



Kinuso School

**Annual Education Results Report
2021-22**



About Us

Kinuso School, a part of High Prairie School Division, is nestled in the Hamlet of Kinuso and is located 48 kilometres west of Slave Lake on the southern shores of Lesser Slave Lake. We are proud to be a hub in a region that is home to a varied and diverse population with rich cultures and backgrounds. The school serves students from kindergarten to Grade 12, offers programming in the arts, education, and extracurricular activities and houses the community library. Our public functions (annual Remembrance Day Ceremony, Italian Knights Supper and celebratory ceremonies), fundraisers and athletic events are well attended and supported by our families and community stakeholders. Our students continue to develop and demonstrate strong leadership through Student Leadership Council and Youth Truth and Reconciliation Council. We are honoured and grateful for our partnership with the Swan River Knowledge Keepers, and the land-based learning experiences they are generously sharing with us.

Principal's Message

Kinuso's "small school" status is one of our strengths as well as one of our greatest challenges. We are staffed by a dedicated group of teachers and support staff who work hard to provide a safe, caring, and engaging environment for students. These people work together with parents, divisional staff and administrators to meet the diverse needs of the students, providing access to a variety of core and complementary courses, including, Industrial Arts, Music, Foods, and Art. The school offers diverse programming in the humanities, disciplines, arts, and extracurricular and athletic activities.

Being the only K-12 school within High Prairie School Division, Kinuso experiences a number of unique challenges that other divisional sites may not encounter. It is worth mentioning that our staff are expected to meet divisional expectations placed on elementary and secondary schools, including:

- administering, assessing, debriefing and planning from Fontas and Pinnell, RCAT, HLAT, EYE, and MIPI assessments,
- planning PD that meets the needs of Division I, II and III teachers – who all work in isolation (being the only teacher of their grade or subject),
- meshing an elementary, middle and secondary school schedule,

- sharing teachers across the grade levels, all while ensuring equitable prep and break times; and Scheduling school based staff and PLC meetings and meeting divisional PLC requirements.

Kinuso School is honored and grateful to be participating in the seventh year of Land Based Learning facilitated by the Swan River Knowledge Keepers. The learning opportunities afforded support the continuation of traditional knowledge, in addition to supporting reconciliation, by developing and understanding and appreciation of the culture and perspective of the local First Nations. We are continuing to explore how we can further develop relationships with our local First Nations, learning from them as we continue our conversations. There has been a dip in the participation of Land Based Learning, there will be a Sharing Circle with Swan River in March to brainstorm ways to increase interest and engagement.

Finding ways to be fiscally responsible while still offering students a rewarding curricular and extracurricular experience (one that would be comparable to their same age/grade peers in another HPSD school) is another challenge. It is difficult to provide as wide a range/variety of core and option courses to students with the limited number of staff. Retaining staff is another challenge. Kinuso Elementary staffing has few changes year to year but teacher turnover in our junior/senior high is high and building those relationships and trust year after year is a challenge. In September 2022 Kinuso School had 6 new teachers and 2 new administrators.

A strength that we rely on is the stability of our support staff in the school. Many of our EAs and other support staff are long time employees at the school. Kinuso is also proud of its long history with a strong and vibrant athletics program, as students continue to represent us well at home and abroad, in volleyball, basketball, archery and track and field. The Italian Knights Supper, is the school's biggest fundraiser, and the financial pool we use to subsidize student participation in, and travel to, athletic events throughout the year.

School council has had a difficult time getting off the ground this year. We have had 2 meetings with only one parent present at both. We are working on a plan to recruit more parents to join the council.

Staff List**Admin/Admin Assistants**

Susan Ward	Principal
Kevin Crosby	Vice-Principal
Cassie Seghers	Admin Assistant
Andrea Chambers	Admin Assistant

Teachers

Dianne Lafleur	Kindergarten, K/1, 6 PE
Suzie Greenwood	Grade 1
Marla Young	Grade 2,3
Denelle Gale-Rowe	Grade 4
Stacy Churchill	Grade 5
Nathan Smith	Grade 6
TBA	Grade 7
Jenny White	Junior High
Samantha Rocker	Junior/ Senior High
Daniel Snodgrass	Junior/ Senior High
Jennifer Churchill	Junior/ Senior High
John Friesen	Junior/ Senior High
Olivia Sturge	Senior High
Trevor Neal	Senior High
Brandon McNabb	Phys. Ed
Jesse Turcotte	Fine Arts
TBD	LST

Educational Assistants

Tammy Budskin
Sharon Campiou
Amanda Davis
Grant Ferguson
Ashley Klyne
Delaine Labby (DD)
Holly Malanowich
Tara Robinson
Meagan Schnitzler
Trudi Wild
Margaret Willier

Wellness Coaches

Carmen Lizzie
Stephanie Forgie

Librarian

Leah Church

Indigenous Coach

Carrie McGillivray

Career Counselor

Lisa Gall

Cook

Barb Hunt

Spring 2022 Required Alberta Education Assurance Measures - Overall Summary

Assurance Domain	Measure	Kinuso School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	83.6	80.8	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	69.8	66.3	58.1	81.4	83.2	83.1	Low	Improved	Acceptable
	3-year High School Completion	48.6	57.7	63.4	83.2	83.4	81.1	Very Low	Declined	Concern
	5-year High School Completion	65.5	82.3	77.6	87.1	86.2	85.6	Very Low	Maintained	Concern
	PAT: Acceptable	n/a	n/a	55.3	n/a	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	7.8	n/a	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	57.1	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	1.6	n/a	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	82.5	84.6	79.2	89.0	89.6	90.3	Low	Maintained	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	73.6	72.5	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	78.9	75.0	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	73.7	64.4	73.7	78.8	79.5	81.5	Low	Maintained	Issue

Spring 2022 Required Alberta Education Assurance Measures - Overall First Nation, Métis, and Inuit Summary

Assurance Domain	Measure	Kinuso 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	47.2	53.5	62.4	59.5	62.0	58.4	Very Low	Maintained	Concern
	5-year High School Completion	69.1	83.9	71.2	68.0	68.1	65.8	Very Low	Maintained	Concern
	PAT: Acceptable	n/a	n/a	46.2	n/a	n/a	54.0	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	1.7	n/a	n/a	7.4	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	60.0	n/a	n/a	77.2	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	2.9	n/a	n/a	11.4	n/a	n/a	n/a
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in the 2019/20 and 2020/21 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.
3. The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.
4. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020 and 2021. Caution should be used when interpreting trends over time.
6. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma 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.

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.																																	
	School										Authority										Province												
											Measure Evaluation													2017		2018		2019		2020		2021	
	2017		2018		2019		2020		2021				2017		2018		2019		2020		2021				2017		2018		2019		2020		2021
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
3 Year Completion	24	67.0	22	73.0	29	59.4	21	57.7	25	48.6	Very Low	Declined	Concern	248	63.0	260	64.4	252	60.1	246	60.8	263	61.3	44,982	78.7	44,978	79.7	45,354	80.3	46,245	83.4	47,675	83.2
4 Year Completion	28	76.1	23	74.8	22	77.6	28	64.9	21	57.5	Very Low	Declined	Concern	284	68.5	249	69.3	261	70.8	250	69.1	246	66.4	44,841	83.0	44,994	83.3	44,980	84.0	45,351	85.0	46,242	87.1
5 Year Completion	13	31.3	28	75.9	23	74.7	22	82.3	28	65.5	Very Low	Maintained	Concern	249	73.9	283	71.5	249	71.1	265	73.0	250	70.8	43,736	83.8	44,842	85.2	44,988	85.3	44,972	86.2	45,344	87.1

	Kinuso School (FNMI)													Alberta (FNMI)									
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
3 Year Completion	15	53.7	18	78.1	20	55.5	17	53.5	17	47.2	Very Low	Maintained	Concern	3,599	53.8	3,632	57.1	3,750	55.9	3,814	62.0	3,972	59.5
4 Year Completion	12	67.6	13	62.4	18	83.7	19	69.3	16	56.7	Very Low	Maintained	Concern	3,318	60.1	3,453	60.8	3,524	64.2	3,670	63.6	3,729	68.6
5 Year Completion	10	40.7	12	67.5	13	62.4	18	83.9	19	69.1	Very Low	Maintained	Concern	3,199	60.6	3,266	64.5	3,407	65.0	3,469	68.1	3,593	68.0

The High School Completion rate for Kinuso School is very concerning and although it has been maintained, it is still well below the Provincial average. Kinuso School needs to continue to build the Career Counseling program and ensure that students are in the academic stream that will help them achieve success. Using dual credits opportunities and encouraging students to use all opportunities available in order to earn credits is vital. Reminding students regularly what is required to earn the requirements for graduation is important.

