

# KINUSO SCHOOL 2023-24 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.

hpsd.ca

## 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 the 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 Colheart 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 an 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 improving 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.

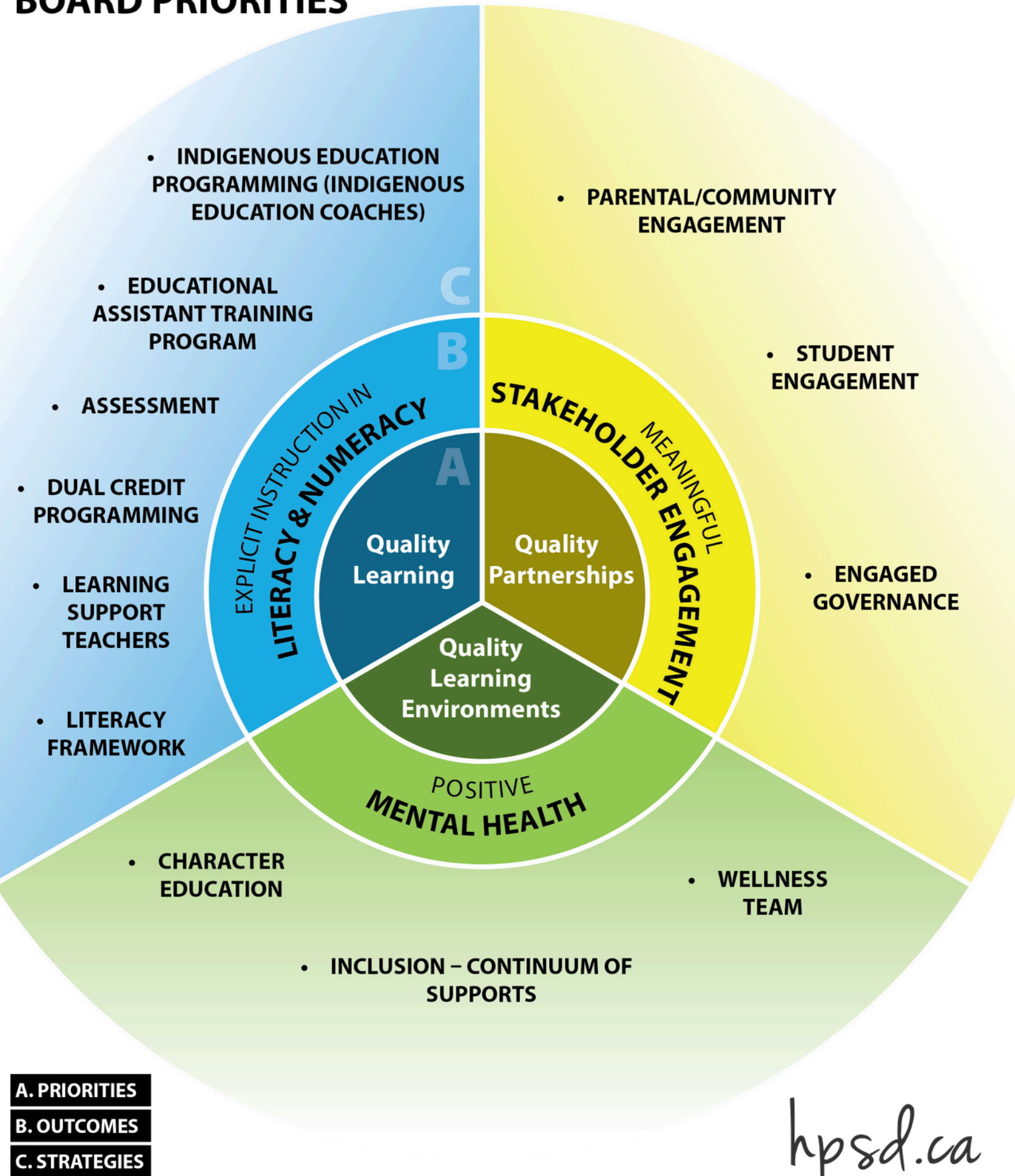
The Council Chair and Vice Chair completed a survey asking parents what events they would like to see happen at Kinuso School, therefore, increasing parents' involvement. The Council spoke about ways to increase the citizenship of our students. Providing them with opportunities to volunteer inside and outside of the school.



Chris King, Principal



# HIGH PRAIRIE SCHOOL DIVISION BOARD PRIORITIES



# REVISED MISSION, VISION, AND CORE VALUE STATEMENTS

The High Prairie School Division Board of Trustees has revised the mission and vision statements and core values for the Division. Trustees revised the statements at their strategic planning session using the feedback from everyone who attended one of the engagement sessions at our schools and the responses from our school/division improvement survey. Using this information, they were able to develop the following:

## MISSION

To inspire, lead, and empower success through accountability and resilience, creating a culture of lifelong learning.

## VISION

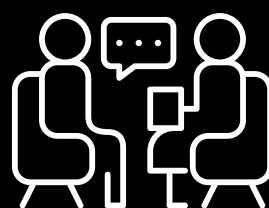
High Prairie School Division will inspire students to learn, lead, and succeed in an ever-changing world.

## CORE VALUES (C-L-E-A-R)

- **Community and Accountability:** Fostering a strong school community where accountability is key.
- **Lifelong Learning:** Creating environments that encourage continuous learning and personal growth and potential.
- **Ethics:** Integrity guides our actions and decisions.
- **Appreciation of Differences:** Cultivating a community that respects and values unique contributions.
- **Resilience:** Embodying strength, adaptability, and conviction, remaining committed to the education and well-being of our school community.



**301**  
SURVEY  
RESPONSES



**13**  
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 the Student Leadership Council and the 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 2024 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                                           | 77.1           | 68.4             | 76.0                | 83.7           | 84.4             | 84.8                | n/a                | Maintained  | n/a     |
|                                | Citizenship                                                           | 73.8           | 56.1             | 62.9                | 79.4           | 80.3             | 80.9                | Intermediate       | Improved    | Good    |
|                                | 3-year High School Completion                                         | 42.5           | 59.4             | 55.2                | 80.4           | 80.7             | 82.4                | Very Low           | Maintained  | Concern |
|                                | 5-year High School Completion                                         | 55.1           | 58.2             | 68.7                | 88.1           | 88.6             | 87.3                | Very Low           | Maintained  | Concern |
|                                | PAT6: Acceptable                                                      | 29.4           | 50.0             | 50.0                | 68.5           | 66.2             | 66.2                | Very Low           | Declined    | Concern |
|                                | PAT6: Excellence                                                      | 0.0            | 0.0              | 0.0                 | 19.8           | 18.0             | 18.0                | Very Low           | Maintained  | Concern |
|                                | PAT9: Acceptable                                                      | 17.0           | 23.9             | 23.9                | 62.5           | 62.6             | 62.6                | Very Low           | Maintained  | Concern |
|                                | PAT9: Excellence                                                      | 0.0            | 0.0              | 0.0                 | 15.4           | 15.5             | 15.5                | Very Low           | Maintained  | Concern |
|                                | Diploma: Acceptable                                                   | 48.4           | 78.6             | 78.6                | 81.5           | 80.3             | 80.3                | Very Low           | Declined    | Concern |
|                                | Diploma: Excellence                                                   | 0.0            | 0.0              | 0.0                 | 22.6           | 21.2             | 21.2                | Very Low           | Maintained  | Concern |
| Teaching & Leading             | Education Quality                                                     | 82.0           | 70.9             | 76.7                | 87.6           | 88.1             | 88.6                | Low                | Maintained  | Issue   |
| Learning Supports              | Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) | 78.8           | 61.5             | 67.5                | 84.0           | 84.7             | 85.4                | n/a                | Improved    | n/a     |
|                                | Access to Supports and Services                                       | 84.7           | 69.2             | 74.1                | 79.9           | 80.6             | 81.1                | n/a                | Improved    | n/a     |
| Governance                     | Parental Involvement                                                  | 60.0           | 61.4             | 67.6                | 79.5           | 79.1             | 78.9                | Very Low           | Maintained  | Concern |

### 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 6 Provincial Achievement Test (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 6 course. Courses included: Social Studies (Grade 6).
4. 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).
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. 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.
8. 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.
9. 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.



