

Christ the King High School



ANNUAL EDUCATION RESULTS REPORT 2022-2023



PRINCIPAL'S MESSAGE

MR. DEAN HECK

I am very pleased to present Christ the King's Annual Education Results Report from the 2022-2023 school year as we celebrate a successful year.

As a school community we continue to grow and achieve, and we stand committed to improving our school. These results provide us with valuable feedback on where we have been successful as well as the areas we need to improve on.

Despite challenges, the 2022-2023 school year saw tremendous growth in our 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.

Our hard-working dedicated teachers and support staff take pride in the educational experience we provide for our students. We look forward to continuing our collaboration with families, parish, and students, building upon our strong school culture rooted in community, respect, and success.

We look forward to continuing working together with our staff, students, families, and Parish. We strive to build a strong school community if 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: 29

Student Population: 347

Grades Served: 9 to 12

19 teachers; 9.2 support staff including custodial, secretarial, library



DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

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

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

MEASURES

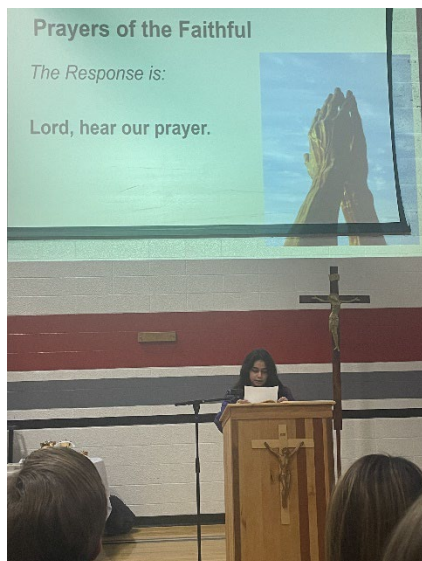
Measure Category	Christ the King School			STAR Catholic Schools		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Parent Survey						
My child's school upholds the dignity of every student as a child of God.	92	New Question	New Question	New Question	New Question	New Question
I am pleased with the opportunities my child has to pray and to grow in his or her faith.	89	New Question	New Question	New Question	New Question	New Question
Staff Survey (Teachers)						
Staff at the school uphold the dignity of every student as a child of God.	100	New Question	New Question	New Question	New Question	New Question
I pray regularly with staff and/or students.	New Question	New Question	New Question	New Question	New Question	New Question
I speak about and demonstrate my faith to my students.	New Question	New Question	New Question	New Question	New Question	New Question
I have opportunities to strengthen my faith through professional development (e.g. Reflection Day, staff retreat, daily prayer, book studies, EXCEL, etc.)	New Question	New Question	New Question	New Question	New Question	New Question
I am building capacity in my understanding of how to permeate faith into all school activities.	New Question	New Question	New Question	New Question	New Question	New Question
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.	85	91	86	89	89	89
The adults in my school treat me with respect	91	89	88	75	75	76

FAITH PD OPPORTUNITIES

- Monday morning staff prayer led by staff and Friday morning staff prayer led by Administration team
- Faith development sessions embedded throughout the year at School Professional Development Days
- Staff Faith Retreat
- Teaching Mass with Father Mathew Kunnel
- Staff Week at a Glance incorporates Catholic faith teachings (“fun fact...”, “Did you know?”)
- Staff are supported in their participation in faith development sessions through or furthering their education (EXCEL, Newman MRE)

2022-2023 SCHOOL YEAR STRATEGIES

- Plan for regular meetings between the parish priest and school administration to schedule celebrations and Masses.
- Invite parish priest to the school to celebrate and participate in special events including Awards Night, Grad, Feast of Christ the King.
- Invite parents and families to celebrate and participate in CTK liturgical celebrations.
- Communicate to the CTK community about the liturgical celebrations.
- Plan and invite families and community members to CTK social activities such as the CTK musical, Welcome Back Barbecue, Fine Arts Night, Orientation, Retreats.
- Share and promote faith events through social media.
- Celebrate the Holy Mass with Christ the King staff and families at St. Michael’s Parish followed by fellowship at the school.



DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

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

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

MEASURES

Measure Category	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 has the opportunity to participate in religious celebrations and activities.	New Question	New Question	New Question	New Question	New Question	New Question
Staff Survey (Teacher)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Teachers help students understand how faith can guide the way they live their lives.	100	100	97	98	98	98
The school provides students an opportunity to pray and grow in their faith.	100	New Question	New Question	New Question	New Question	New Question
I have the opportunity to participate in religious celebrations, activities or functions at the school or parish.	100	100	100		96	97
Student Survey	Current Result *	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I learn about faith and God at school.	New Question	New Question	New Question	New Question	New Question	New Question
Teachers and students speak about faith, and I learn how to live the way God wants me to.	New Question	New Question	New Question	New Question	New Question	New Question
I have the opportunity to participate in religious celebrations and activities.	New Question	New Question	New Question	New Question	New Question	New Question

2022-2023 SCHOOL YEAR STRATEGIES

- Staff will begin each morning class with dedicated time to pray with students and reflect on Christ centered learning.
- Faith development embedded into every Professional Development activity.
- Encourage all staff and students to share their own personal faith experiences with Christ the King community.
- Use Social Media to recognize, promote and celebrate faith activities.
- Have Charged Retreats for all grade levels to continue to foster and support students' own personal faith journey.
- Provide staff and students opportunities and resources for learning about the Holy Mass.
- Support the division in the development of student faith leadership teams.
- Encourage students to lead and participate in prayer life at Christ the King.
- Encourage students to lead in the ministry.

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		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Parent Survey						
The school helps those less fortunate. Examples: Charity, Good Works, and Social Justice.	83	79	83	86	85	86
Staff Survey (Teachers)						
The school helps those less fortunate. Examples: Charity, Good Works, and Social Justice.	100	100	99	99	97	98
Student Survey						
My school organizes activities to help people who are in need, such as, support a foodbank or collect clothes	94	92	93	94	95	94

SOCIAL JUSTICE PROJECTS

- The Leduc Hub
- The Leduc Food Bank Food Drives (Fall Drive and Lenten Drive)
- The Mustard Seed Challenge – Development and Peace
- Terry Fox Cancer Charity Fundraiser
- Music Ministry at Senior Homes
- Leduc Santa's Helpers
- Catholic Social Services



2022-2023 SCHOOL YEAR STRATEGIES

- Professional Development session for staff to learn about social justice and charity and the call to stewardship and 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 about Christ the King's acts of charity and social justice established within the focus of our Catholic Faith.
- All staff will collectively take on a social justice project in line with Catholic social teachings.

PROFESSIONAL LEARNING

- Professional Development staff sessions on Stewardship, Faith Permeation in subjects and Learning About the Mass
- STAR Reflection Day



DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

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

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

MEASURES

Measure Category	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
Parent Survey						
My child has the opportunity to participate in religious celebrations and activities.	New Question	New Question	New Question	New Question	New Question	New Question
Faith is incorporated into school communications.	New Question	New Question	New Question	New Question	New Question	New Question
I am invited to school faith events.	New Question	New Question	New Question	New Question	New Question	New Question
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	100	99	98
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	50	88	95	95	95	95
Student Survey	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I have the opportunity to participate in religious celebrations, and activities.	New Question	New Question	New Question	New Question	New Question	New Question

2022-2023 SCHOOL YEAR STRATEGIES

- Plan for regular meetings between the parish priest and school administration to schedule celebrations and Masses.
- Invite parish priest to the school to celebrate and participate in special events including Awards Night, Grad, Feast of Christ the King.
- Invite parents and families to celebrate and participate in CTK liturgical celebrations.
- Communicate to the CTK community the liturgical celebrations.
- Plan and invite families and community members to CTK social activities such as the CTK musical, Welcome Back Barbecue, Fine Arts Night, Orientation, Retreats.
- Share and promote faith events through social media.
- Celebrate the Holy Mass with Christ the King staff and families at St. Michael's Parish followed by fellowship at the school.

PROFESSIONAL LEARNING

- Professional Development staff session on Learning About the Mass and Faith Permeation
- New teachers are provided ministry information through the Star Catholic mentorship program
- St. Michael Church Parish bulletins are shared with staff
- Regular meetings between CTK administration and St. Michael Parish priest Father Mathew Kunnel

INSIGHTS, CONCLUSIONS & IMPLICATIONS

Insights:

- The Christ the King School community recognizes the acts of social justice and charity that the school participates in.
- Christ The King Teaching Staff all are satisfied that they have the opportunity to participate in religious celebrations, activities or functions at the school or parish
- There is a decline in our Support Staff feeling that they have the opportunity to participate in religious celebrations, activities or functions at the school or parish

Conclusions:

- Christ the King School community participates in acts of social justice and charity in our community
- Parents and staff perceive a strong Catholic Identity in STAR Catholic Schools

Implications:

- Christ the King school must continue to find ways to ensure support staff are able to participate in religious celebrations and activities.
- Christ the King school is proud of the acts of charity and social justice that they participate in and will continue to support charities and social justice projects

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

- Whole School Masses: Graduation Mass at St. Michael's Parish; Observed Mass or a Liturgy of the Word on a monthly basis.
- Christ the King Feast Day celebrated with a Liturgy and whole school feast (November).
- Christ the King Staff participates in Ministries on a mass during the weekend of feast of Christ the King.
- Grade level retreats beginning with a liturgy of the Word.
- Regular Monday morning prayer led by Staff and Friday morning prayer led by Administration Team.
- Reconciliation in the school chapel with Parish Priest Father Mathew two times throughout the school year

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

- Opening year Mass
- Staff Retreat Mass
- Thanksgiving Mass
- Feast of Christ the King – Staff participate in ministries at the church
- Advent Mass
- Ash Wednesday Liturgy
- Easter Mass
- Graduation Mass
- Year End Mass
- Collaboration with Knights of Columbus on praying the Rosary in the school chapel
- Support from K of C and CWL for student awards night
- Grade levels attend Mass at the school before their day long team building retreat

DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

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

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

MEASURES

Measure Category	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 able to develop trusting relationships with the students in my care.	New Question	New Question	New Question	New Question	New Question	New Question
I am able to support the social and emotional well-being of the student(s) I work with	94	80	80	91	91	92
I am able to effectively support student regulation	New Question	New Question	New Question	New Question	New Question	New Question
Our school has internal supports and structures to assist students with their social and emotional well-being.	New Question	New Question	New Question	New Question	New Question	New Question
The Third Path provides a framework that assists me in supporting students.	New Question	New Question	New Question	New Question	New Question	New Question
Staff Survey (Support)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I am able to develop trusting relationships with the students in my care.	New Question	New Question	New Question	New Question	New Question	New Question
I am able to support the social and emotional well-being of the student(s) I work with	100	100	100	92	93	94
I am able to effectively support student regulation	New Question	New Question	New Question	New Question	New Question	New Question
Our school has internal supports and structures to assist students with their social and emotional well-being.	New Question	New Question	New Question	New Question	New Question	New Question
The Third Path provides a framework that assists me in supporting students.	New Question	New Question	New Question	New Question	New Question	New Question

DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

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

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

MEASURES

Measure Category	Christ The King School			STAR Catholic Schools		
Student Survey (Secondary)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I have a positive and healthy relationship with at least one adult in my school.	New Question	New Question	New Question	New Question	New Question	New Question
My school is a place where I feel I belong.	New Question	New Question	New Question	New Question	New Question	New Question
I know how to get help if I am struggling with my mental health.	New Question	New Question	New Question	New Question	New Question	New Question
I have a trusted adult in my school who I can ask for help.	New Question	New Question	New Question	New Question	New Question	New Question
I learn how to manage my emotions in stressful situations.	New Question	New Question	New Question	New Question	New Question	New Question
I have opportunities to be involved in and connected to my school.	New Question	New Question	New Question	New Question	New Question	New Question
I feel safe at school.	77	New Question	New Question	81	New Question	New Question
I have a friend at school.	97	New Question	New Question	96	New Question	New Question

2022-2023 SCHOOL YEAR STRATEGIES

- Continue to use the strategies from The Third Path training.
- Implement Third Path review sessions for staff at each PD Day.
- Focus on proactive strategies for all students.
- Continue to develop and foster staff/student relationships where every student has an adult in the building that they can connect with.
- Support students with emerging and diagnosed mental health issues.
- Division 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.
- Promote and facilitate a school wide mental health day.

PROFESSIONAL LEARNING

- Third Path Go-To Educator learning sessions participation focusing on conditions 7 and 8: Mastery and Meaning
- CTK staff to complete learning Third Path conditions 5 – 8: Engagement, Identity, Mastery, Meaning led by Go-To educators as well as revisit each condition on staff PD Days

INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

- Teachers continue to grow in their confidence that they have the capacity to support the social and emotional well-being of the students they work with
- Support Staff continue to feel confident in their capacity to support the social and emotional well-being of the students they work with
- Almost one in four students identify that they do not feel safe at school
- Questionnaire lacks specificity
- Students at Christ the King School are confident that they have a friend at school

CONCLUSIONS

- Third Path training and a focus on the mental well-being of our students are supporting our staff in supporting the mental well-being of Christ the King students
- There is a need to identify which students do not feel safe at school and why
- While we are proud that 77% of our students feel safe, we want to compile data to help understand why all our students do not

IMPLICATIONS

- Christ the King School needs to compile data to help students feel safe at school.