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.																																			
	School									Authority									Province																
	Measure Evaluation																																		
	2018		2019		2020		2021		2022		2018			2019			2020			2021			2022			2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	61	38.8	51	58.6	70	57.7	52	66.3	73	69.8	Low	Improved	Acceptable	1,178	77.4	944	73.2	1,084	78.3	876	80.3	993	77.8	253,727	83.0	265,614	82.9	264,413	83.3	230,843	83.2	249,770	81.4		
Parent	12	28.3	10	52.0	4	*	4	*	7	77.1	High	Improved	Good	251	73.1	157	69.1	177	73.0	89	71.0	95	73.6	35,482	81.7	35,247	81.9	36,891	82.4	30,905	81.4	31,689	80.4		
Student	33	37.4	26	47.7	51	55.3	40	64.8	51	64.3	Intermediate	Improved	Good	741	71.5	620	64.4	714	72.0	605	76.3	721	69.6	185,623	73.9	197,090	73.5	193,577	73.8	169,741	74.1	187,120	72.1		
Teacher	16	50.6	15	76.0	19	60.0	12	67.8	15	68.0	Very Low	Maintained	Concern	186	87.6	167	86.0	193	90.0	182	93.4	177	90.3	32,622	93.4	33,277	93.2	33,945	93.6	30,197	94.1	30,961	91.7		

There seems to be a slight disconnect on what parents and students see and what teachers are seeing. There may be a need to define what Citizenship is. It is important for Kinuso School to provide opportunities for students to participate in activities that promote citizenship.

Student Learning Engagement

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.																																	
	School										Measure Evaluation			Authority										Province									
	2018		2019		2020		2021		2022					2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	n/a	n/a	n/a	n/a	n/a	n/a	52	80.8	73	83.6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	877	83.1	993	85.3	n/a	n/a	n/a	n/a	n/a	230,956	85.6	249,740	85.1		
Parent	n/a	n/a	n/a	n/a	n/a	n/a	4	*	7	90.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	90	79.2	96	90.9	n/a	n/a	n/a	n/a	n/a	30,994	89.0	31,694	88.7		
Student	n/a	n/a	n/a	n/a	n/a	n/a	40	70.1	51	71.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	605	74.1	720	71.0	n/a	n/a	n/a	n/a	n/a	169,789	71.8	187,102	71.3		
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	12	91.4	15	88.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	182	96.1	177	94.1	n/a	n/a	n/a	n/a	n/a	30,173	96.0	30,944	95.5		

Comments on Results

Overall it seems that all stakeholders are happy with the level of engagement at Kinuso School. We must continue to find interesting and innovative ways to ensure that our students continue to be engaged in their learning. A high level of engagement will help improve the area of school completion. It is also important to note that the high turnover of staff also contributes to engagement levels. Students who feel connected to the people who teach them, are more engaged and invested in their learning.

Drop Out Rate

Drop Out Rate - annual dropout rate of students aged 14 to 18																																	
	School										Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Drop Out Rate	102	5.7	81	5.4	84	5.3	84	2.2	66	2.8	Very High	Maintained	Excellent	1,058	5.5	977	6.2	1,015	6.3	1,050	5.5	1,001	8.3	182,062	2.3	182,832	2.6	184,812	2.7	186,228	2.6	189,713	2.3
Returning Rate	3	*	6	17.1	5	*	5	*	2	*	n/a	n/a	n/a	58	25.0	67	25.0	66	13.5	69	15.8	62	19.0	7,626	19.9	6,800	22.7	6,750	18.2	6,720	18.1	6,408	17.3

Comments on Results

The dropout rate at Kinuso is low but we need to keep an eye on this so that it doesn't become a problem.

Program of Studies

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.																																	
	School										Measure Evaluation			Authority										Province									
	2018		2019		2020		2021		2022					2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	46	52.9	38	54.1	54	70.1	40	68.4	61	61.2	Very Low	Maintained	Concern	858	84.1	647	78.5	825	82.1	594	80.5	694	82.4	175,907	81.8	181,846	82.2	184,393	82.4	157,680	81.9	172,339	82.9
Parent	12	52.7	10	53.2	4	*	4	*	7	64.8	Very Low	Maintained	Concern	252	83.6	157	77.0	177	77.8	90	78.6	95	81.5	35,489	79.9	35,252	80.1	36,901	80.1	30,817	81.7	31,625	82.4
Student	18	40.2	13	30.8	35	61.3	28	62.3	39	55.6	Very Low	Maintained	Concern	420	80.2	323	71.1	455	80.0	322	76.2	422	77.8	107,780	77.2	113,304	77.4	113,541	77.8	96,676	74.9	109,776	76.9
Teacher	16	65.6	15	78.3	19	78.8	12	74.4	15	63.0	Very Low	Maintained	Concern	186	88.6	167	87.3	193	88.6	182	86.8	177	87.9	32,638	88.4	33,290	89.1	33,951	89.3	30,187	89.2	30,938	89.3

Comments on Results

All stakeholders seem to agree that the Program of Studies at Kinuso School needs improvement. We will need to look at our scheduling and try to incorporate opportunities for our students to receive a broader range of courses outside of the core subjects. With the provincial shift of there being no

minimum instructional hours for high school courses, changing the schedule to 60 minute blocks provides more opportunity for students to take more courses.

Rutherford Eligibility Rate

Percentage of Grade 12 students eligible for a Rutherford Scholarship.																																	
	School													Authority										Province									
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Rutherford Scholarship Eligibility Rate	21	47.6	7	28.6	23	43.5	11	45.5	15	26.7	Very Low	Maintained	Concern	306	51.6	355	50.1	368	48.9	307	45.9	305	48.5	60,127	63.4	60,559	64.8	58,970	66.6	59,357	68.0	58,631	70.2

Comments on Results

Work needs to be done on improving the achievement level of the students at Kinuso School. Students need to be informed about the incentives available to them for achieving a higher level of success.

Safe and Caring

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.																																	
	School													Authority										Province									
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	61	66.8	51	74.0	70	78.0	52	79.3	73	79.1	Low	Maintained	Issue	1,178	86.8	944	84.1	1,083	86.5	877	87.3	994	87.4	253,494	89.0	265,382	89.0	264,204	89.4	230,987	90.0	249,835	88.8
Parent	12	62.1	10	70.0	4	*	4	*	7	88.2	High	Maintained	Good	252	85.1	157	82.1	177	83.6	90	81.6	96	86.8	35,486	89.4	35,247	89.7	36,899	90.2	30,969	90.5	31,707	89.5
Student	33	63.2	26	65.4	51	76.1	40	75.9	51	70.7	Very Low	Maintained	Concern	740	81.4	620	77.3	713	80.7	605	83.5	721	79.6	185,384	82.5	196,856	82.3	193,364	82.6	169,813	84.0	187,165	82.5
Teacher	16	75.0	15	86.5	19	80.0	12	82.8	15	78.4	Very Low	Maintained	Concern	186	93.9	167	92.9	193	95.1	182	96.7	177	95.7	32,624	95.0	33,279	95.1	33,941	95.3	30,205	95.4	30,963	94.3

Comments on Results

This is a troubling area. Students do not learn when they do not feel safe and cared for. There is a concerning level of disrespect at Kinuso School. We must implement programs to work on character building and teaching empathy to our students. I believe that the turnover rates of staff at Kinuso School definitely contributes to the level of respect demonstrated by the students.

