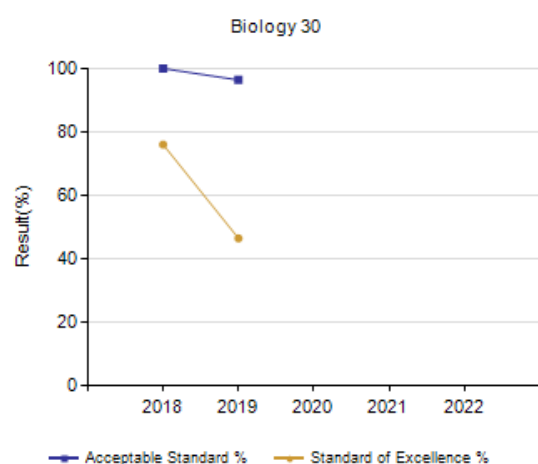
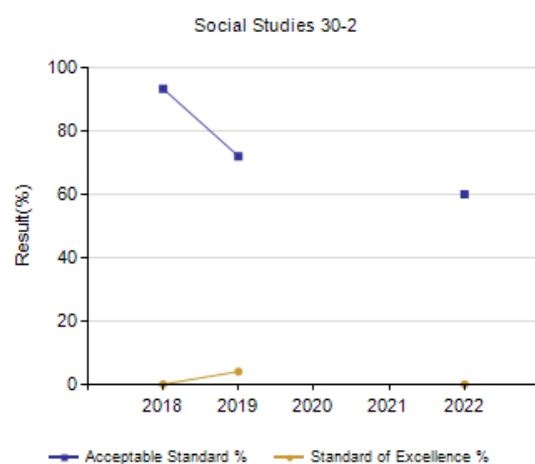
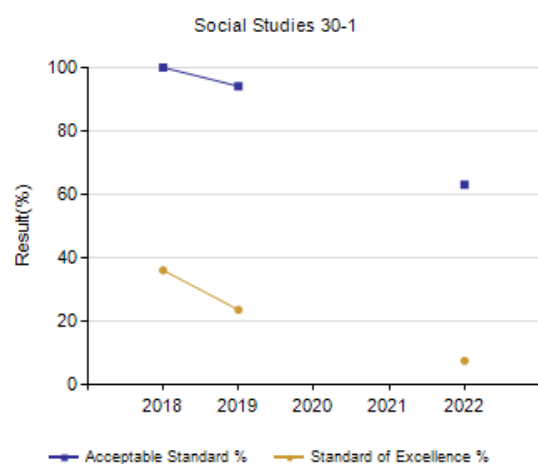
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Participation in the Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. Caution should be used when interpreting trends over time.

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 (*).

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Diploma Examination Results Course By Course Summary With Measure Evaluation

		Christ the King School							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	20	80.0	44	93.2	17,372	78.8	29,832	86.8
	Standard of Excellence	n/a	n/a	n/a	20	0.0	44	9.1	17,372	9.4	29,832	12.3
English Lang Arts 30-2	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	15	80.0	8,903	80.8	16,640	87.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	15	6.7	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	26	84.6	9,102	63.6	19,389	77.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	26	34.6	9,102	23.0	19,389	35.1
Mathematics 30-2	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	23	95.7	7,872	61.5	14,465	76.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	23	30.4	7,872	11.8	14,465	16.8
Social Studies 30-1	Acceptable Standard	n/a	n/a	n/a	27	63.0	34	94.1	13,811	81.5	21,610	86.6
	Standard of Excellence	n/a	n/a	n/a	27	7.4	34	23.5	13,811	15.8	21,610	17.0
Social Studies 30-2	Acceptable Standard	n/a	n/a	n/a	20	60.0	25	72.0	11,131	72.5	20,758	77.8
	Standard of Excellence	n/a	n/a	n/a	20	0.0	25	4.0	11,131	13.2	20,758	12.2
Biology 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	28	96.4	13,449	74.3	22,442	83.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	28	46.4	13,449	25.2	22,442	35.5
Chemistry 30	Acceptable Standard	n/a	n/a	n/a	12	83.3	25	88.0	10,196	77.1	18,525	85.7
	Standard of Excellence	n/a	n/a	n/a	12	33.3	25	40.0	10,196	31.1	18,525	42.5
Physics 30	Acceptable Standard	n/a	n/a	n/a	17	70.6	20	95.0	5,560	78.5	9,247	87.5
	Standard of Excellence	n/a	n/a	n/a	17	23.5	20	40.0	5,560	34.6	9,247	43.5
Science 30	Acceptable Standard	n/a	n/a	n/a	21	85.7	22	95.5	4,887	75.7	9,676	85.7
	Standard of Excellence	n/a	n/a	n/a	21	14.3	22	68.2	4,887	17.2	9,676	31.2

Notes:

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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 examination

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. 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.

Student Growth and Achievement (Grades 10-12)

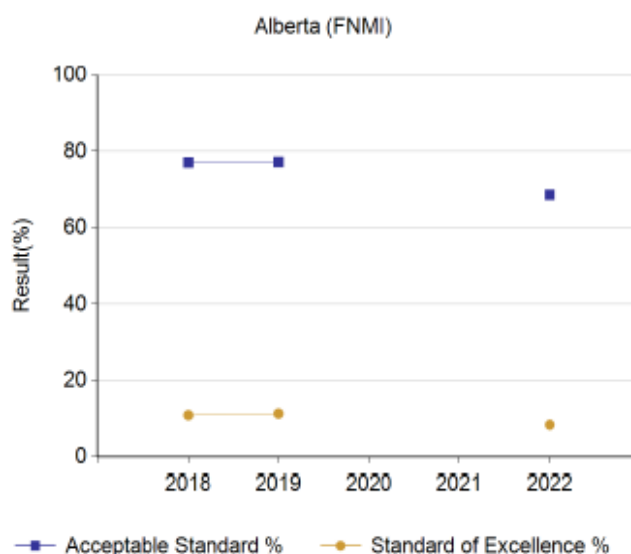
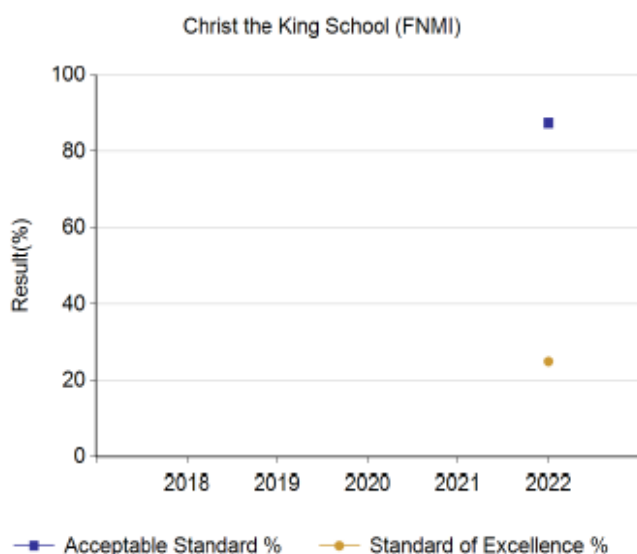