# 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 |      |      |     |         |      |         |      |         |      |         |      |
|---------|--------|-----|------|------|------|------|------|------|------|------|--------------------|-------------|---------|-----------|-----|------|------|------|------|------|------|----------|------|------|-----|---------|------|---------|------|---------|------|---------|------|
|         | 2020   |     | 2021 |      | 2022 |      | 2023 |      | 2024 |      |                    |             |         | 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       | %    |
|         |        |     |      |      |      |      |      |      |      |      |                    |             |         |           |     |      |      |      |      |      |      |          |      |      |     |         |      |         |      |         |      |         |      |
| Overall | n/a    | n/a | 52   | 80.8 | 73   | 83.6 | 51   | 68.4 | 70   | 77.1 | n/a                | Maintained  | n/a     | n/a       | n/a | 877  | 83.1 | 993  | 85.3 | 994  | 82.8 | 1,196    | 81.8 | n/a  | n/a | 230,956 | 85.6 | 249,740 | 85.1 | 257,214 | 84.4 | 265,079 | 83.7 |
| Parent  | n/a    | n/a | 4    | *    | 7    | 90.5 | 2    | *    | 4    | *    | *                  | *           | *       | n/a       | n/a | 90   | 79.2 | 96   | 90.9 | 98   | 84.9 | 187      | 83.3 | n/a  | n/a | 30,994  | 89.0 | 31,694  | 88.7 | 31,862  | 87.3 | 33,209  | 86.7 |
| Student | n/a    | n/a | 40   | 70.1 | 51   | 71.5 | 37   | 58.2 | 52   | 74.6 | n/a                | Improved    | n/a     | n/a       | n/a | 605  | 74.1 | 720  | 71.0 | 736  | 69.3 | 820      | 67.0 | n/a  | n/a | 169,789 | 71.8 | 187,102 | 71.3 | 193,029 | 70.9 | 199,823 | 69.3 |
| Teacher | n/a    | n/a | 12   | 91.4 | 15   | 88.9 | 14   | 78.6 | 18   | 79.6 | n/a                | Maintained  | n/a     | n/a       | n/a | 182  | 96.1 | 177  | 94.1 | 160  | 94.3 | 189      | 95.2 | n/a  | n/a | 30,173  | 96.0 | 30,944  | 95.5 | 32,323  | 95.1 | 32,047  | 95.1 |

## COMMENTS

Kinuso School is committed to increasing our results positively in this area in several ways. We are reinforcing bell to bell teaching and completing weekly observations and coaching of teachers, working with them to learn and use effective strategies to promote student engagement. We have implemented Plaid Phonics, a reading program, as well as... a writing program which groups students by ability versus grade level for instruction in an effort to ensure that students are working at their ideal instructional level. We are creating intervention groups in literacy and numeracy from grades K-11 to help students see success and growth, and encouraging cross-curricular instruction and activities to cover curricular outcomes in ways that appeal to student's areas of interest.

## Citizenship – Measure Details

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

|         | 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       | %    |  |      |  |  |
|         |        |      |      |      |      |      |      |      |      |      |              |             |         |                    |      |     |      |     |      |     |      |       |      |         |      |          |      |         |      |         |      |         |      |  |      |  |  |
| Overall | 70     | 57.7 | 52   | 66.3 | 73   | 69.8 | 51   | 56.1 | 70   | 73.8 | Intermediate | Improved    | Good    | 1,084              | 78.3 | 876 | 80.3 | 993 | 77.8 | 994 | 74.6 | 1,196 | 76.3 | 264,413 | 83.3 | 230,843  | 83.2 | 249,770 | 81.4 | 257,231 | 80.3 | 265,100 | 79.4 |  |      |  |  |
| Parent  | 4      | *    | 4    | *    | 7    | 77.1 | 2    | *    | 4    | *    | *            | *           | *       | 177                | 73.0 | 89  | 71.0 | 95  | 73.6 | 98  | 68.7 | 187   | 69.5 | 36,891  | 82.4 | 30,905   | 81.4 | 31,689  | 80.4 | 31,869  | 79.4 | 33,217  | 78.7 |  |      |  |  |
| Student | 51     | 55.3 | 40   | 64.8 | 51   | 64.3 | 37   | 49.3 | 52   | 69.8 | High         | Improved    | Good    | 714                | 72.0 | 605 | 76.3 | 721 | 69.6 | 736 | 66.8 | 820   | 68.1 | 193,577 | 73.8 | 169,741  | 74.1 | 187,120 | 72.1 | 193,015 | 71.3 | 199,816 | 69.6 |  |      |  |  |
| Teacher | 19     | 60.0 | 12   | 67.8 | 15   | 68.0 | 14   | 62.9 | 18   | 77.8 | Very Low     | Maintained  | Concern | 193                | 90.0 | 182 | 93.4 | 177 | 90.3 | 160 | 88.4 | 189   | 91.3 | 33,945  | 93.6 | 30,197   | 94.1 | 30,961  | 91.7 | 32,347  | 90.3 | 32,067  | 89.8 |  |      |  |  |

## COMMENTS

At Kinuso School, teachers will model citizenship through instruction, coaching and hosting events at the school and within the community. Our Student Leadership Team will organize activities both within the school and within the community that promote the values of responsible and productive citizens. Our athletics program will model citizenship when athletes are travelling and playing games both at home and on the road. Travellers on our International school trip will demonstrate good citizenship during their adventures. Our House Rallies have students actively participating in citizenship activities and working together respectfully. Our Citizenship Award will be given to students who demonstrate going above and beyond to represent Kinuso School's values.

## High School Completion Rate – Measure Details

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

|                   | School |      |      |      |      |      |      |      |      |      | Measure Evaluation |             |         | Authority |      |      |      |      |      |      |      |      |      | Province |      |        |      |        |      |        |      |        |      |
|-------------------|--------|------|------|------|------|------|------|------|------|------|--------------------|-------------|---------|-----------|------|------|------|------|------|------|------|------|------|----------|------|--------|------|--------|------|--------|------|--------|------|
|                   | 2019   |      | 2020 |      | 2021 |      | 2022 |      | 2023 |      |                    |             |         | 2019      |      | 2020 |      | 2021 |      | 2022 |      | 2023 |      | 2019     |      | 2020   |      | 2021   |      | 2022   |      | 2023   |      |
|                   | N      | %    | N    | %    | N    | %    | N    | %    | N    | %    | Achievement        | Improvement | Overall | N         | %    | N    | %    | N    | %    | N    | %    | N    | %    | N        | %    | N      | %    | N      | %    | N      | %    |        |      |
|                   |        |      |      |      |      |      |      |      |      |      |                    |             |         |           |      |      |      |      |      |      |      |      |      |          |      |        |      |        |      |        |      |        |      |
| 3 Year Completion | 29     | 59.4 | 21   | 57.7 | 25   | 48.6 | 22   | 59.4 | 19   | 42.5 | Very Low           | Maintained  | Concern | 252       | 60.1 | 246  | 60.8 | 263  | 61.3 | 250  | 55.3 | 271  | 56.3 | 45,354   | 80.3 | 46,245 | 83.4 | 47,675 | 83.2 | 48,340 | 80.7 | 49,297 | 80.4 |
| 4 Year Completion | 22     | 77.6 | 28   | 64.9 | 21   | 57.5 | 24   | 55.1 | 22   | 67.8 | Very Low           | Maintained  | Concern | 261       | 70.8 | 250  | 69.1 | 246  | 66.4 | 265  | 63.3 | 250  | 64.8 | 44,980   | 84.0 | 45,351 | 85.0 | 46,242 | 87.1 | 47,660 | 86.5 | 48,296 | 85.1 |
| 5 Year Completion | 23     | 74.7 | 22   | 82.3 | 28   | 65.5 | 21   | 58.2 | 24   | 55.1 | Very Low           | Maintained  | Concern | 249       | 71.1 | 265  | 73.0 | 250  | 70.8 | 245  | 68.7 | 265  | 64.9 | 44,988   | 85.3 | 44,972 | 86.2 | 45,344 | 87.1 | 46,238 | 88.6 | 47,659 | 88.1 |

## COMMENTS

Kinuso School has implemented a strict attendance policy this year in an effort to keep students in classrooms, receiving quality instruction. HPSPD's cell phone and vaping policies have already shown increased engagement during instruction and learning activities. The flexibility of our programming, efforts of our success coaches, and access to K&E entry-level college courses will provide students with guidance and support throughout their high school experience. Extra support is provided through numeracy and literacy intervention groups, triangulation of assessment practices, and the monitoring and coaching of teachers for diploma exams.