We have been doing a lot of work in this area. Reviewing expectations for student behavior as well as making students and staff aware of consequences will help improve this area.

School Improvement

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									
	2018		2019		2020		2021		2022					2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	61	39.9	51	79.2	70	72.9	50	59.8	71	64.3	Very Low	Declined	Concern	1,166	79.3	934	77.4	1,083	81.1	850	76.7	974	71.1	251,246	80.3	263,364	81.0	262,079	81.5	224,041	81.4	243,980	74.2
Parent	12	50.0	10	80.0	4	*	4	*	7	57.1	Very Low	Declined	Concern	240	78.8	150	73.3	176	76.7	79	68.4	92	56.5	34,237	79.3	34,159	80.3	35,896	80.0	28,016	81.7	30,147	70.0
Student	33	38.6	26	57.7	51	61.5	39	74.1	51	58.9	Very Low	Maintained	Concern	741	79.8	617	73.1	714	81.0	600	79.8	718	72.6	185,106	80.2	196,592	79.4	192,917	79.6	167,992	79.1	185,107	76.3
Teacher	16	31.3	15	100.0	19	84.2	11	45.5	13	76.9	Intermediate	Declined	Issue	185	79.5	167	85.6	193	85.5	171	81.9	164	84.1	31,903	81.5	32,613	83.4	33,266	85.0	28,033	83.4	28,726	76.3

Comments on Results

The last several years have affected the way people view their schools and their jurisdictions. There is an increase in the level of disenchantment that people have towards many public sectors. There is also a high level of apathy towards education.

Work Preparation

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.																																	
	School													Authority										Province									
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	28	52.1	25	65.0	18	66.7	12	83.3	22	86.2	Very High	Improved	Excellent	419	78.4	317	73.2	359	80.3	261	80.7	266	82.5	65,186	82.4	66,088	83.0	68,221	84.1	58,109	85.7	59,488	84.9
Parent	12	41.7	10	50.0	4	*	4	*	7	85.7	Very High	Improved	Excellent	236	69.9	151	59.6	169	71.6	82	65.9	92	70.7	33,176	74.6	33,423	75.2	34,944	76.0	28,862	77.8	29,553	77.3
Teacher	16	62.5	15	80.0	18	66.7	12	83.3	15	86.7	Low	Maintained	Issue	183	86.9	166	86.7	190	88.9	179	95.5	174	94.3	32,010	90.3	32,665	90.8	33,277	92.2	29,247	93.7	29,935	92.5

Comments on Results

There is a disconnect here between parents and staff in this area. This will be a focus group discussion with the teachers to discuss why they feel that our students aren't prepared to be successful and what strategies can we implement to ensure that they are.

High School to Post-secondary Transition Rate

High school to post-secondary transition rate of students within four and six years of entering Grade 10.																																	
	School										Authority										Province												
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
4 Year Rate	28	49.7	23	47.1	22	24.9	28	34.3	21	30.5	Low	Maintained	Issue	284	42.9	249	33.5	261	38.0	250	36.0	246	33.7	44,841	39.4	44,994	40.2	44,980	40.9	45,351	40.5	46,242	41.2
6 Year Rate	19	44.8	13	16.4	28	53.4	23	56.2	22	39.4	Low	Maintained	Issue	238	54.6	249	52.6	282	53.5	250	48.2	265	47.7	44,182	59.0	43,728	59.1	44,832	60.3	44,983	60.0	44,966	60.3

Comments on Results

Post-secondary rates are low. Kinuso School with the support of the career counselor has been making sure that students have the opportunity to visit campuses and to be exposed to the options that are available to them. There have been several campus visits this year, we must continue to do these visits and explain the career opportunities that are available to our students.

Lifelong Learning

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.																																	
	School										Measure Evaluation			Authority										Province									
	2018		2019		2020		2021		2022					2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	28	52.4	25	61.7	19	64.9	12	75.0	22	77.9	High	Improved	Good	423	73.9	317	66.1	367	73.2	265	76.9	269	79.5	66,144	70.9	66,943	71.4	69,182	72.6	59,478	82.1	60,822	81.0
Parent	12	43.5	10	50.0	4	*	4	*	7	85.7	Very High	Improved	Excellent	240	62.4	150	51.4	174	62.7	84	63.9	94	69.3	33,714	64.0	33,876	64.0	35,454	64.6	29,693	75.3	30,314	74.6
Teacher	16	61.3	15	73.3	19	64.9	12	75.0	15	70.0	Very Low	Maintained	Concern	183	85.4	167	80.9	193	83.6	181	89.8	175	89.7	32,430	77.8	33,067	78.8	33,728	80.6	29,785	88.9	30,508	87.4

Comments on Results

Another area where there seems to be a disconnect. Another area that could be a focus group discussion to discover why teachers don't feel that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning and to brainstorm ways to change this deficit.

Literacy Data			2018-19				2019-20 ¹					2020-21 ¹					2021-22 ²																	
			Enrollment Total		Fall		Spring		Enrollment Total		Fall		Spring		Enrollment Total		Fall		Spring		Enrollment Total		Fall		Spring									
					%	#	%	#			%	#	%	#			%	#	%	#			%	#	%	#								
EYE	Kindergarten	Experiencing significant difficulty		ND	ND	ND	ND	16	50.0	5	ND	ND	5	66.7	2	0.0	0	10	80.0	8	0.0	0												
		Experiencing some difficulty																					ND	ND	ND	ND	33.3	1	33.3	1	20.0	2	50.0	4
		Appropriate development																					ND	ND	ND	ND	0.0	0	66.7	2	0.0	0	50.0	4
RTR	Grade 1	None-Minimal Development		ND	ND	ND	ND	14	18.2	2	ND	ND	12	45.5	5	16.7	2	4	33.3	1	0.0	0												
		Developing Skills																					ND	ND	ND	ND	54.5	6	83.3	10	66.7	2	100.0	4
		Developing Well-Mastered																					ND	ND	ND	ND	0.0	0	0.0	0	0.0	0	0.0	0
F&P LeNS CC3	Grade 2	Not Yet Meeting Grade Expectations	15	45.5	5	58.3	7	17	61.5	8	ND	ND		ND	ND	ND	ND	14	42.9	6	16.7	2												
		Approaching Expectations																					18.2	2	8.3	1	0.0	0	ND	ND	21.4	3	33.3	4
		Meeting Expectations																					36.4	4	33.3	4	ND	ND	ND	ND	35.7	5	50.0	6
	Grade 3	Not Yet Meeting Grade Expectations	17	100.0	11	100.0	10	18	36.4	4	ND	ND	12	70.0	7	ND	ND	14	14.3	2	28.6	4												
		Approaching Expectations																					0.0	0	0.0	0	18.2	2	ND	ND	14.3	2	21.4	3
		Meeting Expectations																					0.0	0	0.0	0	45.5	5	ND	ND	0.0	0	ND	ND
F&P	Grade 4	Not Yet Meeting Grade Expectations	20	50.0	7	64.3	9	17	100.0	10	ND	ND	12	91.7	11	ND	ND	19	ND	ND	81.3	13												
		Approaching Expectations																					14.3	2	7.1	1	0.0	0	ND	ND	ND	ND	0.0	0
		Meeting Expectations																					35.7	5	28.6	4	0.0	0	ND	ND	8.3	1	ND	ND
	Grade 5	Not Yet Meeting Grade Expectations	24	40.9	9	63.6	14	20	73.3	11	ND	ND	11	100.0	9	ND	ND	15	ND	ND	78.6	11												
		Approaching Expectations																					9.1	2	9.1	2	0.0	0	ND	ND	ND	ND	7.1	1
		Meeting Expectations																					50.0	11	27.3	6	0.0	0	ND	ND	ND	ND	14.3	2
	Grade 6	Not Yet Meeting Grade Expectations	21	53.8	7	73.3	11	21	45.0	9	ND	ND		ND	ND	ND	ND	21	ND	ND	92.3	13												
		Approaching Expectations																					23.1	3	0.0	0	15.0	3	ND	ND	ND	ND	0.0	0
		Meeting Expectations																					23.1	3	26.7	4	40.0	8	ND	ND	ND	ND	7.7	1
OCA	Grade 7	Limited	22	90.0	18	95.0	19	30	100.0	20	ND	ND	22	84.6	11	100.0	16	24	73.7	14	87.5	14												
		Acceptable																					10.0	2	5.0	1	0.0	0	ND	ND	15.4	2	0.0	0