Diploma Exam Results By Students Writing Measure History

School: 3272 Christ the King School (FNMI)

Province: Alberta (FNMI)

	Christ the King School (FNMI)					Alberta (FNMI)				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
N	4	1	n/a	n/a	7	3,620	3,452	n/a	n/a	3,107
Acceptable Standard %	*	*	n/a	n/a	87.5	77.1	77.2	n/a	n/a	68.7
Standard of Excellence %	*	*	n/a	n/a	25.0	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: 3272 Christ the King School (FNMI)

		Christ the King School (FNMI)							Alberta (FNMI)			
Course	Measure	Achievement	Improvement	Overall	2022		Prev 3 Year Average		2022		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	1	*	n/a	n/a	722	73.5	1,164	84.4
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	1	*	n/a	n/a	722	4.4	1,164	5.4
English Lang Arts 30-2	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	923	82.1	1,548	88.4
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	923	9.2	1,548	9.7
French Language Arts 30-1	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
Français 30-1	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
Mathematics 30-1	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
Mathematics 30-2	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	413	55.2	699	72.0
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	413	7.3	699	12.0
Social Studies 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	2	*	n/a	n/a	564	72.5	864	77.3
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	2	*	n/a	n/a	564	7.4	864	7.6
Social Studies 30-2	Diploma Examination Acceptable Standard	n/a	n/a	n/a	2	*	n/a	n/a	929	66.0	1,647	70.1
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	2	*	n/a	n/a	929	5.4	1,647	5.8
Biology 30	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	514	58.9	821	72.6
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	514	11.5	821	17.8
Chemistry 30	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
Physics 30	Diploma Examination Acceptable Standard	n/a	n/a	n/a	1	*	n/a	n/a	159	68.6	216	74.1
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	1	*	n/a	n/a	159	25.2	216	25.9
Science 30	Diploma Examination Acceptable Standard	n/a	n/a	n/a	2	*	n/a	n/a	250	70.0	471	84.1
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	2	*	n/a	n/a	250	7.2	471	19.5

Notes:

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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 SCHOOL YEAR STRATEGIES

- Tier 1 strategies for professional development and assessment focused professional development
- Professional Development focused on inclusion and differentiation and alternative programming embedded within the regular classroom as opposed to streaming students into alternative program routes.
- Increased focus on literacy and numeracy throughout all curricular areas.
- Form stronger relationships with students, possibly consider specific faculty advisors for each student .
- Encourage teachers of grade 9 and grade 12 core subjects to participate in the Assessment branch of Alberta Education to mark or prepare PAT and Diploma exams.
- Response to Intervention prioritized in the classroom, through IPP plan development and Professional Learning Communities (PLC)
- Increased awareness and identification of students with the Student Intervention Team
- Cross grade curricular teacher collaborative planning

INSIGHTS, CONCLUSIONS & IMPLICATIONS

- Math and English 9 results have declined from the last results in 2019; however, they are in line with the Provincial Averages. Science 9 has also declined; yet, is above the Provincial average for the Acceptable Standard.
- A success is that the Social 9 Acceptable level is 10% higher than the Provincial Average and 7% than the Division Average.
- The implications of Covid have had a direct influence on the literacy and numeracy results for our grade 9 students. This is an area that we will need to address as we move to create strategies in the Spring.
- Grade 9 ESL students' results are considerably above the Provincial Averages for both the Acceptable Standard and the Standard of Excellence. Grade 9 FNMI students achieve at an Acceptable level 4% higher than the Provincial Standard. We do not have any FNMI students that have achieved the Standard of Excellence.
- English 30-1 had 80% of its students achieve the Acceptable Standard and no students achieve the Standard of Excellence in comparison to the Provincial Averages of 78.8% and 9.4% respectively.
- Social 30-1 results are well below the Provincial Average for Acceptable Standard at 63% compared to 81.5% and the Standard of Excellence at 7.4% compared to 15.8%.
- We are proud of our 83% of students and 33.3% of that achieved an Acceptable Standard and Standard of Excellence respectively. Both areas are above the Provincial Average.
- 85.7% of Science 30 students achieved an Acceptable Standard compared to 75.7% of the Provincial students.
- Math students did not write Diploma exams due to the ongoing Covid 19 pandemic.
- The Covid 19 pandemic has led to a decrease in our students' overall achievement marks; however, overall the same can be seen in the Provincial results.

PROVINCIAL GOAL: HIGH SCHOOL COMPLETION

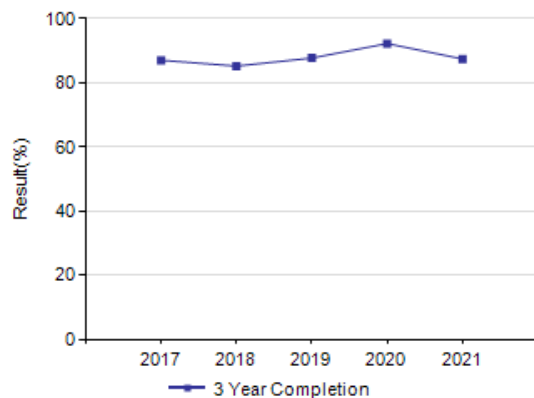
High School completion is a fundamental building block on which other educational and life goals are built. It opens opportunities for growth and creates a better quality of life.

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.

