

KINUSO SCHOOL 2024-25 AERR



Mission

Kinuso School, in conjunction with High Prairie School Division No. 48, is committed to fostering the development of reasoning, responsible, and resourceful citizens within a purposeful learning environment. To nurture an active appreciation for learning, the students, staff, parents, and community must work in concert, fully utilizing available resources.

Vision

At Kinuso School we have pride in our community. We show respect through our actions, words and attitudes. We are united in striving for everyone's success.

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MESSAGE FROM THE PRINCIPAL

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 RCAT (Reading Comprehension Assessment Tool), HLAT (Highest Level of Achievement Test), EYE (Early Years Evaluation), LeNS (letter name and sounds), CC3 (Castles and Coltheart 3 Test), RRST (Right to Read Screening Tool), MIPI (Math Intervention Protocol Instrument), PNSA (Provincial Numeracy Screening Assessment) assessments as well as Provincial Achievement Tests and Diploma exams.
 - 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 honoured and grateful to be participating in the eighth 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 a limited number of staff. Retaining staff has been another challenge. Kinuso Elementary staffing has had 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. This has improved for the 2023-2024 school year with only two new teachers and a new Vice Principal. We are also fortunate to have a Learning Support Teacher for the 2023-2024 school year, which was something we unfortunately did without during the 2022-2023 school year.

A strength that we rely on is the stability of our support staff in the school. Many of our Educational Assistants 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 last year. We are happy to announce that we have been able to form a school council this year.

Kinuso School Council met and discussed some of the concerns that came out of the AERR. The group focused on increasing parental involvement, providing opportunities for student citizenship and to improve the level of belief that Kinuso is a safe and caring school.

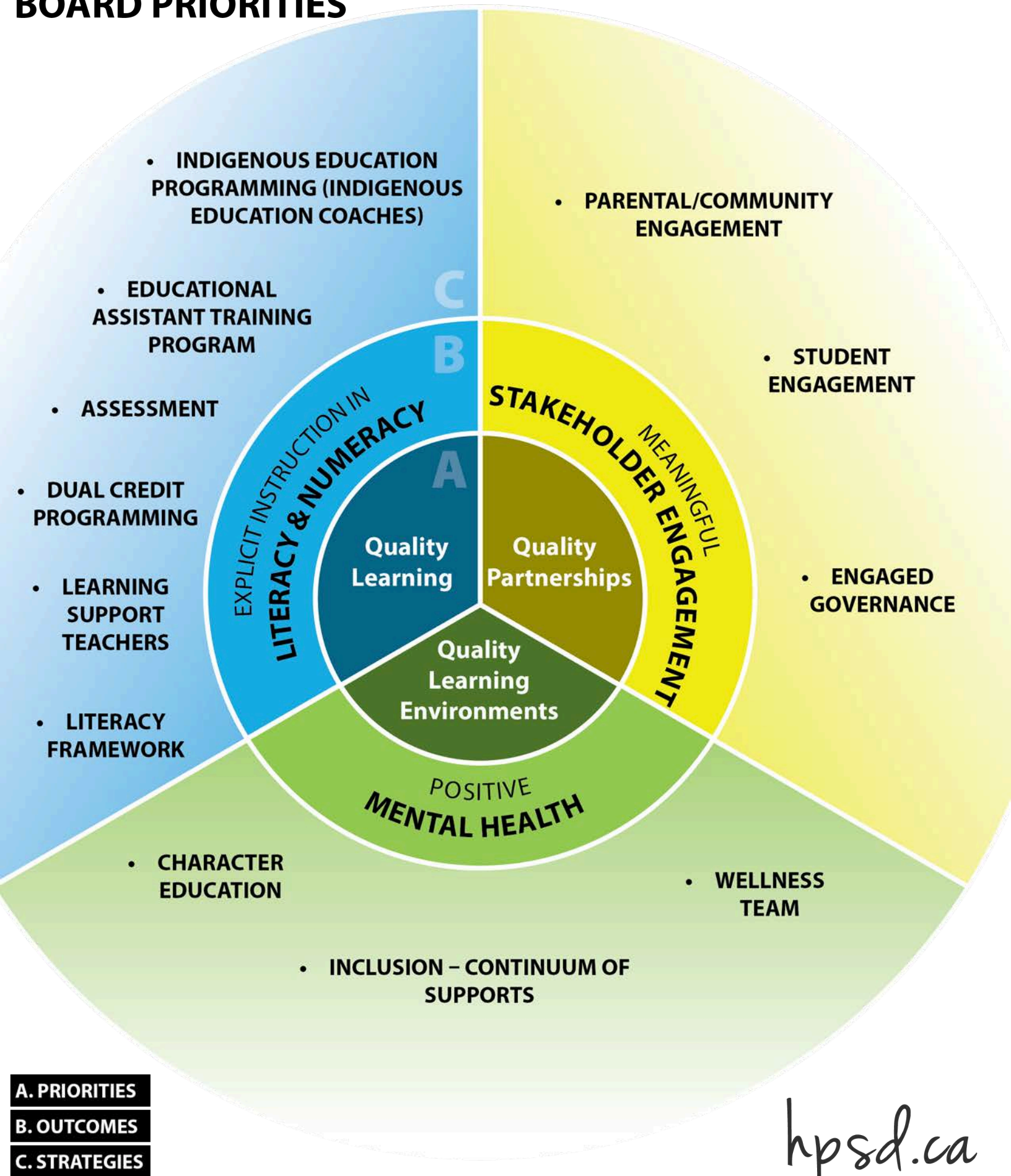
Conversations about decreasing instances of bullying and improving mental health were had and ideas were shared.

The Council Chair and Vice Chair completed a survey asking parents what events they would like to see happen at Kinuso School, therefore, increasing parents' involvement.

The Council spoke about ways to increase the citizenship of our students. Providing them with opportunities to volunteer inside and outside of the school.

Chris King, Principal

HIGH PRAIRIE SCHOOL DIVISION **BOARD PRIORITIES**



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2024-25 COMMUNITY ENGAGEMENT SUMMARY

The High Prairie School Division Board of Trustees have forged changes for the upcoming school years related to report cards, assessment policies (including no-zero practices and late assignment submissions), and reporting tools. At their strategic planning session last year, Trustees reviewed feedback from everyone who attended one of the engagement sessions (in-person and virtual) and the responses from our school/division improvement survey. Using this information, they were able to respond by the following:

PRINTED REPORT CARDS

Printed report cards will be available, effective September 2025.

NEW REPORT CARD FORMAT

A new report card format will be developed in the 2025-26 school year to improve clarity and address the concerns you raised. It will be ready for release in the 2026-27 school year.

NEW DIGITAL TOOL

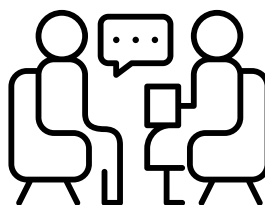
A new digital tool will launch in the 2026-27 school year to help parents more easily access their child's attendance and marks, and report cards.

REINTRODUCE ZEROS

Lastly, we will be revising our assessment process to reintroduce zeros on uncompleted projects and assignments when no excusable reason is provided.



364
SURVEY
RESPONSES



23
ENGAGEMENT
SESSIONS

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.

REQUIRED ALBERTA EDUCATION ASSURANCE MEASURES - OVERALL SUMMARY

Fall 2025 Required Alberta Education and Childcare 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	79.6	77.1	76.4	83.9	83.7	84.4	Very Low	Maintained	Concern
	Citizenship	65.8	73.8	66.5	79.8	79.4	80.4	Very Low	Maintained	Concern
	3-year High School Completion	57.3	42.5	50.2	81.4	80.4	81.4	Very Low	Maintained	Concern
	5-year High School Completion	67.6	55.1	59.6	87.1	88.1	87.9	Very Low	Maintained	Concern
	PAT9: Acceptable	12.5	17.0	20.4	62.5	62.5	62.6	Very Low	Maintained	Concern
	PAT9: Excellence	0.0	0.0	0.0	15.6	15.4	15.5	Very Low	Maintained	Concern
	Diploma: Acceptable	51.7	48.4	63.5	82.0	81.5	80.9	Very Low	Maintained	Concern
	Diploma: Excellence	0.0	0.0	0.0	23.0	22.6	21.9	Very Low	Maintained	Concern
Teaching & Leading	Education Quality	76.0	82.0	78.5	87.7	87.6	88.2	Very Low	Maintained	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	68.2	78.8	71.3	84.4	84.0	84.9	Very Low	Maintained	Concern
	Access to Supports and Services	71.6	84.7	77.6	80.1	79.9	80.7	Very Low	Maintained	Concern
Governance	Parental Involvement	67.5	60.0	65.0	80.0	79.5	79.1	Very Low	Maintained	Concern

Fall 2025 Required Alberta Education and Childcare Assurance Measures - 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	53.6	33.7	42.5	59.8	58.6	58.4	Very Low	Maintained	Concern
	5-year High School Completion	54.9	65.3	64.0	69.7	69.4	69.6	Very Low	Maintained	Concern
	PAT9: Acceptable	8.3	16.7	14.5	41.6	41.4	40.4	Very Low	Maintained	Concern
	PAT9: Excellence	0.0	0.0	0.0	6.3	6.1	5.7	Very Low	Maintained	Concern
	Diploma: Acceptable	61.9	44.4	59.7	77.5	76.9	75.9	Very Low	Maintained	Concern
	Diploma: Excellence	0.0	0.0	0.0	11.9	11.8	11.6	Very Low	Maintained	Concern
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
4. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs was impacted by wildfires in 2022/23 and 2023/24 and participation in Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. 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.