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

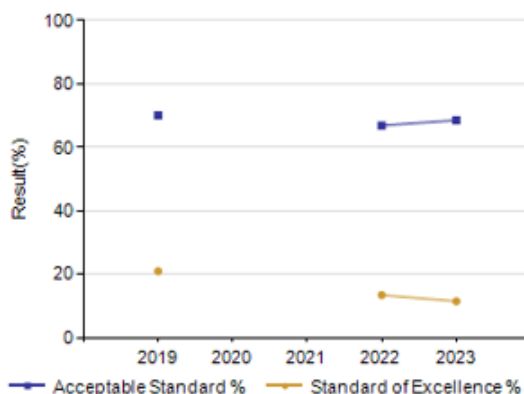
Provincial Achievement Tests (PATs) and Diploma Exams: PAT and Diploma exams allow students, parents, and teachers to clearly identify areas of strength and areas in need of additional support. PAT and Diploma exams are measured by the students who achieved the acceptable standard and the percentage of students who achieved the Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2019		2020		2021		2022		2023		2023	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 9	School	75.0	12.9	n/a	n/a	n/a	n/a	69.9	9.7	80.3	6.0		
	Authority	76.2	13.6	n/a	n/a	n/a	n/a	77.0	10.6	81.0	10.9		
	Province	75.1	14.7	n/a	n/a	n/a	n/a	69.6	12.9	71.4	13.4		
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	n/a	n/a		
	Province	57.4	5.4	n/a	n/a	n/a	n/a	50.5	5.0	50.2	5.7		
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	71.4	0.0	n/a	n/a	n/a	n/a	66.7	8.3	70.0	20.0		
	Province	82.9	12.3	n/a	n/a	n/a	n/a	73.5	9.9	76.1	10.9		
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	88.6	26.0	n/a	n/a	n/a	n/a	80.0	25.0	81.6	22.3		
Mathematics 9	School	59.1	22.7	n/a	n/a	n/a	n/a	52.7	14.0	49.1	6.0		
	Authority	60.9	19.9	n/a	n/a	n/a	n/a	52.5	14.4	56.1	9.9		
	Province	60.0	19.0	n/a	n/a	n/a	n/a	53.0	16.7	54.4	13.5		
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	58.8	5.9	n/a	n/a	n/a	n/a	66.7	0.0	31.3	6.3		
	Province	59.6	13.2	n/a	n/a	n/a	n/a	55.3	11.1	52.7	11.3		
Science 9	School	77.3	28.8	n/a	n/a	n/a	n/a	74.2	18.3	76.9	18.8		
	Authority	76.5	24.1	n/a	n/a	n/a	n/a	74.8	17.5	71.5	16.7		
	Province	75.2	26.4	n/a	n/a	n/a	n/a	68.0	22.6	66.3	20.1		
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	n/a	n/a		
	Province	61.7	10.7	n/a	n/a	n/a	n/a	57.8	11.0	52.9	10.9		
Social Studies 9	School	68.7	19.1	n/a	n/a	n/a	n/a	70.2	11.7	67.2	14.7		
	Authority	66.7	17.3	n/a	n/a	n/a	n/a	63.1	13.6	61.6	12.2		
	Province	68.7	20.6	n/a	n/a	n/a	n/a	60.8	17.2	58.4	15.9		
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	55.9	15.0	n/a	n/a	n/a	n/a	53.2	14.1	49.6	10.6		

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
4. Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
6. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

Graph of Overall Provincial Achievement Test Results

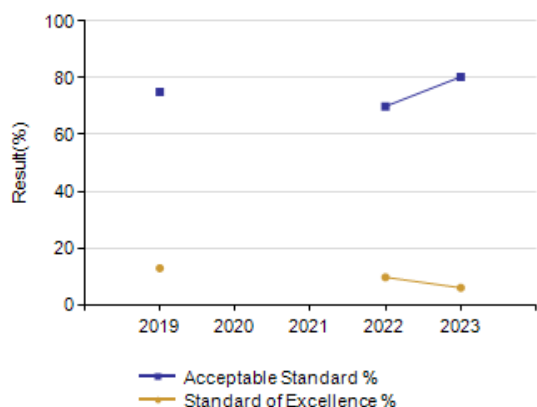


Notes:

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 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9, 9 KAE).
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Graph of Provincial Achievement Test Results by Course

English Language Arts 9

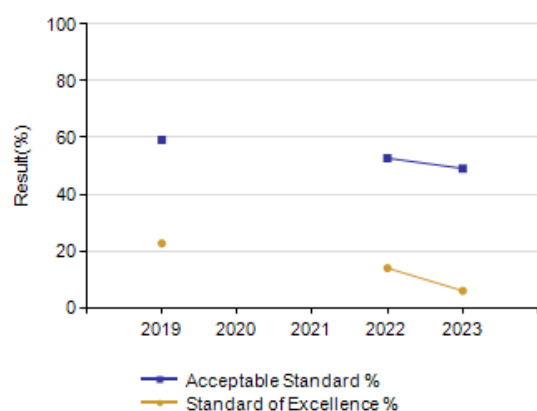


[No Data for English Lang Arts 9 KAE]

[No Data for French Language Arts 9]

[No Data for Français 9]

Mathematics 9



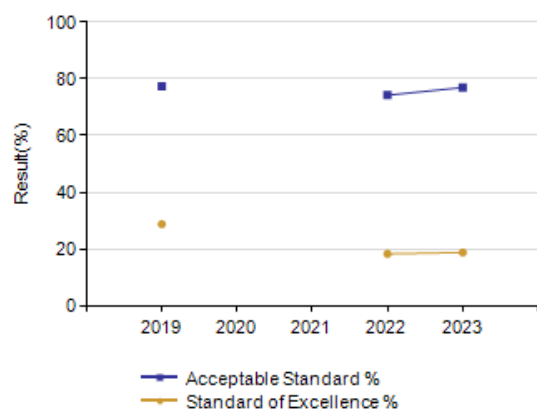
[No Data for Mathematics 9 KAE]

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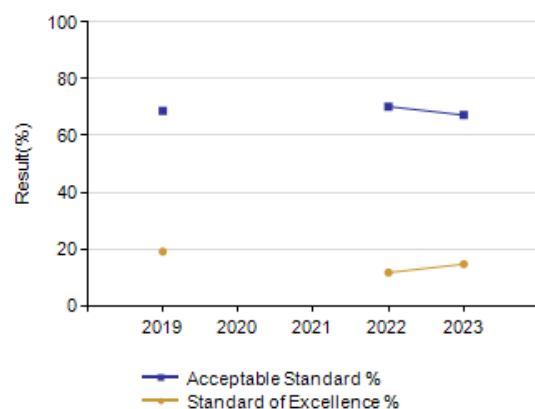
Graph of Provincial Achievement Test Results by Course

Science 9



[No Data for Science 9 KAE]

Social Studies 9



[No Data for Social Studies 9 KAE]

Notes:

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2. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
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students have been included in school and school authority reporting. PAT Results Course by Course Summary by Enrolled With Measure Evaluation

Course	Measure	Christ the King School							Alberta			
		Achievement	Improvement	Overall	2023		Prev 3 Year Average		2023		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Language Arts 8	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	52,106	76.2	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	52,106	18.4	n/a	n/a
French Language Arts 8 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,131	77.6	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,131	12.5	n/a	n/a
Français 8 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	578	78.9	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	578	19.4	n/a	n/a
Mathematics 8	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	52,551	65.4	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	52,551	15.9	n/a	n/a
Science 8	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	54,859	66.7	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	54,859	21.8	n/a	n/a
Social Studies 8	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	57,655	66.2	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	57,655	18.0	n/a	n/a
English Language Arts 9	Acceptable Standard	Intermediate	n/a	n/a	117	80.3	n/a	n/a	56,255	71.4	n/a	n/a
	Standard of Excellence	Low	n/a	n/a	117	6.0	n/a	n/a	56,255	13.4	n/a	n/a
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,254	50.2	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,254	5.7	n/a	n/a
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,215	76.1	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,215	10.9	n/a	n/a
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	575	81.6	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	575	22.3	n/a	n/a
Mathematics 9	Acceptable Standard	Very Low	n/a	n/a	116	49.1	n/a	n/a	55,447	54.4	n/a	n/a
	Standard of Excellence	Very Low	n/a	n/a	116	6.0	n/a	n/a	55,447	13.5	n/a	n/a
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,815	52.7	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,815	11.3	n/a	n/a
Science 9	Acceptable Standard	Very High	n/a	n/a	117	76.9	n/a	n/a	56,311	66.3	n/a	n/a
	Standard of Excellence	Very High	n/a	n/a	117	18.8	n/a	n/a	56,311	20.1	n/a	n/a
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,197	52.9	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,197	10.9	n/a	n/a
Social Studies 9	Acceptable Standard	Intermediate	n/a	n/a	116	67.2	n/a	n/a	56,309	58.4	n/a	n/a
	Standard of Excellence	Intermediate	n/a	n/a	116	14.7	n/a	n/a	56,309	15.9	n/a	n/a
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,140	49.6	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,140	10.6	n/a	n/a

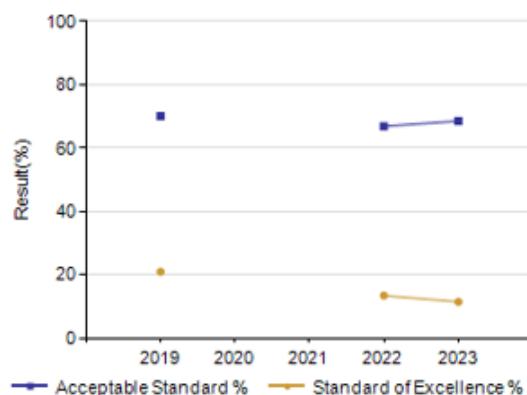
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Provincial Achievement Test Results – By Number Enrolled Measure History

PAT Results By Number Enrolled Measure History													
	Christ the King School					Measure Evaluation			Alberta				
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall	2019	2020	2021	2022	2023
N	132	n/a	n/a	94	117	n/a	n/a	n/a	104,012	n/a	n/a	109,520	115,580
Acceptable Standard %	70.0	n/a	n/a	66.8	68.5	Intermediate	n/a	n/a	71.1	n/a	n/a	64.3	63.3
Standard of Excellence %	20.9	n/a	n/a	13.4	11.4	Low	n/a	n/a	20.8	n/a	n/a	17.7	16.0

Graph of Overall Provincial Achievement Test Results



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 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. 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 (EAL)

		Christ the King School (EAL)							Alberta (EAL)			
		Achievement	Improvement	Overall	2023		Prev 3 Year Average		2023		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	9,044	73.9	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,044	13.9	n/a	n/a
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	188	75.5	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	188	13.8	n/a	n/a
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	79	65.8	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	79	10.1	n/a	n/a
Mathematics 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,076	64.9	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,076	15.2	n/a	n/a
Science 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,728	64.7	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,728	17.2	n/a	n/a
Social Studies 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	10,098	65.4	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	10,098	15.7	n/a	n/a
English Language Arts 9	Acceptable Standard	*	*	*	2	*	n/a	n/a	6,969	62.2	n/a	n/a
	Standard of Excellence	*	*	*	2	*	n/a	n/a	6,969	6.6	n/a	n/a
K&F English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	149	34.9	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	149	1.3	n/a	n/a
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	194	71.1	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	194	11.3	n/a	n/a
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	84	64.3	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	84	11.9	n/a	n/a
Mathematics 9	Acceptable Standard	*	*	*	2	*	n/a	n/a	6,930	50.1	n/a	n/a
	Standard of Excellence	*	*	*	2	*	n/a	n/a	6,930	12.0	n/a	n/a
K&F Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	177	39.5	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	177	5.6	n/a	n/a
Science 9	Acceptable Standard	*	*	*	2	*	n/a	n/a	6,975	59.4	n/a	n/a
	Standard of Excellence	*	*	*	2	*	n/a	n/a	6,975	15.0	n/a	n/a
K&F Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	151	33.1	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	151	3.3	n/a	n/a
Social Studies 9	Acceptable Standard	*	*	*	2	*	n/a	n/a	6,983	50.4	n/a	n/a
	Standard of Excellence	*	*	*	2	*	n/a	n/a	6,983	11.0	n/a	n/a
K&F Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	137	39.4	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	137	1.5	n/a	n/a

Notes:

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Student Growth and Achievement (Grades K-9)