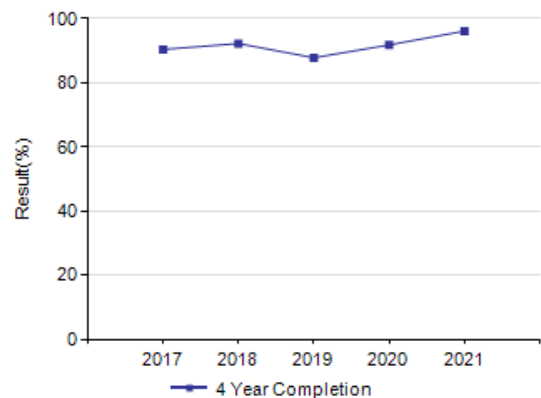
HIGH SCHOOL COMPLETION RATE - MEASURE DETAILS

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.																																	
	School													Authority										Province									
	2017		2018		2019		2020		2021					Measure Evaluation			2017		2018		2019		2020		2021		2017		2018		2019		2020
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
3 Year Completion	68	87.0	45	85.2	64	87.7	51	92.2	54	87.4	High	Maintained	Good	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	47	90.4	68	92.2	45	87.8	64	91.8	51	96.1	Very High	Improved	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	63	89.5	47	90.8	68	92.1	45	89.4	65	91.3	High	Maintained	Good	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



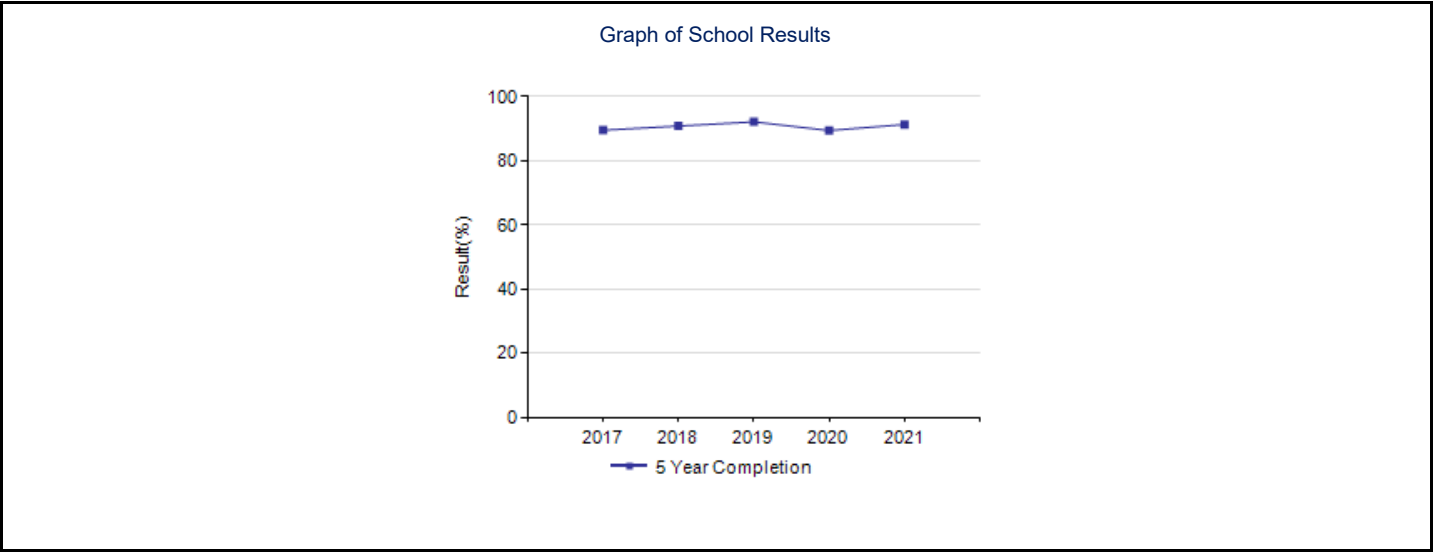
Graph of School Results



Notes:

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HIGH SCHOOL COMPLETION RATE - MEASURE DETAILS



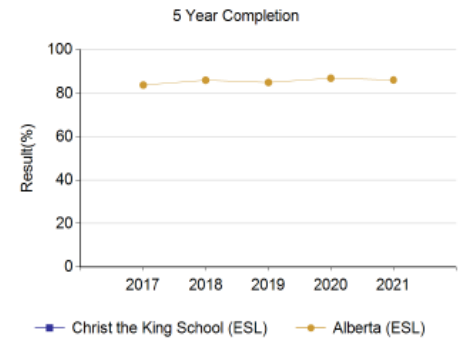
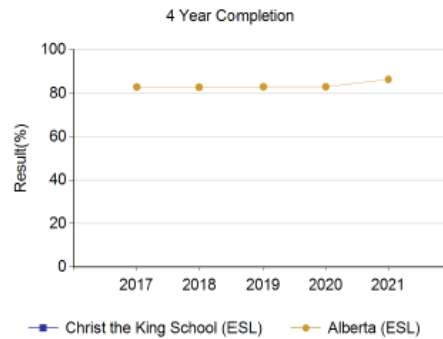
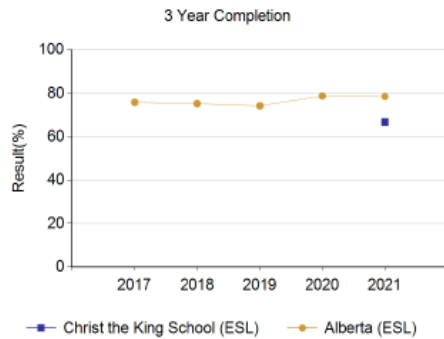
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HIGH SCHOOL COMPLETION RATE: ESL

School: 3272 Christ the King School (ESL)

Province: Alberta (ESL)

	Christ the King School (ESL)										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	3	*	1	*	n/a	n/a	3	*	6	66.7	Low	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	3	*	1	*	n/a	n/a	3	*	*	*	*	2,512	82.9	2,784	82.8	3,076	83.0	2,993	83.0	3,278	86.4
5 Year Completion	2	*	n/a	n/a	3	*	1	*	n/a	n/a	n/a	n/a	n/a	2,102	83.8	2,410	86.0	2,664	85.0	2,960	86.9	2,874	86.1



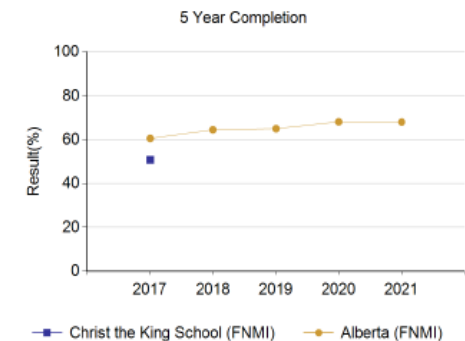
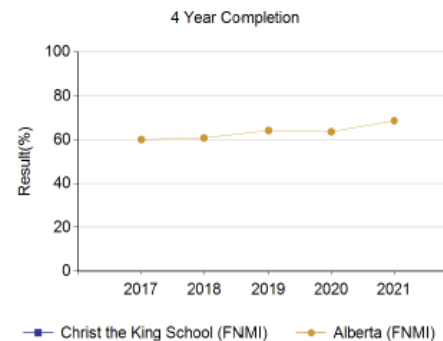
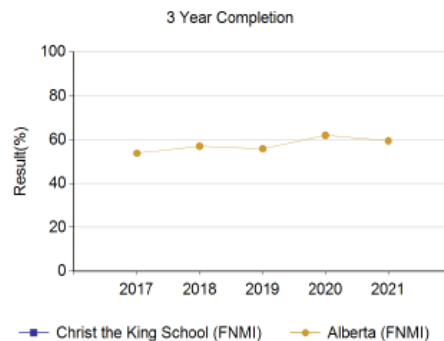
- Notes:
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 2. Participation in the 2019/20 and 2020/21 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.