ASSURANCE DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

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											
	2021		2022		2023		2024		2025					2021		2022		2023		2024		2025		2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	52	80.8	73	83.6	51	68.4	70	77.1	75	79.6	Very Low	Maintained	Concern	877	83.1	993	85.3	994	82.8	1,196	81.8	1,242	84.0	230,956	85.6	249,740	85.1	257,214	84.4	265,079	83.7	269,076	83.9
Parent	4	*	7	90.5	2	*	4	*	16	87.5	Intermediate	Maintained	Acceptable	90	79.2	96	90.9	98	84.9	187	83.3	310	85.4	30,994	89.0	31,694	88.7	31,862	87.3	33,209	86.7	34,444	87.6
Student	40	70.1	51	71.5	37	58.2	52	74.6	45	66.0	Very Low	Maintained	Concern	605	74.1	720	71.0	736	69.3	820	67.0	752	70.4	169,789	71.8	187,102	71.3	193,029	70.9	199,823	69.3	201,089	69.3
Teacher	12	91.4	15	88.9	14	78.6	18	79.6	14	85.4	Very Low	Maintained	Concern	182	96.1	177	94.1	160	94.3	189	95.2	180	96.3	30,173	96.0	30,944	95.5	32,323	95.1	32,047	95.1	33,543	95.0

COMMENTS

To continue improving student learning and engagement, Kinuso school will maintain its strong emphasis on bell-to-bell instruction and the consistent promotion of effective student engagement strategies through ongoing weekly teaching observations and feedback. Building on current practices, administration plans to introduce student focus groups to gain deeper insight into what students find most engaging and meaningful in their learning experiences. We will work with teachers to ensure that lessons contain “real world” applicability whenever possible. The school will also work to strengthen family understanding of student skills and curricular outcomes through regular communication, including newsletters, parent information nights, phone calls, and emails home. Additionally, administrators will be present during student survey administration to clarify questions and ensure students clearly understand what is being asked, allowing for more accurate and meaningful feedback. These combined efforts will support continued growth in student engagement and overall learning outcomes.

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											
	2021		2022		2023		2024		2025		Achievement		Improvement		Overall	2021		2022		2023		2024		2025		2021		2022		2023		2024		2025		
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%			
Overall	52	66.3	73	69.8	51	56.1	70	73.8	75	65.8	Very Low	Maintained	Concern	876	80.3	993	77.8	994	74.6	1,196	76.3	1,244	77.0	230,843	83.2	249,770	81.4	257,231	80.3	265,100	79.4	269,117	79.8			
Parent	4	*	7	77.1	2	*	4	*	16	62.5	Low	Maintained	Issue	89	71.0	95	73.6	98	68.7	187	69.5	310	69.6	30,905	81.4	31,689	80.4	31,869	79.4	33,217	78.7	34,441	78.6			
Student	40	64.8	51	64.3	37	49.3	52	69.8	45	58.8	Low	Maintained	Issue	605	76.3	721	69.6	736	66.8	820	68.1	754	70.3	169,741	74.1	187,120	72.1	193,015	71.3	199,816	69.6	201,119	70.3			
Teacher	12	67.8	15	68.0	14	62.9	18	77.8	14	76.1	Very Low	Maintained	Concern	182	93.4	177	90.3	160	88.4	189	91.3	180	91.1	30,197	94.1	30,961	91.7	32,347	90.3	32,067	89.8	33,557	90.5			

COMMENTS

Citizenship at our school continues to be intentionally modelled and reinforced through daily classroom instruction and ongoing coaching by teachers. Our monthly House Rallies, now student-planned, continue to emphasize teamwork, school spirit, and healthy competition. The Student Leadership team has evolved into a Learn and Lead class for grades 7–9, providing students with opportunities to develop effective study and review habits in core subjects while also strengthening leadership skills and active involvement in planning and organizing school events. Although our athletics programs have experienced some recent setbacks, feedback from event organizers consistently highlights that our athletes demonstrate positivity, respect, and strong sportsmanship at out-of-town events and competitions.

To further strengthen citizenship development, administration plans to introduce student focus groups to better understand what citizenship means to students and how the school can continue to support their growth in this area. The school will also seek additional opportunities for students to contribute within the local community, fostering a deeper sense of responsibility and connection. In the near future, a revision of the Student Code of Conduct will take place, with meaningful input from the student body to ensure expectations reflect shared values and promote positive school culture.

ASSURANCE DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

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.

	Kinuso School																						Alberta											
	2020		2021		2022		2023		2024		Measure Evaluation						2020		2021		2022		2023		2024									
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%									
3 Year Completion	21	57.7	25	48.6	22	59.4	19	42.5	23	57.3	Very Low	Maintained	Concern	46,245	83.4	47,675	83.2	48,340	80.7	49,297	80.4	51,148	81.4											
4 Year Completion	28	64.9	21	57.5	24	55.1	22	67.8	19	58.4	Very Low	Maintained	Concern	45,351	85.0	46,242	87.1	47,660	86.5	48,296	85.1	49,293	84.7											
5 Year Completion	22	82.3	28	65.5	21	58.2	24	55.1	22	67.6	Very Low	Maintained	Concern	44,972	86.2	45,344	87.1	46,238	88.6	47,659	88.1	48,295	87.1											

	Kinuso School (FNMI)													Alberta (FNMI)											
	2020		2021		2022		2023		2024					Measure Evaluation			2020		2021		2022		2023		2024
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%		
3 Year Completion	17	53.5	17	47.2	13	46.5	15	33.7	19	53.6	Very Low	Maintained	Concern	3,814	62.0	3,972	59.5	3,943	57.0	4,222	58.6	4,397	59.8		
4 Year Completion	19	69.3	16	56.7	14	65.2	13	55.1	15	53.9	Very Low	Maintained	Concern	3,670	63.6	3,729	68.6	3,936	65.8	3,902	65.3	4,157	65.8		
5 Year Completion	18	83.9	19	69.1	16	57.5	14	65.3	13	54.9	Very Low	Maintained	Concern	3,469	68.1	3,593	68.0	3,719	71.3	3,909	69.4	3,848	69.7		

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, including the cancellation of the January 2022 Diploma Exam administration. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting trends over time.

COMMENTS

We have seen an improvement in our three-year completion rate from 42.5% to 57.2%, which we attribute to finding alternative pathways for students who struggle with mainstream programming. Improved attendance rates have also helped with the attendance policy implemented last year, and attendance continues to improve steadily this year. With the assistance of the Attendance Officer, we are optimistic that the numbers will continue to trend upwards. Our Career Coach has been working hard to meet one-on-one with all high school students to timetable and ensure that they are enrolled in the courses needed to complete high school. In addition to these efforts, teachers are working to make learning meaningful and relevant, building strong and trusting relationships with students, and, with the assistance of our LST, are identifying and supporting at-risk students earlier.

ASSURANCE DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

PAT Course by Course Results by Number Enrolled.															
		Results (in percentages)										Target		Target	
		2021		2022		2023		2024		2025		2025		2026	
		A	E	A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts & Lit 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	58.8	5.9	n/a	n/a	60	6
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	63.8	4.9				
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	69.1	12.7				
Mathematics 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	29.4	0	n/a	n/a	45	5
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43	7				
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	53.1	15.1				
Social Studies 6	School	n/a	n/a	23.5	0	50	0	29.4	0	41.2	0	60	6	60	6
	Authority	n/a	n/a	64	11.5	49.2	7.2	65.5	17.5	55.7	14.6				
	Province	n/a	n/a	67.8	20.1	66.2	18	68.5	19.8	64.1	18.5				
English Language Arts 9	School	n/a	n/a	23.8	4.8	44.4	0	27.3	0	25	0	55	6	60	6
	Authority	n/a	n/a	52.9	2.2	44.8	3.9	57.5	4.4	60.3	4.5				
	Province	n/a	n/a	69.6	12.9	71.4	13.4	69.5	11.8	69.8	11.1				
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	n/a	n/a
	Authority	n/a	n/a	100	10	78.6	0	66.7	0	76.9	7.7				
	Province	n/a	n/a	73.5	9.9	76.1	10.9	76.6	10.6	75.2	9.3				
Mathematics 9	School	n/a	n/a	9.5	4.8	14.8	0	9.1	0	0	0	40	5	45	5
	Authority	n/a	n/a	29.8	3.1	28.9	4.9	27.4	3.9	31.5	4.9				
	Province	n/a	n/a	53	16.7	54.4	13.5	52.7	14	51.7	14				
Science 9	School	n/a	n/a	28.6	9.5	18.5	0	18.2	0	20	0	40	5	45	5
	Authority	n/a	n/a	48.2	7.5	38.2	6.1	47.8	7.8	52.5	9.8				
	Province	n/a	n/a	68	22.6	66.3	20.1	67.6	20.8	68.6	21.1				
Social Studies 9	School	n/a	n/a	9.5	4.8	18.5	0	13.6	0	5	0	40	5	45	5
	Authority	n/a	n/a	38.4	5.6	32.2	7.4	40.4	4.8	41.5	7.2				
	Province	n/a	n/a	60.8	17.2	58.4	15.9	60.5	15.8	60.5	17.1				

ASSURANCE DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

Student Growth and Achievement (Grades K-9)

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

School: 1611 Kinuso School

Course		Kinuso School							Alberta			
		Achievement	Improvement	Overall	2025		Prev 3 Year Average		2025		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
Social Studies 6	Acceptable Standard	Very Low	Maintained	Concern	17	41.2	16	39.7	50,053	64.1	59,230	67.4
	Standard of Excellence	Very Low	Maintained	Concern	17	0.0	16	0.0	50,053	18.5	59,230	18.9
English Language Arts 9	Acceptable Standard	Very Low	Maintained	Concern	20	25.0	25	35.9	59,391	69.8	57,676	70.4
	Standard of Excellence	Very Low	Maintained	Concern	20	0.0	25	0.0	59,391	11.1	57,676	12.6
Mathematics 9	Acceptable Standard	Very Low	Declined	Concern	20	0.0	25	12.0	58,911	51.7	57,012	53.5
	Standard of Excellence	Very Low	Maintained	Concern	20	0.0	25	0.0	58,911	14.0	57,012	13.7
Science 9	Acceptable Standard	Very Low	Maintained	Concern	20	20.0	25	18.4	59,453	68.6	57,692	66.9
	Standard of Excellence	Very Low	Maintained	Concern	20	0.0	25	0.0	59,453	21.1	57,692	20.5
Social Studies 9	Acceptable Standard	Very Low	Declined	Concern	20	5.0	25	16.1	59,472	60.5	57,717	59.4
	Standard of Excellence	Very Low	Maintained	Concern	20	0.0	25	0.0	59,472	17.1	57,717	15.8

School: 1611 Kinuso School (FNMI)