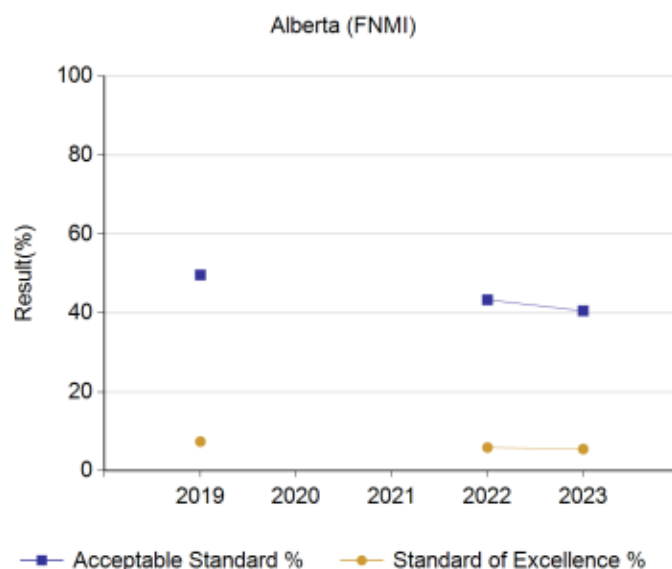
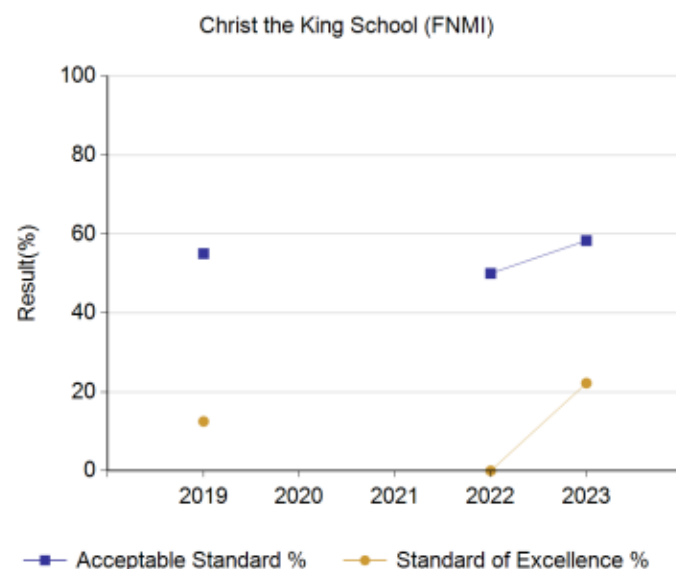


PAT Results By Number Enrolled Measure History

School: 3272 Christ the King School (FNMI)

Province: Alberta (FNMI)

	Christ the King School (FNMI)					Measure Evaluation			Alberta (FNMI)				
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall	2019	2020	2021	2022	2023
N	10	n/a	n/a	6	9	n/a	n/a	n/a	7,791	n/a	n/a	8,584	9,049
Acceptable Standard %	55.0	n/a	n/a	50.0	58.3	Very Low	n/a	n/a	49.6	n/a	n/a	43.3	40.5
Standard of Excellence %	12.5	n/a	n/a	0.0	22.2	High	n/a	n/a	7.4	n/a	n/a	5.9	5.5



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 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
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Student Growth and Achievement (Grades K-9)



PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Province: Alberta (FNMI)

		Christ the King School (FNMI)		Alberta (FNMI)	
		2023	2020 - 2022 Avg	2023	2020 - 2022 Avg
English Language Arts 6	Number Writing	n/a	n/a	2,953	n/a
	Acceptable Standard %	n/a	n/a	79.8	n/a
	Standard of Excellence %	n/a	n/a	9.4	n/a
French Language Arts 6 année	Number Writing	n/a	n/a	119	n/a
	Acceptable Standard %	n/a	n/a	73.1	n/a
	Standard of Excellence %	n/a	n/a	5.9	n/a
Français 6 année	Number Writing	n/a	n/a	15	n/a
	Acceptable Standard %	n/a	n/a	86.7	n/a
	Standard of Excellence %	n/a	n/a	33.3	n/a
Mathematics 6	Number Writing	n/a	n/a	2,974	n/a
	Acceptable Standard %	n/a	n/a	55.2	n/a
	Standard of Excellence %	n/a	n/a	7.3	n/a
Science 6	Number Writing	n/a	n/a	3,009	n/a
	Acceptable Standard %	n/a	n/a	61.0	n/a
	Standard of Excellence %	n/a	n/a	11.9	n/a
Social Studies 6	Number Writing	n/a	n/a	3,279	n/a
	Acceptable Standard %	n/a	n/a	59.8	n/a
	Standard of Excellence %	n/a	n/a	8.6	n/a
English Language Arts 9	Number Writing	9	n/a	3,039	n/a
	Acceptable Standard %	55.6	n/a	70.8	n/a
	Standard of Excellence %	11.1	n/a	6.4	n/a
K&E English Language Arts 9	Number Writing	n/a	n/a	191	n/a
	Acceptable Standard %	n/a	n/a	68.1	n/a
	Standard of Excellence %	n/a	n/a	5.8	n/a
French Language Arts 9 année	Number Writing	n/a	n/a	126	n/a
	Acceptable Standard %	n/a	n/a	70.6	n/a
	Standard of Excellence %	n/a	n/a	4.8	n/a
Français 9 année	Number Writing	n/a	n/a	20	n/a
	Acceptable Standard %	n/a	n/a	75.0	n/a
	Standard of Excellence %	n/a	n/a	10.0	n/a
Mathematics 9	Number Writing	8	n/a	2,897	n/a
	Acceptable Standard %	62.5	n/a	41.5	n/a
	Standard of Excellence %	12.5	n/a	5.5	n/a

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		Christ the King School (FNMI)		Alberta (FNMI)	
		2023	2020 - 2022 Avg	2023	2020 - 2022 Avg
K&E Mathematics 9	Number Writing	n/a	n/a	341	n/a
	Acceptable Standard %	n/a	n/a	63.0	n/a
	Standard of Excellence %	n/a	n/a	14.4	n/a
Science 9	Number Writing	9	n/a	3,096	n/a
	Acceptable Standard %	66.7	n/a	59.6	n/a
	Standard of Excellence %	44.4	n/a	10.0	n/a
K&E Science 9	Number Writing	n/a	n/a	210	n/a
	Acceptable Standard %	n/a	n/a	64.8	n/a
	Standard of Excellence %	n/a	n/a	11.0	n/a
Social Studies 9	Number Writing	9	n/a	3,111	n/a
	Acceptable Standard %	55.6	n/a	48.2	n/a
	Standard of Excellence %	22.2	n/a	7.0	n/a
K&E Social Studies 9	Number Writing	n/a	n/a	201	n/a
	Acceptable Standard %	n/a	n/a	59.2	n/a
	Standard of Excellence %	n/a	n/a	9.5	n/a

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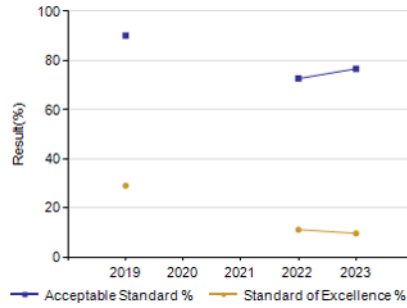
Diploma Examination Results – Measure Details

Diploma Exam Course by Course Results by Students Writing													
		Results (in percentages)										Target	
		2019		2020		2021		2022		2023		2023	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	School	93.2	9.1	n/a	n/a	n/a	n/a	80.0	0.0	82.1	3.6		
	Authority	91.3	10.0	n/a	n/a	n/a	n/a	83.3	4.2	73.7	1.8		
	Province	86.8	12.3	n/a	n/a	n/a	n/a	78.8	9.4	83.7	10.5		
English Lang Arts 30-2	School	80.0	6.7	n/a	n/a	n/a	n/a	n/a	n/a	93.3	10.0		
	Authority	80.4	11.8	n/a	n/a	n/a	n/a	68.8	6.3	96.2	9.4		
	Province	87.1	12.1	n/a	n/a	n/a	n/a	80.8	12.3	86.2	12.7		
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	91.5	10.1	n/a	n/a	n/a	n/a	91.9	6.8	93.1	6.1		
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	98.6	29.5	n/a	n/a	n/a	n/a	98.8	44.2	99.2	30.7		
Mathematics 30-1	School	84.6	34.6	n/a	n/a	n/a	n/a	n/a	n/a	52.2	0.0		
	Authority	84.6	25.6	n/a	n/a	n/a	n/a	*	*	51.2	2.4		
	Province	77.8	35.1	n/a	n/a	n/a	n/a	63.6	23.0	70.8	29.0		
Mathematics 30-2	School	95.7	30.4	n/a	n/a	n/a	n/a	n/a	n/a	72.0	4.0		
	Authority	76.1	16.4	n/a	n/a	n/a	n/a	64.3	14.3	69.8	9.3		
	Province	76.5	16.8	n/a	n/a	n/a	n/a	61.5	11.8	71.1	15.2		
Social Studies 30-1	School	94.1	23.5	n/a	n/a	n/a	n/a	63.0	7.4	88.5	11.5		
	Authority	90.2	19.7	n/a	n/a	n/a	n/a	77.0	13.1	88.1	8.5		
	Province	86.6	17.0	n/a	n/a	n/a	n/a	81.5	15.8	83.5	15.9		
Social Studies 30-2	School	72.0	4.0	n/a	n/a	n/a	n/a	60.0	0.0	71.0	3.2		
	Authority	69.2	9.2	n/a	n/a	n/a	n/a	71.4	4.8	74.0	3.9		
	Province	77.8	12.2	n/a	n/a	n/a	n/a	72.5	13.2	78.1	12.3		
Biology 30	School	96.4	46.4	n/a	n/a	n/a	n/a	n/a	n/a	90.5	23.8		
	Authority	79.4	33.3	n/a	n/a	n/a	n/a	79.5	17.9	88.1	25.4		
	Province	83.9	35.5	n/a	n/a	n/a	n/a	74.3	25.2	82.7	32.8		
Chemistry 30	School	88.0	40.0	n/a	n/a	n/a	n/a	83.3	33.3	66.7	17.9		
	Authority	78.4	32.4	n/a	n/a	n/a	n/a	71.9	18.8	66.1	12.9		
	Province	85.7	42.5	n/a	n/a	n/a	n/a	77.1	31.1	80.5	37.0		
Physics 30	School	95.0	40.0	n/a	n/a	n/a	n/a	70.6	23.5	81.8	9.1		
	Authority	83.3	28.6	n/a	n/a	n/a	n/a	76.9	23.1	84.6	15.4		
	Province	87.5	43.5	n/a	n/a	n/a	n/a	78.5	34.6	82.3	39.9		
Science 30	School	95.5	68.2	n/a	n/a	n/a	n/a	85.7	14.3	74.1	11.1		
	Authority	88.2	55.9	n/a	n/a	n/a	n/a	83.6	20.0	74.1	11.1		
	Province	85.7	31.2	n/a	n/a	n/a	n/a	75.7	17.2	79.4	23.1		

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.
3. Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Participation in the Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. 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

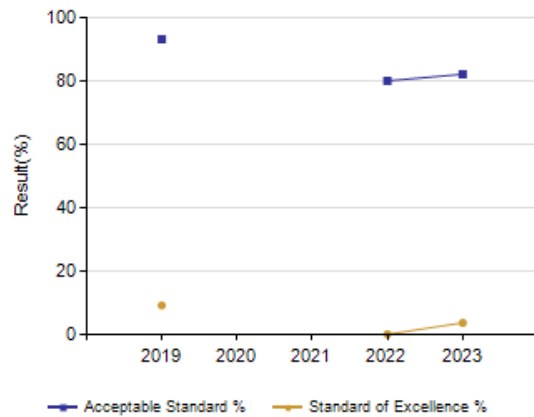


Notes:

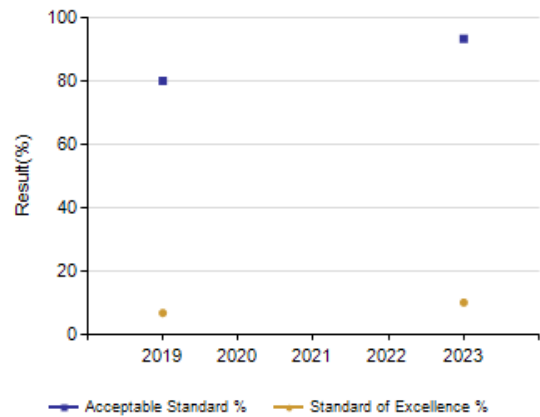
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Exams. The weights are the number of students 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 COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
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Diploma Examination Results by Course