HIGH SCHOOL COMPLETION RATE: FNMI

School: 3272 Christ the King School (FNMI)

Province: Alberta (FNMI)

	Christ the King School (FNMI)										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	5	*	3	*	1	*	2	*	2	*	*	*	*	3,599	53.8	3,632	57.1	3,750	55.9	3,814	62.0	3,972	59.5
4 Year Completion	1	*	5	*	3	*	1	*	2	*	*	*	*	3,318	60.1	3,453	60.8	3,524	64.2	3,670	63.6	3,729	68.6
5 Year Completion	6	50.7	1	*	5	*	3	*	1	*	*	*	*	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

- Continue to build authentic relationships with all students ensuring all students who are ELL and FNMI have a trusted adult on school staff
- Use the existing SIT, SLT and PLC to identify all student needs and initiate support systems
- Create a check in on SIT for all students that are SLL and FNMI
- Investigate bringing in an ELL high school for credit class

INSIGHTS, CONCLUSIONS & IMPLICATIONS

- We are proud of our High school completion rates. They are all very high for students who completed high school within three, four and five years.
- Our ESL high school completion rate for 2021 was 66.7%. This number is low; however, there is not yet enough data to make any solid conclusions. This is an area that we will need to monitor and close attention to in the coming years as more English Language Learning students come into our school.
- At this time there is not enough data to make any insights or conclusions in regards to FNMI students' high school completion rates.

PROVINCIAL GOAL: CITIZENSHIP

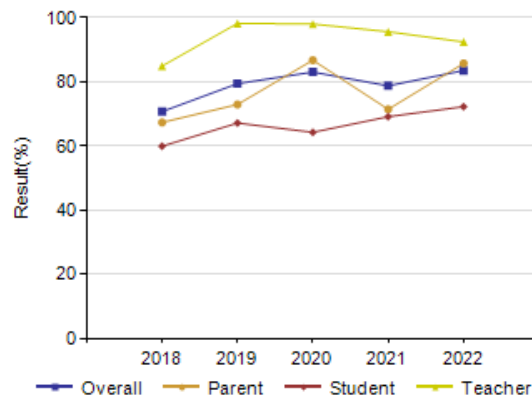
Active citizenship produces motivated and responsible learners and enables students to make a positive contribution to society. This is measured by the percentage of teachers, parents, and students who are satisfied that students model the characteristics of active citizenship.

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
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	404	70.7	103	79.4	108	83.0	83	78.7	108	83.5	Very High	Maintained	Excellent	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	11	67.3	14	72.9	9	86.7	10	71.4	9	85.7	Very High	Maintained	Excellent	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	371	59.9	66	67.1	79	64.2	55	69.1	83	72.2	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	22	84.9	23	98.2	20	98.0	18	95.6	16	92.4	High	Maintained	Good	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

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.

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 SCHOOL YEAR STRATEGIES

- Increased positive communication about existing social justice programs students are currently involved in.
- Development of a social justice planning calendar creating more awareness about activities.
- Enable student leadership in the promotion of existing activities and increasing student involvement.
- Increase student recognition and celebration of their involvement in social justice activities.
- Ensure access to mentorship programs, career counselling opportunities, and family-school liaison workers in order for students to find the support they need to graduate.
- Focus on building strong and meaningful connections between students and at least one adult in their school.
- Schools are educated in The Third Path framework, which is a relationship-based education, that supports students to succeed in school and in life through the promotion of positive, genuine, intentional, and responsive relationships in the classroom and beyond.

INSIGHTS, CONCLUSIONS & IMPLICATIONS

- The percentage of parents that are satisfied that students model the characteristics of active citizenship have improved by 5% from 2021 and are above the provincial results.
- Student results are in line with the Provincial average and show a steady increasing trend.
- Teacher satisfaction results are in line with both the province and the Division.
- Overall, our results in the area of citizenship are very high and maintained; it is important that Christ the King finds ways to highlight, share and communicate everything that our students do to model characteristics of active citizenship.

PROVINCIAL GOAL:

STUDENT LEARNING ENGAGEMENT

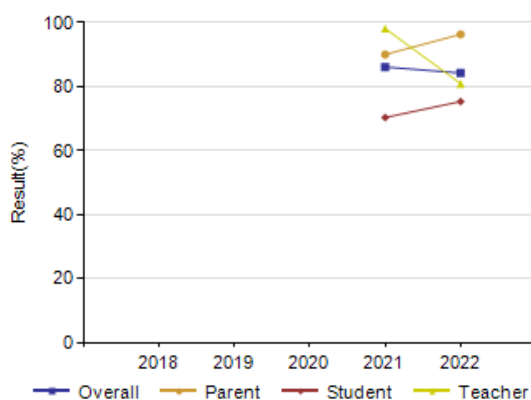
This is a provincial measure of student engagement in their learning at school.

STUDENT LEARNING ENGAGEMENT: MEASURE DETAILS

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

	School													Authority										Province									
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	83	86.1	108	84.2	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	10	90.0	9	96.3	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	n/a	30,994	89.0	31,694	88.7
Student	n/a	n/a	n/a	n/a	n/a	n/a	55	70.3	83	75.3	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	n/a	169,789	71.8	187,102	71.3
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	18	98.1	16	80.9	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	n/a	30,173	96.0	30,944	95.5

Graph of School Results



Notes:

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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 SCHOOL YEAR STRATEGIES

- Response to Intervention (RTI)
 - Universal and targeted instruction
 - School Leadership Teams analyze results to drive professional development and instructional practices.
- Attendance monitoring to identify students who may require additional accommodations and support.
- English Language Learner strategies that support utilizing test accommodations (ex. readers, scribes and technology).
- The School Leadership Teams and individual Professional Learning Community groups will set goals.
- Bring in external resources, trained for the job, to handle these issues. A teacher may be aware of home issues, but is not qualified to be providing “social/emotional” services. Additionally, it would be helpful to have a third-party person for teachers can inform about issues, and that person can call home.