Kinuso School (FNMI)		Alberta (FNMI)									
		Achievement		Improvement		Overall		2025		Prev 3 Year Average	
								N	%	N	%
Course	Measure	N	%	N	%	N	%	N	%	N	%
Social Studies 6	Acceptable Standard	13	38.5	12	35.2	3,434	43.7	4,444	47.0		
	Standard of Excellence	13	0.0	12	0.0	3,434	7.9	4,444	6.9		
English Language Arts 9	Acceptable Standard	15	20.0	19	28.9	4,495	50.7	4,420	49.3		
	Standard of Excellence	15	0.0	19	0.0	4,495	4.7	4,420	4.5		
Mathematics 9	Acceptable Standard	15	0.0	19	5.6	4,390	27.4	4,279	28.7		
	Standard of Excellence	15	0.0	19	0.0	4,390	4.7	4,279	4.3		
Science 9	Acceptable Standard	15	13.3	19	13.3	4,512	47.7	4,429	44.1		
	Standard of Excellence	15	0.0	19	0.0	4,512	8.9	4,429	7.8		
Social Studies 9	Acceptable Standard	15	0.0	19	10.6	4,528	38.6	4,446	36.6		
	Standard of Excellence	15	0.0	19	0.0	4,528	6.4	4,446	5.6		

Notes:

1. Data values have been suppressed where the number of respondents/students is less than 6. Courses are listed with the lowest student count.
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Participation in the Provincial Achievement Tests was impacted by wildfires in 2022/23 and 2023/24. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
6. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

COMMENTS:

While growth is needed in all core areas, the PAT results have clearly highlighted the need for support in Math 9 and Social Studies 6 and 9. We will work with teachers to use strategies that target growth in PAT results such as:

All subject areas

- Ensure lessons have a strong alignment with the Alberta Program of Studies
- Have teachers working to deliver explicit instruction in test-taking skills
- Participate in frequent formative assessment and feedback
- Ensure that students have conceptual understanding + procedural fluency
- Use consistent language and emphasize skill development
- Practice PAT questions to increase the level of student familiarity

Math 6 and 9

- Following the guidance of the Numeracy Framework
- Employing the assistance of our Divisional Numeracy Lead
- Strengthen student knowledge of math vocabulary

Social Studies 9

- Make real-world connections to the curriculum with students
- Explicitly teach source analysis

ASSURANCE DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

Diploma Exam Course by Course Results by Students Writing.															
		Results (in percentages)										Target		Target	
		2021		2022		2023		2024		2025		2025		2026	
		A	E	A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 30-1	School	n/a	n/a	n/a	n/a	*	*	*	*	*	*	95	5	95	5
	Authority	n/a	n/a	64.5	3.2	74.2	1	77.9	2.6	83.3	1.3				
	Province	n/a	n/a	78.8	9.4	83.7	10.5	84.2	10.1	85.3	10.9				
English Language Arts 30-2	School	n/a	n/a	n/a	n/a	90.9	0	83.3	0	70	0	95	5	95	5
	Authority	n/a	n/a	78.4	2.7	87	3.7	84.8	11.4	87.6	7.3				
	Province	n/a	n/a	80.8	12.3	86.2	12.7	85.7	12.9	85.6	11.3				
Mathematics 30-1	School	n/a	n/a	*	*	*	*	*	*	n/a	n/a	65	5	70	5
	Authority	n/a	n/a	38.1	0	44.4	6.7	23.4	4.3	64.4	11.1				
	Province	n/a	n/a	63.6	23	70.8	29	75.4	34.9	77.8	37.1				
Mathematics 30-2	School	n/a	n/a	33.3	0	*	*	n/a	n/a	n/a	n/a	n/a	n/a	70	5
	Authority	n/a	n/a	27.1	0	45.1	3.9	43.9	2.4	37.7	3.3				
	Province	n/a	n/a	61.5	11.8	71.1	15.2	70.9	15.4	73.6	17.3				
Social Studies 30-1	School	n/a	n/a	n/a	n/a	*	*	*	*	n/a	n/a	80	8	85	5
	Authority	n/a	n/a	66.7	8.3	72.9	11.9	77.9	8.8	74.2	8.1				
	Province	n/a	n/a	81.5	15.8	83.5	15.9	85.2	18.7	84.6	16.8				
Social Studies 30-2	School	n/a	n/a	*	*	83.3	0	45.5	0	53.8	0	90	7	90	10
	Authority	n/a	n/a	62.5	3.6	73.3	2.6	74.8	4.1	64.5	4.3				
	Province	n/a	n/a	72.5	13.2	78.1	12.3	77.6	12.7	77.5	12.3				
Biology 30	School	n/a	n/a	*	*	n/a	n/a	33.3	0	n/a	n/a	80	8	80	10
	Authority	n/a	n/a	71.1	17.8	54.9	11	62.2	10	70.1	15.6				
	Province	n/a	n/a	74.3	25.2	82.7	32.8	83.1	33.7	82.7	34.8				
Chemistry 30	School	n/a	n/a	*	*	*	*	*	*	*	*	70	5	75	5
	Authority	n/a	n/a	61.8	17.6	65.4	19.2	45.5	3.6	59.3	16.9				
	Province	n/a	n/a	77.1	31.1	80.5	37	82.9	38	83.8	40.6				

ASSURANCE DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

Student Growth and Achievement (Grades 10-12)

Diploma Exam Results Course By Course Summary With Measure Evaluation

School: 1611 Kinuso School

Course		Measure	Kinuso School						Alberta				
			Achievement	Improvement	Overall	2025		Prev 3 Year Average		2025		Prev 3 Year Average	
						N	%	N	%	N	%	N	%
English Language Arts 30-1	Diploma Examination Acceptable Standard	*	*	*	1	*	n/a	n/a	35,845	85.3	32,247	83.9	
	Diploma Examination Standard of Excellence	*	*	*	1	*	n/a	n/a	35,845	10.9	32,247	10.3	
English Language Arts 30-2	Diploma Examination Acceptable Standard	Very Low	Maintained	Concern	10	70.0	9	87.1	21,398	85.6	18,166	85.9	
	Diploma Examination Standard of Excellence	Very Low	Maintained	Concern	10	0.0	9	0.0	21,398	11.3	18,166	12.8	
Social Studies 30-2	Diploma Examination Acceptable Standard	Very Low	Maintained	Concern	13	53.8	9	64.4	27,021	77.5	22,515	77.8	
	Diploma Examination Standard of Excellence	Very Low	Maintained	Concern	13	0.0	9	0.0	27,021	12.3	22,515	12.5	
Biology 30	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	6	33.3	25,916	82.7	23,842	82.9	
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	6	0.0	25,916	34.8	23,842	33.2	
Chemistry 30	Diploma Examination Acceptable Standard	*	*	*	5	*	n/a	n/a	21,438	83.8	19,160	81.7	
	Diploma Examination Standard of Excellence	*	*	*	5	*	n/a	n/a	21,438	40.6	19,160	37.5	

School: 1611 Kinuso School (FNMI)

		Kinuso School (FNMI)						Alberta (FNMI)				
Course	Measure	Achievement	Improvement	Overall	2025		Prev 3 Year Average		2025		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Language Arts 30-1	Diploma Examination Acceptable Standard	*	*	*	1	*	n/a	n/a	1,632	80.6	1,344	80.0
	Diploma Examination Standard of Excellence	*	*	*	1	*	n/a	n/a	1,632	5.3	1,344	6.5
English Language Arts 30-2	Diploma Examination Acceptable Standard	Very Low	Maintained	Concern	8	75.0	7	85.7	2,182	88.6	1,922	86.2
	Diploma Examination Standard of Excellence	Very Low	Maintained	Concern	8	0.0	7	0.0	2,182	9.3	1,922	10.4
Social Studies 30-2	Diploma Examination Acceptable Standard	Very Low	Maintained	Concern	11	54.5	11	45.5	2,325	72.1	2,012	72.6
	Diploma Examination Standard of Excellence	Very Low	Maintained	Concern	11	0.0	11	0.0	2,325	5.7	2,012	6.0
Chemistry 30	Diploma Examination Acceptable Standard	*	*	*	1	*	n/a	n/a	700	75.6	582	74.1
	Diploma Examination Standard of Excellence	*	*	*	1	*	n/a	n/a	700	22.9	582	23.7

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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 2020/21 to 2021/22. School years 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 wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

COMMENTS

While having a low student population resulting in suppressed data can be challenging, we consider having students write diploma exams a success! Small cohorts mean that results can vary year to year. Much like with PAT exams, we will work with teachers to use strategies that target growth in Diploma Exam results, such as:

- Strong alignment to Alberta Program of Studies
- Regular practice with exam-style questions
- Explicit teaching of test-taking strategies
- Early, data-driven intervention
- Vocabulary and literacy development
- Spiral review and cumulative practice
- More frequent formative assessment with feedback
- Parent engagement on exam timelines

ASSURANCE DOMAIN: STUDENT GROWTH AND ACHIEVEMENT - LOCAL DATA (NUMERACY)