# ASSURANCE DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

| PAT Course by Course Results by Number Enrolled. |           |                          |     |      |     |      |      |      |      |      |      |        |   |        |   |
|--------------------------------------------------|-----------|--------------------------|-----|------|-----|------|------|------|------|------|------|--------|---|--------|---|
|                                                  |           | Results (in percentages) |     |      |     |      |      |      |      |      |      | Target |   | Target |   |
|                                                  |           | 2020                     |     | 2021 |     | 2022 |      | 2023 |      | 2024 |      | 2024   |   | 2025   |   |
|                                                  |           | A                        | E   | A    | E   | A    | E    | A    | E    | A    | E    | A      | E | A      | E |
| Science 6                                        | School    | n/a                      | n/a | n/a  | n/a | 29.4 | 0.0  | 35.7 | 0.0  | 41.2 | 0.0  | 45     | 5 | 50     | 6 |
|                                                  | Authority | n/a                      | n/a | n/a  | n/a | 65.0 | 13.5 | 54.9 | 10.8 | 69.6 | 20.6 |        |   |        |   |
|                                                  | Province  | n/a                      | n/a | n/a  | n/a | 71.5 | 23.7 | 66.7 | 21.8 | 68.8 | 24.8 |        |   |        |   |
| Social Studies 6                                 | School    | n/a                      | n/a | n/a  | n/a | 23.5 | 0.0  | 50.0 | 0.0  | 29.4 | 0.0  | 55     | 5 | 60     | 6 |
|                                                  | Authority | n/a                      | n/a | n/a  | n/a | 64.0 | 11.5 | 49.2 | 7.2  | 65.5 | 17.5 |        |   |        |   |
|                                                  | Province  | n/a                      | n/a | n/a  | n/a | 67.8 | 20.1 | 66.2 | 18.0 | 68.5 | 19.8 |        |   |        |   |
| English Language Arts 9                          | School    | n/a                      | n/a | n/a  | n/a | 23.8 | 4.8  | 44.4 | 0.0  | 27.3 | 0.0  | 50     | 5 | 55     | 6 |
|                                                  | Authority | n/a                      | n/a | n/a  | n/a | 52.9 | 2.2  | 44.8 | 3.9  | 57.5 | 4.4  |        |   |        |   |
|                                                  | Province  | n/a                      | n/a | n/a  | n/a | 69.6 | 12.9 | 71.4 | 13.4 | 69.5 | 11.8 |        |   |        |   |
| Mathematics 9                                    | School    | n/a                      | n/a | n/a  | n/a | 9.5  | 4.8  | 14.8 | 0.0  | 9.1  | 0.0  | 20     | 3 | 40     | 5 |
|                                                  | Authority | n/a                      | n/a | n/a  | n/a | 29.8 | 3.1  | 28.9 | 4.9  | 27.4 | 3.9  |        |   |        |   |
|                                                  | Province  | n/a                      | n/a | n/a  | n/a | 53.0 | 16.7 | 54.4 | 13.5 | 52.7 | 14.0 |        |   |        |   |
| Science 9                                        | School    | n/a                      | n/a | n/a  | n/a | 28.6 | 9.5  | 18.5 | 0.0  | 18.2 | 0.0  | 25     | 3 | 40     | 5 |
|                                                  | Authority | n/a                      | n/a | n/a  | n/a | 48.2 | 7.5  | 38.2 | 6.1  | 47.8 | 7.8  |        |   |        |   |
|                                                  | Province  | n/a                      | n/a | n/a  | n/a | 68.0 | 22.6 | 66.3 | 20.1 | 67.6 | 20.8 |        |   |        |   |
| Social Studies 9                                 | School    | n/a                      | n/a | n/a  | n/a | 9.5  | 4.8  | 18.5 | 0.0  | 13.6 | 0.0  | 25     | 3 | 40     | 5 |
|                                                  | Authority | n/a                      | n/a | n/a  | n/a | 38.4 | 5.6  | 32.2 | 7.4  | 40.4 | 4.8  |        |   |        |   |
|                                                  | Province  | n/a                      | n/a | n/a  | n/a | 60.8 | 17.2 | 58.4 | 15.9 | 60.5 | 15.8 |        |   |        |   |

# ASSURANCE DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

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

| Course                       | Measure                | Kinuso School |             |         |      |      |                     |      | Alberta |      |                     |      |
|------------------------------|------------------------|---------------|-------------|---------|------|------|---------------------|------|---------|------|---------------------|------|
|                              |                        | Achievement   | Improvement | Overall | 2024 |      | Prev 3 Year Average |      | 2024    |      | Prev 3 Year Average |      |
|                              |                        |               |             |         | N    | %    | N                   | %    | N       | %    | N                   | %    |
| French Language Arts 6 année | Acceptable Standard    | n/a           | n/a         | n/a     | n/a  | n/a  | n/a                 | n/a  | 1,870   | 69.9 | 3,131               | 77.6 |
|                              | Standard of Excellence | n/a           | n/a         | n/a     | n/a  | n/a  | n/a                 | n/a  | 1,870   | 9.3  | 3,131               | 12.5 |
| Français 6 année             | Acceptable Standard    | n/a           | n/a         | n/a     | n/a  | n/a  | n/a                 | n/a  | 504     | 80.4 | 578                 | 78.9 |
|                              | Standard of Excellence | n/a           | n/a         | n/a     | n/a  | n/a  | n/a                 | n/a  | 504     | 18.5 | 578                 | 19.4 |
| Science 6                    | Acceptable Standard    | Very Low      | Maintained  | Concern | 17   | 41.2 | 14                  | 35.7 | 53,806  | 68.8 | 54,859              | 66.7 |
|                              | Standard of Excellence | Very Low      | Maintained  | Concern | 17   | 0.0  | 14                  | 0.0  | 53,806  | 24.8 | 54,859              | 21.8 |
| Social Studies 6             | Acceptable Standard    | Very Low      | Declined    | Concern | 17   | 29.4 | 14                  | 50.0 | 60,804  | 68.5 | 57,655              | 66.2 |
|                              | Standard of Excellence | Very Low      | Maintained  | Concern | 17   | 0.0  | 14                  | 0.0  | 60,804  | 19.8 | 57,655              | 18.0 |
| English Language Arts 9      | Acceptable Standard    | Very Low      | Declined    | Concern | 22   | 27.3 | 27                  | 44.4 | 59,096  | 69.5 | 56,255              | 71.4 |
|                              | Standard of Excellence | Very Low      | Maintained  | Concern | 22   | 0.0  | 27                  | 0.0  | 59,096  | 11.8 | 56,255              | 13.4 |
| K&E English Language Arts 9  | Acceptable Standard    | n/a           | n/a         | n/a     | n/a  | n/a  | n/a                 | n/a  | 1,465   | 49.6 | 1,254               | 50.2 |
|                              | Standard of Excellence | n/a           | n/a         | n/a     | n/a  | n/a  | n/a                 | n/a  | 1,465   | 5.6  | 1,254               | 5.7  |
| French Language Arts 9 année | Acceptable Standard    | n/a           | n/a         | n/a     | n/a  | n/a  | n/a                 | n/a  | 3,308   | 76.6 | 3,215               | 76.1 |
|                              | Standard of Excellence | n/a           | n/a         | n/a     | n/a  | n/a  | n/a                 | n/a  | 3,308   | 10.6 | 3,215               | 10.9 |
| Français 9 année             | Acceptable Standard    | n/a           | n/a         | n/a     | n/a  | n/a  | n/a                 | n/a  | 615     | 83.1 | 575                 | 81.6 |
|                              | Standard of Excellence | n/a           | n/a         | n/a     | n/a  | n/a  | n/a                 | n/a  | 615     | 19.7 | 575                 | 22.3 |
| Mathematics 9                | Acceptable Standard    | Very Low      | Maintained  | Concern | 22   | 9.1  | 27                  | 14.8 | 58,577  | 52.7 | 55,447              | 54.4 |
|                              | Standard of Excellence | Very Low      | Maintained  | Concern | 22   | 0.0  | 27                  | 0.0  | 58,577  | 14.0 | 55,447              | 13.5 |
| K&E Mathematics 9            | Acceptable Standard    | n/a           | n/a         | n/a     | n/a  | n/a  | n/a                 | n/a  | 1,967   | 52.2 | 1,815               | 52.7 |
|                              | Standard of Excellence | n/a           | n/a         | n/a     | n/a  | n/a  | n/a                 | n/a  | 1,967   | 9.9  | 1,815               | 11.3 |
| Science 9                    | Acceptable Standard    | Very Low      | Maintained  | Concern | 22   | 18.2 | 27                  | 18.5 | 59,072  | 67.6 | 56,311              | 66.3 |
|                              | Standard of Excellence | Very Low      | Maintained  | Concern | 22   | 0.0  | 27                  | 0.0  | 59,072  | 20.8 | 56,311              | 20.1 |
| K&E Science 9                | Acceptable Standard    | n/a           | n/a         | n/a     | n/a  | n/a  | n/a                 | n/a  | 1,411   | 52.3 | 1,197               | 52.9 |
|                              | Standard of Excellence | n/a           | n/a         | n/a     | n/a  | n/a  | n/a                 | n/a  | 1,411   | 8.9  | 1,197               | 10.9 |
| Social Studies 9             | Acceptable Standard    | Very Low      | Maintained  | Concern | 22   | 13.6 | 27                  | 18.5 | 59,125  | 60.5 | 56,309              | 58.4 |
|                              | Standard of Excellence | Very Low      | Maintained  | Concern | 22   | 0.0  | 27                  | 0.0  | 59,125  | 15.8 | 56,309              | 15.9 |
| K&E Social Studies 9         | Acceptable Standard    | n/a           | n/a         | n/a     | n/a  | n/a  | n/a                 | n/a  | 1,351   | 50.4 | 1,140               | 49.6 |
|                              | Standard of Excellence | n/a           | n/a         | n/a     | n/a  | n/a  | n/a                 | n/a  | 1,351   | 11.3 | 1,140               | 10.6 |

### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Participation in the Provincial Achievement Tests was impacted by the fires 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. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
6. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

## COMMENTS

The PAT is designed to gauge what students in Alberta have learned, regardless of their school's location within the province. With that being said, there are challenges presented that are unique to each school, whether it be differences in teaching practices, the dynamics making up the student population, and access to resources and experiences. At Kinuso School, we hope to overcome these challenges by adopting and maintaining teaching and assessment practices that ensure that students not only learn, understand and apply what is in the curriculum, but also revisit concepts regularly so that what was learned is retained. This can be realized through instructional supports such as numeracy and literacy intervention groups, triangulation of assessment practices, and the monitoring and coaching of teachers.