INSIGHTS, CONCLUSIONS & IMPLICATIONS

- Parent results indicate that 96% of our parents agree that students are engaged in their learning at school. This is in line with our Division and about 8% higher than the Provincial average.
- Student results, although in line with the Province and the Division continue to be low overall.
- There is a considerable decline in the percent of teachers that agree students are engaged in their learning at school. This is an area we will need to address as we create new Strategies in the Spring.

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	Christ The King School			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	70	76	73	73	75	74
I feel confident in my ability to solve issues at school	77	87	82	82	85	83.5
I have strategies to lower my stress before writing an exam or	47	51	49	54	55	54.5
I am free of headaches or stomach aches	62	64	63	68	67	67.5
I am able to fall asleep at night and stay asleep	63	61	62	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	Christ The King School			STAR Catholic Schools		
Staff Survey (Teachers)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I am aware of the social and emotional well-being of my students	93	94	95.7	97	97	97.3
I am able to support the social and emotional well-being of my students	80	76	82.7	91	93	92.7
I am aware of the behaviour supports my students require	93	94	93	98	98	98
I utilize strategies to support student behaviour	93	100	97.7	99	99	99
Staff Survey (Support)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I am aware of the social and emotional well-being of the students I work with	100	100	100	97	96	95.3
I am able to support the social and emotional well-being of the students I work with	100	100	100	93	97	93.3
I am aware of the behaviour supports the students I work with require	75	100	91.7	85	95	88.7
I utilize strategies to support the behaviour with the students I work with	88	100	96	97	98	95.7
Parents	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
My child has a friend at school.	96	93	95.3	96	96	96.3
I am satisfied with the access to social/emotional supports at school.	76	78	76.3	77	82	79.3
My child has one or more adult(s) that care about them at school.	85	85	86.7	90	92	91.3

2021-2022 SCHOOL YEAR STRATEGIES

- Implement Year 4 of the Division Mental Health Plan: Mental Health Literacy and The Third Path training of 3 people per school).
- School trained staff will in-service the entire school staff.
- Focus on proactive strategies for all students.
- Support students with emerging and diagnosed mental health issues.
- FSLW/Counsellor Meetings - focus on mental health/anxiety strategies for at-risk students.
- Work with School Intervention Teams to support at-risk students.
- Mental Health resources and contacts are listed on the division and school websites.

Supports.



INSIGHTS, CONCLUSIONS & IMPLICATIONS

- Christ the King student results are below the Division results and have declined in most areas from the previous year and previous 3 years.
- Only 47% of our students feel they have strategies to lower stress before writing an exam or big assignment.
- Teaching Staff has indicated challenges in supporting the social and emotional wellness of students.
- 25% of our Support Staff have indicated they are not aware of the behaviour supports that the students they work with require. More communication and education will be required in this area for our Support Staff.
- From our results, we can see that Christ the King will need to continue to build on relationships to create a proactive response to students' needs.

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.

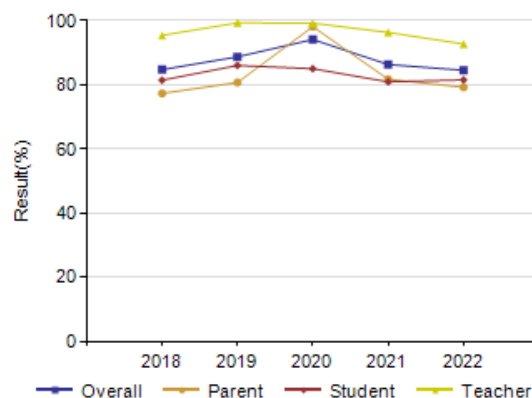
Education Quality is a provincial measure under Teaching and Leading. It is measured by the percentage of teachers, parents, and students who are satisfied with the overall quality of basic education.

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			2018		2019		2020		2021		2022		2018		2019		2020		2021
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	405	84.7	103	88.7	108	94.1	83	86.3	108	84.5	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	11	77.3	14	80.7	9	98.1	10	81.7	9	79.2	Intermediate	Maintained	Acceptable	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	372	81.4	66	86.0	79	85.0	55	80.9	83	81.5	Low	Maintained	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	22	95.4	23	99.3	20	99.2	18	96.3	16	92.7	Intermediate	Declined	Issue	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:

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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 SCHOOL YEAR STRATEGIES

- Response to Intervention strategies enhanced to support a more diverse high school student population.
- Continue to focus on expanding Extra-Curricular Athletics working towards participation in all athletic activities.
- Continue to enhance option alternatives.
- Professional Development supporting differentiation within an inclusive environment.
- The Central Office Learning Team will offer sessions for parents.



INSIGHTS, CONCLUSIONS & IMPLICATIONS

- Our results show a decline in overall satisfaction among parents, students and teachers with the overall quality of basic education.
- The Covid 19 pandemic caused a disruption to daily protocols, routines and basic learning. It's implications are still evident.
- From the data, Christ the King needs to continue with work on concept based pedagogy, engagement activities and formative assessment to expand staff repertoire in the delivery of basic education.

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	Christ The King School 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 opportunities for meaningful Professional Development	87	100	93	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)	87	76	87.7	85	90	91
Staff Survey (Support Staff)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I have opportunities for meaningful Professional Development related to my role	88	50	72.7	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	86.7	76	89	82

PROFESSIONAL DEVELOPMENT

See following page for Christ the King School's 2022-2023 Professional Development Plan.