Numeracy Data			2020-21			2021-22					2022-23					2023-24					2024-25				
			Enrollment Total	%	#	Enrollment Total	%	#	%	#	Enrollment Total	%	#	%	#	Enrollment Total	%	#	%	#	Enrollment Total	%	#	%	#
	Kindergarten	Requires Attention	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	13	ND	ND	8.3	1
		May Require Attention	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	13	ND	ND	ND	ND
		Does Not Require Attention	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	13	ND	ND	91.7	11
Nelson Pre-Assessment PNSA	Grade 1	Requires Attention	ND	ND	ND	3	0.0	0	0.0	0	15	61.5	8	46.7	7	8	57.1	4	42.9	3	13	18.2	2	33.3	3
		May Require Attention	ND	ND	ND		100.0	3	0.0	0		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND
		Does Not Require Attention	ND	ND	ND		0.0	0	100.0	3		38.5	5	53.3	8		42.9	3	57.1	4		81.8	9	66.7	6
MIPI PNSA	Grade 2	Requires Attention	11	10.0	1	14	20.0	3	ND	ND	7	66.7	4	75.0	3	15	50.0	6	50.0	4	9	37.5	3	33.3	3
		May Require Attention		0.0	0		33.3	5	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND
		Does Not Require Attention		90.0	9		46.7	7	ND	ND		33.3	2	25.0	1		50.0	6	50.0	4		62.5	5	66.7	6
	Grade 3	Requires Attention	12	63.6	7	14	23.1	3	ND	ND	17	17.6	3	6.7	1	8	28.6	2	37.5	3	13	33.3	4	33.3	4
		May Require Attention		18.2	2		30.8	4	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND
		Does Not Require Attention		18.2	2		46.2	6	ND	ND		82.4	14	93.3	14		71.4	5	62.5	5		66.7	8	66.7	8
MIPI EICS	Grade 4	Requires Attention	12	60.0	6	19	64.7	11	ND	ND	16	43.8	7	ND	ND	19	44.4	8	37.5	6	8	33.3	2	ND	ND
		May Require Attention		30.0	3		29.4	5	ND	ND		31.3	5	ND	ND		ND	ND	ND	ND		16.7	1	ND	ND
		Does Not Require Attention		10.0	1		5.9	1	ND	ND		25.0	4	ND	ND		55.6	10	62.5	10		50.0	3	ND	ND
	Grade 5	Requires Attention	11	75.0	6	15	60.0	9	ND	ND	19	62.5	10	ND	ND	15	46.7	7	41.7	5	14	69.2	9	ND	ND
		May Require Attention		25.0	2		33.3	5	ND	ND		31.3	5	ND	ND		40.0	6	33.3	4		7.7	1	ND	ND
		Does Not Require Attention		0.0	0		6.7	1	ND	ND		6.3	1	ND	ND		13.3	2	25.0	3		23.1	3	ND	ND
	Grade 6	Requires Attention	15	57.1	8	21	50.0	7	ND	ND	15	76.9	10	ND	ND	21	52.9	9	30.0	3	16	22.2	2	ND	ND
		May Require Attention		21.4	3		50.0	7	ND	ND		23.1	3	ND	ND		35.3	6	50.0	5		11.1	1	ND	ND
		Does Not Require Attention		21.4	3		0.0	0	ND	ND		0.0	0	ND	ND		11.8	2	20.0	2		66.7	6	ND	ND
	Grade 7	Requires Attention	22	76.9	10	24	76.0	19	ND	ND	28	86.7	13	ND	ND	18	77.8	14	60.0	9	20	60.0	6	0.0	0
		May Require Attention		23.1	3		24.0	6	ND	ND		0.0	0	ND	ND		22.2	4	33.3	5		30.0	3	100.0	1
		Does Not Require Attention		0.0	0		0.0	0	ND	ND		13.3	2	ND	ND		0.0	0	6.7	1		10.0	1	0.0	0
	Grade 8	Requires Attention	22	92.9	13	30	69.6	16	ND	ND	26	81.0	17	ND	ND	27	95.5	21	80.0	12	22	73.3	11	ND	ND
		May Require Attention		7.1	1		21.7	5	ND	ND		14.3	3	ND	ND		4.5	1	20.0	3		6.7	1	ND	ND
		Does Not Require Attention		0.0	0		8.7	2	ND	ND		4.8	1	ND	ND		0.0	0	0.0	0		20.0	3	ND	ND
	Grade 9	Requires Attention	22	93.8	15	21	66.7	4	ND	ND	31	100.0	21	ND	ND	21	100.0	18	72.7	8	21	72.7	8	ND	ND
		May Require Attention		6.3	1		16.7	1	ND	ND		0.0	0	ND	ND		0.0	0	18.2	2		27.3	3	ND	ND
		Does Not Require Attention		0.0	0		16.7	1	ND	ND		0.0	0	ND	ND		0.0	0	9.1	1		0.0	0	ND	ND
	Grade 10	Requires Attention	17	100.0	12	20	100.0	11	ND	ND	28	85.7	6	ND	ND	28	87.5	7	ND	ND	27	40.0	2	ND	ND
		May Require Attention		0.0	0		0.0	0	ND	ND		14.3	1	ND	ND		0.0	0	ND	ND		20.0	1	ND	ND
		Does Not Require Attention		0.0	0		0.0	0	ND	ND		0.0	0	ND	ND		12.5	1	ND	ND		40.0	2	ND	ND
	Grade 11	Not Yet Meeting Grade Expectations	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	19	ND	ND	ND	ND	27	ND	ND	ND	ND
		Approaching Expectations	ND	ND	ND	ND	ND	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	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	20	ND	ND	ND	ND	24	ND	ND	ND	ND
		Approaching Expectations	ND	ND	ND	ND	ND	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	ND		ND	ND	ND	ND

Legend:
 Fall: September - January
 ND: No data collected for the corresponding grade/school year
 Spring: February - June

COMMENTS

Kinuso School's 2025-26 Numeracy Plan consists of the following goals:

- Decrease the students in the at risk range by 15 percent
- Increase the number of students reaching grade level by 15 percent

Strategies being used to reach these goals are as follows:

- Technology integration, rote learning, hands on learning, Math Up programming, interweaving assessment, differentiated instruction, problem based learning, constant formative assessment, intervention groups

We will measure success using:

- Divisional assessments such as EICS
- Weekly assessments using math up resources
- Weekly assessments of rote learning

Our target is:

- At least 70 % of students will have ½ of one year's growth achievement as based on Math Up testing and rote assessment

ASSURANCE DOMAIN: STUDENT GROWTH AND ACHIEVEMENT - LOCAL DATA (LITERACY)

Literacy Data			2020-21 ¹						2021-22 ²						2022-23						2023-24						2024-25					
			Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring						
				%	#	%	#		%	#	%	#		%	#	%	#		%	#	%	#		%	#							
EYE LeNS	Kindergarten	Experiencing significant difficulty	5	66.7	2	0.0	0	10	80.0	8	0.0	0	15	25.0	2	16.7	1	14	84.6	11	23.1	3	13	ND	ND	36.4	4					
		Experiencing some difficulty		33.3	1	33.3	1		20.0	2	50.0	4		50.0	4	16.7	1		15.4	2	7.7	1		ND	ND	ND	ND					
		Appropriate development		0.0	0	66.7	2		0.0	0	50.0	4		25.0	2	66.7	4		0.0	0	69.2	9		ND	ND	63.6	7					
RTR LeNS	Grade 1	None-Minimal Development	12	45.5	5	16.7	2	4	33.3	1	0.0	0	15	63.6	7	36.4	4	8	28.6	2	33.3	2	13	30.8	4	18.2	2					
		Developing Skills		54.5	6	83.3	10		66.7	2	100.0	4		0.0	0	0.0	0		ND	ND	ND	ND		ND	ND	ND	ND					
		Developing Well-Mastered		0.0	0	0.0	0		0.0	0	0.0	0		36.4	4	63.6	7		71.4	5	66.7	4		69.2	9	81.8	9					
F&P LeNS CC3	Grade 2	Not Yet Meeting Grade Expectations	12	ND	ND	ND	ND	14	42.9	6	16.7	2	7	33.3	2	33.3	2	15	72.7	8	72.7	8	9	66.7	6	44.4	4					
		Approaching Expectations		ND	ND	ND	ND		21.4	3	33.3	4		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND					
		Meeting Expectations		ND	ND	ND	ND		35.7	5	50.0	6		66.7	4	66.7	4		27.3	3	27.3	3		33.3	3	55.6	5					
	Grade 3	Not Yet Meeting Grade Expectations	12	70.0	7	ND	ND	14	14.3	2	28.6	4	17	33.3	5	33.3	5	8	37.5	3	16.7	1	13	69.2	9	25.0	3					
		Approaching Expectations		30.0	3	ND	ND		14.3	2	21.4	3		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND					
		Meeting Expectations		0.0	0	ND	ND		71.4	10	50.0	7		66.7	10	66.7	10		62.5	5	83.3	5		30.8	4	75.0	9					
F&P RCAT	Grade 4	Not Yet Meeting Grade Expectations	12	91.7	11	ND	ND	19	ND	ND	81.3	13	16	56.3	9	42.9	6	19	62.5	10	20.0	3	8	66.7	4	50.0	4					
		Approaching Expectations		0.0	0	ND	ND		ND	ND	0.0	0		37.5	6	50.0	7		37.5	6	60.0	9		16.7	1	12.5	1					
		Meeting Expectations		8.3	1	ND	ND		ND	ND	18.8	3		6.3	1	7.1	1		0.0	0	20.0	3		16.7	1	37.5	3					
	Grade 5	Not Yet Meeting Grade Expectations	11	100.0	9	ND	ND	15	ND	ND	78.6	11	19	35.3	6	43.8	7	15	28.6	4	27.3	3	14	50.0	6	22.2	2					
		Approaching Expectations		0.0	0	ND	ND		ND	ND	7.1	1		52.9	9	56.3	9		50.0	7	63.6	7		41.7	5	44.4	4					
		Meeting Expectations		0.0	0	ND	ND		ND	ND	14.3	2		11.8	2	0.0	0		21.4	3	9.1	1		8.3	1	33.3	3					
	Grade 6	Not Yet Meeting Grade Expectations	12	ND	ND	ND	ND	21	ND	ND	92.3	12	15	58.3	7	58.3	7	21	52.9	9	80.0	12	16	23.1	3	18.2	2					
		Approaching Expectations		ND	ND	ND	ND		ND	ND	0.0	0		33.3	4	41.7	5		29.4	5	20.0	3		69.2	9	54.5	6					
		Meeting Expectations		ND	ND	ND	ND		ND	ND	7.7	1		8.3	1	0.0	0		17.6	3	0.0	0		7.7	1	27.3	3					
OCA RCAT	Grade 7	Limited	22	84.6	11	100.0	16	24	73.7	14	87.5	14	28	45.0	9	ND	ND	18	31.3	5	ND	ND	20	46.7	7	71.4	10					
		Acceptable		15.4	2	0.0	0		15.8	3	12.5	2		45.0	9	ND	ND		56.3	9	ND	ND		33.3	5	28.6	4					
		Excellence		0.0	0	0.0	0		10.5	2	0.0	0		10.0	2	ND	ND		12.5	2	ND	ND		20.0	3	0.0	0					
	Grade 8	Limited	22	81.8	9	85.7	12	30	78.6	11	91.7	22	26	55.6	10	43.8	7	27	88.9	16	ND	ND	22	83.3	15	0.0	0					
		Acceptable		18.2	2	14.3	2		21.4	3	8.3	2		44.4	8	43.8	7		11.1	2	ND	ND		11.1	2	0.0	0					
		Excellence		0.0	0	0.0	0		0.0	0	0.0	0		0.0	0	12.5	2		0.0	0	ND	ND		5.6	1	0.0	0					
	Grade 9	Limited	22	52.9	9	86.7	13	21	68.8	11	83.3	10	31	73.9	17	ND	ND	21	55.6	10	ND	ND	21	76.9	10	33.3	3					
		Acceptable		47.1	8	13.3	2		31.3	5	16.7	2		26.1	6	ND	ND		33.3	6	ND	ND		15.4	2	44.4	4					
		Excellence		0.0	0	0.0	0		0.0	0	0.0	0		0.0	0	ND	ND		11.1	2	ND	ND		7.7	1	22.2	2					
	Grade 10	Limited	17	85.7	6	72.7	8	20	86.7	13	81.3	13	28	69.6	16	ND	ND	28	57.1	4	ND	ND	27	61.1	11	75.0	12					
		Acceptable		14.3	1	18.2	2		13.3	2	18.8	3		30.4	7	ND	ND		42.9	3	ND	ND		38.9	7	25.0	4					
		Excellence		0.0	0	9.1	1		0.0	0	0.0	0		0.0	0	ND	ND		0.0	0	ND	ND		0.0	0	0.0	0					
RCAT	Grade 11	Not Yet Meeting Grade Expectations	12	ND	ND	ND	ND	12	ND	ND	ND	ND	20	63.2	12	ND	ND	19	ND	ND	ND	ND	27	35.3	6	80.0	4					
		Approaching Expectations		ND	ND	ND	ND		ND	ND	ND	ND		31.6	6	ND	ND		ND	ND	ND	ND		52.9	9	20.0	1					
		Meeting Expectations		ND	ND	ND	ND		ND	ND	ND	ND		5.3	1	ND	ND		ND	ND	ND	ND		11.8	2	0.0	0					
	Grade 12	Not Yet Meeting Grade Expectations	12	ND	ND	ND	ND	12	ND	ND	ND	ND	23	37.5	6	ND	ND	20	90.0	9	ND	ND	24	100.0	11	60.0	3					
		Approaching Expectations		ND	ND	ND	ND		ND	ND	ND	ND		62.5	10	ND	ND		10.0	1	ND	ND		0.0	0	40.0	2					
		Meeting Expectations		ND	ND	ND	ND		ND	ND	ND	ND		0.0	0	ND	ND		0.0	0	ND	ND		0.0	0	0.0	0					
Legend: Fall: September - January ND: No data collected for the corresponding grade/school year Spring: February - June			Footnotes: ¹ Schools only required to submit one assessment per student due to COVID complications ² Participation rates may be lower for all assessments as a result of piloting the HLAT assessment for all grades																													