English Lang Arts 30-1

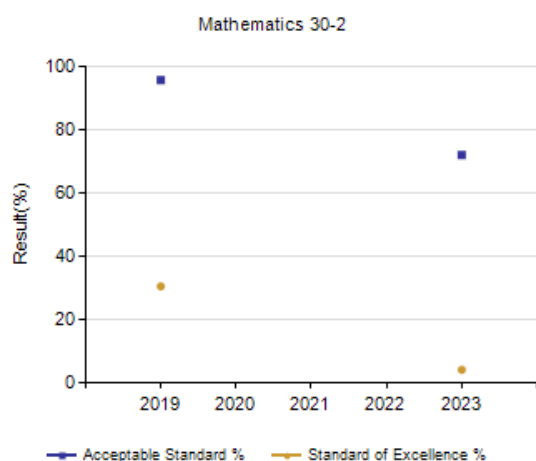
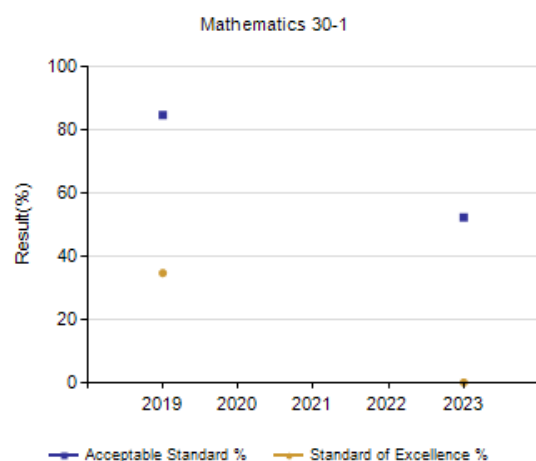


English Lang Arts 30-2



[No Data for French Lang Arts 30-1]

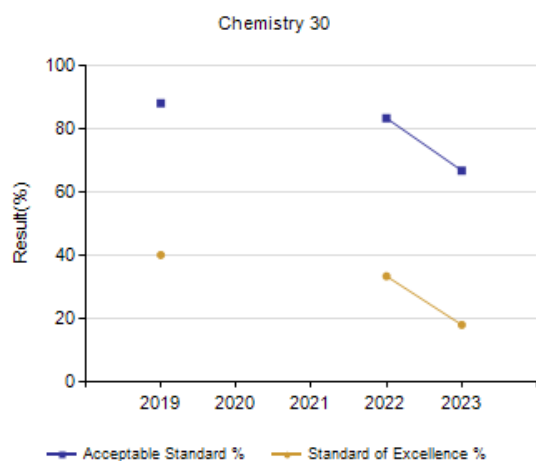
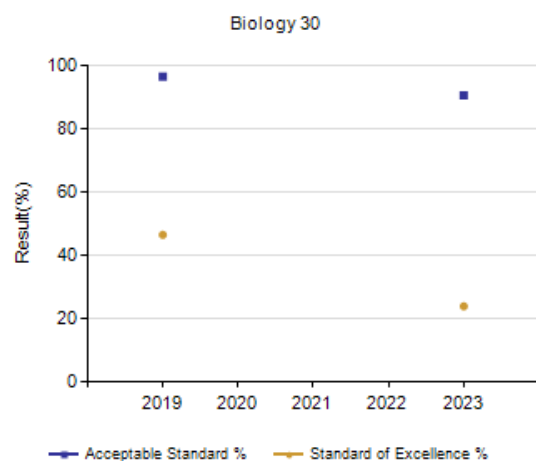
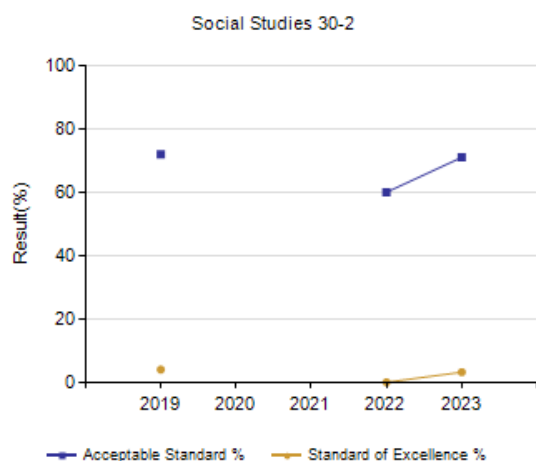
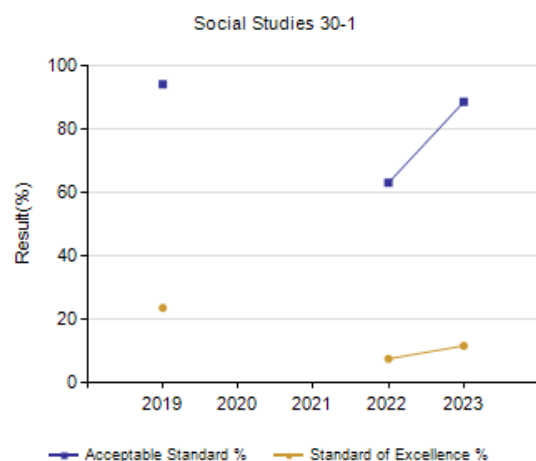
[No Data for Français 30]

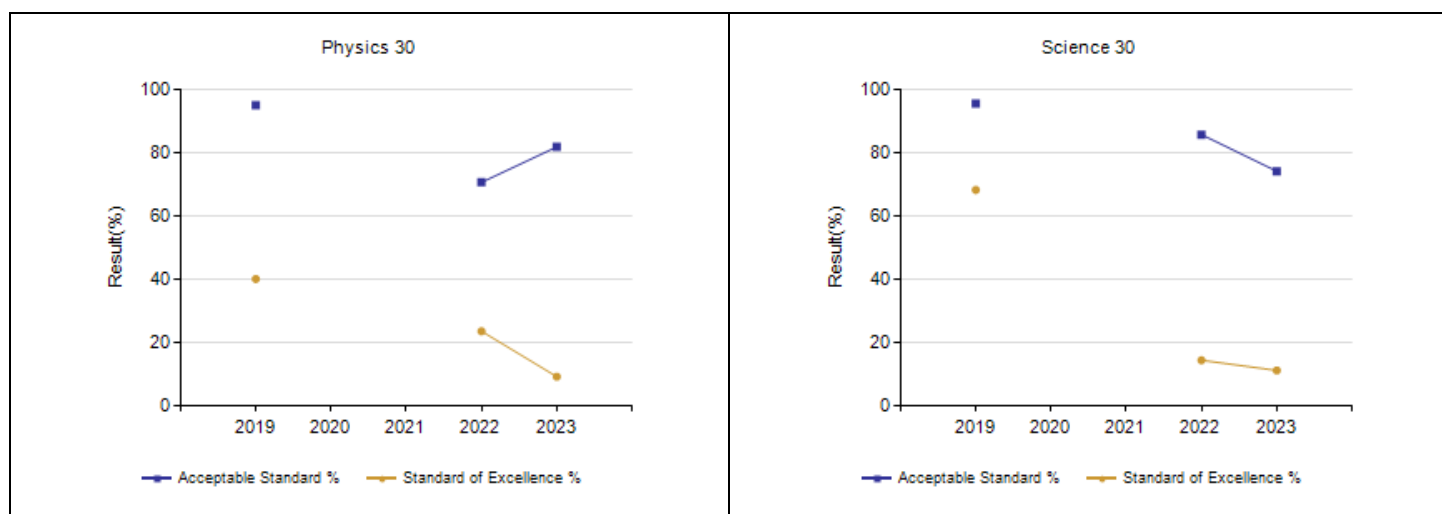


Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
3. Participation in the Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. A written-response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.

Diploma Examination Results by Course





Notes:

1. 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	2023		Prev 3 Year Average		2023		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	Low	n/a	n/a	28	82.1	n/a	n/a	31,493	83.7	n/a	n/a
	Standard of Excellence	Low	n/a	n/a	28	3.6	n/a	n/a	31,493	10.5	n/a	n/a
English Lang Arts 30-2	Acceptable Standard	Intermediate	n/a	n/a	30	93.3	n/a	n/a	17,112	86.2	n/a	n/a
	Standard of Excellence	Intermediate	n/a	n/a	30	10.0	n/a	n/a	17,112	12.7	n/a	n/a
French Language Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,236	93.1	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,236	6.1	n/a	n/a
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	127	99.2	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	127	30.7	n/a	n/a
Mathematics 30-1	Acceptable Standard	n/a	n/a	n/a	23	52.2	n/a	n/a	19,763	70.8	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	23	0.0	n/a	n/a	19,763	29.0	n/a	n/a
Mathematics 30-2	Acceptable Standard	n/a	n/a	n/a	25	72.0	n/a	n/a	14,418	71.1	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	25	4.0	n/a	n/a	14,418	15.2	n/a	n/a
Social Studies 30-1	Acceptable Standard	High	n/a	n/a	26	88.5	n/a	n/a	24,023	83.5	n/a	n/a
	Standard of Excellence	Intermediate	n/a	n/a	26	11.5	n/a	n/a	24,023	15.9	n/a	n/a
Social Studies 30-2	Acceptable Standard	Very Low	n/a	n/a	31	71.0	n/a	n/a	21,045	78.1	n/a	n/a
	Standard of Excellence	Very Low	n/a	n/a	31	3.2	n/a	n/a	21,045	12.3	n/a	n/a
Biology 30	Acceptable Standard	High	n/a	n/a	21	90.5	n/a	n/a	23,270	82.7	n/a	n/a
	Standard of Excellence	Intermediate	n/a	n/a	21	23.8	n/a	n/a	23,270	32.8	n/a	n/a
Chemistry 30	Acceptable Standard	Low	n/a	n/a	39	66.7	n/a	n/a	18,364	80.5	n/a	n/a
	Standard of Excellence	Low	n/a	n/a	39	17.9	n/a	n/a	18,364	37.0	n/a	n/a
Physics 30	Acceptable Standard	Intermediate	n/a	n/a	11	81.8	n/a	n/a	9,241	82.3	n/a	n/a
	Standard of Excellence	Low	n/a	n/a	11	9.1	n/a	n/a	9,241	39.9	n/a	n/a
Science 30	Acceptable Standard	Low	n/a	n/a	27	74.1	n/a	n/a	8,007	79.4	n/a	n/a
	Standard of Excellence	Low	n/a	n/a	27	11.1	n/a	n/a	8,007	23.1	n/a	n/a

Notes:

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2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.
3. Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
4. Participation in the Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. 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)

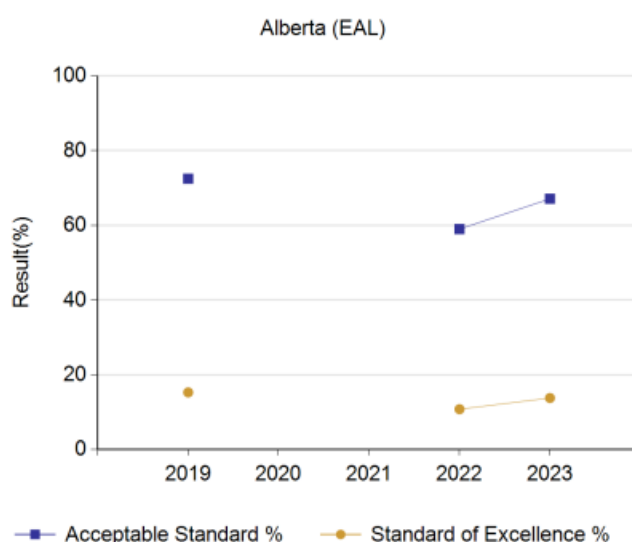
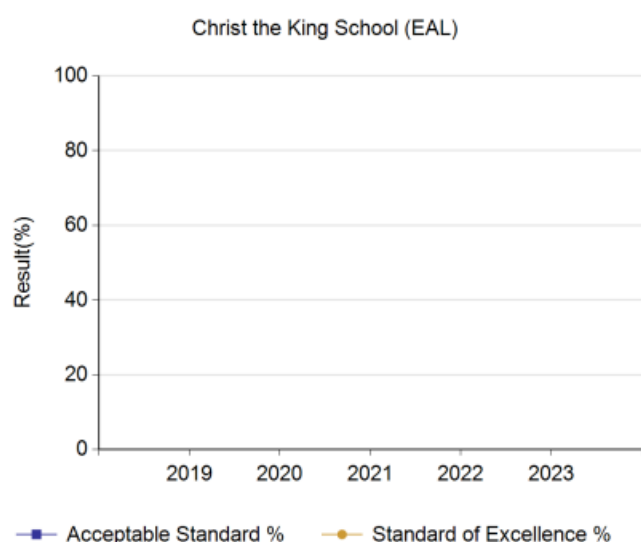


Diploma Exam Results By Students Writing Measure History

School: 3272 Christ the King School (EAL)

Province: Alberta (EAL)

	Christ the King School (EAL)					Measure Evaluation			Alberta (EAL)				
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall	2019	2020	2021	2022	2023
N	4	n/a	n/a	1	4	n/a	n/a	n/a	6,239	n/a	n/a	5,396	6,167
Acceptable Standard %	*	n/a	n/a	*	*	*	*	*	72.5	n/a	n/a	59.0	67.1
Standard of Excellence %	*	n/a	n/a	*	*	*	*	*	15.3	n/a	n/a	10.8	13.8



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
3. Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
4. Participation in the Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Student Growth and Achievement (Grades 10-12)



Diploma Exam Results Course By Course Summary With Measure Evaluation

School: 3272 Christ the King School (EAL)