Professional Development Plan 2022-2023

SCHOOL: Christ the King

*PD for Educ. Assistants in **GREEN**, if different from teachers*

*Faith PD in **BLUE** * Retreat is separate from the 3 required PD sessions*

Month	Date	What goal(s) does this professional learning target? • School Education Plan goals	8:30-10:15	10:30 - 12:00	1:00 3:30
August	23	Provide a high quality learning and working environment	Meet and Greet with students		Teacher Preparation Time
August	24	Provide a high quality learning and working environment	Teacher Preparation Time	Meet and Greet Students	Opening Staff Meeting
August	25	Provide a high quality learning and working environment	Opening PLC meetings	Inservice related to Smarter Marks etc	Power School grade book set up and CTF for grade 9 options
August	26	Grow and Affirm Catholic Identity	Reflection Day	Reflection Day	Reflection Day
August	29	Working and Learning Environments/Mental Health	Working and Learning Environments/Mental Health	Third Path Refresher and Conditions 5/6	Teacher Wellness and Soul Survival
September	16	A focus on students with learning challenges	Working With ELL Students	All about IPPs	ATA Blanket Exercise
October	7	Provide a high quality learning and working environment	ATA Teacher Institute Day Admin Assistant PD Day	ATA Teacher Institute Day	ATA Teacher Institute Day
October	11	Grow and Affirm Catholic Identity	Staff Retreat	Staff Retreat	Staff Retreat
November	1	Provide a high quality learning and working environment	Learning Day	Learning Day	Learning Day
December	5	Working and Learning Environments/Mental Health	Faith Permeation in Subjects	Third Path Conditions 7/8	Mental Health Literacy
January	30	Foster a culture of collaboration and leadership development.	Staff meeting and updating mark books	PLC Goal Setting for Semester 2	Semester 2 Prep
February	9/10	Provide high-quality learning and working environment	Teachers' Convention	Teachers' Convention	Teachers' Convention
February	17	Provide a high-quality learning and working environment	RTI Update and differentiated instruction Admin Assistant PD Day	Learning and Assessment Practices	Powerschool updates and teacher work time
March	13	Grow and Affirm Catholic Identity	Data Analysis	Stewardship	Staff meeting
April	28	Foster a culture of collaboration and leadership development.	Learning about the Mass	Staff meeting	Survey and Data Analysis
May	19	FNMI student success	ATA the 60s Scoop	FNMI infusion PLC	Grad ceremony with the elders
June	5	Foster a culture of collaboration and leadership development.	Staff meeting	PLC year in review and goal setting for next year	Transition notes and IPPS
June	28/29	Foster a culture of collaboration and leadership development.	Year End Wrap Up	Year End Wrap Up	Year End Wrap Up

2021-2022 SCHOOL YEAR STRATEGIES

- Staff lead teachers in Third Path Mental Wellness training; continued support from Kevin Cameron
- Staff lead teachers in PowerSchool continued support
- Faith Leadership team collaboration
- Promote access and role understanding of Central Office Learning Team and SLS Team
- School Leadership Team collaboration on Landscape Analysis of Achievement Tests and Diploma exams and PD goals and strategies.
- Focused PLC meetings throughout the year (including faith permeation, Indigenous teachings, RTI)
- Schools will create Professional Development plans that align with division goals



INSIGHTS, CONCLUSIONS & IMPLICATIONS

- There was a slight decline in Teachers that feel they have opportunities for meaningful Professional Development and a considerable increase in Support Staff that feel they have meaningful Professional Development opportunities.
- There was an increase in Teachers' responses of feeling they have access to Division Learning Support Teams (Directors, Coaches, FSLW etc).
- 100% of Support Staff feel they have opportunities to access Division and school supports. This is a huge success for both the School and the Division.
- We will need to further investigate what opportunities Teaching Staff would find meaningful and find ways to include it in our PD Planning moving forward.

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	Christ The King School			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	88	93.3	97	94	96
I have the opportunity to collaborate in a professional learning community (PLC)	100	82	94	99	93	97
Teachers in our school value professional learning communities (PLC)	93	82	89	95	94	94.3

COLLABORATION & LEADERSHIP

- Administration attend the Admin Meetings as required
- Faith Development PD Series was provided to staff regarding Disciples of the Word
- The school continues to meet as a School Intervention Team as well as the School Leadership Team
- PD Opportunities for Indigenous Teachings, Inclusion, and Faith Development were provided

2021-2022 SCHOOL YEAR STRATEGIES

- School Council collaborative goal setting and provided opportunity for input into planning.
- PLC groupings review Landscape data analysis of provincial exam results and development of goals.
- Professional Learning Community scheduled collaboration time
- Student Intervention Team regular meetings focused on RTI
- Faith Leadership Team regularly scheduled goal setting and planning meetings.

INSIGHTS, CONCLUSIONS & IMPLICATIONS

- 100% of our teachers feel they have the opportunity to participate in school leadership and Professional Learning Communities.
- Our teachers value having Professional Learning Communities in our school.
- Our results in this area are very high and we will need to be mindful to ensure they remain this way.



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	Christ The King School			STAR Catholic Schools		
Staff Survey (Teachers)	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	93	100	97.7	89	95	92.3
Our school has the physical facilities to meet the programming needs of students	73	88	84.3	77	88	84
Our school has the physical facilities to meet the occupational health and safety (OH&S) needs of staff and students	93	82	84	87	92	90.3
Staff Survey (Support Staff)	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	88	0	42.7	77	80	79.3
Student Survey	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	62	83	72.3	79	82	81



2021-2022 SCHOOL YEAR STRATEGIES

- Effective use of budget monies to maintain operations of the school: i.e. technology and programs.
- Collaboration with facilities in prioritizing and planning capital planning.
- Focused on revitalizing, tidying and beautifying the main entrance so that when you walk in, our devotion to our faith should be visible as is our connection to St. Michael's Parish and our community involvement.



INSIGHTS, CONCLUSIONS & IMPLICATIONS

- Staff agree that our school is clean and well maintained.
- There is a decline in the percentage of teachers that feel our school has the physical facilities to meet the programming needs of students. This is an area that we will need to investigate further.
- There is a considerable decline in the percentage of students that are proud of the way the school looks (19%). This could be the result of students not being able to be as much of an active part of the school with the restrictions that Covid 19 brought into the school. More investigation will be needed to understand why students feel this way and how we can work to improve this area for students.