# ASSURANCE DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

## Diploma Exam Course by Course Results by Students Writing.

|                        |           | Results (in percentages) |     |      |     |      |      |      |      |      |      | Target |   | Target |   |
|------------------------|-----------|--------------------------|-----|------|-----|------|------|------|------|------|------|--------|---|--------|---|
|                        |           | 2020                     |     | 2021 |     | 2022 |      | 2023 |      | 2024 |      | 2024   |   | 2025   |   |
|                        |           | A                        | E   | A    | E   | A    | E    | A    | E    | A    | E    | A      | E | A      | E |
| English Lang Arts 30-1 | School    | n/a                      | n/a | n/a  | n/a | n/a  | n/a  | *    | *    | *    | *    | 90     | 3 | 95     | 5 |
|                        | Authority | n/a                      | n/a | n/a  | n/a | 64.5 | 3.2  | 74.2 | 1.0  | 77.9 | 2.6  |        |   |        |   |
|                        | Province  | n/a                      | n/a | n/a  | n/a | 78.8 | 9.4  | 83.7 | 10.5 | 84.2 | 10.1 |        |   |        |   |
| English Lang Arts 30-2 | School    | n/a                      | n/a | n/a  | n/a | n/a  | n/a  | 90.9 | 0.0  | 83.3 | 0.0  | 92     | 3 | 95     | 5 |
|                        | Authority | n/a                      | n/a | n/a  | n/a | 78.4 | 2.7  | 87.0 | 3.7  | 84.8 | 11.4 |        |   |        |   |
|                        | Province  | n/a                      | n/a | n/a  | n/a | 80.8 | 12.3 | 86.2 | 12.7 | 85.7 | 12.9 |        |   |        |   |
| Mathematics 30-1       | School    | n/a                      | n/a | n/a  | n/a | *    | *    | *    | *    | *    | *    | 60     | 3 | 65     | 5 |
|                        | Authority | n/a                      | n/a | n/a  | n/a | 38.1 | 0.0  | 44.4 | 6.7  | 23.4 | 4.3  |        |   |        |   |
|                        | Province  | n/a                      | n/a | n/a  | n/a | 63.6 | 23.0 | 70.8 | 29.0 | 75.4 | 34.9 |        |   |        |   |
| Social Studies 30-1    | School    | n/a                      | n/a | n/a  | n/a | n/a  | n/a  | *    | *    | *    | *    | 75     | 5 | 80     | 8 |
|                        | Authority | n/a                      | n/a | n/a  | n/a | 66.7 | 8.3  | 72.9 | 11.9 | 77.9 | 8.8  |        |   |        |   |
|                        | Province  | n/a                      | n/a | n/a  | n/a | 81.5 | 15.8 | 83.5 | 15.9 | 85.2 | 18.7 |        |   |        |   |
| Social Studies 30-2    | School    | n/a                      | n/a | n/a  | n/a | *    | *    | 83.3 | 0.0  | 45.5 | 0.0  | 85     | 5 | 90     | 7 |
|                        | Authority | n/a                      | n/a | n/a  | n/a | 62.5 | 3.6  | 73.3 | 2.6  | 74.8 | 4.1  |        |   |        |   |
|                        | Province  | n/a                      | n/a | n/a  | n/a | 72.5 | 13.2 | 78.1 | 12.3 | 77.6 | 12.7 |        |   |        |   |
| Biology 30             | School    | n/a                      | n/a | n/a  | n/a | *    | *    | n/a  | n/a  | 33.3 | 0.0  | 75     | 5 | 80     | 8 |
|                        | Authority | n/a                      | n/a | n/a  | n/a | 71.1 | 17.8 | 54.9 | 11.0 | 62.2 | 10.0 |        |   |        |   |
|                        | Province  | n/a                      | n/a | n/a  | n/a | 74.3 | 25.2 | 82.7 | 32.8 | 83.1 | 33.7 |        |   |        |   |
| Chemistry 30           | School    | n/a                      | n/a | n/a  | n/a | *    | *    | *    | *    | *    | *    | 65     | 3 | 70     | 5 |
|                        | Authority | n/a                      | n/a | n/a  | n/a | 61.8 | 17.6 | 65.4 | 19.2 | 45.5 | 3.6  |        |   |        |   |
|                        | Province  | n/a                      | n/a | n/a  | n/a | 77.1 | 31.1 | 80.5 | 37.0 | 82.9 | 38.0 |        |   |        |   |

# ASSURANCE DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

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

| Course                    | Measure                | Kinuso School |             |         |      |      |                     |      | Alberta |      |                     |      |
|---------------------------|------------------------|---------------|-------------|---------|------|------|---------------------|------|---------|------|---------------------|------|
|                           |                        | Achievement   | Improvement | Overall | 2024 |      | Prev 3 Year Average |      | 2024    |      | Prev 3 Year Average |      |
|                           |                        |               |             |         | N    | %    | N                   | %    | N       | %    | N                   | %    |
| English Lang Arts 30-1    | Acceptable Standard    | *             | *           | *       | 2    | *    | n/a                 | n/a  | 33,001  | 84.2 | 31,493              | 83.7 |
|                           | Standard of Excellence | *             | *           | *       | 2    | *    | n/a                 | n/a  | 33,001  | 10.1 | 31,493              | 10.5 |
| English Lang Arts 30-2    | Acceptable Standard    | Low           | Maintained  | Issue   | 6    | 83.3 | 11                  | 90.9 | 19,219  | 85.7 | 17,112              | 86.2 |
|                           | Standard of Excellence | Very Low      | Maintained  | Concern | 6    | 0.0  | 11                  | 0.0  | 19,219  | 12.9 | 17,112              | 12.7 |
| French Language Arts 30-1 | Acceptable Standard    | n/a           | n/a         | n/a     | n/a  | n/a  | n/a                 | n/a  | 1,200   | 95.3 | 1,236               | 93.1 |
|                           | Standard of Excellence | n/a           | n/a         | n/a     | n/a  | n/a  | n/a                 | n/a  | 1,200   | 8.6  | 1,236               | 6.1  |
| Français 30-1             | Acceptable Standard    | n/a           | n/a         | n/a     | n/a  | n/a  | n/a                 | n/a  | 160     | 99.4 | 127                 | 99.2 |
|                           | Standard of Excellence | n/a           | n/a         | n/a     | n/a  | n/a  | n/a                 | n/a  | 160     | 26.3 | 127                 | 30.7 |
| Mathematics 30-1          | Acceptable Standard    | *             | *           | *       | 1    | *    | n/a                 | n/a  | 21,035  | 75.4 | 19,763              | 70.8 |
|                           | Standard of Excellence | *             | *           | *       | 1    | *    | n/a                 | n/a  | 21,035  | 34.9 | 19,763              | 29.0 |
| Mathematics 30-2          | Acceptable Standard    | n/a           | n/a         | n/a     | n/a  | n/a  | n/a                 | n/a  | 15,676  | 70.9 | 14,418              | 71.1 |
|                           | Standard of Excellence | n/a           | n/a         | n/a     | n/a  | n/a  | n/a                 | n/a  | 15,676  | 15.4 | 14,418              | 15.2 |
| Social Studies 30-1       | Acceptable Standard    | *             | *           | *       | 3    | *    | n/a                 | n/a  | 25,167  | 85.2 | 24,023              | 83.5 |
|                           | Standard of Excellence | *             | *           | *       | 3    | *    | n/a                 | n/a  | 25,167  | 18.7 | 24,023              | 15.9 |
| Social Studies 30-2       | Acceptable Standard    | Very Low      | Declined    | Concern | 11   | 45.5 | 6                   | 83.3 | 23,985  | 77.6 | 21,045              | 78.1 |
|                           | Standard of Excellence | Very Low      | Maintained  | Concern | 11   | 0.0  | 6                   | 0.0  | 23,985  | 12.7 | 21,045              | 12.3 |
| Biology 30                | Acceptable Standard    | Very Low      | n/a         | n/a     | 6    | 33.3 | n/a                 | n/a  | 24,414  | 83.1 | 23,270              | 82.7 |
|                           | Standard of Excellence | Very Low      | n/a         | n/a     | 6    | 0.0  | n/a                 | n/a  | 24,414  | 33.7 | 23,270              | 32.8 |
| Chemistry 30              | Acceptable Standard    | *             | *           | *       | 2    | *    | n/a                 | n/a  | 19,955  | 82.9 | 18,364              | 80.5 |
|                           | Standard of Excellence | *             | *           | *       | 2    | *    | n/a                 | n/a  | 19,955  | 38.0 | 18,364              | 37.0 |
| Physics 30                | Acceptable Standard    | n/a           | n/a         | n/a     | n/a  | n/a  | n/a                 | n/a  | 9,955   | 85.1 | 9,241               | 82.3 |
|                           | Standard of Excellence | n/a           | n/a         | n/a     | n/a  | n/a  | n/a                 | n/a  | 9,955   | 43.1 | 9,241               | 39.9 |
| Science 30                | Acceptable Standard    | n/a           | n/a         | n/a     | n/a  | n/a  | n/a                 | n/a  | 8,439   | 81.3 | 8,007               | 79.4 |
|                           | Standard of Excellence | n/a           | n/a         | n/a     | n/a  | n/a  | n/a                 | n/a  | 8,439   | 24.6 | 8,007               | 23.1 |