		Excellence		0.0	0	0.0	0		0.0	0	ND	ND		0.0	0	0.0	0		10.5	2	0.0	0
	Grade 8	Limited	21	73.3	11	93.8	15	22	88.2	15	ND	ND	22	81.8	9	85.7	12	30	78.6	11	91.7	21
Acceptable		26.7		4	6.3	1	11.8		2	ND	ND	18.2		2	14.3	2	21.4		3	8.3	2	
Excellence		0.0		0	0.0	0	0.0		0	ND	ND	0.0		0	0.0	0	0.0		0	0.0	0	
	Grade 9	Limited	28	100.0	17	100.0	16	21	81.3	13	ND	ND	22	52.9	9	86.7	13	21	68.8	11	83.3	10
Acceptable		0.0		0	0.0	0	18.8		3	ND	ND	47.1		8	13.3	2	31.3		5	16.7	2	
Excellence		0.0		0	0.0	0	0.0		0	ND	ND	0.0		0	0.0	0	0.0		0	0.0	0	
	Grade 10	Limited	26	66.7	10	88.2	15	24	86.7	13	ND	ND	17	85.7	6	72.7	8	20	86.7	13	81.3	13
Acceptable		33.3		5	11.8	2	13.3		2	ND	ND	14.3		1	18.2	2	13.3		2	18.8	3	
Excellence		0.0		0	0.0	0	0.0		0	ND	ND	0.0		0	9.1	1	0.0		0	0.0	0	
	Grade 11	Not Yet Meeting Grade Expectations		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND
Approaching Expectations			ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND	
Meeting Expectations			ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND	
	Grade 12	Not Yet Meeting Grade Expectations		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND
Approaching Expectations			ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND	
Meeting Expectations			ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND	
Legend:			Footnotes:																			
Fall: September - January			1 Schools only required to submit one assessment per student due to COVID complications																			
ND: No data collected for the corresponding grade/school year			2 Participation rates may be lower for all assessments as a result of piloting the HLT assessment for all grades																			
Spring: February - June			3 Green and Blue students were merged in order to maintain consistency in the expectations between the LeNS, CC3, and F&P assessments																			

Comments on Results

The area of literacy is a big concern. Students across all grades are below grade level and are in need of support in both reading and writing. We will be using the results from the RCATs and the HLTs to determine the specific areas of need. Once these areas are determined, we will work on improving these specific areas. Kinuso School does not currently have a Learning Support Teacher making interventions very difficult. Once we are able to get interventions in place, we will be using a reading program called "Rewards" to support those students who are having difficulty with phonemic awareness and morphology. Teachers have been receiving professional development on writing from our divisional literacy support people.

Numeracy Data			2018-19			2019-20			2020-21			2021-22			
			Fall			Fall			Fall			Fall			
			Enrollment Total	%	#	Enrollment Total	%	#	Enrollment Total	%	#	Enrollment Total	%	#	#
	Kindergarten	Requires Attention	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND
		May Require Attention	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND
		Does Not Require Attention	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND
Nelson Pre-Assessment	Grade 1	Requires Attention	ND	ND	ND	ND	ND	ND	ND	ND	ND	3	0.0	0	0.0
		May Require Attention	ND	ND	ND	ND	ND	ND	ND	ND	ND		100.0	3	0.0
		Does Not Require Attention	ND	ND	ND	ND	ND	ND	ND	ND	ND		0.0	0	100.0
MIPI	Grade 2	Requires Attention	15	61.5	8	17	53.8	7	11	10.0	1	14	20.0	3	ND
		May Require Attention		23.1	3		30.8	4		0.0	0		33.3	5	ND

		Does Not Require Attention		15.4	2		15.4	2		90.0	9		46.7	7	ND	ND
	Grade 3	Requires Attention		55.6	5		33.3	3		63.6	7		23.1	3	ND	ND
		May Require Attention	17	33.3	3	18	55.6	5	12	18.2	2	14	30.8	4	ND	ND
		Does Not Require Attention		11.1	1		11.1	1		18.2	2		46.2	6	ND	ND
	Grade 4	Requires Attention		50.0	4		72.7	8		60.0	6		64.7	11	ND	ND
		May Require Attention	20	25.0	2	17	27.3	3	12	30.0	3	19	29.4	5	ND	ND
		Does Not Require Attention		25.0	2		0.0	0		10.0	1		5.9	1	ND	ND
	Grade 5	Requires Attention		75.0	15		46.7	7		75.0	6		60.0	9	ND	ND
		May Require Attention	24	25.0	5	20	20.0	3	11	25.0	2	15	33.3	5	ND	ND
		Does Not Require Attention		0.0	0		33.3	5		0.0	0		6.7	1	ND	ND
	Grade 6	Requires Attention		46.2	12		73.3	11		57.1	8		50.0	7	ND	ND
		May Require Attention	21	26.9	7	21	20.0	3	15	21.4	3	21	50.0	7	ND	ND
		Does Not Require Attention		26.9	7		6.7	1		21.4	3		0.0	0	ND	ND
	Grade 7	Requires Attention		100.0	4		50.0	10		76.9	10		76.0	19	ND	ND
		May Require Attention	22	0.0	0	30	40.0	8	22	23.1	3	24	24.0	6	ND	ND
		Does Not Require Attention		0.0	0		10.0	2		0.0	0		0.0	0	ND	ND
	Grade 8	Requires Attention		64.3	9		ND	ND		92.9	13		69.6	16	ND	ND
		May Require Attention	21	21.4	3		ND	ND	22	7.1	1	30	21.7	5	ND	ND
		Does Not Require Attention		14.3	2		ND	ND		0.0	0		8.7	2	ND	ND
	Grade 9	Requires Attention		71.4	10		73.3	11		93.8	15		66.7	4	ND	ND
		May Require Attention	28	21.4	3	21	20.0	3	22	6.3	1	21	16.7	1	ND	ND
		Does Not Require Attention		7.1	1		6.7	1		0.0	0		16.7	1	ND	ND
	Grade 10	Requires Attention		100.0	13		87.5	14		100.0	12		100.0	11	ND	ND
		May Require Attention	26	0.0	0	24	12.5	2	17	0.0	0	20	0.0	0	ND	ND
		Does Not Require Attention		0.0	0		0.0	0		0.0	0		0.0	0	ND	ND
	Grade 11	Not Yet Meeting Grade Expectations	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND
		Approaching Expectations	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND
		Meeting Expectations	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND
	Grade 12	Not Yet Meeting Grade Expectations	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND
		Approaching Expectations	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND
		Meeting Expectations	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND
Legend:																
Fall: September - January																
ND: No data collected for the corresponding grade/school year																
Spring: February - June																

Comments on Results

Numeracy is an area of concern. Across the grades our students are below grade level. Small group interventions are necessary. Kinuso School does not have a Learning Support Teacher, making these interventions difficult. The grade K-3 teachers are doing professional development to help build their pedagogical knowledge in math.

Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2018		2019		2020		2021		2022		2022	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	*	*	81.0	9.5	n/a	n/a	n/a	n/a	23.5	0.0	n/a	n/a
	Authority	70.1	9.4	77.2	4.6	n/a	n/a	n/a	n/a	68.5	10.0		
	Province	83.5	17.9	83.2	17.8	n/a	n/a	n/a	n/a	76.1	18.9		
Mathematics 6	School	0.0	0.0	61.9	9.5	n/a	n/a	n/a	n/a	5.9	0.0	n/a	n/a
	Authority	52.4	3.4	56.4	5.1	n/a	n/a	n/a	n/a	44.0	3.5		
	Province	72.9	14.0	72.5	15.0	n/a	n/a	n/a	n/a	64.1	12.6		
Science 6	School	42.9	0.0	71.4	14.3	n/a	n/a	n/a	n/a	29.4	0.0	n/a	n/a
	Authority	70.4	15.5	69.9	15.3	n/a	n/a	n/a	n/a	65.0	13.5		
	Province	78.8	30.5	77.6	28.6	n/a	n/a	n/a	n/a	71.5	23.7		
Social Studies 6	School	19.0	0.0	66.7	9.5	n/a	n/a	n/a	n/a	23.5	0.0	n/a	n/a
	Authority	64.2	9.9	68.2	11.0	n/a	n/a	n/a	n/a	64.0	11.5		
	Province	75.1	23.2	76.2	24.4	n/a	n/a	n/a	n/a	67.8	20.1		
English Language Arts 9	School	35.0	0.0	40.9	0.0	n/a	n/a	n/a	n/a	23.8	4.8	n/a	n/a
	Authority	66.0	4.9	59.6	5.3	n/a	n/a	n/a	n/a	52.9	2.2		
	Province	76.1	14.7	75.1	14.7	n/a	n/a	n/a	n/a	69.6	12.9		
K&E English Language Arts 9	School	*	*	*	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Authority	32.1	0.0	47.6	4.8	n/a	n/a	n/a	n/a	31.3	0.0		
	Province	55.7	5.9	57.4	5.4	n/a	n/a	n/a	n/a	50.5	5.0		
Mathematics 9	School	9.1	0.0	42.1	5.3	n/a	n/a	n/a	n/a	9.5	4.8	n/a	n/a
	Authority	51.9	8.2	44.3	6.9	n/a	n/a	n/a	n/a	29.8	3.1		
	Province	59.2	15.0	60.0	19.0	n/a	n/a	n/a	n/a	53.0	16.7		
K&E Mathematics 9	School	*	*	*	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Authority	29.6	7.4	55.6	2.8	n/a	n/a	n/a	n/a	50.0	0.0		
	Province	57.4	13.6	59.6	13.2	n/a	n/a	n/a	n/a	55.3	11.1		
Science 9	School	55.0	5.0	39.1	13.0	n/a	n/a	n/a	n/a	28.6	9.5	n/a	n/a
	Authority	69.5	11.5	62.9	17.4	n/a	n/a	n/a	n/a	48.2	7.5		
	Province	75.7	24.4	75.2	26.4	n/a	n/a	n/a	n/a	68.0	22.6		
K&E Science 9	School	*	*	*	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Authority	53.3	0.0	59.4	12.5	n/a	n/a	n/a	n/a	46.7	26.7		
	Province	64.6	12.3	61.7	10.7	n/a	n/a	n/a	n/a	57.8	11.0		
Social Studies 9	School	25.0	0.0	47.8	4.3	n/a	n/a	n/a	n/a	9.5	4.8	n/a	n/a

K&E Social Studies 9	Authority	55.7	8.9	49.2	7.9	n/a	n/a	n/a	n/a	38.4	5.6		
	Province	66.7	21.5	68.7	20.6	n/a	n/a	n/a	n/a	60.8	17.2		
	School	28.6	0.0	*	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Authority	25.0	3.6	33.3	9.5	n/a	n/a	n/a	n/a	33.3	11.1		
	Province	55.2	14.2	55.9	15.0	n/a	n/a	n/a	n/a	53.2	14.1		

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Course	Measure	Kinuso School							Alberta			
		Achievement	Improvement	Overall	2022		Prev 3 Year Average		2022		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	n/a	n/a	n/a	17	23.5	21	81.0	56,095	76.1	54,820	83.2
	Standard of Excellence	n/a	n/a	n/a	17	0.0	21	9.5	56,095	18.9	54,820	17.8
Mathematics 6	Acceptable Standard	n/a	n/a	n/a	17	5.9	21	61.9	56,019	64.1	54,778	72.5
	Standard of Excellence	n/a	n/a	n/a	17	0.0	21	9.5	56,019	12.6	54,778	15.0
Science 6	Acceptable Standard	n/a	n/a	n/a	17	29.4	21	71.4	56,451	71.5	54,879	77.6
	Standard of Excellence	n/a	n/a	n/a	17	0.0	21	14.3	56,451	23.7	54,879	28.6
Social Studies 6	Acceptable Standard	n/a	n/a	n/a	17	23.5	21	66.7	56,483	67.8	54,802	76.2
	Standard of Excellence	n/a	n/a	n/a	17	0.0	21	9.5	56,483	20.1	54,802	24.4
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	21	23.8	22	40.9	35,521	69.6	47,465	75.1
	Standard of Excellence	n/a	n/a	n/a	21	4.8	22	0.0	35,521	12.9	47,465	14.7
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,310	50.5	1,569	57.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,310	5.0	1,569	5.4
Mathematics 9	Acceptable Standard	n/a	n/a	n/a	21	9.5	19	42.1	32,890	53.0	46,764	60.0
	Standard of Excellence	n/a	n/a	n/a	21	4.8	19	5.3	32,890	16.7	46,764	19.0
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,746	55.3	2,190	59.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,746	11.1	2,190	13.2
Science 9	Acceptable Standard	n/a	n/a	n/a	21	28.6	23	39.1	31,215	68.0	47,489	75.2
	Standard of Excellence	n/a	n/a	n/a	21	9.5	23	13.0	31,215	22.6	47,489	26.4
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,185	57.8	1,536	61.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,185	11.0	1,536	10.7
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	21	9.5	23	47.8	30,108	60.8	47,496	68.7
	Standard of Excellence	n/a	n/a	n/a	21	4.8	23	4.3	30,108	17.2	47,496	20.6
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,167	53.2	1,466	55.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,167	14.1	1,466	15.0