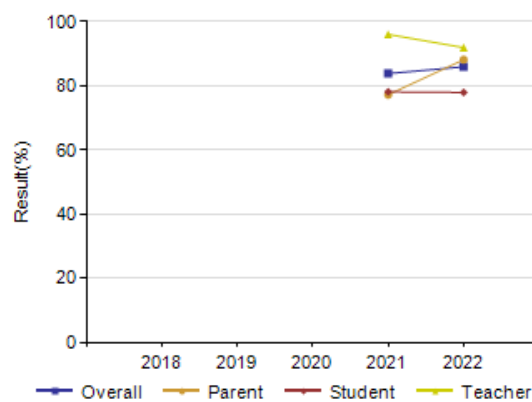
PROVINCIAL GOAL: WELCOMING, CARING, RESPECTFUL AND SAFE LEARNING ENVIRONMENTS (WCRSLE)

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													Authority										Province									
	2018		2019		2020		2021		2022		Measure			2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Ac hie ve me	Im- pro ve me	Over all	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	83	83.8	108	85.9	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	10	77.2	9	88.1	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	55	78.1	83	77.9	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	18	96.0	16	91.9	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

Graph of School Results



Notes:

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2021-2022 SCHOOL YEAR STRATEGIES



INSIGHTS, CONCLUSIONS & IMPLICATIONS

- Overall, our results are in line with the province and a little lower than the Division in this area.
- Student results are lower than staff and parents to agree that learning environments are welcome, caring, respectful and safe. This is an area that requires more investigation and targeted strategies to ensure all students agree their learning environment is welcoming, caring, respectful and safe.

PROVINCIAL GOAL: ACCESS TO SUPPORT & SERVICES

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

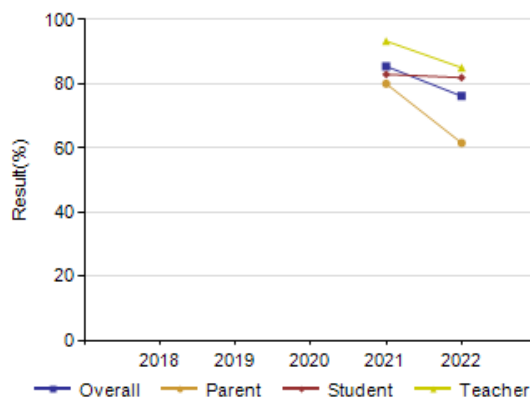
ACCESS TO SUPPORTS & SERVICES

MEASURE DETAILS:

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

	School													Authority										Province									
	2018		2019		2020		2021		2022		Measure			2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achieve me	Im-prove me	Overa ll	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overa ll	n/a	n/a	n/a	n/a	n/a	n/a	83	85.4	108	76.1	n/a	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	10	80.0	9	61.5	n/a	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	n/a	30,936	78.9	31,684	77.4
Student	n/a	n/a	n/a	n/a	n/a	n/a	55	82.9	83	81.9	n/a	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	n/a	169,631	80.2	186,935	80.1
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	18	93.3	16	85.0	n/a	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	n/a	30,194	88.7	30,951	87.3

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 SCHOOL YEAR STRATEGIES

- School wide implementation of RTI
- Connections to Community Supports (Family Community Support Services, Family Resource Network, Alberta Health Services Mental Health Supports, Victim Services, etc.).
- Supports provided to and in schools:
 - Division Student Learning Support Team (Speech Language Therapist/ Occupational Therapist/ Wellness Coordinator)
 - School Learning Support Facilitators
 - Family School Liaison Workers
 - Division Crisis Response Teams
 - External Consultants (Psychologists, Stollery Mobile Crisis Team, Center for Trauma Informed Practices, etc.)

INSIGHTS, CONCLUSIONS & IMPLICATIONS

- Overall our results for Parents, students and teachers are slightly lower than the division's and provincial results.
- Only 62% of our parents surveyed feel that students have access to the appropriate supports and services at school. This result is down from 80% in 2021. The data for this goal is only over a 2 year time span.

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	Christ The King School			STAR Catholic Schools		
Staff Survey (Teachers)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
First Nations, Métis, and Inuit Elders/knowledge keepers, cultural advisors or community members are invited into our school	47	47	54.3	74	70	75.3
Our school enhances understanding of First Nations, Métis, and Inuit worldviews, cultural beliefs, languages, and values	87	94	88.7	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	93	82	91.7	97	95	95.3
I am building capacity in my understanding of First Nations, Métis, and Inuit Culture	100	88	96	98	97	97.3
Staff Survey (Support Staff)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Our school enhances understanding of First Nations, Métis, and Inuit worldviews, cultural beliefs, languages, and values	75	100	85	93	92	92.3
Student Survey	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Our school provides opportunities to learn more about First Nations, Métis, and Inuit history, culture, and traditions	73	75	68.7	89	87	86

Required Alberta Education Assurance Measures - Overall Summary

Fall 2022

School: 3272 Christ the King School (FNMI)

Assurance Domain	Measure	Christ the King School (FNMI)			Alberta (FNMI)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	*	*	n/a	59.5	62.0	58.4	*	n/a	n/a
	5-year High School Completion	*	*	n/a	68.0	68.1	65.8	*	n/a	n/a
	PAT: Acceptable	50.0	n/a	55.0	46.4	n/a	54.0	n/a	n/a	n/a
	PAT: Excellence	0.0	n/a	12.5	6.4	n/a	7.4	n/a	n/a	n/a
	Diploma: Acceptable	87.5	n/a	n/a	68.7	n/a	77.2	n/a	n/a	n/a
	Diploma: Excellence	25.0	n/a	n/a	8.5	n/a	11.4	n/a	n/a	n/a
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 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 SCHOOL YEAR STRATEGIES

- PLC strategies to embed FNMI into all curricular areas.
- Access the Division FNMI Coach from central office
- FNMI learning embedded into Professional Development
- Greater promotion of Orange Shirt Day and Indigenous month (June)
- Social Justice project to support Sacred Heart Parish of the Indigenous Peoples in Edmonton
- Develop a school Treaty 6 Land Acknowledgement.
- Put up a first nations teepee in the school



INSIGHTS, CONCLUSIONS & IMPLICATIONS

- Teacher results reflects a need to invite more advisors and elders into our school community. The Covid 19 restrictions and protocols made that difficult to do over the past few years.
- Christ the King continues to present a strong understanding of First Nations, Métis, and Inuit worldviews, cultural beliefs, languages, and values.
- Students results indicate that Christ the King needs to better promote and incorporate opportunities to learn more about First Nations, Métis, and Inuit history, culture, and traditions; however, the results show an increase over the past 3 years.