### Notes:

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

## COMMENTS

The purpose of Diploma Exams is to ensure that provincial standards of achievement are being met by students seeking a High School Diploma. There are factors at our school affecting our results, such as student attendance, differences in teaching practices, the dynamics making up the student population, and access to resources and experiences. At Kinuso School, we are taking steps to reduce these challenges. Through the implementation of our attendance policy, instructional supports and improved teaching and assessment practices, we are heading in the right direction toward improvement!

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

| Numeracy Data                                                 |                            |                                    | 2018-19                    |       |      | 2019-20             |      |       | 2020-21             |      |       | 2021-22             |      |       |        |       | 2022-23             |       |      |        |      | 2023-24             |       |      |        |      |    |    |
|---------------------------------------------------------------|----------------------------|------------------------------------|----------------------------|-------|------|---------------------|------|-------|---------------------|------|-------|---------------------|------|-------|--------|-------|---------------------|-------|------|--------|------|---------------------|-------|------|--------|------|----|----|
|                                                               |                            |                                    | Enrollment<br>Total        | Fall  |      | Enrollment<br>Total | Fall |       | Enrollment<br>Total | Fall |       | Enrollment<br>Total | Fall |       | Spring |       | Enrollment<br>Total | Fall  |      | Spring |      | Enrollment<br>Total | Fall  |      | Spring |      |    |    |
|                                                               |                            |                                    |                            | %     | #    |                     | %    | #     |                     | %    | #     |                     | %    | #     | %      | #     |                     | %     | #    | %      | #    |                     | %     | #    | %      | #    |    |    |
|                                                               | Kindergarten               | Requires Attention                 | ND                         | ND    | ND   | ND                  | ND   | ND    | ND                  | ND   | ND    | ND                  | ND   | 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     | 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     | ND    |                     | ND    | ND   | ND     | ND   |                     | ND    | ND   | ND     | ND   | ND | ND |
| Nelson<br>Pre-Assessment<br>PNSA                              | Grade 1                    | Requires Attention                 | ND                         | ND    | ND   | ND                  | ND   | ND    | ND                  | ND   | ND    | ND                  | 3    | 0.0   | 0      | 0.0   | 0                   | 15    | 61.5 | 8      | 46.7 | 7                   | 8     | 57.1 | 4      | 42.9 | 3  |    |
|                                                               |                            | May Require Attention              | ND                         | ND    | ND   | ND                  | ND   | ND    | ND                  | ND   | ND    | ND                  |      | 100.0 | 3      | 0.0   | 0                   |       | ND   | ND     | ND   | ND                  |       | ND   | ND     | ND   | ND | ND |
|                                                               |                            | Does Not Require Attention         | ND                         | ND    | ND   | ND                  | ND   | ND    | ND                  | ND   | ND    | ND                  |      | 0.0   | 0      | 100.0 | 3                   |       | 38.5 | 5      | 53.3 | 8                   |       | 42.9 | 3      | 57.1 | 4  |    |
| MIPI<br>PNSA                                                  | Grade 2                    | Requires Attention                 | 15                         | 61.5  | 8    | 17                  | 53.8 | 7     | 11                  | 10.0 | 1     | 14                  | 20.0 | 3     | ND     | ND    | 7                   | 66.7  | 4    | 75.0   | 3    | 15                  | 50.0  | 6    | 50.0   | 4    |    |    |
|                                                               |                            | May Require Attention              |                            | 23.1  | 3    |                     | 30.8 | 4     |                     | 0.0  | 0     |                     | 33.3 | 5     | ND     | ND    |                     | ND    | ND   | ND     | ND   |                     | ND    | ND   |        |      |    |    |
|                                                               |                            | Does Not Require Attention         |                            | 15.4  | 2    |                     | 15.4 | 2     |                     | 90.0 | 9     |                     | 46.7 | 7     | ND     | ND    |                     | 33.3  | 2    | 25.0   | 1    |                     | 50.0  | 6    | 50.0   | 4    |    |    |
|                                                               | Grade 3                    | Requires Attention                 | 17                         | 55.6  | 5    | 18                  | 33.3 | 3     | 12                  | 63.6 | 7     | 14                  | 23.1 | 3     | ND     | ND    | 17                  | 17.6  | 3    | 6.7    | 1    | 8                   | 28.6  | 2    | 37.5   | 3    |    |    |
|                                                               |                            | May Require Attention              |                            | 33.3  | 3    |                     | 55.6 | 5     |                     | 18.2 | 2     |                     | 30.8 | 4     | ND     | ND    |                     | ND    | ND   | ND     | ND   |                     | ND    | ND   | ND     | ND   |    |    |
|                                                               |                            | Does Not Require Attention         |                            | 11.1  | 1    |                     | 11.1 | 1     |                     | 18.2 | 2     |                     | 46.2 | 6     | ND     | ND    |                     | 82.4  | 14   | 93.3   | 14   |                     | 71.4  | 5    | 62.5   | 5    |    |    |
|                                                               | MIPI                       | Grade 4                            | Requires Attention         | 20    | 50.0 | 4                   | 17   | 72.7  | 8                   | 12   | 60.0  | 6                   | 19   | 64.7  | 11     | ND    | ND                  | 16    | 43.8 | 7      | ND   | ND                  | 19    | 44.4 | 8      | 37.5 | 6  |    |
|                                                               |                            |                                    | May Require Attention      |       | 25.0 | 2                   |      | 27.3  | 3                   |      | 30.0  | 3                   |      | 29.4  | 5      | ND    | ND                  |       | 31.3 | 5      | ND   | ND                  |       | ND   | ND     | ND   | ND |    |
|                                                               |                            |                                    | Does Not Require Attention |       | 25.0 | 2                   |      | 0.0   | 0                   |      | 10.0  | 1                   |      | 5.9   | 1      | ND    | ND                  |       | 25.0 | 4      | ND   | ND                  |       | 55.6 | 10     | 62.5 | 10 |    |
| Requires Attention                                            |                            |                                    | 75.0                       |       | 15   | 46.7                |      | 7     | 75.0                |      | 6     | 60.0                |      | 9     | ND     | ND    | 62.5                |       | 10   | ND     | ND   | 46.7                |       | 7    | 41.7   | 5    |    |    |
| May Require Attention                                         |                            |                                    | 25.0                       |       | 5    | 20.0                |      | 3     | 25.0                |      | 2     | 33.3                |      | 5     | ND     | ND    | 31.3                |       | 5    | ND     | ND   | 40.0                |       | 6    | 33.3   | 4    |    |    |