Legend:
 Fall: September - January
 ND: No data collected for the corresponding grade/school year
 Spring: February - June

Footnotes:
¹ Schools only required to submit one assessment per student due to COVID complications
² Participation rates may be lower for all assessments as a result of piloting the HLT assessment for all grades

ASSURANCE DOMAIN: STUDENT GROWTH AND ACHIEVEMENT - LOCAL DATA (LITERACY)

Literacy Data			2023-24				2024-25			
			Enrollment Total	Fall		Spring	Enrollment Total	Fall		Spring
				%	#			%	#	
EYE	Kindergarten	Experiencing significant difficulty	14	84.6	11	23.1	3	ND	ND	ND
		Experiencing some difficulty		15.4	2	7.7	1	ND	ND	ND
		Appropriate development		0.0	0	69.2	9	ND	ND	ND
HLAT	Grade 1	Poor	8	100.0	8	42.9	3	100.0	11	0.0
		Limited		0.0	0	0.0	0	0.0	0	0.0
		Adequate		0.0	0	57.1	4	0.0	0	100.0
		Proficient		0.0	0	0.0	0	0.0	0	0.0
		Exemplary		0.0	0	0.0	0	0.0	0	0.0
	Grade 2	Poor	15	75.0	9	60.0	6	44.4	4	0.0
		Limited		0.0	0	0.0	0	0.0	0	0.0
		Adequate		25.0	3	30.0	3	44.4	4	0.0
		Proficient		0.0	0	10.0	1	11.1	1	0.0
		Exemplary		0.0	0	0.0	0	0.0	0	0.0
	Grade 3	Poor	8	25.0	2	12.5	1	28.1	3	16.7
		Limited		0.0	0	0.0	0	0.0	0	0.0
		Adequate		75.0	6	37.5	3	53.8	7	66.7
		Proficient		0.0	0	50.0	4	23.1	3	16.7
		Exemplary		0.0	0	0.0	0	0.0	0	0.0
	Grade 4	Poor	19	15.8	3	5.6	1	14.3	1	0.0
		Limited		0.0	0	0.0	0	0.0	0	0.0
		Adequate		68.4	13	27.8	5	14.3	1	62.5
		Proficient		15.8	3	66.7	12	71.4	5	37.5
		Exemplary		0.0	0	0.0	0	0.0	0	0.0
	Grade 5	Poor	15	0.0	0	0.0	0	0.0	0	0.0
		Limited		0.0	0	0.0	0	0.0	0	0.0
		Adequate		46.2	6	35.7	5	27.3	3	20.0
		Proficient		53.8	7	64.3	9	72.7	8	80.0
		Exemplary		0.0	0	0.0	0	0.0	0	0.0
	Grade 6	Poor	21	5.6	1	0.0	0	0.0	0	6.7
		Limited		0.0	0	0.0	0	0.0	0	0.0
		Adequate		61.1	11	64.3	9	0.0	0	60.0
		Proficient		33.3	6	35.7	5	0.0	0	33.3
		Exemplary		0.0	0	0.0	0	0.0	0	0.0
	Grade 7	Poor	18	6.7	1	5.9	1	6.3	1	0.0
		Limited		0.0	0	0.0	0	0.0	0	0.0
		Adequate		40.0	6	23.5	4	43.8	7	35.7
		Proficient		53.3	8	64.7	11	31.3	5	64.3
		Exemplary		0.0	0	5.9	1	18.8	3	0.0
	Grade 8	Poor	27	0.0	0	0.0	0	5.6	1	5.3
		Limited		0.0	0	0.0	0	0.0	0	0.0
		Adequate		61.5	8	52.4	10	33.3	6	31.6
		Proficient		38.5	5	42.1	8	38.9	7	63.2
		Exemplary		0.0	0	5.9	1	22.2	4	0.0
	Grade 9	Poor	21	0.0	0	5.6	1	0.0	0	0.0
		Limited		0.0	0	0.0	0	0.0	0	0.0
		Adequate		61.5	8	55.6	10	33.3	4	14.3
		Proficient		38.5	5	38.9	7	41.7	5	85.7
		Exemplary		0.0	0	0.0	0	25.0	3	0.0
	Grade 10	Poor	28	0.0	0	0.0	0	0.0	0	0.0
		Limited		0.0	0	100.0	1	0.0	0	0.0
		Adequate		25.0	2	0.0	0	0.0	0	0.0
		Proficient		75.0	6	0.0	0	0.0	0	0.0
		Exemplary		0.0	0	0.0	0	0.0	0	0.0
	Grade 11	Poor	19	ND	ND	ND	ND	0.0	0	0.0
		Limited		ND	ND	ND	ND	0.0	0	0.0
		Adequate		ND	ND	ND	ND	0.0	0	0.0
		Proficient		ND	ND	ND	ND	50.0	3	0.0
		Exemplary		ND	ND	ND	ND	50.0	3	0.0
	Grade 12	Poor	20	ND	ND	ND	ND	0.0	0	0.0
		Limited		ND	ND	ND	ND	16.7	1	0.0
		Adequate		ND	ND	ND	ND	83.3	5	0.0
		Proficient		ND	ND	ND	ND	0.0	0	0.0
		Exemplary		ND	ND	ND	ND	0.0	0	0.0

Legend:
Fall: September - January
ND: No data collected for the corresponding grade/school year
Spring: February - June

COMMENTS

Kinuso School's 2025-26 Literacy Plan consists of the following goals:

- Increase HLATS by 10 percent
- Increase comprehension in all areas by 10 percent

Strategies being used to reach these goals are as follows:

- phonological/phonemic awareness
- Small group intervention
- teacher/student conferences
- Comprehension checklists
- Retelling
- Guided reading
- Cloze activities
- Epic books, Raz kids, jolly phonics
- School-wide daily silent reading in the morning
- KWL
- inferencing/predicting
- Vocabulary skills
- Vertical literacy
- Gaining independence through journal writing, prose and poetry forms
- Writing conventions- daily writing and grammar exercises
- Alberta exemplars from grade level writing
- Plaid phonics
- Novel studies
- Deep understanding of Character traits

We will measure success using:

- Sight Word Assessments
- Divisional assessments such as RCAT and HLATS
- Whole School Write
- Alberta exemplars for grade level writing
- Dibbles Data
- Monitoring of plaid phonics assessments and level increase