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

Diploma Examination Results – Measure Details

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2018		2019		2020		2021		2022		2022	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	School	*	*	66.7	0.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Authority	77.5	6.3	84.7	0.9	n/a	n/a	n/a	n/a	64.5	3.2		
	Province	87.5	13.2	86.8	12.3	n/a	n/a	n/a	n/a	78.8	9.4		
English Lang Arts 30-2	School	91.7	16.7	42.9	0.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Authority	88.9	6.1	83.3	4.2	n/a	n/a	n/a	n/a	78.4	2.7		
	Province	88.0	13.1	87.1	12.1	n/a	n/a	n/a	n/a	80.8	12.3		
Mathematics 30-1	School	*	*	28.6	0.0	n/a	n/a	n/a	n/a	*	*	n/a	n/a
	Authority	66.7	25.0	42.4	5.1	n/a	n/a	n/a	n/a	38.1	0.0		
	Province	77.8	35.3	77.8	35.1	n/a	n/a	n/a	n/a	63.6	23.0		
Mathematics 30-2	School	81.8	9.1	66.7	0.0	n/a	n/a	n/a	n/a	33.3	0.0	n/a	n/a
	Authority	55.9	3.4	53.4	5.2	n/a	n/a	n/a	n/a	27.1	0.0		
	Province	74.2	16.4	76.5	16.8	n/a	n/a	n/a	n/a	61.5	11.8		
Social Studies 30-1	School	*	*	61.5	0.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Authority	73.9	12.5	71.6	3.7	n/a	n/a	n/a	n/a	66.7	8.3		
	Province	86.2	17.7	86.6	17.0	n/a	n/a	n/a	n/a	81.5	15.8		
Social Studies 30-2	School	90.9	0.0	*	*	n/a	n/a	n/a	n/a	*	*	n/a	n/a
	Authority	73.0	2.6	63.4	1.8	n/a	n/a	n/a	n/a	62.5	3.6		
	Province	78.8	12.2	77.8	12.2	n/a	n/a	n/a	n/a	72.5	13.2		
Biology 30	School	n/a	n/a	69.2	7.7	n/a	n/a	n/a	n/a	*	*	n/a	n/a
	Authority	76.9	20.0	77.4	13.1	n/a	n/a	n/a	n/a	71.1	17.8		
	Province	86.6	36.6	83.9	35.5	n/a	n/a	n/a	n/a	74.3	25.2		
Chemistry 30	School	33.3	0.0	*	*	n/a	n/a	n/a	n/a	*	*	n/a	n/a
	Authority	68.3	17.1	56.8	8.1	n/a	n/a	n/a	n/a	61.8	17.6		
	Province	83.6	38.3	85.7	42.5	n/a	n/a	n/a	n/a	77.1	31.1		
Physics 30	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Authority	88.5	30.8	45.5	13.6	n/a	n/a	n/a	n/a	53.1	3.1		
	Province	86.2	43.6	87.5	43.5	n/a	n/a	n/a	n/a	78.5	34.6		
Science 30	School	*	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Authority	72.7	4.5	80.0	24.0	n/a	n/a	n/a	n/a	77.8	0.0		
	Province	85.4	31.5	85.7	31.2	n/a	n/a	n/a	n/a	75.7	17.2		

Diploma Examination Results Course By Course Summary With Measure Evaluation

		Kinuso School							Alberta			
		Achievement	Improvement	Overall	2022		Prev 3 Year Average		2022		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	12	66.7	17,372	78.8	29,832	86.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	12	0.0	17,372	9.4	29,832	12.3
English Lang Arts 30-2	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	7	42.9	8,903	80.8	16,640	87.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	7	0.0	8,903	12.3	16,640	12.1
Mathematics 30-1	Acceptable Standard	n/a	n/a	n/a	1	*	7	28.6	9,102	63.6	19,389	77.8
	Standard of Excellence	n/a	n/a	n/a	1	*	7	0.0	9,102	23.0	19,389	35.1
Mathematics 30-2	Acceptable Standard	n/a	n/a	n/a	6	33.3	6	66.7	7,872	61.5	14,465	76.5
	Standard of Excellence	n/a	n/a	n/a	6	0.0	6	0.0	7,872	11.8	14,465	16.8
Social Studies 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	13	61.5	13,811	81.5	21,610	86.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	13	0.0	13,811	15.8	21,610	17.0
Social Studies 30-2	Acceptable Standard	n/a	n/a	n/a	4	*	n/a	n/a	11,131	72.5	20,758	77.8
	Standard of Excellence	n/a	n/a	n/a	4	*	n/a	n/a	11,131	13.2	20,758	12.2
Biology 30	Acceptable Standard	n/a	n/a	n/a	4	*	13	69.2	13,449	74.3	22,442	83.9
	Standard of Excellence	n/a	n/a	n/a	4	*	13	7.7	13,449	25.2	22,442	35.5
Chemistry 30	Acceptable Standard	n/a	n/a	n/a	4	*	n/a	n/a	10,196	77.1	18,525	85.7
	Standard of Excellence	n/a	n/a	n/a	4	*	n/a	n/a	10,196	31.1	18,525	42.5
Physics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	5,560	78.5	9,247	87.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	5,560	34.6	9,247	43.5
Science 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,887	75.7	9,676	85.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,887	17.2	9,676	31.2

Notes:

6. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
7. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
8. Participation in the Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
9. 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.

Comments on Results

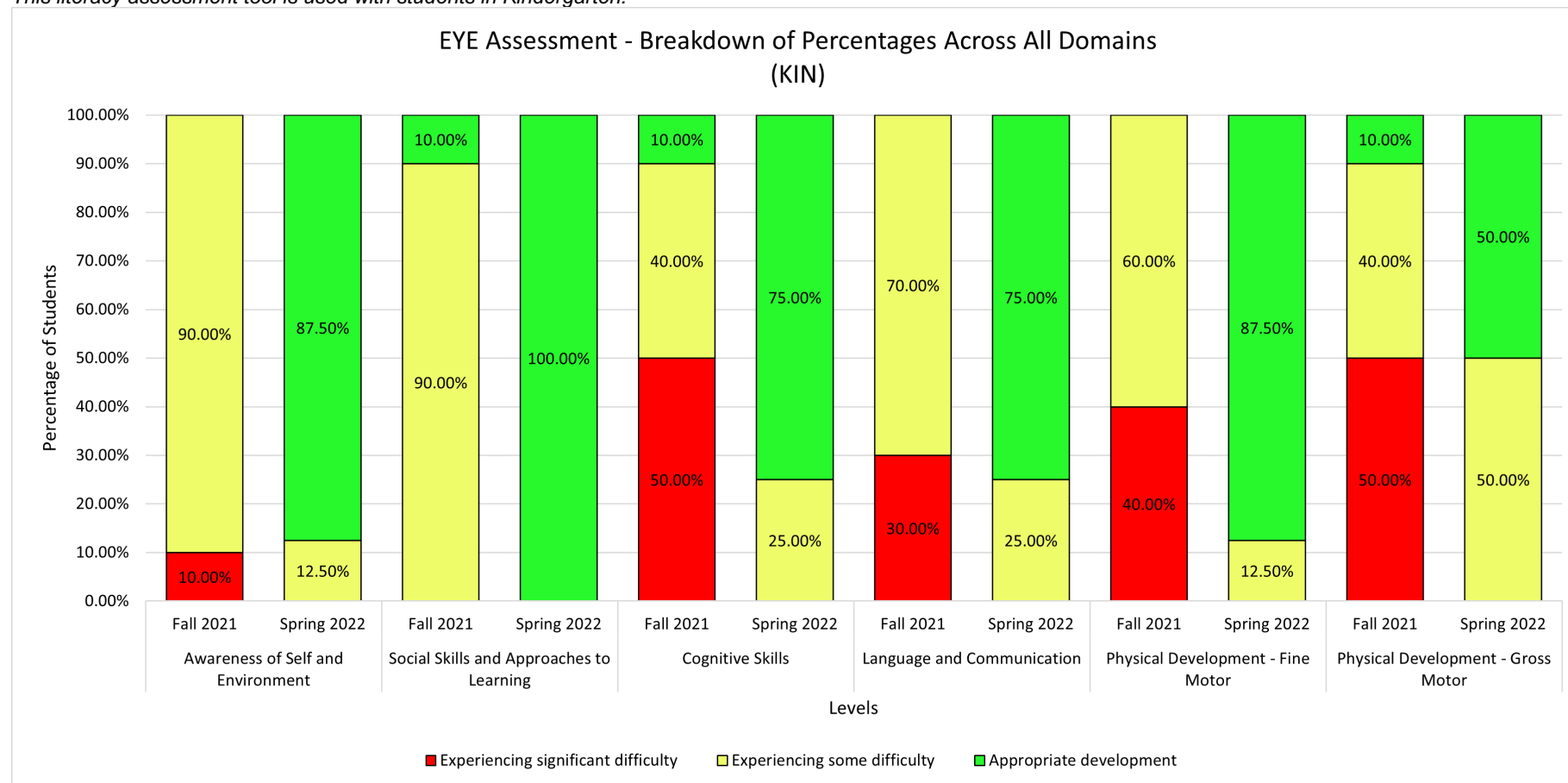
The results from both our provincial achievement tests and our diploma exams in the 2021-22 school year are lower than the norm for our school. Most of the diploma exams were not written in semester two, or the data from the exams that were written was suppressed due to the number of students writing the exam being below the government threshold for displaying data (less than six students writing an exam).