Course	Measure	Christ the King School (EAL)							Alberta (EAL)			
		Achievement	Improvement	Overall	2023		Prev 3 Year Average		2023		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	Diploma Examination Acceptable Standard	*	*	*	1	*	n/a	n/a	2,482	63.3	n/a	n/a
	Diploma Examination Standard of Excellence	*	*	*	1	*	n/a	n/a	2,482	3.7	n/a	n/a
English Lang Arts 30-2	Diploma Examination Acceptable Standard	*	*	*	2	*	n/a	n/a	2,284	71.5	n/a	n/a
	Diploma Examination Standard of Excellence	*	*	*	2	*	n/a	n/a	2,284	5.5	n/a	n/a
French Language Arts 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	27	85.2	n/a	n/a
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	27	0.0	n/a	n/a
Français 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	11	100.0	n/a	n/a
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	11	9.1	n/a	n/a
Mathematics 30-1	Diploma Examination Acceptable Standard	*	*	*	1	*	n/a	n/a	1,714	61.1	n/a	n/a
	Diploma Examination Standard of Excellence	*	*	*	1	*	n/a	n/a	1,714	23.1	n/a	n/a
Mathematics 30-2	Diploma Examination Acceptable Standard	*	*	*	3	*	n/a	n/a	1,327	58.5	n/a	n/a
	Diploma Examination Standard of Excellence	*	*	*	3	*	n/a	n/a	1,327	9.7	n/a	n/a
Social Studies 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,415	72.7	n/a	n/a
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,415	8.8	n/a	n/a
Social Studies 30-2	Diploma Examination Acceptable Standard	*	*	*	3	*	n/a	n/a	2,749	62.5	n/a	n/a
	Diploma Examination Standard of Excellence	*	*	*	3	*	n/a	n/a	2,749	7.8	n/a	n/a
Biology 30	Diploma Examination Acceptable Standard	*	*	*	2	*	n/a	n/a	1,790	72.8	n/a	n/a
	Diploma Examination Standard of Excellence	*	*	*	2	*	n/a	n/a	1,790	24.7	n/a	n/a
Chemistry 30	Diploma Examination Acceptable Standard	*	*	*	2	*	n/a	n/a	1,479	73.5	n/a	n/a
	Diploma Examination Standard of Excellence	*	*	*	2	*	n/a	n/a	1,479	29.9	n/a	n/a
Physics 30	Diploma Examination Acceptable Standard	*	*	*	1	*	n/a	n/a	715	75.7	n/a	n/a
	Diploma Examination Standard of Excellence	*	*	*	1	*	n/a	n/a	715	32.3	n/a	n/a
Science 30	Diploma Examination Acceptable Standard	*	*	*	1	*	n/a	n/a	714	67.4	n/a	n/a
	Diploma Examination Standard of Excellence	*	*	*	1	*	n/a	n/a	714	16.1	n/a	n/a

Notes:

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2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.
3. Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Participation in the Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. 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)

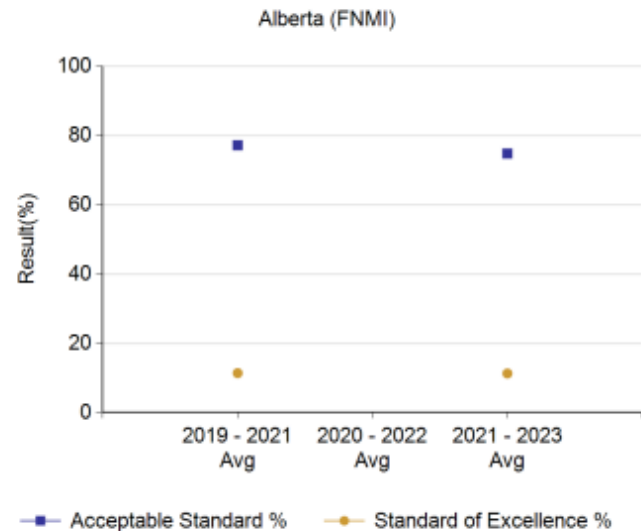
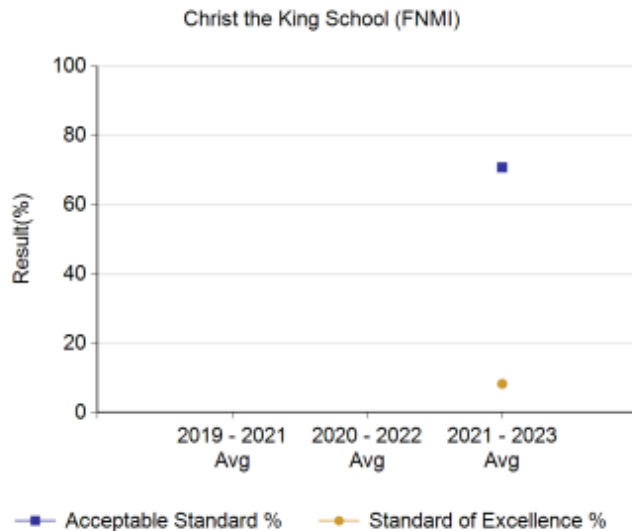


Diploma Exam Results By Students Writing - 3 Year Rolling Average

School: 3272 Christ the King School (FNMI)

Province: Alberta (FNMI)

	Christ the King School (FNMI)			Alberta (FNMI)		
	2019 - 2021 Avg	2020 - 2022 Avg	2021 - 2023 Avg	2019 - 2021 Avg	2020 - 2022 Avg	2021 - 2023 Avg
N	n/a	n/a	7	3,452	n/a	3,949
Acceptable Standard %	n/a	n/a	70.8	77.2	n/a	74.8
Standard of Excellence %	n/a	n/a	8.3	11.4	n/a	11.3



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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 COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Participation in the Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Student Growth and Achievement (Grades 10-12)



Diploma Exam Results Course By Course Summary With Measure Evaluation

School: 3272 Christ the King School (FNMI)

Course	Measure	Christ the King School (FNMI)							Alberta (FNMI)			
		Achievement	Improvement	Overall	2023		Prev 3 Year Average		2023		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	Diploma Examination Acceptable Standard	*	*	*	1	*	n/a	n/a	1,286	78.3	n/a	n/a
	Diploma Examination Standard of Excellence	*	*	*	1	*	n/a	n/a	1,286	6.1	n/a	n/a
English Lang Arts 30-2	Diploma Examination Acceptable Standard	*	*	*	5	*	n/a	n/a	1,833	86.5	n/a	n/a
	Diploma Examination Standard of Excellence	*	*	*	5	*	n/a	n/a	1,833	9.9	n/a	n/a
French Language Arts 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	37	83.8	n/a	n/a
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	37	2.7	n/a	n/a
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	*	*	*	2	*	n/a	n/a	566	60.6	n/a	n/a
	Diploma Examination Standard of Excellence	*	*	*	2	*	n/a	n/a	566	15.0	n/a	n/a
Mathematics 30-2	Diploma Examination Acceptable Standard	*	*	*	2	*	n/a	n/a	742	65.8	n/a	n/a
	Diploma Examination Standard of Excellence	*	*	*	2	*	n/a	n/a	742	12.1	n/a	n/a
Social Studies 30-1	Diploma Examination Acceptable Standard	*	*	*	1	*	n/a	n/a	986	73.0	n/a	n/a
	Diploma Examination Standard of Excellence	*	*	*	1	*	n/a	n/a	986	8.6	n/a	n/a
Social Studies 30-2	Diploma Examination Acceptable Standard	*	*	*	5	*	n/a	n/a	1,933	72.3	n/a	n/a
	Diploma Examination Standard of Excellence	*	*	*	5	*	n/a	n/a	1,933	5.4	n/a	n/a
Biology 30	Diploma Examination Acceptable Standard	*	*	*	1	*	n/a	n/a	902	72.5	n/a	n/a
	Diploma Examination Standard of Excellence	*	*	*	1	*	n/a	n/a	902	19.1	n/a	n/a
Chemistry 30	Diploma Examination Acceptable Standard	*	*	*	3	*	n/a	n/a	550	70.0	n/a	n/a
	Diploma Examination Standard of Excellence	*	*	*	3	*	n/a	n/a	550	24.0	n/a	n/a
Physics 30	Diploma Examination Acceptable Standard	*	*	*	1	*	n/a	n/a	250	72.0	n/a	n/a
	Diploma Examination Standard of Excellence	*	*	*	1	*	n/a	n/a	250	26.8	n/a	n/a
Science 30	Diploma Examination Acceptable Standard	*	*	*	3	*	n/a	n/a	470	75.3	n/a	n/a
	Diploma Examination Standard of Excellence	*	*	*	3	*	n/a	n/a	470	18.7	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.
3. Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Participation in the Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. 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.

2022-2023 SCHOOL YEAR STRATEGIES

- Professional Development focused through PLC groupings to collaborate and develop Tier 1 strategies and common assessments.
- Professional Development focused on inclusion and differentiation and alternative programming embedded within the regular classroom as opposed to streaming students into alternative program routes.
- Continued focus on literacy and numeracy throughout all curricular areas.
- Encouraging staff to form strong relationships with students ensuring every student has an adult they can relate to.
- 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.

PROFESSIONAL LEARNING

- Staff professional learning session on Smarter Marks program
- Provide PLC time
- PLC analysis of provincial exam results

INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

Grade 9

- Our Grade 9 English results show that we are above the province and the district at the acceptable standard, but below in the standard of excellence category
- Math 9 results are below in both the acceptable and the standard of excellence category
- We are proud of our Science and Social 9 PAT results which are above the district for both the acceptable and standard of excellence category and are above the province in the level of acceptable and only minimally below in the level of excellence

Grade 12

- Our English 30-1 and English 30-2 results are mostly in line with the district and the province.
- Math 30-1 results are significantly below the province in both the acceptable and standard of excellence.
- Math 30-2 results are in line with the district and the provincial results.
- We are proud of our Social 30-1 results which are above the province at the acceptable standard.
- Social 30-2 results are slightly below the district and the province at both the acceptable and excellence standards.
- Biology 30 results are higher than the district and the province at the acceptable level.
- The school, district and province had high success at the standard of excellence in Biology 30.
- Chemistry 30 results for the school and district are significantly below the provincial average.
- Physics 30 and Science 30 results align closely with the district and the province.

INSIGHTS, CONCLUSIONS & IMPLICATIONS

English as a Second Language (ESL)

- The minimum number of data for reporting from Alberta Education was not met, therefore, there is no data to report on in this area.

First Nation, Métis, and Inuit Students

- Our Math 9, Science 9 and Social 9 results for our First Nation, Metis and Inuit students are significantly higher than the province at both the acceptable and excellence standards
- Our English 9 results for our First Nation, Metis and Inuit students are lower than the province at the acceptable standard but higher than the province at the standard of excellence
- Minimum number of data for reporting from Alberta Education was not met for our Diploma exams

CONCLUSIONS

- Our English and Math 9 results are an area for growth and improvement.
- Math 9 results are a source of significant concern at the school, division, and provincial level.
- We are proud of our Biology 30 results.
- Math 30-1 results are a source of significant concern at the school and district level.
- While CTK consistently approaches or exceeds the provincial Acceptable Standard, the results for the Standard of Excellence persistently fall below the provincial average.

IMPLICATIONS

- Further data analysis into the type of questions our students are having difficulties with is needed.

PROVINCIAL GOAL: HIGH SCHOOL COMPLETION

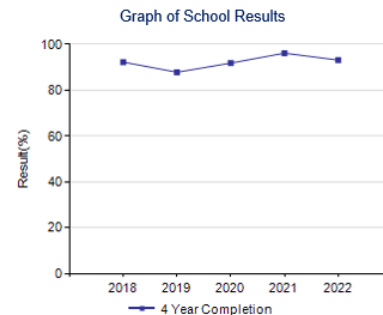
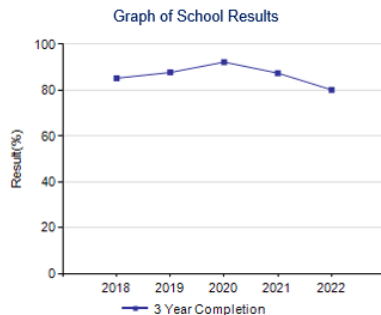
High School completion is a fundamental building block on which other educational and life goals are built. It opens opportunities for growth and creates a better quality of life.

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

High School Completion Rate – Measure Details

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

	School										Measure Evaluation			Authority										Province									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
3 Year Completion	45	85.2	54	87.7	51	92.2	54	87.4	87	80.1	Intermediate	Declined	Issue	115	89.4	138	87.2	125	91.2	136	89.4	175	83.1	44,978	79.7	45,354	80.3	46,245	83.4	47,875	83.2	48,340	80.7
4 Year Completion	88	92.2	45	87.8	84	91.8	51	98.1	54	93.1	Very High	Maintained	Excellent	133	90.8	115	91.3	137	90.7	125	94.5	136	93.0	44,994	83.3	44,980	84.0	45,351	85.0	46,242	87.1	47,660	86.5
5 Year Completion	47	90.8	69	92.1	45	89.4	65	91.3	51	98.1	Very High	Improved	Excellent	128	92.2	133	91.5	115	92.0	137	93.3	125	95.3	44,842	85.2	44,988	85.3	44,972	88.2	45,344	87.1	46,238	88.6

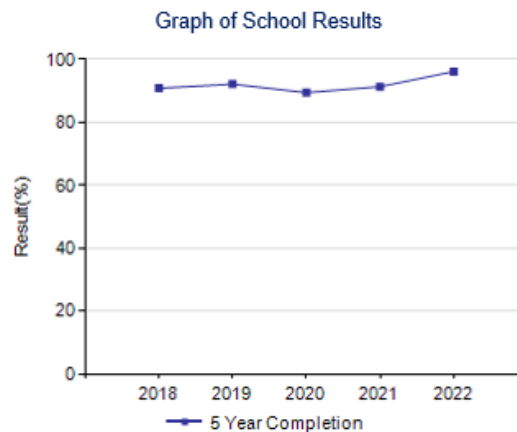


Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.