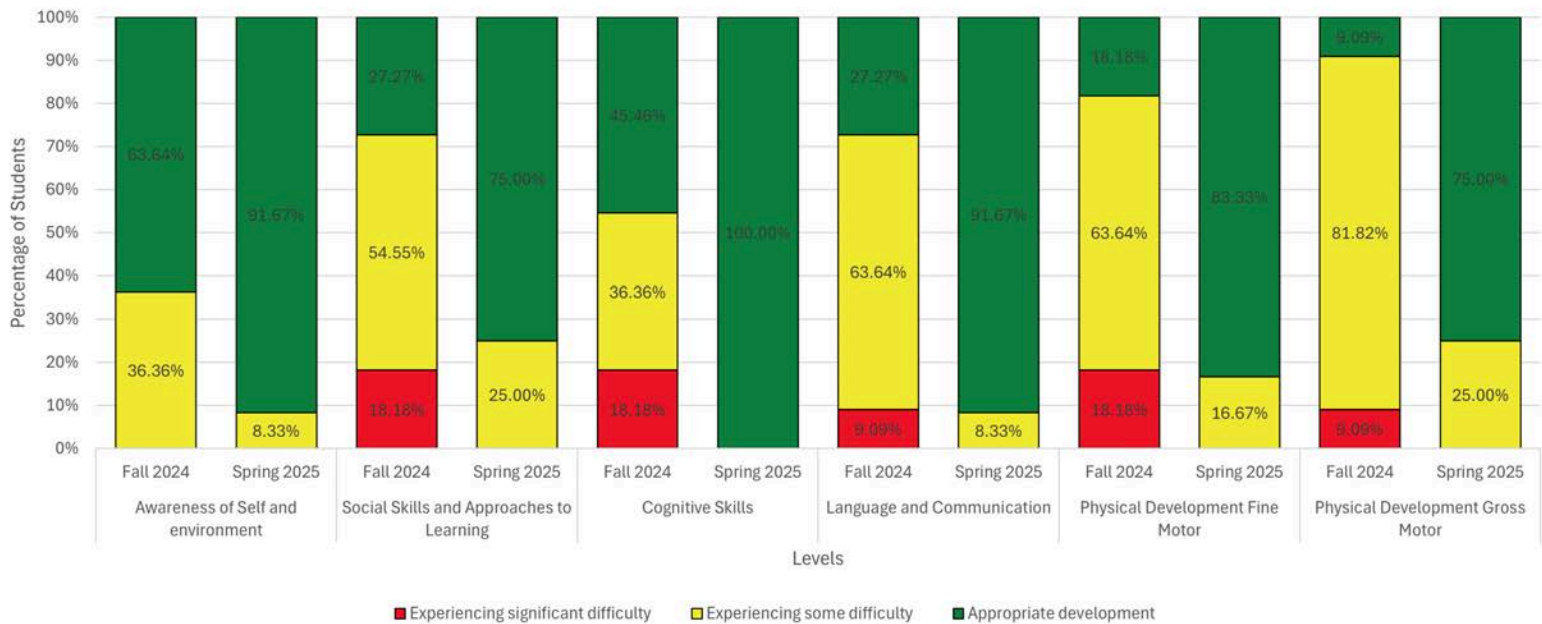
Our targets are:

All students in grades 1-6

- At least 1 grade level improvement per student per school year.
- recognition of sight words
- School average of at least 50 % for target for vocabulary
- School average of at least 75% of writing at an acceptable level for the assigned grade,as measured by HLATS
- School average of at least 75% recognition of all sounds and blends (All students in grades 7-12)
- At least 1 grade level improvement for those who are below grade level
- School average of at least 75% of writing at an acceptable level for the assigned grade,as measured by HLATS

ASSURANCE DOMAIN: STUDENT GROWTH AND ACHIEVEMENT - LOCAL DATA (EYE)

EYE Assessment - Breakdown of Percentages Across All Domains (KIN)



COMMENTS

Our Kindergarten students made tremendous gains from the Fall of 2024 to the Spring of 2025. Here are the strategies that we will use to improve upon that growth:

- Use Multiple Measures of Assessment
 - Combine screens with ongoing formative assessment: supplement screens them with continuous classroom assessment (observations, portfolios, teacher anecdotal notes) so we're not relying on a snapshot test to make big decisions.
 - Implement developmental assessments: Incorporate tools that assess social-emotional, physical, and cognitive development, not just literacy and numeracy.
- Build Assessment Capacity Among Teachers
 - Training for teachers: Invest in professional development so that teachers understand how to interpret screening results, adapt instruction, and intervene appropriately.
- Timely Follow-Up
 - Intervention: Use small group intervention so that students who are flagged in screenings get timely and effective interventions.
- Involve Families and Caregivers
 - Parent engagement and support: Offer resources to help families support literacy and numeracy development at home.
- For Students in the Classroom
 - Enhanced use of storytelling and phonics instruction
 - Exposure to a wide range of new ideas and experiences
 - Partnership with Wellness Coaches to talk and learn about feelings
 - Fine and gross motor skills development activities, including physical education, and outdoor exploration and play
 - Play based learning
 - Visual schedules and calendar work

ASSURANCE DOMAIN: TEACHING AND LEADING

Education Quality – Measure Details

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

	School										Measure Evaluation			Authority										Province									
	2021		2022		2023		2024		2025					2021		2022		2023		2024		2025		2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	52	84.6	73	82.5	51	70.9	70	82.0	75	76.0	Very Low	Maintained	Concern	876	86.7	994	87.8	995	84.8	1,197	85.2	1,244	86.6	230,814	89.6	249,532	89.0	257,584	88.1	265,643	87.6	269,550	87.7
Parent	4	*	7	88.1	2	*	4	*	16	75.0	Low	Maintained	Issue	90	80.4	96	86.9	98	79.1	187	79.8	310	82.0	31,024	86.7	31,728	86.1	31,890	84.4	33,250	83.8	34,466	84.3
Student	40	82.3	51	82.7	37	71.6	52	88.4	45	69.7	Very Low	Declined	Concern	604	86.0	721	84.8	737	83.7	822	83.2	754	83.4	169,589	86.3	186,834	85.9	193,343	85.7	200,322	84.9	201,514	84.8
Teacher	12	87.0	15	76.7	14	70.2	18	75.7	14	83.3	Very Low	Maintained	Concern	182	93.7	177	91.7	160	91.6	188	92.6	180	94.3	30,201	95.7	30,970	95.0	32,351	94.4	32,071	93.9	33,570	93.9

COMMENTS

Kinuso School has faced some staffing challenges. Teacher retention is important to us because:

- When students have the same teachers over time, they can build trust, understand teaching styles, and feel safer and more known. That can lead to greater satisfaction.
- Stability avoids frequent shifts in curriculum delivery, classroom norms, and expectations, which can frustrate students.
- Low turnover helps build a coherent, supportive school community, which tends to make students feel more connected and respected.
- Satisfied, experienced teachers are often more committed, enthusiastic and effective; that generally improves students' experience.

Another concern identified in the data is a significant increase in the number of students in grades 7-12 who answered “I don't know” to most of the questions. We hope that having school leadership administer the surveys from this point on, students will have a better understanding of the questions that they are being asked. This, coupled with feedback from student focus groups, should help us improve in this area.

We will continue to work in the following areas to increase student educational satisfaction:

- Prioritize relationships
- Maintain a safe & inclusive environment
- Increase student voice and choice
- Make learning relevant and engaging
- Provide clear, helpful feedback
- Balance challenge & support

ASSURANCE DOMAIN: TEACHING AND LEADING - LOCAL COMPONENT

PROFESSIONAL LEARNING, SUPERVISION AND EVALUATION

At Kinuso School, we prioritize supporting our teachers and staff by providing the knowledge, resources, and tools needed to deliver high-quality instruction. Weekly observation and coaching sessions, aligned with the Alberta Teacher Quality Standard (TQS), target areas for growth, while probationary teachers receive structured evaluation and mentorship to help them integrate into our school culture.

Staff engage in ongoing professional development, both in-house and divisionally, with opportunities to learn from exemplary colleagues. Regular reviews of Professional Growth Plans (PGPs) and open communication with administration ensure steady progress toward goals and that relevant information reaches all staff. Our professional development programs focus on relevance and practical application, supporting continuous improvement in teaching and learning.

ASSURANCE DOMAIN: LEARNING SUPPORTS

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									
	2021		2022		2023		2024		2025					2021		2022		2023		2024		2025		2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	52	75.0	73	78.9	51	69.2	70	84.7	75	71.6	Very Low	Maintained	Concern	876	83.2	992	83.2	993	81.4	1,197	81.6	1,242	84.0	230,761	82.6	249,570	81.6	256,994	80.6	264,733	79.9	268,786	80.1
Parent	4	*	7	82.4	2	*	4	*	16	81.3	High	Maintained	Good	90	74.7	96	78.4	98	76.5	187	74.5	310	77.4	30,936	78.9	31,684	77.4	31,847	75.7	33,177	75.4	34,400	75.5
Student	40	74.0	51	77.1	37	65.5	52	87.6	45	65.4	Very Low	Declined	Concern	604	84.1	719	81.6	735	81.0	821	81.1	752	82.2	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7	200,841	78.7
Teacher	12	75.9	15	77.3	14	72.9	18	81.8	14	68.1	Very Low	Maintained	Concern	182	90.8	177	89.7	160	86.7	189	89.2	180	92.3	30,194	88.7	30,951	87.3	32,342	86.2	32,040	85.6	33,545	86.0

COMMENTS

Our results show a large gap between parents (81.3%) and both students (65.4%) and staff (68.1%) in perceptions of available supports. This suggests that while supports exist, students are not consistently experiencing or recognizing them. With the return of a Learning Support Teacher and clearer intervention processes, the school will focus on improving student awareness, timely access, and communication so supports are more visible and effective for learners.

Welcoming, Caring, Respectful and Safe Learning Environments – 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									
	2021		2022		2023		2024		2025					2021		2022		2023		2024		2025		2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
											Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	52	72.5	73	73.6	51	61.5	70	78.8	75	68.2	Very Low	Maintained	Concern	877	84.7	994	83.3	994	80.3	1,197	81.3	1,245	82.5	231,091	87.8	249,941	86.1	257,391	84.7	265,321	84.0	269,282	84.4
Parent	4	*	7	80.0	2	*	4	*	16	71.1	Very Low	Maintained	Concern	90	79.0	96	81.3	98	77.5	187	77.8	310	78.7	30,980	88.2	31,715	86.9	31,885	85.6	33,232	85.3	34,452	85.2
Student	40	68.3	51	66.7	37	52.2	52	75.0	45	54.1	Very Low	Declined	Concern	605	79.3	721	74.3	736	72.5	821	73.5	755	74.6	169,900	79.8	187,258	77.7	193,156	76.6	200,020	75.2	201,268	75.7
Teacher	12	76.8	15	74.0	14	70.8	18	82.5	14	79.4	Very Low	Maintained	Concern	182	95.7	177	94.4	160	90.7	189	92.5	180	94.1	30,211	95.3	30,968	93.6	32,350	92.0	32,069	91.6	33,562	92.3

COMMENTS

Student results remain low at 54.1%, despite stronger perceptions from staff (79.4%) and parents (71.1%). This indicates that although adults feel the environment is positive, students are experiencing safety and belonging differently. The school is focusing on clearer expectations, increased supervision, and more intentional relationship-building. Work with School Council around bullying concerns and upcoming revisions to the Student Code of Conduct will help strengthen consistency and improve students' sense of safety and respect.