These achievement results were also impacted by ongoing absenteeism due to illness, minimal weighting on final marks (diploma exams were worth 10% of the student's total mark), and overall learning loss as evidenced by the declining provincial results. Local assessment data (see above) does not show the same low results as both our provincial achievement tests and diploma exams. In those results, we see fairly consistent results and, in some cases, overall improvement for both grade level and cohort comparisons.

While there continues to be room for improvement to bring Kinuso students up to an acceptable or excellent level in the provincial achievement tests and the diploma exams, we are confident that our students will continue to achieve learner growth and be successful in life after school.

Early Years Evaluation – Teacher Assessment (EYE-TA)

This literacy assessment tool is used with students in Kindergarten.



Comments on Results

Although there are still some students experiencing difficulties, the growth in the Kindergarten students from the fall to the spring is significant. Students are coming to school without some of the necessary skills. A pre-kindergarten orientation and providing parents with some information and materials to help them get their child ready for kindergarten may help with this development.

DOMAIN 2: TEACHING AND LEADING

Education Quality

Percentage of teachers, parents and students satisfied with the overall quality of basic education.																																	
	School										Authority										Province												
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	61	63.5	51	75.7	70	82.7	52	84.6	73	82.5	Low	Maintained	Issue	1,181	87.7	946	84.3	1,086	88.1	876	86.7	994	87.8	254,026	90.0	265,841	90.2	264,623	90.3	230,814	89.6	249,532	89.0
Parent	12	47.9	10	71.7	4	*	4	*	7	88.1	Very High	Maintained	Excellent	252	83.4	157	78.6	177	83.3	90	80.4	96	86.9	35,499	86.0	35,262	86.4	36,907	86.7	31,024	86.7	31,728	86.1
Student	33	68.8	26	73.1	51	85.6	40	82.3	51	82.7	Low	Maintained	Issue	743	86.9	622	81.0	716	87.0	604	86.0	721	84.8	185,888	88.2	197,282	88.1	193,763	87.8	169,589	86.3	186,834	85.9
Teacher	16	74.0	15	82.2	19	79.8	12	87.0	15	76.7	Very Low	Maintained	Concern	186	92.9	167	93.3	193	93.9	182	93.7	177	91.7	32,639	95.8	33,297	96.1	33,953	96.4	30,201	95.7	30,970	95.0

Comments on Results

There seems to be a disconnect between parents, students and staff in this area. This is another question that could be included in a focus group session. To find out what it is about the quality of basic education that staff and students find to be weak.

In-service Jurisdiction Needs

The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.																																	
	School													Authority										Province									
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	16	47.9	15	75.6	19	61.4	12	70.6	14	83.3	Intermediate	Maintained	Acceptable	186	78.1	165	74.3	194	75.7	179	80.8	175	83.0	32,428	84.3	33,074	85.2	33,766	85.0	29,619	84.9	30,280	83.7
Teacher	16	47.9	15	75.6	19	61.4	12	70.6	14	83.3	Intermediate	Maintained	Acceptable	186	78.1	165	74.3	194	75.7	179	80.8	175	83.0	32,428	84.3	33,074	85.2	33,766	85.0	29,619	84.9	30,280	83.7

Comments on Results

We will continue to build on the quality of the professional development that is received by our staff.

DOMAIN 3: LEARNING SUPPORTS

Welcoming, Caring, Respectful and Safe Learning Environments

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.																																	
	School										Measure Evaluation			Authority										Province									
	2018		2019		2020		2021		2022					2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	n/a	n/a	n/a	n/a	n/a	n/a	52	72.5	73	73.6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	877	84.7	994	83.3	n/a	n/a	n/a	n/a	n/a	n/a	231,091	87.8	249,941	86.1	
Parent	n/a	n/a	n/a	n/a	n/a	n/a	4	*	7	80.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	90	79.0	96	81.3	n/a	n/a	n/a	n/a	n/a	n/a	30,980	88.2	31,715	86.9	
Student	n/a	n/a	n/a	n/a	n/a	n/a	40	68.3	51	66.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	605	79.3	721	74.3	n/a	n/a	n/a	n/a	n/a	n/a	169,900	79.8	187,258	77.7	
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	12	76.8	15	74.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	182	95.7	177	94.4	n/a	n/a	n/a	n/a	n/a	n/a	30,211	95.3	30,968	93.6	

Comments on Results

This measure is a little concerning because it shows that our students don't feel the learning environment is welcoming, caring, respectful and safe. There is some work to be done to create an environment that makes our students feel secure and cared about.

Access to Supports & Services

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									
	2018		2019		2020		2021		2022					2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	n/a	n/a	n/a	n/a	n/a	n/a	52	75.0	73	78.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	876	83.2	992	83.2	n/a	n/a	n/a	n/a	n/a	n/a	230,761	82.6	249,570	81.6	
Parent	n/a	n/a	n/a	n/a	n/a	n/a	4	*	7	82.4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	90	74.7	96	78.4	n/a	n/a	n/a	n/a	n/a	n/a	30,936	78.9	31,684	77.4	
Student	n/a	n/a	n/a	n/a	n/a	n/a	40	74.0	51	77.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	604	84.1	719	81.6	n/a	n/a	n/a	n/a	n/a	n/a	169,631	80.2	186,935	80.1	
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	12	75.9	15	77.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	182	90.8	177	89.7	n/a	n/a	n/a	n/a	n/a	n/a	30,194	88.7	30,951	87.3	

Comments on Results

This measure has shown some growth but still requires improvement to meet the needs of our students. The 2022-2023 school year is presenting some challenges because Kinuso School does not have a Learning Support Teacher. Ensuring that our students have access to academic service has been difficult.

Program of Studies - At Risk Students

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.																																	
	School													Authority										Province									
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	61	56.9	51	64.5	70	80.6	52	78.4	73	81.5	Low	Improved	Acceptable	1,179	86.4	944	81.3	1,084	86.3	876	83.4	992	84.2	253,515	84.2	265,362	84.7	264,165	84.9	230,686	82.7	249,524	81.9
Parent	12	36.1	10	43.3	4	*	4	*	7	85.0	High	Improved	Good	252	79.1	157	72.0	177	78.5	90	72.1	96	78.1	35,439	77.0	35,184	77.8	36,846	78.1	30,874	76.7	31,643	75.3
Student	33	53.5	26	61.5	51	73.4	40	74.0	51	77.1	Very Low	Improved	Issue	741	84.7	620	80.0	714	85.5	604	84.1	719	81.6	185,470	81.7	196,933	81.9	193,409	82.2	169,631	80.2	186,935	80.1
Teacher	16	81.3	15	88.6	19	87.7	12	82.9	15	82.2	Very Low	Maintained	Concern	186	95.3	167	91.8	193	95.0	182	93.9	177	92.8	32,606	94.0	33,245	94.5	33,910	94.4	30,181	91.2	30,946	90.3

Comments on Results

Overall, parents seem satisfied with the accessibility of programming for their children. Teacher satisfaction seems a little lower and requires some attention.