High School Completion Rate – Measure Details

High School Completion Rate – Measure Details



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 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.

HIGH SCHOOL COMPLETION RATE: ESL

Student Growth and Achievement

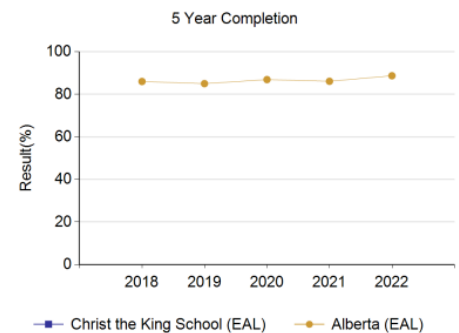
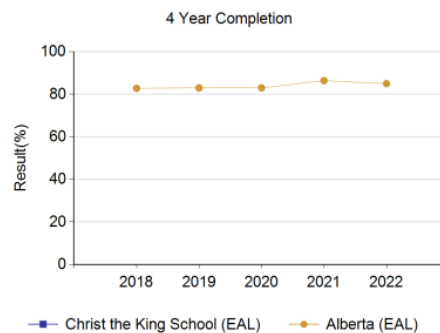
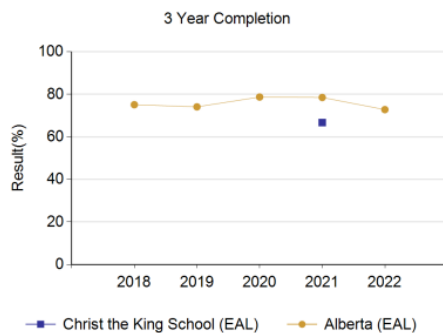


High School Completion Rates - Measure History

School: 3272 Christ the King School (EAL)

Province: Alberta (EAL)

	Christ the King School (EAL)													Alberta (EAL)									
	2018		2019		2020		2021		2022					Measure Evaluation			2018		2019		2020		2021
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
3 Year Completion	1	*	n/a	n/a	3	*	6	66.7	1	*	*	*	*	3,388	75.1	3,307	74.1	3,654	78.7	3,646	78.5	3,805	72.8
4 Year Completion	3	*	1	*	n/a	n/a	3	*	5	*	*	*	*	2,784	82.8	3,076	83.0	2,993	83.0	3,278	86.4	3,337	85.0
5 Year Completion	n/a	n/a	3	*	1	*	n/a	n/a	3	*	*	*	*	2,410	86.0	2,664	85.0	2,960	86.9	2,874	86.1	3,151	88.7



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.

HIGH SCHOOL COMPLETION RATE: FNMI

Student Growth and Achievement

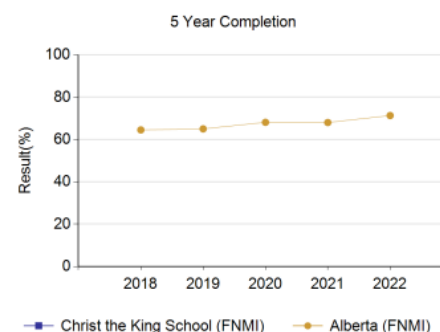
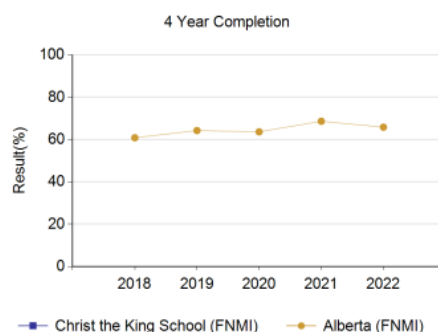
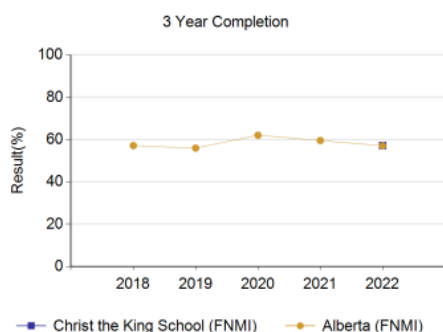


High School Completion Rates - Measure History

School: 3272 Christ the King School (FNMI)

Province: Alberta (FNMI)

	Christ the King School (FNMI)													Alberta (FNMI)									
	2018		2019		2020		2021		2022					Measure Evaluation			2018		2019		2020		2021
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
3 Year Completion	3	*	1	*	2	*	2	*	7	57.1	Very Low	n/a	n/a	3,632	57.1	3,750	55.9	3,814	62.0	3,972	59.5	3,943	57.0
4 Year Completion	5	*	3	*	1	*	2	*	2	*	*	*	*	3,453	60.8	3,524	64.2	3,670	63.6	3,729	68.6	3,936	65.8
5 Year Completion	1	*	5	*	3	*	1	*	2	*	*	*	*	3,266	64.5	3,407	65.0	3,469	68.1	3,593	68.0	3,719	71.3



Notes:

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2. Participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.



2022-2023 SCHOOL YEAR STRATEGIES

- Work with students in helping to plan for high school completion, utilizing strategies such as high school redesign.
- Work with the Student Intervention Team to identify students at risk for not completing high school.
- Teachers will monitor and report to the Student Intervention Team the progress of students at risk for not completing high school.
- Communicate to parents of students at risk for not completing high school the plan to make students successful.
- Work collaboratively with STAR Outreach to provide programming not otherwise available at Christ the King.
- Ensure access to mentorship programs using outside agencies (Selections Career Support Services), career counselling opportunities, and other supports to help students find the support they need to graduate.

PROFESSIONAL LEARNING

- Individualized Learning Plan Learning session
- Professional development focused on working with English Language Learners

INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

- We are proud of our High School completion rates. They are high for students who completed high school within three, four and five years.
- There is no data available to make any insights or conclusions
- 57% of our First Nation, Metis and Inuit students completed high school in three years

CONCLUSIONS

- This data for our First Nation, Metis and Inuit students is very preliminary.

IMPLICATIONS

- It will be important to continue to monitor our First Nation, Metis and Inuit students that did not complete high school in three years to see if they complete high school in four or five years, rather than three.

PROVINCIAL GOAL: CITIZENSHIP

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

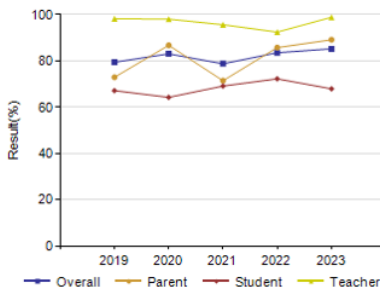
CITIZENSHIP - MEASURE DETAILS

Citizenship – Measure Details

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

	School										Measure Evaluation			Authority										Province									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	103	79.4	108	83.0	83	78.7	108	83.5	83	85.2	Very High	Maintained	Excellent	2,143	87.0	1,905	88.0	1,751	86.5	2,001	88.3	1,738	86.4	265,614	82.9	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3
Parent	14	72.9	9	86.7	10	71.4	9	85.7	11	89.1	Very High	Maintained	Excellent	241	85.7	180	86.2	144	81.2	201	87.6	175	88.5	35,247	81.9	36,891	82.4	30,905	81.4	31,889	80.4	31,889	79.4
Student	66	67.1	79	64.2	55	69.1	83	72.2	56	67.9	Intermediate	Maintained	Acceptable	1,673	78.3	1,540	79.3	1,402	80.7	1,608	80.1	1,368	76.6	197,090	73.5	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3
Teacher	23	98.2	20	98.0	18	95.6	16	92.4	16	98.8	Very High	Maintained	Excellent	229	97.0	185	98.5	205	97.7	192	97.2	195	94.2	33,277	93.2	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3

Graph of School Results



Notes:

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

2022-2023 SCHOOL YEAR STRATEGIES

- Increased positive communication about existing social justice programs students and staff 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.
- Focus on building strong and meaningful connections between students and at least one adult in their school.
- Staff 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.
- Continue to foster relationships with the parish and CTK community as a whole.

PROFESSIONAL LEARNING

- Third Path Framework
- Faith PD on Stewardship
- Staff Engagement in social justice planning calendar

INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

- We are very proud of our results that show teachers, parents and students are satisfied that students model the characteristics of active citizenship.

CONCLUSIONS

- Overall, our results in citizenship are very high and maintained.

IMPLICATIONS

- It is important that Christ the King continues to find 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.

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

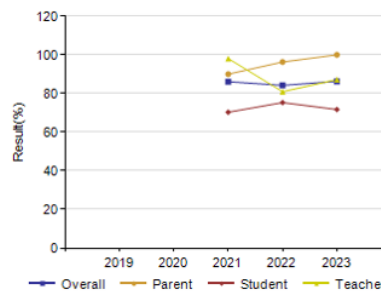
STUDENT LEARNING ENGAGEMENT: MEASURE DETAILS

Student Learning Engagement – Measure Details

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

	School										Measure Evaluation				Authority										Province									
	2019		2020		2021		2022		2023						2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%			
Overall	n/a	n/a	n/a	n/a	83	86.1	108	84.2	83	86.3	n/a	Maintained	n/a	n/a	n/a	n/a	1,752	87.7	2,001	89.3	1,738	86.7	n/a	n/a	n/a	n/a	230,956	85.6	249,740	85.1	257,214	84.4		
Parent	n/a	n/a	n/a	n/a	10	90.0	9	96.3	11	100.0	n/a	Maintained	n/a	n/a	n/a	n/a	144	90.0	201	98.0	175	82.9	n/a	n/a	n/a	n/a	30,994	89.0	31,894	88.7	31,862	87.3		
Student	n/a	n/a	n/a	n/a	55	70.3	83	75.3	56	71.7	n/a	Maintained	n/a	n/a	n/a	n/a	1,403	75.3	1,808	75.2	1,388	71.3	n/a	n/a	n/a	n/a	169,789	71.8	187,102	71.3	193,029	70.9		
Teacher	n/a	n/a	n/a	n/a	18	98.1	16	80.9	16	87.2	n/a	Maintained	n/a	n/a	n/a	n/a	205	97.9	192	96.7	195	95.9	n/a	n/a	n/a	n/a	30,173	98.0	30,944	95.5	32,323	95.1		

Graph of School Results



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

2022-2023 SCHOOL YEAR STRATEGIES

- Response to Intervention (RTI)
 - Universal and targeted instruction.
 - School Leadership Teams analyze results to drive professional development and instructional practices.
 - PLC collaboration to focus on and develop interventions.
- Attendance monitoring to identify students who may require additional accommodation and support.
- English Language Learner strategies that support utilizing test accommodations (ex. readers, writing scribes and use of technology).
- The School Leadership Teams and individual Professional Learning Community groups will set goals.
- Access support from outside agencies for social emotional support for students.
- Provide staff with relevant technology and programs for their instruction.

PROFESSIONAL LEARNING

- Professional Development sessions on Third Path framework
- Professional Learning on Stewardship
- Response to Intervention and differentiated instruction professional learning session

INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

- Overall, parents and teachers have a higher percentage that agree students are engaged in their learning at school.
- 71% of Christ the King students agree that students are engaged in their learning at school.

CONCLUSIONS

- Christ the King must investigate why a lower percentage of students feel they are engaged in their learning at school.

IMPLICATIONS

- It will be important that we find out why 29% of Christ the King students feel they are not engaged in their learning at school and plan and implement ways to improve in this provincial goal.

DOMAIN 3: TEACHING & LEADING

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

Outcome: Staff enhance 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		
Staff Survey (Teacher)	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	100	87	93	93	91	93
I have opportunities to access Division and school supports (i.e. Coaches, Directors, Mentors, Family School Liaison Worker, and Learning Support Facilitators for Professional Development)	100	87	84	92	85	89
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	50	88	70	63	66	68
I have opportunities to access Division and school supports (i.e. Coaches, Directors, Mentor, Family School Liaison Worker, and Learning Support Facilitators for Professional Development)	100	100	96	78	76	81

PROFESSIONAL DEVELOPMENT

- Professional Development sessions focused on:
 - Professional Learning Communities
 - Smarter Marks
 - PowerSchool
 - Working and Learning Environments
 - Mental Wellness
 - Third Path Framework
 - Individual Learning Plans
 - First Nation, Metis and Inuit student success
 - Survey and Data Analysis
 - Learning and assessment practices
 - Goal Setting
 - Response to Intervention and Differentiation Best practices

2022-2023 SCHOOL YEAR STRATEGIES

- Staff lead teachers in Third Path Mental Wellness refresher sessions.
- Staff lead teachers in PowerSchool providing continued support.
- REC and 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

INSIGHTS

- Christ the King teachers are 100% satisfied with the Professional Development opportunities they have.
- Only 50% of our Support Staff are satisfied with the Professional Development opportunities they have.
- All teachers and support staff are 100% satisfied with and the access they have to division supports.