| Does Not Require Attention                                    |                            |                                    | 0.0                        |       | 0    | 33.3                |      | 5     | 0.0                 |      | 0     | 6.7                 |      | 1     | ND     | ND    | 6.3                 |       | 1    | ND     | ND   | 13.3                |       | 2    | 25.0   | 3    |    |    |
| Grade 6                                                       |                            | Requires Attention                 | 21                         | 46.2  | 12   | 21                  | 73.3 | 11    | 15                  | 57.1 | 8     | 21                  | 50.0 | 7     | ND     | ND    | 15                  | 76.9  | 10   | ND     | ND   | 21                  | 52.9  | 9    | 30.0   | 3    |    |    |
|                                                               |                            | May Require Attention              |                            | 26.9  | 7    |                     | 20.0 | 3     |                     | 21.4 | 3     |                     | 50.0 | 7     | ND     | ND    |                     | 23.1  | 3    | ND     | ND   |                     | 35.3  | 6    | 50.0   | 5    |    |    |
|                                                               |                            | Does Not Require Attention         |                            | 26.9  | 7    |                     | 6.7  | 1     |                     | 21.4 | 3     |                     | 0.0  | 0     | ND     | ND    |                     | 0.0   | 0    | ND     | ND   |                     | 11.8  | 2    | 20.0   | 2    |    |    |
|                                                               |                            | Requires Attention                 |                            | 100.0 | 4    |                     | 50.0 | 10    |                     | 76.9 | 10    |                     | 76.0 | 19    | ND     | ND    |                     | 86.7  | 13   | ND     | ND   |                     | 77.8  | 14   | 60.0   | 9    |    |    |
|                                                               |                            | May Require Attention              |                            | 0.0   | 0    |                     | 40.0 | 8     |                     | 23.1 | 3     |                     | 24.0 | 6     | ND     | ND    |                     | 0.0   | 0    | ND     | ND   |                     | 22.2  | 4    | 33.3   | 5    |    |    |
|                                                               |                            | Does Not Require Attention         |                            | 0.0   | 0    |                     | 10.0 | 2     |                     | 0.0  | 0     |                     | 0.0  | 0     | ND     | ND    |                     | 13.3  | 2    | ND     | ND   |                     | 0.0   | 0    | 6.7    | 1    |    |    |
| Grade 8                                                       |                            | Requires Attention                 | 21                         | 64.3  | 9    |                     | ND   | ND    | 22                  | 92.9 | 13    | 30                  | 69.6 | 16    | ND     | ND    | 26                  | 81.0  | 17   | ND     | ND   | 27                  | 95.5  | 21   | 80.0   | 12   |    |    |
|                                                               |                            | May Require Attention              |                            | 21.4  | 3    |                     | ND   | ND    |                     | 7.1  | 1     |                     | 21.7 | 5     | ND     | ND    |                     | 14.3  | 3    | ND     | ND   |                     | 4.5   | 1    | 20.0   | 3    |    |    |
|                                                               |                            | Does Not Require Attention         |                            | 14.3  | 2    |                     | ND   | ND    |                     | 0.0  | 0     |                     | 8.7  | 2     | ND     | ND    |                     | 4.8   | 1    | ND     | ND   |                     | 0.0   | 0    | 0.0    | 0    |    |    |
| Grade 9                                                       |                            | Requires Attention                 | 28                         | 71.4  | 10   | 21                  | 73.3 | 11    | 22                  | 93.8 | 15    | 21                  | 66.7 | 4     | ND     | ND    | 31                  | 100.0 | 21   | ND     | ND   | 21                  | 100.0 | 18   | 72.7   | 8    |    |    |
|                                                               |                            | May Require Attention              |                            | 21.4  | 3    |                     | 20.0 | 3     |                     | 6.3  | 1     |                     | 16.7 | 1     | ND     | ND    |                     | 0.0   | 0    | ND     | ND   |                     | 0.0   | 0    | 18.2   | 2    |    |    |
|                                                               |                            | Does Not Require Attention         |                            | 7.1   | 1    |                     | 6.7  | 1     |                     | 0.0  | 0     |                     | 16.7 | 1     | ND     | ND    |                     | 0.0   | 0    | ND     | ND   |                     | 0.0   | 0    | 9.1    | 1    |    |    |
|                                                               | Requires Attention         | 100.0                              |                            | 13    | 87.5 |                     | 14   | 100.0 |                     | 12   | 100.0 |                     | 11   | ND    | ND     | 85.7  |                     | 6     | ND   | ND     | 87.5 |                     | 7     | ND   | ND     |      |    |    |
| Grade 10                                                      | May Require Attention      | 26                                 | 0.0                        | 0     | 24   | 12.5                | 2    | 17    | 0.0                 | 0    | 20    | 0.0                 | 0    | ND    | ND     | 28    | 14.3                | 1     | ND   | ND     | 28   | 0.0                 | 0     | ND   | ND     |      |    |    |
|                                                               | Does Not Require Attention |                                    | 0.0                        | 0     |      | 0.0                 | 0    |       | 0.0                 | 0    |       | 0.0                 | 0    | ND    | ND     |       | 0.0                 | 0     | ND   | ND     |      | 12.5                | 1     | ND   | ND     |      |    |    |
|                                                               | Grade 11                   | Not Yet Meeting Grade Expectations | ND                         | ND    | ND   | ND                  | ND   | ND    | ND                  | ND   | ND    | ND                  | ND   | ND    | ND     | ND    | ND                  | ND    | ND   | ND     | ND   | 19                  | 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     | 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     | 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    | ND   | ND     | ND   | 20                  | 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     | 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     | ND   | ND |    |
| Legend:                                                       |                            |                                    |                            |       |      |                     |      |       |                     |      |       |                     |      |       |        |       |                     |       |      |        |      |                     |       |      |        |      |    |    |
| Fall: September - January                                     |                            |                                    |                            |       |      |                     |      |       |                     |      |       |                     |      |       |        |       |                     |       |      |        |      |                     |       |      |        |      |    |    |
| ND: No data collected for the corresponding grade/school year |                            |                                    |                            |       |      |                     |      |       |                     |      |       |                     |      |       |        |       |                     |       |      |        |      |                     |       |      |        |      |    |    |
| Spring: February - June                                       |                            |                                    |                            |       |      |                     |      |       |                     |      |       |                     |      |       |        |       |                     |       |      |        |      |                     |       |      |        |      |    |    |