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	Christ The King School			STAR Catholic Schools		
Staff Survey (Teachers)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I use a variety of Tier 1 strategies in my classroom	87	94	93.7	97	97	97.7
I use a variety of Tier 2, target strategies	87	94	93.7	97	96	97.3
I have the opportunity to collaborate in a professional learning community (PLC)	100	82	94	99	93	97
Teachers in our school value professional learning communities (PLC)	93	82	89	95	95	94.7
Our school has access to the resources necessary to support students and their families social and emotional well-being	67	94	84.3	74	89	84.7
I am aware of the behaviour supports my students require	93	94	93	98	98	98
I utilize strategies to support student behaviour	93	100	97.7	99	99	99
Student Survey	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	70	79	75.7	77	79	78.3
Adults help me when I ask	87	92	88.3	90	92	90.3
Parent Survey	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
My child has the opportunity to reach his or her academic potential	92	92	91	88	92	90
My child receives the support he/she needs to be successful in school	89	91	88.3	86	90	88.3

2021-2022 SCHOOL YEAR STRATEGIES

- School Leadership Team regular meets to focus on Response to Intervention strategies.
- Learning Support Facilitation of IPPs with every teacher.
- Strategies for differentiation within an inclusive or integrated classroom.
- Emphasis on 2 year trend with CAT4 testing: numeracy and literacy
- Create and implement a strategic RTI Plan to further advance and support the division's work.
- Teachers work collaboratively with the Specialized Learning Support Team to meet student needs.
- Use of data to target and identify students needing intervention



INSIGHTS, CONCLUSIONS & IMPLICATIONS

- The percentage of teachers that report to use a variety of Tier 1 and Tier 2 strategies has declined from last year and is lower than the 3 year average.
- There was a considerable decline in the percentage of teachers that feel our school has access to the resources necessary to support students and their families social and emotional well being. This is consistent with the Division results as well. The Covid 19 pandemic likely plays a big part in these results.
- Parent results remain strong in this area.

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.

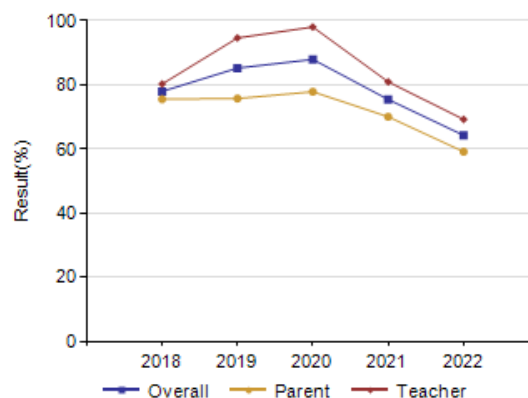
Provincially, this is measured by teacher and parent satisfaction with parental involvement in decisions about their child's education.

PARENTAL INVOLVEMENT - MEASURE DETAILS

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

	School													Authority										Province									
	2018		2019		2020		2021		2022					Measure Evaluation			2018		2019		2020		2021		2022		2018		2019		2020		2021
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	32	77.9	37	85.2	29	87.9	28	75.4	25	64.2	Very Low	Declined Significantly	Concern	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	11	75.5	14	75.7	9	77.8	10	70.0	9	59.1	Low	Maintained	Issue	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	21	80.2	23	94.6	20	98.0	18	80.9	16	69.2	Very Low	Declined Significantly	Concern	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

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 SCHOOL YEAR STRATEGIES

- Increased participation in School Council
- Opportunity provided at School Council meeting for collaborative dialogue, data review and input into planning.
- Eliminate acronyms such as CTK and continuously reference our Namesake Christ The King in all communications.
- Involve the parent community in supporting, preparing for and executing a variety of events at the school including, but not limited to: graduation, sports' tournaments, Shrove Tuesday, Masses and faith celebrations, social justice projects, start of the year BBQ.



INSIGHTS, CONCLUSIONS & IMPLICATIONS

- Percentage of parents and teachers that are satisfied with parental involvement in decisions about their child's education are low and concerning. This is an area that we will need to focus on as we move to create strategies for the 2023-2024 school year.

DOMAIN 5: GOVERNANCE

SUPPLEMENTAL DOCUMENTS

Budget Summary

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

Christ The King

Revenue and Allocations to Budget Center

	2022-2023 Play Budget (October)		2021-2022 Spring Budget	
Base Allocations	\$1,956,903	83.5%	\$1,983,802	88.3%
Specialized Learning Support (SLS) Allocations	\$181,876	7.8%	\$135,865	6.0%
Faith Development Allocations	\$20,160	0.9%	\$20,495	0.9%
French Language/Immersion Allocatons	\$0	0.0%	\$0	0.0%
ELL Allocations	\$31,200	1.3%	\$9,600	0.4%
FNMI Allocations	\$37,200	1.6%	\$39,600	1.8%
Other Program Allocations	\$15,978	0.7%	\$16,173	0.7%
One-Time Allocations	\$34,568	1.5%	\$0	0.0%
Previous Year Unspent and Surplus Allocations	\$46,856	2.0%	\$20,000	0.9%
Local Revenues & Fees	\$20,060	0.9%	\$21,060	0.9%
Total Revenue and Allocations to Budget Center:	\$2,344,800	100%	\$2,246,595	100%

Expenditures

	2022-2023 Play Budget (October)		2021-2022 Spring Budget	
Certificated Staff	\$1,853,398	79.0%	\$1,928,491	85.8%
Uncertificated Staff	\$238,817	10.2%	\$183,513	8.2%
Services Contracts and Supplies	\$156,450	6.7%	\$125,459	5.6%
Amortization (Depreciation)	\$9,132	0.4%	\$9,132	0.4%
Held in Reserve	\$87,003	3.7%	\$0	0.0%
Total Expenditures:	\$2,344,800	100%	\$2,246,595	100%

Summary

	2022-2023 Play Budget (October)	2021-2022 Spring Budget
Total Revenue and Allocations to Budget	\$2,344,800	\$2,246,595
Total Expenditures	\$2,344,800	\$2,246,595
Variance	\$0	\$1

Fall 2022 Required Alberta Education Assurance Measures—Overall Summary

Assurance Domain	Measure	Christ the King School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	84.2	86.1	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	83.5	78.7	81.2	81.4	83.2	83.1	Very High	Maintained	Excellent
	3-year High School Completion	87.4	92.2	88.3	83.2	83.4	81.1	High	Maintained	Good
	5-year High School Completion	91.3	89.4	90.7	87.1	86.2	85.6	High	Maintained	Good
	PAT: Acceptable	66.8	n/a	70.0	67.3	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	13.4	n/a	20.9	18.0	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	72.6	n/a	90.1	75.2	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	11.1	n/a	29.0	18.2	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	84.5	86.3	91.4	89.0	89.6	90.3	Intermediate	Declined	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	85.9	83.8	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	76.1	85.4	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	64.2	75.4	86.5	78.8	79.5	81.5	Very Low	Declined Significantly	Concern

Notes:

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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.