ASSURANCE DOMAIN: LEARNING SUPPORTS - LOCAL COMPONENT

ACCESS TO A CONTINUUM OF SUPPORTS AND SERVICES

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 HPSP school annually reviews their response to intervention, inclusive of:

- the universal, targeted, and intensive supports available,
- the process by which teachers collaborate to implement strategies,
- support networks for updates about student progression,
- display their continuum of supports in a designated area where staff have easy access.

FIRST NATION, MÉTIS, AND INUIT PROGRAMMING (INDIGENOUS EDUCATION COACHES)

The Indigenous Education Coaching team employs a universal education model. The goal of this model is for all students to 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 supports all staff in meeting the Teaching Quality Standard (TQS) #5 through professional development sessions designed to build the capacity of our teachers to accurately and confidently deliver Indigenous materials in their classrooms. They are moving future generations forward in creating a more inclusive Canada. A continued and focused area for the Indigenous Education Team is to promote and advance calls to action in Truth and Reconciliation.

This model allows 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 and will include consultations with Elders and Knowledge Keepers within our local context.

ASSURANCE DOMAIN: GOVERNANCE

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														
	2021		2022		2023		2024		2025					2021		2022		2023		2024		2025		2021		2022		2023		2024		2025						
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%					
Overall	12	64.4	22	73.7	14	61.4	18	60.0	30	67.5	Very Low	Maintained	Concern	272	77.6	272	75.8	256	77.8	376	78.5	490	79.4	60,919	79.5	62,412	78.8	63,935	79.1	64,949	79.5	67,669	80.0					
Parent	4	*	7	91.4	2	*	4	*	16	70.9	High	Declined	Acceptable	90	68.5	95	69.5	98	68.4	187	72.6	310	72.3	30,886	72.2	31,598	72.3	31,720	72.5	33,070	74.4	34,316	75.6					
Teacher	12	64.4	15	56.0	14	61.4	18	60.0	14	64.2	Very Low	Maintained	Concern	182	86.7	177	82.2	158	87.3	189	84.4	180	86.5	30,033	86.8	30,814	85.2	32,215	85.7	31,879	84.6	33,353	84.3					

COMMENTS

Due to the suppression of data from previous years, this year will serve as the new baseline from which improvement will be measured. We have experienced ongoing challenges in generating interest and participation in School Council over the past two years. To address this, we intend to offer a small number of parent focus groups, potentially during one or two scheduled meetings, to encourage parent input without requiring the full commitment of School Council membership, while still ensuring their voices are heard.

We recognize that there is currently some disconnect between teachers and parents. While teachers continue to make the required five parent phone calls per week, which has been progressing well, implementing a consistent monthly communication outlining classroom learning, upcoming assignments, and scheduled assessments may further increase parent engagement. Although parents are regularly encouraged to monitor student progress online, participation remains inconsistent.

We remain committed to our goal of hosting one family engagement activity per month. While initial participation has been modest, attendance is steadily increasing and reflects growing parent involvement.

SUPPLEMENTAL MEASURES

Diploma Examination Participation Rate – Measure Details

Percentage of students writing 0 to 6 or more Diploma Examinations by the end of their 3rd year of high school.

	School					Authority					Province				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
N	21	25	22	19	23	246	263	250	271	259	46,245	47,675	48,340	49,297	51,148
% Writing 0 Exams	n/a	n/a	58.9	46.9	38.2	n/a	n/a	44.3	33.0	36.4	n/a	n/a	20.9	14.4	13.7
% Writing 1+ Exams	n/a	n/a	41.1	53.1	61.8	n/a	n/a	55.7	67.0	63.6	n/a	n/a	79.1	85.6	86.3
% Writing 2+ Exams	n/a	n/a	22.8	37.1	61.8	n/a	n/a	34.6	60.7	60.1	n/a	n/a	54.4	82.5	83.8
% Writing 3+ Exams	n/a	n/a	13.7	15.9	17.6	n/a	n/a	11.0	36.9	34.0	n/a	n/a	20.0	64.7	65.3
% Writing 4+ Exams	n/a	n/a	4.6	10.6	13.2	n/a	n/a	0.8	28.3	26.5	n/a	n/a	3.5	52.7	54.5
% Writing 5+ Exams	n/a	n/a	0.0	5.3	0.0	n/a	n/a	0.0	16.4	17.2	n/a	n/a	0.5	31.6	35.4
% Writing 6+ Exams	n/a	n/a	0.0	0.0	0.0	n/a	n/a	0.0	6.7	5.5	n/a	n/a	0.0	8.4	10.8

COMMENT

We are happy to have seen a decrease in the number of students writing zero exams, from 46.9% to 38.2%. We are also pleased to see an increase in the number of diploma exams written, from one to four or more exams. We attribute the positive change to the incredible work of our Career Coach. She has been meeting one-on-one with our high school students consistently, learning about their desired career paths and helping them plan their timetables accordingly.

Drop Out Rate – Measure Details

Drop Out Rate - annual dropout rate of students aged 14 to 18

	School										Authority										Province																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																											
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	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N

COMMENTS

We are always looking for new ways to help our students stay in school. This isn't always easy, as some of our students face significant challenges both in their academics and their home lives. Some steps that we are taking to help students stay in school are:

- Strengthening mental health supports - Access to the Wellness Coach, counselling referrals
- Early identification of at-risk students.
- Strengthening student-staff relationships.
- Providing flexible learning options.
- Academic supports, such as literacy and numeracy interventions, differentiation and accommodations.
- Monitoring credit accumulation - Career Coach

In-Service Jurisdiction Needs– Measure Details

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									
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025		2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	12	70.6	14	83.3	13	56.4	18	51.9	11	63.6	Very Low	Maintained	Concern	179	80.8	175	83.0	156	68.4	186	76.0	175	79.6	29,619	84.9	30,280	83.7	31,648	82.2	31,298	81.1	32,856	81.7
Teacher	12	70.6	14	83.3	13	56.4	18	51.9	11	63.6	Very Low	Maintained	Concern	179	80.8	175	83.0	156	68.4	186	76.0	175	79.6	29,619	84.9	30,280	83.7	31,648	82.2	31,298	81.1	32,856	81.7

COMMENTS

We have seen an increase from 51.9% to 63.6% in this area. We can likely attribute this increase to: the publication of the Literacy and Numeracy Frameworks, the support and assistance of our Literacy and Numeracy coaches in sourcing and arranging relevant PD, and teachers more readily articulating the type of PD that would be the most beneficial to their practice. The Professional Development offered at Kinuso School is relevant to what is happening within our building and within the school division. Teachers have completed their Professional Growth Plans and met with administration so that we can support them through access to PD and resources.

SUPPLEMENTAL MEASURES

Lifelong Learning – Measure Details

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

	School										Authority										Province												
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025		2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	12	75.0	22	77.9	14	60.7	18	72.2	30	57.1	Very Low	Maintained	Concern	265	76.9	269	79.5	251	78.8	363	78.0	473	79.7	59,478	82.1	60,822	81.0	62,032	80.4	62,712	79.9	65,274	80.8
Parent	4	*	7	85.7	2	*	3	*	16	57.1	Low	Declined	Issue	84	63.9	94	69.3	95	69.1	177	67.2	297	70.6	29,693	75.3	30,314	74.6	30,381	73.4	31,458	73.3	32,542	74.5
Teacher	12	75.0	15	70.0	14	60.7	18	72.2	14	57.1	Very Low	Maintained	Concern	181	89.8	175	89.7	156	88.5	186	88.8	176	88.7	29,785	88.9	30,508	87.4	31,651	87.3	31,254	86.6	32,732	87.1

COMMENTS

Teacher agreement remains low at 63.6%, suggesting that staff do not consistently feel the professional learning they receive is focused or impactful. With greater staffing stability this year and regular instructional walkthroughs, the school is working to ensure PD is more targeted, connected to classroom needs, and supported through ongoing coaching and collaboration.

Program of Studies – Measure Details

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.

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										Authority										Province																	
	2021		2022		2023		2024		2025		Measure Evaluation			2021			2022			2023			2024			2025			2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%			
Overall	40	68.4	61	61.2	40	56.9	51	72.7	67	62.2	Very Low	Maintained	Concern	594	80.5	694	82.4	696	82.4	855	84.3	919	83.0	157,680	81.9	172,339	82.9	179,589	82.9	184,554	82.8	190,222	83.0					
Parent	4	*	7	64.8	2	*	4	*	16	66.1	Low	Maintained	Issue	90	78.6	95	81.5	98	78.5	187	84.0	307	81.2	30,817	81.7	31,625	82.4	31,780	82.2	33,145	82.3	34,368	82.4					
Student	28	62.3	39	55.6	26	47.1	33	75.4	37	52.6	Very Low	Maintained	Concern	322	76.2	422	77.8	438	79.1	479	77.7	432	78.3	96,676	74.9	109,776	76.9	115,487	77.4	119,382	76.7	122,315	77.0					
Teacher	12	74.4	15	63.0	14	66.7	18	70.0	14	67.9	Very Low	Maintained	Concern	182	86.8	177	87.9	160	89.6	189	91.2	180	89.5	30,187	89.2	30,938	89.3	32,322	89.3	32,027	89.2	33,539	89.5					

COMMENTS

Satisfaction with the breadth of programming remains low (62.2% overall), with students reporting the lowest levels (52.6%). As a small K–12 school, Kinuso continues to face challenges in offering a wide range of options at all grade levels. Staff work creatively to provide choice through flexible scheduling, shared teaching assignments, and extracurricular opportunities. Continued focus on maintaining staffing stability and exploring alternative delivery models will help strengthen program access over time.

Program of Studies - At Risk Students – Measure Details

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.