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

## COMMENTS

Our 2024-25 Numeracy Plan consists of the following goals:

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

The strategies that we will use to reach these goals are as follows:

- Technology integration
- Rote learning
- Hands-on learning
- Math up Program
- Interweaving assessment
- Differentiated instruction
- Problem-based learning
- Constant formative assessment - triangulation of assessment
- Intervention groups
- Recognize student growth and success with Numeracy Awards



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

|                    |              |                                    |    |       |    |    |    |    |       |    |       |    |    |      |    |       |    |    |      |    |      |    |    |      |    |      |    |
|--------------------|--------------|------------------------------------|----|-------|----|----|----|----|-------|----|-------|----|----|------|----|-------|----|----|------|----|------|----|----|------|----|------|----|
| EYE                | Kindergarten | Experiencing some difficulty       | 16 | 50.0  | 5  | ND | ND | 5  | 33.3  | 1  | 33.3  | 1  | 10 | 20.0 | 2  | 50.0  | 4  | 15 | 50.0 | 4  | 16.7 | 1  | 14 | 15.4 | 2  | 7.7  | 1  |
|                    |              | Appropriate development            |    | 0.0   | 0  | ND | ND |    | 0.0   | 0  | 66.7  | 2  |    | 0.0  | 0  | 50.0  | 4  |    | 25.0 | 2  | 66.7 | 4  |    | 0.0  | 0  | 69.2 | 9  |
| RTR<br>LeNS        | Grade 1      | None-Minimal Development           |    | 18.2  | 2  | ND | ND |    | 45.5  | 5  | 16.7  | 2  |    | 33.3 | 1  | 0.0   | 0  |    | 63.6 | 7  | 36.4 | 4  |    | 28.6 | 2  | 33.3 | 2  |
|                    |              | Developing Skills                  | 14 | 81.8  | 9  | ND | ND | 12 | 54.5  | 6  | 83.3  | 10 | 4  | 66.7 | 2  | 100.0 | 4  | 15 | 0.0  | 0  | 0.0  | 0  | 8  | ND   | ND | ND   | ND |
|                    |              | Developing Well-Mastered           |    | 0.0   | 0  | ND | ND |    | 0.0   | 0  | 0.0   | 0  |    | 0.0  | 0  | 0.0   | 0  |    | 36.4 | 4  | 63.6 | 7  |    | 71.4 | 5  | 66.7 | 4  |
| F&P<br>LeNS<br>CC3 | Grade 2      | Not Yet Meeting Grade Expectations |    | 61.5  | 8  | ND | ND |    | ND    | ND | ND    | ND |    | 42.9 | 6  | 16.7  | 2  |    | 33.3 | 2  | 33.3 | 2  |    | 72.7 | 8  | 72.7 | 8  |
|                    |              | Approaching Expectations           | 17 | 0.0   | 0  | ND | ND |    | ND    | ND | ND    | ND | 14 | 21.4 | 3  | 33.3  | 4  | 7  | ND   | ND | ND   | ND | 15 | ND   | ND | ND   | ND |
|                    |              | Meeting Expectations               |    | 38.5  | 5  | ND | ND |    | ND    | ND | ND    | ND |    | 35.7 | 5  | 50.0  | 6  |    | 66.7 | 4  | 66.7 | 4  |    | 27.3 | 3  | 27.3 | 3  |
|                    | Grade 3      | Not Yet Meeting Grade Expectations |    | 36.4  | 4  | ND | ND |    | 70.0  | 7  | ND    | ND |    | 14.3 | 2  | 28.6  | 4  |    | 33.3 | 5  | 33.3 | 5  |    | 37.5 | 3  | 16.7 | 1  |
|                    |              | Approaching Expectations           | 18 | 18.2  | 2  | ND | ND | 12 | 30.0  | 3  | ND    | ND | 14 | 14.3 | 2  | 21.4  | 3  | 17 | ND   | ND | ND   | ND | 8  | ND   | ND | ND   | ND |
|                    |              | Meeting Expectations               |    | 45.5  | 5  | ND | ND |    | 0.0   | 0  | ND    | ND |    | 71.4 | 10 | 50.0  | 7  |    | 66.7 | 10 | 66.7 | 10 |    | 62.5 | 5  | 83.3 | 5  |
| F&P<br>RCAT        | Grade 4      | Not Yet Meeting Grade Expectations |    | 100.0 | 10 | ND | ND |    | 91.7  | 11 | ND    | ND |    | ND   | ND | 81.3  | 13 |    | 56.3 | 9  | 42.9 | 6  |    | 62.5 | 10 | 20.0 | 3  |
|                    |              | Approaching Expectations           | 17 | 0.0   | 0  | ND | ND | 12 | 0.0   | 0  | ND    | ND | 19 | ND   | ND | 0.0   | 0  | 16 | 37.5 | 6  | 50.0 | 7  | 19 | 37.5 | 6  | 60.0 | 9  |
|                    |              | Meeting Expectations               |    | 0.0   | 0  | ND | ND |    | 8.3   | 1  | ND    | ND |    | ND   | ND | 18.8  | 3  |    | 6.3  | 1  | 7.1  | 1  |    | 0.0  | 0  | 20.0 | 3  |
|                    | Grade 5      | Not Yet Meeting Grade Expectations |    | 73.3  | 11 | ND | ND |    | 100.0 | 9  | ND    | ND |    | ND   | ND | 78.6  | 11 |    | 35.3 | 6  | 43.8 | 7  |    | 28.6 | 4  | 27.3 | 3  |
|                    |              | Approaching Expectations           | 20 | 0.0   | 0  | ND | ND | 11 | 0.0   | 0  | ND    | ND | 15 | ND   | ND | 7.1   | 1  | 19 | 52.9 | 9  | 56.3 | 9  | 15 | 50.0 | 7  | 63.6 | 7  |
|                    |              | Meeting Expectations               |    | 26.7  | 4  | ND | ND |    | 0.0   | 0  | ND    | ND |    | ND   | ND | 14.3  | 2  |    | 11.8 | 2  | 0.0  | 0  |    | 21.4 | 3  | 9.1  | 1  |
|                    | Grade 6      | Not Yet Meeting Grade Expectations |    | 45.0  | 9  | ND | ND |    | ND    | ND | ND    | ND |    | ND   | ND | 92.3  | 12 |    | 58.3 | 7  | 58.3 | 7  |    | 52.9 | 9  | 80.0 | 12 |
|                    |              | Approaching Expectations           | 21 | 15.0  | 3  | ND | ND |    | ND    | ND | ND    | ND | 21 | ND   | ND | 0.0   | 0  | 15 | 33.3 | 4  | 41.7 | 5  | 21 | 29.4 | 5  | 20.0 | 3  |
|                    |              | Meeting Expectations               |    | 40.0  | 8  | ND | ND |    | ND    | ND | ND    | ND |    | ND   | ND | 7.7   | 1  |    | 8.3  | 1  | 0.0  | 0  |    | 17.6 | 3  | 0.0  | 0  |
| OCA<br>RCAT        | Grade 7      | Limited                            |    | 100.0 | 20 | ND | ND |    | 84.6  | 11 | 100.0 | 16 |    | 73.7 | 14 | 87.5  | 14 |    | 45.0 | 9  | ND   | ND |    | 31.3 | 5  | ND   | ND |
|                    |              | Acceptable                         | 30 | 0.0   | 0  | ND | ND | 22 | 15.4  | 2  | 0.0   | 0  | 24 | 15.8 | 3  | 12.5  | 2  | 28 | 45.0 | 9  | ND   | ND | 18 | 56.3 | 9  | ND   | ND |
|                    |              | Excellence                         |    | 0.0   | 0  | ND | ND |    | 0.0   | 0  | 0.0   | 0  |    | 10.5 | 2  | 0.0   | 0  |    | 10.0 | 2  | ND   | ND |    | 12.5 | 2  | ND   | ND |
|                    | Grade 8      | Limited                            |    | 88.2  | 15 | ND | ND |    | 81.8  | 9  | 85.7  | 12 |    | 78.6 | 11 | 91.7  | 22 |    | 55.6 | 10 | 43.8 | 7  |    | 88.9 | 16 | ND   | ND |
|                    |              | Acceptable                         | 22 | 11.8  | 2  | ND | ND | 22 | 18.2  | 2  | 14.3  | 2  | 30 | 21.4 | 3  | 8.3   | 2  | 26 | 44.4 | 8  | 43.8 | 7  | 27 | 11.1 | 2  | ND   | ND |
|                    |              | Excellence                         |    | 0.0   | 0  | ND | ND |    | 0.0   | 0  | 0.0   | 0  |    | 0.0  | 0  | 0.0   | 0  |    | 0.0  | 0  | 12.5 | 2  |    | 0.0  | 0  | ND   | ND |
|                    | Grade 9      | Limited                            |    | 81.3  | 13 | ND | ND |    | 52.9  | 9  | 86.7  | 13 |    | 68.8 | 11 | 83.3  | 10 |    | 73.9 | 17 | ND   | ND |    | 55.6 | 10 | ND   | ND |
|                    |              | Acceptable                         | 21 | 18.8  | 3  | ND | ND | 22 | 47.1  | 8  | 13.3  | 2  | 21 | 31.3 | 5  | 16.7  | 2  | 31 | 26.1 | 6  | ND   | ND | 21 | 33.3 | 6  | ND   | ND |
|                    |              | Excellence                         |    | 0.0   | 0  | ND | ND |    | 0.0   | 0  | 0.0   | 0  |    | 0.0  | 0  | 0.0   | 0  |    | 0.0  | 0  | ND   | ND |    | 11.1 | 2  | ND   | ND |
|                    | Grade 10     | Limited                            |    | 86.7  | 13 | ND | ND |    | 85.7  | 6  | 72.7  | 8  |    | 86.7 | 13 | 81.3  | 13 |    | 69.6 | 16 | ND   | ND |    | 57.1 | 4  | ND   | ND |
|                    |              | Acceptable                         | 24 | 13.3  | 2  | ND | ND | 17 | 14.3  | 1  | 18.2  | 2  | 20 | 13.3 | 2  | 18.8  | 3  | 28 | 30.4 | 7  | ND   | ND | 28 | 42.9 | 3  | ND   | ND |
|                    |              | Excellence                         |    | 0.0   | 0  | ND | ND |    | 0.0   | 0  | 9.1   | 1  |    | 0.0  | 0  | 0.0   | 0  |    | 0.0  | 0  | ND   | ND |    | 0.0  | 0  | ND   | ND |
| RCAT               | Grade 11     | Not Yet Meeting Grade Expectations |    | ND    | ND | ND | ND |    | ND    | ND | ND    | ND |    | ND   | ND | ND    | ND |    | 63.2 | 12 | ND   | ND |    | ND   | ND | ND   | ND |
|                    |              | Approaching Expectations           |    | ND    | ND | ND | ND |    | ND    | ND | ND    | ND |    | ND   | ND | ND    | ND | 20 | 31.6 | 6  | ND   | ND | 19 | ND   | ND | ND   | ND |
|                    |              | Meeting Expectations               |    | ND    | ND | ND | ND |    | ND    | ND | ND    | ND |    | ND   | ND | ND    | ND |    | 5.3  | 1  | 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 |    | 37.5 | 6  | ND   | ND |    | 90.0 | 9  | ND   | ND |
|                    |              | Approaching Expectations           |    | ND    | ND | ND | ND |    | ND    | ND | ND    | ND |    | ND   | ND | ND    | ND | 23 | 62.5 | 10 | ND   | ND | 20 | 10.0 | 1  | ND   | ND |
|                    |              | Meeting Expectations               |    | ND    | ND | ND | ND |    | ND    | ND | ND    | ND |    | ND   | ND | ND    | ND |    | 0.0  | 0  | ND   | ND |    | 0.0  | 0  | ND   | ND |