Inclusion – Pyramid of Intervention

HPSD supports inclusion through a multi-tiered approach. All students have a continuum of needs that can be met, to a varying degree, by differentiated instruction. School-based Learning Support Teachers (LSTs) engage in coaching conversations with staff regarding the ways and means of supporting a differentiated program of studies.

Each HPSPD school annually reviews their pyramid of intervention to include:

- the universal, targeted and intensive supports available
- the process by which teachers collaborate to implement strategies [Response to Intervention]
- a display of the pyramid of intervention in a designated area where staff have easy access
- development of a network of supports to enable conversations about the progress of students

A divisional Educational Assistant committee was founded with representatives from each school. The representatives surveyed their school's educational assistants to determine areas of interest to support students and professional development opportunities to reflect local context.

The Indigenous Education Coach has shifted its focus from a student-centered approach to a Universal Education Model.

The goals of this model is that all students will have a deep understanding of our Canadian history, including Indigenous cultures, perspectives, Treaties and Land agreements, the Legacy of Residential Schools, and the contributions of Indigenous Culture in shaping our Canadian identity.

This model will support all staff in meeting the TQS #5 through monthly professional development sessions designed to build the capacity of our teachers to accurately and confidently deliver Indigenous materials in their classrooms. Moving future generations forward in creating a more inclusive Canada.

This model will allow Indigenous Learners to see themselves reflected in the curriculum. Classroom content across subject areas from Kindergarten to grade 12 will be respectful, authentic and genuine. Often including consultations with Elders and Knowledge Keepers.

The Indigenous Education Team has supported all the schools within the division. Some of the events and activities that took place in the 2020-21 school year included:

All schools received one hour of coach-led professional development each month.

Although we were unable to have Elders, Knowledge Keepers, and presenters come into our schools, we took advantage of technology by having division-wide virtual presentations. Some of these presentations included:

- Oneida Elder Ray John visited all of the Grade 2 classes teaching about the Iroquois Confederacy and a Haudenosaunee creation story.
- Inuit Educator Goota Desmarais joined all of the Grade 5 classes to bring awareness of the Inuit culture.
- Métis historian Blake Desjarlais joined all of the Grade 4 classrooms to discuss Métis culture and the Métis contributions to forming Canada.
- Métis politician Inier Gauchier joined the Grade 9 classroom to discuss governance and rights.
- Storytellers and Indigenous educators joined High School Science classes to discuss the concepts of interconnection and Indigenous worldviews.
- Indigenous musician Brianne Lizotte taught the origins of the Métis fiddle and jigging.
- Knowledge Keeper George Desjarlais brought Indigenous Sky Science to all Grade 6 classes.
- Indigenous author Jessica Johns gave a presentation to High School English students in their poetry units.
- All Indigenous graduates took part in virtual Sacred Feather teachings and Sash teachings.

High School students participated in the virtual Indspire Youth Conference.

High School students met virtually with Indigenous professors and scholars from the University of Calgary as a kick-off to an Indigenous Mentorship Program with the goal of encouraging students to pursue a career in education.

All Grade 5 classes took part in a divisional literacy project, *The Journey Forward*, a book about reconciliation. They had several visits from the book's author, Richard Van Camp.

Land-based learning still took place with local Elders in outdoor spaces that were within walking distance from our schools. Teachings included trapping and hunting, tipi teachings, traditional medicine walks, traditional food gathering and storage, ice fishing, and fish drying and smoking.

Ongoing classroom presentations in all subject areas from Kindergarten to Grade 12 included treaty presentations, Kairos Blanket Exercises, 7 Grandfather Teachings, and medicine wheel teachings.

The Indigenous Education Team started the development of a Google Classroom, which is in place for the 2021-22 school year. It is filled with resources to support Kindergarten to Grade 12 classrooms in all subject areas.

DOMAIN 4: GOVERNANCE

Parental Involvement

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.																																	
	School										Authority										Province												
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	28	55.8	25	71.7	19	75.8	12	64.4	22	73.7	Low	Maintained	Issue	432	82.3	323	77.4	370	83.7	272	77.6	272	75.8	67,509	81.2	68,116	81.3	70,377	81.8	60,919	79.5	62,412	78.8
Parent	12	51.7	10	70.0	4	*	4	*	7	91.4	Very High	Improved	Excellent	247	75.5	156	67.1	177	77.4	90	68.5	95	69.5	34,998	73.4	34,944	73.6	36,556	73.9	30,886	72.2	31,598	72.3
Teacher	16	60.0	15	73.3	19	75.8	12	64.4	15	56.0	Very Low	Declined	Concern	185	89.0	167	87.7	193	90.0	182	86.7	177	82.2	32,511	88.9	33,172	89.0	33,821	89.6	30,033	86.8	30,814	85.2

Comments on Results

Another area where there seems to be a disconnect on what teachers think and what parents are seeing. Responding parents feel that they have the opportunity to be involved in decisions related to their child's education. Teachers, however, don't feel that parents are not involved in the decisions about their child's education. With low interest in being involved in the School Council, Kinuso School will use an Advisory Council instead. The hope is that parents will attend meetings when it is a topic that they are interested in being part of the conversation.

Satisfaction with Program Access

Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.																																	
	School										Authority										Province												
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	59	61.1	51	66.9	70	77.4	52	70.4	73	78.5	High	Maintained	Good	1,165	80.8	937	75.6	1,081	83.2	870	81.0	986	83.7	251,836	72.8	263,978	73.1	262,662	75.2	228,281	71.8	247,744	72.6
Parent	12	51.0	10	35.7	4	*	4	*	7	82.1	Very High	Improved	Excellent	243	68.6	152	63.5	173	74.1	87	71.1	93	79.6	34,350	61.2	34,371	61.1	35,963	68.4	29,417	65.7	30,664	67.4
Student	31	69.7	26	80.8	51	72.6	40	64.3	51	81.6	Intermediate	Maintained	Acceptable	737	85.7	618	78.2	714	84.6	601	85.2	716	84.1	184,949	78.9	196,411	78.8	192,861	79.0	168,839	71.9	186,237	73.5
Teacher	16	62.5	15	84.3	19	82.1	12	76.4	15	71.9	Low	Maintained	Issue	185	88.0	167	85.0	194	90.8	182	86.7	177	87.5	32,537	78.3	33,196	79.3	33,838	78.1	30,025	77.8	30,843	77.0

Comments on Results

Teacher satisfaction with accessibility, effectiveness and efficiency of programs and services for their students has dropped over the last couple of years and this is definitely an area of concern in 2022-2023 as well. With no Learning Support Teacher, access to special programming is somewhat limited. We are working to build capacity for these supports by incorporating some small pull out groups for reading and math. We will continue to build these supports, but it will be difficult to meet all student needs.

Summary

There are several areas of concern at Kinuso School. The first area that needs to be addressed is that the students do not feel that the environment is safe. There have been steps taken to change this student concern and is an area that we will continue to work to improve. There are also concerns regarding academics. There must be higher expectations placed on academics. Students must be encouraged and supported to achieve at a higher level. Ensuring that students are being streamed correctly once they get to high school will help students be more successful. Ultimately, working together with all stakeholders to ensure that our students' needs are being met emotionally and academically is of highest importance. There is work to be done, having all stakeholders on the same page will help meet these goals.