CONCLUSIONS

- We are proud of the improvement we have shown in teachers being 100% satisfied with their professional development and their access to division supports.
- We have two support staff that have answered the survey.

IMPLICATIONS

- It is important that we have all support staff answer the survey so that we have more clear results to analyze.
- We need to continue to further investigate what professional development opportunities Support Staff would find meaningful.

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
I have the opportunity to participate in school leadership at my school (e.g. School Leadership Team, Acting Admin, School Intervention Team, Extra-curricular, facilitating PD, etc.)	100	100	94	93	97	95
I have the opportunity to collaborate in a professional learning community (PLC)	100	100	92	97	99	96
Teachers in our school value professional learning communities (PLC)	100	93	88	94	95	94

COLLABORATIVE LEADERSHIP STRUCTURES

- Professional Learning Communities (PLC)
- School Intervention Team (SIT)
- School Leadership Team (SLT)
- Religious Education Coordinator (REC), First Nation, Metis and Inuit School Lead (FNMI), Learning Support Facilitator (LSF)

2022-2023 SCHOOL YEAR STRATEGIES

- Encourage staff to participate in school leadership teams including SLT, Acting Admin, School Intervention Team, Extra Curricular, facilitating Pd, etc.
- Ensure all teachers are able to participate in a professional learning community (PLC).
- 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.
- Receive input and feedback from staff on meaningful PD.

INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

- Christ the King is very proud of the culture of collaboration and leadership we have at our school.

CONCLUSIONS

- CTK teacher satisfaction is an indicator of the extensive professional learning opportunities and leadership structures in the school and the district.

IMPLICATIONS

- Both CTK and the division must continue to value and prioritize collaboration and implementation and utilization of leadership structures.

DOMAIN 3: TEACHING & LEADING

Board Priority/Local Goal: Staff are supported in their wellness.

Outcome: When staff experience positive social, emotional, and physical well-being, they are better able to fulfill their role in supporting students.

MEASURES

Measure Category	Christ the King School			STAR Catholic Schools		
Staff Survey (Teacher)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I am aware of available resources to support my wellness.	New Question	New Question	New Question	New Question	New Question	New Question
I utilize the resources and information that are provided to support my wellness.	New Question	New Question	New Question	New Question	New Question	New Question
I understand the different dimensions of wellness into my own life. (i.e. physical, social and emotional)	New Question	New Question	New Question	New Question	New Question	New Question
We learn about and incorporate wellness in my workplace.	New Question	New Question	New Question	New Question	New Question	New Question

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 available resources to support my wellness.	New Question	New Question	New Question	New Question	New Question	New Question
I utilize the resources and information that are provided to support my wellness.	New Question	New Question	New Question	New Question	New Question	New Question
I understand the different dimensions of wellness into my own life. (i.e. physical, social and emotional)	New Question	New Question	New Question	New Question	New Question	New Question
We learn about and incorporate wellness in my workplace.	New Question	New Question	New Question	New Question	New Question	New Question

2022-2023 SCHOOL YEAR STRATEGIES

- Create structures that facilitate open and respectful communication.
- Communicate with staff resources available through the ATA, STAR Central Office and the community.
- Ongoing development of staff understanding and utilization of division initiatives that support both student and staff wellness (Mental Health Literacy, Third Path Framework, TES, ASIST, SIVA).
- Staff meet at the end of the week in the staff room for prayer and fellowship.
- Provide opportunities for wellness activities with staff.
- Increase awareness of Health and Wellness account.
- Provide focused Wellness PD on the different dimensions of wellness (Physical, social, and emotional).

INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

- Yet to be reported on as it is a new outcome.

CONCLUSIONS

- Yet to be reported on as it is a new outcome.

IMPLICATIONS

- Yet to be reported on as it is a new outcome.

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.

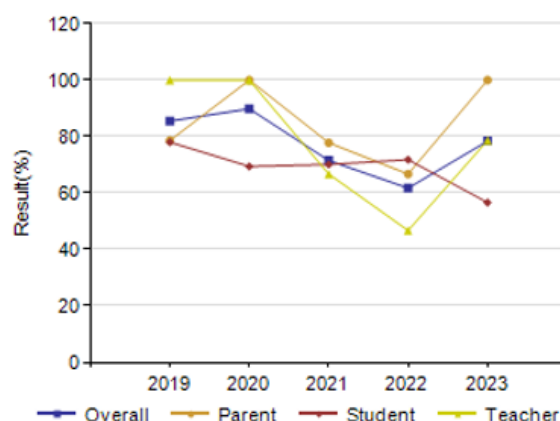
EDUCATION QUALITY: MEASURE DETAILS

School Improvement – Measure Details

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

	School										Measure Evaluation			Authority										Province									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	102	85.5	108	89.8	81	71.5	107	61.7	78	78.4	High	Maintained	Good	2,123	87.2	1,897	88.9	1,710	84.3	1,979	81.4	1,706	81.6	263,364	81.0	262,079	81.5	224,041	81.4	243,980	74.2	251,355	75.2
Parent	14	78.6	9	100.0	9	77.8	9	66.7	10	100.0	Very High	Improved	Excellent	233	81.5	176	88.1	133	81.2	195	81.0	167	79.0	34,159	80.3	35,896	80.0	28,016	81.7	30,147	70.0	30,371	72.5
Student	66	78.0	79	69.4	54	70.1	83	71.8	54	56.6	Very Low	Declined	Concern	1,670	84.9	1,537	86.2	1,392	83.6	1,602	85.1	1,358	81.4	196,592	79.4	192,917	79.6	167,992	79.1	185,107	76.3	191,142	75.0
Teacher	22	100.0	20	100.0	18	66.7	15	46.7	14	78.6	Intermediate	Maintained	Acceptable	220	95.0	184	92.4	185	88.1	182	78.0	181	84.5	32,613	83.4	33,266	85.0	28,033	83.4	28,726	76.3	29,842	78.0

Graph of School Results



Notes:

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

2022-2023 SCHOOL YEAR STRATEGIES

- Response to Intervention strategies enhanced to support a more diverse high school student population.
- Continue to focus on expanding extra-curricular activities working towards increased student participation.
- Continue to enhance option alternatives, examples: aviation, forensic science.
- Professional Development supporting differentiation within an inclusive environment.
- The Central Office Learning Team will offer sessions for parents.

PROFESSIONAL LEARNING

- Professional Learning Communities creating and implementing SMART goals, planning, and sharing assessment and best practices
- Professional development sessions on faith, First Nation, Metis and Inuit Foundational Knowledge
- Learning and Assessment best practices
- Targeted professional development offered for support staff and administrative assistants

INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

- Overall, satisfaction with the quality of education is high.
- Student satisfaction with the quality of education is low.

CONCLUSIONS

- The data shows that students are not satisfied with the quality of their education.

IMPLICATIONS

- CTK must plan targeted ways to find out why students are satisfied with the quality of their education.



DOMAIN 4: LEARNING SUPPORTS

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

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

MEASURES

Measure Category	School Name STAR Catholic Schools					
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	100	47	49	93	74	79
Our school enhances understanding of First Nations, Métis, and Inuit worldviews, cultural beliefs, languages, and values	94	87	90	96	93	94
I support the learning experiences of my students by using resources that accurately reflect and demonstrate the strength and diversity of First Nations, Métis, and Inuit	94	93	90	98	97	97
I am building capacity in my understanding of First Nations, Métis, and Inuit Culture	100	100	95	100	98	98
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	50	75	87	92	93	92
Student Survey (Secondary)	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	83	73	72	91	89	89

DOMAIN 4: LEARNING SUPPORTS

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

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

MEASURES *(Continued)*

Measure Category	Christ the King	St. Thomas Aquinas RCSSD
Student Survey (Self-identified Indigenous only)	Current Result*	Current Result*
My school is a place where I feel I belong.	64	63
I feel safe at school.	84	79
I have a friend at school.	96	94
(Secondary) I have a positive and healthy relationship with at least one adult in my school.	80	85



Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

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	57.1	*	n/a	57.0	59.5	59.1	Very Low	n/a	n/a
	5-year High School Completion	*	*	n/a	71.3	68.0	67.0	*	n/a	n/a
	PAT: Acceptable	58.3	50.0	n/a	40.5	43.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	22.2	0.0	n/a	5.5	5.9	n/a	High	n/a	n/a
	Diploma: Acceptable	70.8	87.5	n/a	74.8	68.7	n/a	Very Low	n/a	n/a
	Diploma: Excellence	8.3	25.0	n/a	11.3	8.5	n/a	Very Low	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
	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a



2022-2023 SCHOOL YEAR STRATEGIES

- PLC strategies to embed First Nations, Metis and Inuit perspectives into all curricular areas.
- Access the Division First Nations, Metis and Inuit Coach from central office.
- First Nations, Metis and Inuit learning embedded into Professional Development.
- Continue to promote Orange Shirt Day, Red Dress Day and Indigenous month (June).
- Develop a school Treaty 6 Land Acknowledgement.
- Ensure a first nations teepee is visible in the school at key times in the school year.
- Continue to recognize all graduating Indigenous students with the sash and feather ceremony.
- Support and encourage First Nations, Metis and Inuit PD for our Indigenous lead.
- Have staff present their own personal treaty land acknowledgement during PD and staff meetings.
- Invite First Nations, Métis, and Inuit Elders/knowledge keepers, cultural advisors or community members into Christ the King School.

PROFESSIONAL LEARNING

- Professional development on Foundational Indigenous knowledge
- Blanket Exercise
- Professional development on creating a land acknowledgement
- Division Indigenous Coach available for professional development and “questions” as they arise

INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

- CTK teachers continue to grow in their capacity of their understanding of First Nation, Metis and Inuit Cultures and recognize the school’s growth in this area
- There is a 10% increase in the First Nation, Metis and Inuit students that feel the school is providing opportunities for students to learn more about the First Nation, Metis and Inuit culture
- Overall, our First Nation, Metis and Inuit students’ results are aligned with the division results

CONCLUSIONS

- Christ the King is proud of the progress that we are showing providing opportunities for staff and students to learn more about the First Nation, Metis and Inuit culture
- Only 64% of our self-identified Indigenous students feel like Christ the King School is a place they belong.

IMPLICATIONS

- It is important that Christ the King continues to find why some students do not feel that Christ the King School is a place they belong.

DOMAIN 4: LEARNING SUPPORTS

Board Priority/Local Goal: Recognize and Support the Diverse Learning needs of ALL students through the Response to Intervention Model

Outcome #1: Quality core instruction foundational to success for all and is grounded in solid assessment practice.

Outcome #2: Quality assessment practice will assist in the provision of targeted support for both academically gifted and struggling students.

Outcome #3: Quality assessment practice will assist in the provision of intensive support for both academically gifted and struggling 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 data to establish intervention targets for students who have not mastered core concepts.	New Question	New Question	New Question	New Question	New Question	New Question
I use data to establish intervention targets for students who have mastered core concepts and would benefit from enrichment.	New Question	New Question	New Question	New Question	New Question	New Question
I am comfortable with utilizing available intervention strategies, tools and supports.	New Question	New Question	New Question	New Question	New Question	New Question
I provide criteria for assignments to students (i.e. outlines, rubrics).	New Question	New Question	New Question	New Question	New Question	New Question

Student Survey (Secondary)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I understand how I learn best and am able to communicate this with my teacher.	75	70	75	77	77	78
Adults help me when I ask.	90	87	89	92	90	91
I get feedback from my teacher on assignments.	New Question	New Question	New Question	New Question	New Question	New Question
I know what is expected on assignments (i.e. outlines, criteria, rubrics)	New Question	New Question	New Question	New Question	New Question	New Question
Teachers provide exam outlines, so I know what to study.	New Question	New Question	New Question	New Question	New Question	New Question

I have opportunities to practice and develop my understanding before a test.	New Question	New Question	New Question	New Question	New Question	New Question
Parent Survey	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
My child receives the support he/she needs to be successful in school.	87	83	84	85	86	87

2022-2023 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.
- 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
- Teachers collaborate through PLC to develop common assessments and strategies.
- Implementation of numeracy and literacy programming to focus on closing the gaps in student understanding and learning (grade 9 numeracy and literacy, Math 15, ELA 15).

PROFESSIONAL LEARNING

- CTK staff continues to be trained in Response to Intervention
- Professional Learning Community time for grade specific teachers to meet, create goals, share, plan and implement best practices and assessments
- Staff professional development session on working with English language learners

INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

- CTK is proud of the supportive culture that continues to grow. Students and parents are satisfied that teachers help them when they ask and provide the support students need.