	School										Authority										Province												
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025		2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	52	78.4	73	81.5	51	73.2	70	88.1	75	72.9	Very Low	Declined	Concern	876	83.4	992	84.2	993	81.6	1,197	81.8	1,242	83.4	230,686	82.7	249,524	81.9	256,932	81.2	264,651	80.6	268,717	80.5
Parent	4	*	7	85.0	2	*	4	*	16	77.1	Intermediate	Maintained	Acceptable	90	72.1	96	78.1	98	72.5	187	70.9	310	74.5	30,874	76.7	31,643	75.3	31,805	73.7	33,110	73.5	34,352	73.5
Student	40	74.0	51	77.1	37	65.5	52	87.6	45	65.4	Very Low	Declined	Concern	604	84.1	719	81.6	735	81.0	821	81.1	752	82.2	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7	200,841	78.7
Teacher	12	82.9	15	82.2	14	81.0	18	88.7	14	76.2	Very Low	Maintained	Concern	182	93.9	177	92.8	160	91.4	189	93.4	180	93.7	30,181	91.2	30,946	90.3	32,322	89.9	32,025	89.5	33,524	89.4

COMMENTS

We have seen a significant overall decline from 88.1% to 72.9%, with parents reporting higher confidence than students and teachers. We believe this to be in response to staffing changes last year. We continue working to strengthen our interventions and improve the clarity and consistency of supports for students.

SUPPLEMENTAL MEASURES

Rutherford Eligibility Rate – Measure Details

Percentage of Grade 12 students eligible for a Rutherford Scholarship.

	School										Measure Evaluation			Authority										Province									
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Rutherford Scholarship Eligibility Rate	11	45.5	15	26.7	19	36.8	22	27.3	19	36.8	Very Low	Maintained	Concern	307	45.9	305	48.5	296	51.7	302	48.3	293	46.1	59,357	68.0	58,631	70.2	57,307	71.9	58,930	70.7	63,342	69.4

Rutherford eligibility rate details.

Reporting School Year	Total Students	Grade 10 Rutherford		Grade 11 Rutherford		Grade 12 Rutherford		Overall	
		Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible
2020	11	5	45.5	4	36.4	2	18.2	5	45.5
2021	15	4	26.7	4	26.7	4	26.7	4	26.7
2022	19	6	31.6	2	10.5	4	21.1	7	36.8
2023	22	4	18.2	5	22.7	3	13.6	6	27.3
2024	19	6	31.6	4	21.1	1	5.3	7	36.8

COMMENTS

We have seen an overall increase from 27.3% to 36.8%. Our Career Coach is very good at communicating the eligibility of scholarships to students and their parents. Out student population typically trends towards the trades, but students are starting to see the potential to branch out into other areas.

Safe and Caring – Measure Details

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										Measure Evaluation			Authority										Province									
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025		2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	52	79.3	73	79.1	51	67.5	70	83.3	75	72.0	Very Low	Maintained	Concern	877	87.3	994	87.4	994	84.4	1,196	85.0	1,244	85.5	230,987	90.0	249,835	88.8	257,278	87.5	265,150	87.1	269,159	87.3
Parent	4	*	7	88.2	2	*	4	*	16	77.5	Intermediate	Maintained	Acceptable	90	81.6	96	86.8	98	82.5	187	81.6	310	82.4	30,969	90.5	31,707	89.5	31,879	88.1	33,225	88.0	34,446	87.9
Student	40	75.9	51	70.7	37	60.0	52	80.0	45	56.9	Very Low	Declined	Concern	605	83.5	721	79.6	736	78.1	820	79.2	754	79.2	169,813	84.0	187,165	82.5	193,049	81.5	199,865	80.4	201,157	80.6
Teacher	12	82.8	15	78.4	14	75.0	18	86.7	14	81.4	Very Low	Maintained	Concern	182	96.7	177	95.7	160	92.7	189	94.2	180	94.8	30,205	95.4	30,963	94.3	32,350	93.0	32,060	92.9	33,556	93.4

COMMENTS

While the parent data in previous years has been suppressed, it is clear that we have seen a significant decline in the student and teacher groups. It is our goal to improve our communication with students and teachers through the use of focus groups. We would like to gain a better understanding of what the concerns are and work to improve conditions, and revise the Student Code of Conduct with student input. Continued work on bullying prevention and engaging wellness supports for students may move the data in the right direction.

Satisfaction with Program Access – Measure Details

Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.

	School										Measure Evaluation			Authority										Province									
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025		2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	52	70.4	73	78.5	51	70.9	70	83.5	75	70.0	Low	Declined	Issue	870	81.0	986	83.7	991	78.8	1,193	82.2	1,235	82.3	228,281	71.8	247,744	72.6	255,597	72.9	263,089	71.9	267,002	72.1
Parent	4	*	7	82.1	2	*	4	*	16	78.3	Very High	Maintained	Excellent	87	71.1	93	79.6	96	73.8	185	76.1	305	75.1	29,417	65.7	30,664	67.4	31,117	68.4	32,304	67.8	33,401	68.4
Student	40	64.3	51	81.6	37	73.9	52	84.6	45	64.9	Very Low	Declined	Concern	601	85.2	716	84.1	736	83.2	819	86.0	751	86.3	168,839	71.9	186,237	73.5	192,269	74.3	198,907	73.0	200,212	73.8
Teacher	12	76.4	15	71.9	14	67.9	18	82.4	14	66.7	Low	Maintained	Issue	182	86.7	177	87.5	159	79.3	189	84.4	179	85.4	30,025	77.8	30,843	77.0	32,211	76.0	31,878	74.8	33,389	74.1

COMMENTS

While parent data from previous years has been suppressed, it is evident that satisfaction within both the student and teacher groups has continued to decline. We believe the recent restructuring of the Wellness Team required a period of adjustment and recovery, which may have contributed to this trend. In response, we have implemented new processes for identifying student needs and streamlining referrals for support services. Our Learning Support Team (LST) has done an exceptional job communicating with parents, teachers, and students, while working collaboratively with our Wellness Coach to ensure that both academic and social-emotional needs are being addressed or have clear plans in place for support. Additionally, our Career Coach has been instrumental in identifying appropriate course pathways for students and advocating for the necessary supports to help them achieve success.

SUPPLEMENTAL MEASURES

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										Authority										Province												
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025		2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	50	59.8	71	64.3	50	61.3	70	78.1	75	61.3	Very Low	Maintained	Concern	850	76.7	974	71.1	980	75.4	1,173	79.5	1,206	81.5	224,041	81.4	243,980	74.2	251,355	75.2	258,502	75.8	262,745	76.6
Parent	4	*	7	57.1	2	*	4	*	16	75.0	High	Maintained	Good	79	68.4	92	56.5	96	69.8	181	74.6	293	78.5	28,016	81.7	30,147	70.0	30,371	72.5	31,538	75.2	32,755	76.4
Student	39	74.1	51	58.9	37	45.8	52	78.4	45	59.0	Very Low	Maintained	Concern	600	79.8	718	72.6	731	73.5	814	75.7	743	76.6	167,992	79.1	185,107	76.3	191,142	75.0	197,479	74.0	198,914	74.4
Teacher	11	45.5	13	76.9	13	76.9	18	77.8	14	50.0	Very Low	Declined	Concern	171	81.9	164	84.1	153	83.0	178	88.2	170	89.4	28,033	83.4	28,726	76.3	29,842	78.0	29,485	78.2	31,076	79.1

COMMENTS

This section of the survey also indicates a notable increase in the number of students in Grades 7–12 selecting “I don’t know” in response to several questions. Moving forward, we anticipate that having school leadership administer the surveys will support greater student understanding of the questions and result in more accurate feedback. This has also been a year of transition for teachers, and as such, teachers and students may not yet fully recognize the impact of the initiatives currently in place. As a school, we acknowledge the importance of more intentionally and visibly celebrating our successes with the broader school community in order to promote shared ownership and collective responsibility for ongoing improvement.

High School to Post-secondary Transition Rate – Measure Details

High school to post-secondary transition rate of students within four and six years of entering Grade 10.

	School										Authority										Province												
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
4 Year Rate	28	34.3	21	30.5	24	21.2	22	19.8	19	22.0	Low	Maintained	Issue	250	36.0	246	33.7	265	25.1	250	28.9	268	27.7	45,351	40.5	46,242	41.2	47,660	40.2	48,296	41.1	49,293	42.5
6 Year Rate	23	56.2	22	39.4	28	54.4	21	31.0	24	26.2	Very Low	Declined	Concern	250	48.2	265	47.7	250	49.3	245	40.7	263	42.4	44,983	60.0	44,966	60.3	45,342	59.7	46,232	60.1	47,654	59.9

COMMENTS

Our Career Coach plays a vital role in supporting students as they plan for their futures. She meets with students regularly to explore their career aspirations and collaborates with them to develop personalized course plans that align with the requirements of their chosen pathways. She also coordinates student participation in career fairs, information sessions, and post-secondary school visits, while ensuring that scholarship opportunities are clearly communicated to both students and parents.

In her commitment to student success, she consistently goes above and beyond to secure flexible learning options and alternative courses for students who require credits not currently offered at the school. Additionally, our school division provides dual-credit opportunities, further supporting students in earning credits while gaining valuable post-secondary and career-focused experience.

Work Preparation – Measure Details

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												
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025		2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	12	83.3	22	86.2	14	85.7	17	82.4	30	79.9	High	Maintained	Good	261	80.7	266	82.5	241	79.5	354	81.4	462	82.7	58,109	85.7	59,488	84.9	60,705	83.1	61,407	82.8	63,905	83.7
Parent	4	*	7	85.7	2	*	3	*	16	81.3	Very High	Maintained	Excellent	82	65.9	92	70.7	90	68.9	170	69.4	289	72.3	28,862	77.8	29,553	77.3	29,674	75.0	30,731	74.8	31,770	76.0
Teacher	12	83.3	15	86.7	14	85.7	17	82.4	14	78.6	Very Low	Maintained	Concern	179	95.5	174	94.3	151	90.1	184	93.5	173	93.1	29,247	93.7	29,935	92.5	31,031	91.3	30,676	90.7	32,135	91.4

COMMENTS

To improve student readiness for the workplace, the school will continue to strengthen its focus on explicitly teaching and reinforcing the attitudes and behaviours necessary for long-term success beyond graduation. Key employability skills such as punctuality, professional communication, accountability, teamwork, problem-solving, and adaptability will be intentionally embedded into classroom instruction, assessment, and feedback practices. Increased opportunities for real-world learning, including work experience and career exploration activities, will allow students to practice these skills in authentic contexts. Consistent modelling of professional expectations across the school, combined with enhanced career education and social-emotional learning, will further support the development of positive work habits and self-awareness.