CONCLUSIONS

- Most of the questions are new so no data is available.

IMPLICATIONS

- It is important that Christ the King School continues to use the Response to Intervention model as a way of ensuring all students have access and are confident in their ability to achieve at high levels.

DOMAIN 4: LEARNING SUPPORTS

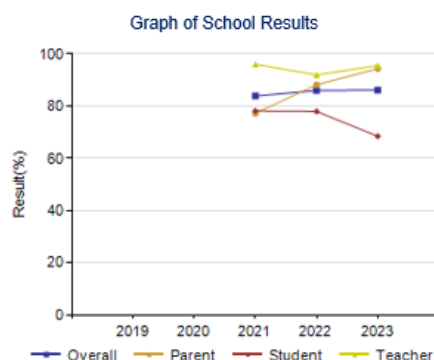
WELCOMING, CARING, RESPECTFUL & SAFE LEARNING ENVIRONMENTS

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

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

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

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.																																	
	School										Measure Evaluation			Authority										Province									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievem ent	Improvem ent	Over all	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	n/a	n/a	n/a	n/a	83	83.3	108	85.9	86	86.1	n/a	Maintained	n/a	n/a	n/a	n/a	1,751	89.9	2,003	91.1	1,739	88.8	n/a	n/a	n/a	n/a	231,091	87.8	249,941	86.1	257,391	84.7	
Parent	n/a	n/a	n/a	n/a	10	77.2	9	88.1	1	94.3	n/a	Maintained	n/a	n/a	n/a	n/a	144	87.1	201	91.5	175	91.2	n/a	n/a	n/a	n/a	30,980	88.2	31,715	86.9	31,885	85.6	
Student	n/a	n/a	n/a	n/a	5	78.1	83	77.9	5	68.4	n/a	Declined	n/a	n/a	n/a	n/a	1,402	84.3	1,610	83.9	1,369	80.5	n/a	n/a	n/a	n/a	169,900	79.8	187,258	77.7	193,156	76.6	
Teacher	n/a	n/a	n/a	n/a	1	96.0	16	91.9	1	95.5	n/a	Maintained	n/a	n/a	n/a	n/a	205	98.4	192	98.0	195	94.7	n/a	n/a	n/a	n/a	30,211	95.3	30,968	93.6	32,350	92.0	



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

2022-2023 SCHOOL YEAR STRATEGIES

- Continued implementation of the Third Path.
- Share through social media the ways that a safe and caring environment is cultivated at Christ the King School (Pink Shirt Day, Orange Shirt Day, School Celebrations, Student Council activities, Social Justice Projects).
- Provide staff training of programs such as SIVA, TES
- Encourage students and families to share feedback and implement strategies to make the school a more safe and caring environment.
- Provide students, staff and families resources and connect them with community services and Central Office staff (Wellness Coordinator, Student Services Team, OT, SLP).
- Research best practices to always ensure Christ the King is a welcoming, caring, respectful and safe space for everyone.

PROFESSIONAL LEARNING

- Mental Health Go-To Educators engage in learning sessions in Third Path and oversee the implementation of the Third Path conditions and framework at the school
- SIT team members receive training in VTRA levels 1 and 2
- Educational assistants and teaching staff receive training in Supporting Students Through Valued Attachments (SIVA)

INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

- Satisfaction levels have maintained among parents and teachers
- Students' results are lower than staff and parents to agree that learning environments are welcome, caring, respectful and safe.

CONCLUSIONS

- CTK will need to implement a way to find data to discover why 32% of students do not feel CTK that learning environments are welcome, caring, respectful and safe.

IMPLICATIONS

- CTK will need targeted strategies to ensure all students agree that learning environments are welcome, caring, respectful and safe.

DOMAIN 4: LEARNING SUPPORTS

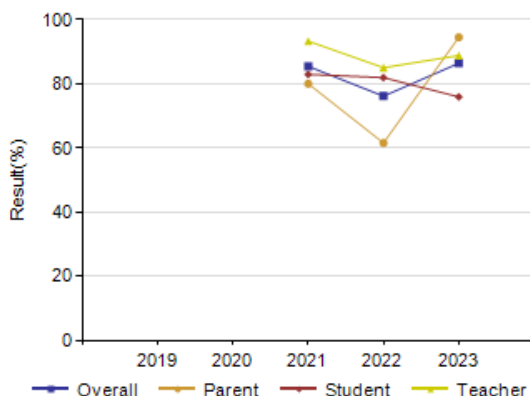
PROVINCIAL GOAL: ACCESS TO SUPPORT & SERVICES

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

ACCESS TO SUPPORTS & SERVICES MEASURE DETAILS:

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.																																	
	School										Measure Evaluation			Authority										Province									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievem ent	Improvem ent	Over all	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	n/a	n/a	n/a	n/a	83	85.4	108	76.1	83	86.4	n/a	Improved	n/a	n/a	n/a	n/a	1,750	86.2	1,999	87.6	1,737	84.9	n/a	n/a	n/a	n/a	230,761	82.6	249,570	81.6	256,994	80.6	
Parent	n/a	n/a	n/a	n/a	10	80.0	9	61.5	11	94.5	n/a	Improved	n/a	n/a	n/a	n/a	144	81.9	201	86.9	175	81.6	n/a	n/a	n/a	n/a	30,936	78.9	31,684	77.4	31,847	75.7	
Student	n/a	n/a	n/a	n/a	55	82.9	83	81.9	5	75.9	n/a	Maintained	n/a	n/a	n/a	n/a	1,401	85.5	1,606	87.8	1,367	85.2	n/a	n/a	n/a	n/a	169,631	80.2	186,935	80.1	192,805	79.9	
Teacher	n/a	n/a	n/a	n/a	18	93.3	16	85.0	1	88.8	n/a	Maintained	n/a	n/a	n/a	n/a	205	91.3	192	88.0	195	88.0	n/a	n/a	n/a	n/a	30,194	88.7	30,951	87.3	32,342	86.2	

Graph of School Results



Notes:

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

2022-2023 SCHOOL YEAR STRATEGIES

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

PROFESSIONAL LEARNING

- Professional Learning for school Learning Support Facilitator (LSF) with LSF's in the division and the division Director of Student Services
- Response to Intervention model to WRAP around students and student families with various community members where appropriate

INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

- CTK is proud that the results have either been maintained or improved in the percentage of teachers, parents and students who agree that students have access to the appropriate support and services at school.

CONCLUSIONS

- CTK exceeds the provincial average in all categories except students.

IMPLICATIONS

- CTK should continue to provide wrap around support where appropriate and collaborate with community partners.

DOMAIN 5: GOVERNANCE

PROVINCIAL GOAL: PARENTAL INVOLVEMENT

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

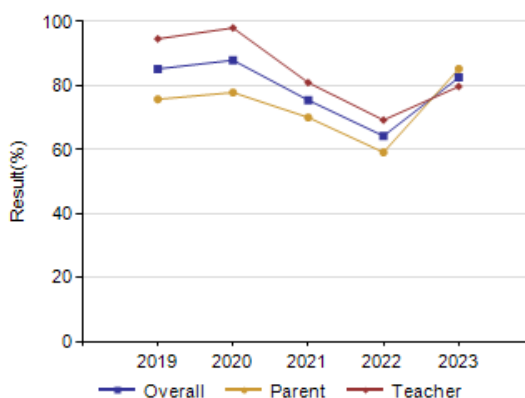
Feedback from parents, as well as administrators, staff, students, and clergy, is gathered through means such as surveys, consultation events and face-to-face meetings.

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

PARENTAL INVOLVEMENT - MEASURE DETAILS

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.																																	
	School										Measure Evaluation			Authority										Province									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievem ent	Improvem ent	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	37	85.2	29	87.9	28	75.4	25	64.2	27	82.5	Very High	Maintained	Excellent	469	84.9	364	87.8	349	83.2	393	85.2	370	82.7	68,116	81.3	70,377	81.8	60,919	79.5	62,412	78.8	63,935	79.1
Parent	14	75.7	9	77.8	10	70.0	9	59.1	11	85.2	Very High	Maintained	Excellent	240	74.6	179	80.2	144	75.1	201	81.6	175	77.5	34,944	73.6	36,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5
Teacher	23	94.6	20	98.0	18	80.9	16	69.2	17	79.7	Very Low	Maintained	Concern	229	95.2	185	95.3	205	91.2	198	88.5	195	87.9	33,172	89.0	33,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7

Graph of School Results



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

2022-2023 SCHOOL YEAR STRATEGIES

- Increase parent awareness of events such as parent/teacher conferences where parents will have the opportunity to discuss their child's achievement and progress.
- Increased participation in School Council through promotion at events such as Welcome Back Barbecues and orientation evenings.
- Opportunity provided at School Council meeting for collaborative dialogue, data review and input into planning.
- 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 and school council.

INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

- Parental involvement by parents is considered high and is considered low by teachers

CONCLUSIONS

- Scores in overall parental satisfaction have been maintained.
- Teachers are not satisfied with parental involvement

IMPLICATIONS

- It will be important that CTK consult with teachers to determine why they are not satisfied with parental involvement.

DOMAIN 5: GOVERNANCE

SUPPLEMENTAL DOCUMENTS

Budget Summary

St. Thomas Aquinas Roman Catholic Schools
2023-2024 Play Budget (Nov)

Christ The King

Revenue and Allocations to Budget Center

	2023-2024 Play Budget (Nov)		2023-2024 Spring Budget	
Base Allocations	\$2,300,981	73.7%	\$2,300,981	78.0%
Specialized Learning Support (SLS) Allocations	\$300,571	9.6%	\$300,571	10.2%
Faith Development Allocations	\$21,826	0.7%	\$21,826	0.7%
French Language/Immersion Allocatons	\$0	0.0%	\$0	0.0%
ELL Allocations	\$15,840	0.5%	\$15,840	0.5%
FNMI Allocations	\$43,876	1.4%	\$43,876	1.5%
Other Program Allocations	\$42,868	1.4%	\$42,868	1.5%
One-Time Allocations	\$162,133	5.2%	\$0	0.0%
Facility Services Allocations	\$169,617	5.4%	\$169,617	5.7%
Local Revenues & Fees	\$20,060	0.6%	\$20,060	0.7%
Transfers between Schools, Departments & SGF	(\$4,483)	-0.1%	\$0	0.0%
Previous Year Unspent and Surplus Allocations	\$47,144	1.5%	\$34,726	1.2%
Total Revenue and Allocations to Budget Center:	\$3,120,433	100%	\$2,950,365	100%

Expenditures

	2023-2024 Play Budget (Nov)		2023-2024 Spring Budget	
Ungrouped Object Codes	\$0	0.0%	\$0	0.0%
Certificated Staff	\$2,304,068	75.2%	\$2,148,540	72.8%
Uncertificated Staff	\$472,952	15.4%	\$509,602	17.3%
Services Contracts and Supplies	\$279,341	9.1%	\$283,091	9.6%
Amortization (Depreciation)	\$9,132	0.3%	\$9,132	0.3%
Held in Reserve	\$0	0.0%	\$0	0.0%
Total Expenditures:	\$3,065,493	100%	\$2,950,365	100%

Summary

	2023-2024 Play Budget (Nov)	2023-2024 Spring Budget
Total Revenue and Allocations to Budget	\$3,120,433	\$2,950,365
Total Expenditures	\$3,065,493	\$2,950,365
Variance	\$54,940	\$0

Fall 2023 Required Alberta Education Assurance Measures—Overall Summary

Fall 2023 Supplemental Alberta Education Assurance Measures – Overall Summary

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
Diploma Exam Participation Rate (4+ Exams)	3.0	n/a	75.2	3.5	n/a	56.6	n/a	n/a	n/a
Drop Out Rate	0.3	0.8	1.0	2.5	2.3	2.5	Very High	Improved	Excellent
In-Service Jurisdiction Needs	85.4	63.6	72.7	82.2	83.7	84.3	Intermediate	Maintained	Acceptable
Lifelong Learning	92.3	76.4	85.4	80.4	81.0	76.8	Very High	Maintained	Excellent
Program of Studies	88.5	78.4	83.5	82.9	82.9	82.6	Very High	Maintained	Excellent
Program of Studies - At Risk Students	87.5	78.7	84.9	81.2	81.9	83.4	High	Maintained	Good
Rutherford Scholarship Eligibility Rate	69.6	65.5	72.1	71.9	70.2	68.3	High	Maintained	Good
Safe and Caring	87.5	87.9	89.9	87.5	88.8	89.1	High	Maintained	Good
Satisfaction with Program Access	84.3	74.7	78.5	72.9	72.6	73.9	Very High	Improved	Excellent
School Improvement	78.4	61.7	75.8	75.2	74.2	77.9	High	Maintained	Good
Transition Rate (6 yr)	72.5	75.2	66.3	59.7	60.3	60.2	High	Maintained	Good
Work Preparation	89.2	88.2	88.5	83.1	84.9	84.5	Very High	Maintained	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in the Diploma Exams was impacted by the fires in 2018/19, and the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.