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

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

## COMMENTS

Our 2024-25 Literacy Plan consists of the following goals:

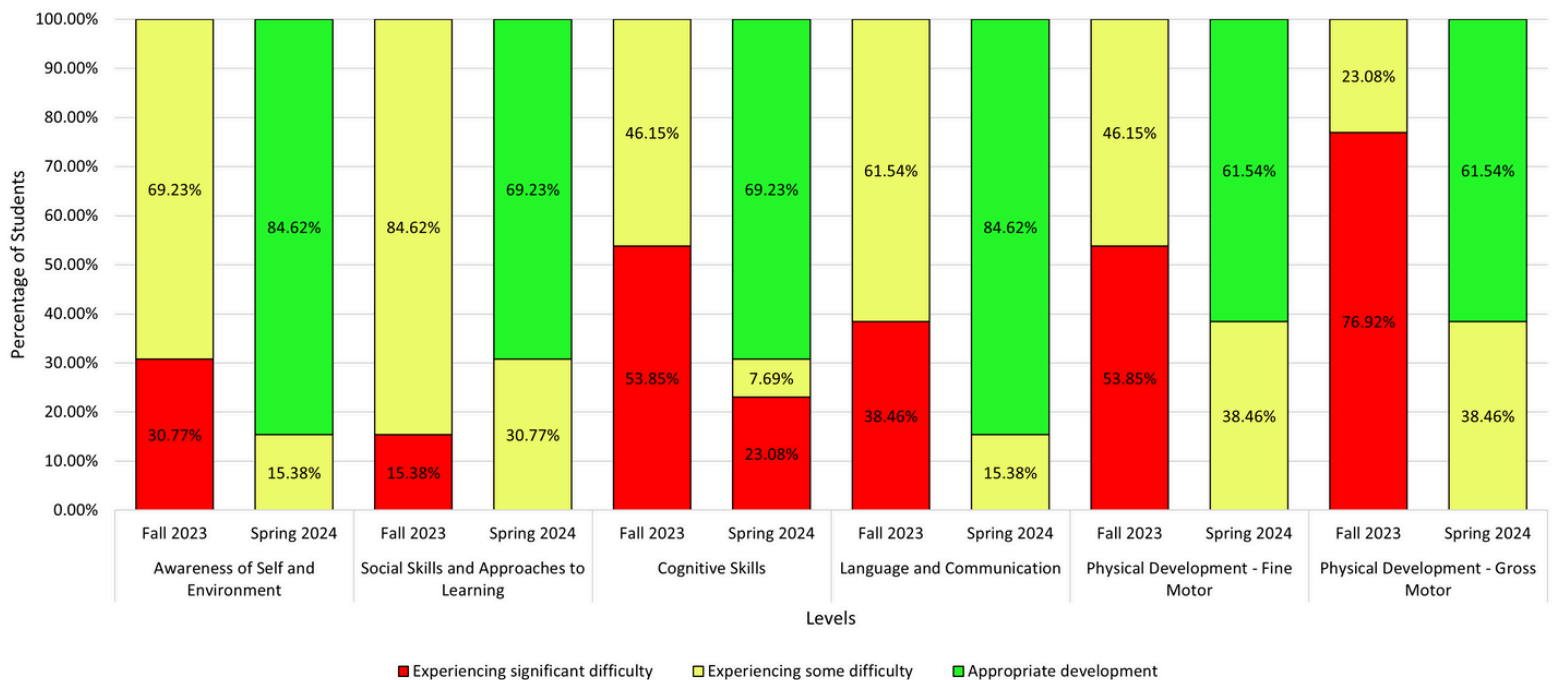
- Increase HLAT scores by 10 percent
- Increase comprehension in all areas by 10 percent

Some of the strategies that we will use to reach these goals are as follows:

- phonological/phonemic awareness (Plaid Phonics program - students grouped by ability level versus grade level), small group intervention, teacher/student conferences, comprehension checklists, guided reading, cloze activities, Epic books, Raz kids, Jolly Phonics, school-wide daily silent reading, vocabulary skills work, vertical literacy, gaining independence through journal writing, prose and poetry forms, writing conventions- daily writing and grammar exercises, Use of exemplars from HLATs to demonstrate grade-level writing, novel studies, teach a deep understanding of character traits, use of triangulation of assessment, Science of Reading program, and recognition of student growth and success with Numeracy Awards.

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

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



## COMMENTS

The strategies used in Kindergarten to encourage the development of well-rounded young citizens are many. Some of the strategies that are employed to increase student growth and achievement in the areas measured by the EYE data are:

- a deep dive into the Social Studies curriculum and extending those outcomes into all subject areas
- 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 |      |         |      |         |      |         |      |         |      |
|---------|--------|------|------|------|------|------|------|------|------|------|--------------------|-------------|---------|-----------|------|------|------|------|------|------|------|-------|------|----------|------|---------|------|---------|------|---------|------|---------|------|
|         | 2020   |      | 2021 |      | 2022 |      | 2023 |      | 2024 |      |                    |             |         | 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      | %    | N    | %    | N    | %    | N    | %    | N    | %    |                    |             |         | N         | %    | N    | %    | N    | %    | N    | %    | N     | %    | N        | %    | N       | %    | N       | %    | N       | %    |         |      |
| Overall | 70     | 82.7 | 52   | 84.6 | 73   | 82.5 | 51   | 70.9 | 70   | 82.0 | Low                | Maintained  | Issue   | 1,086     | 88.1 | 876  | 86.7 | 994  | 87.8 | 995  | 84.8 | 1,197 | 85.2 | 264,623  | 90.3 | 230,814 | 89.6 | 249,532 | 89.0 | 257,584 | 88.1 | 265,643 | 87.6 |
| Parent  | 4      | *    | 4    | *    | 7    | 88.1 | 2    | *    | 4    | *    | *                  | *           | *       | 177       | 83.3 | 90   | 80.4 | 96   | 86.9 | 98   | 79.1 | 187   | 79.8 | 36,907   | 86.7 | 31,024  | 86.7 | 31,728  | 86.1 | 31,890  | 84.4 | 33,250  | 83.8 |
| Student | 51     | 85.6 | 40   | 82.3 | 51   | 82.7 | 37   | 71.6 | 52   | 88.4 | High               | Improved    | Good    | 716       | 87.0 | 604  | 86.0 | 721  | 84.8 | 737  | 83.7 | 822   | 83.2 | 193,763  | 87.8 | 169,589 | 86.3 | 186,834 | 85.9 | 193,343 | 85.7 | 200,322 | 84.9 |
| Teacher | 19     | 79.8 | 12   | 87.0 | 15   | 76.7 | 14   | 70.2 | 18   | 75.7 | Very Low           | Maintained  | Concern | 193       | 93.9 | 182  | 93.7 | 177  | 91.7 | 160  | 91.6 | 188   | 92.6 | 33,953   | 96.4 | 30,201  | 95.7 | 30,970  | 95.0 | 32,351  | 94.4 | 32,071  | 93.9 |

## COMMENTS

At Kinuso School, providing teachers with the tools and training to deliver high-quality instruction and learning activities is a top priority. Teachers are observed and coached weekly in areas relevant to the Teaching Quality Standard. Teachers also receive weekly training and discussion opportunities in areas such as assessment practices, classroom management strategies, ISP development, planning, important policies and procedures, school safety, cross-curricular learning, literacy and numeracy resources, data informed instruction. In addition to the weekly training, teachers also participate in Professional Development days at both the school and the divisional level. Teachers are required to complete a professional growth plan, and work with administration to acquire the resources, training and support needed to demonstrate growth in their practices. Communication between teachers and parents is also prioritized, and teachers are required to make a minimum of five positive parent phone calls per week. Teachers are expected to be in regular contact with parents regarding attendance issues and maintain up-to-date gradebooks so that parents are informed on their child's progress.



# ASSURANCE DOMAIN: TEACHING AND LEADING - LOCAL COMPONENT

## PROFESSIONAL LEARNING, SUPERVISION AND EVALUATION

We want the teachers and support staff at Kinuso School to feel supported and to ensure that they have all of the knowledge and tools necessary to deliver the highest quality instruction and programming possible. Teachers are supported through weekly observation and coaching sessions in areas relevant to the Alberta Government Teaching Quality Standard. Probationary teachers are observed, evaluated and coached and every opportunity is taken to climatize them into the culture of the school. They participate in frequent and ongoing professional development and are given opportunities to observe other teachers considered masters in their practices. Frequent reviews of teacher and EA PGPs with administration helps to keep progress towards goals steady and open communication with staff helps to ensure that all stakeholders receive important information that is relevant to their positions.

# 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 |     |         |      |         |      |         |      |         |      |
|---------|--------|-----|------|------|------|------|------|------|------|------|--------------------|------------------------|---------|-----------|-----|------|------|------|------|------|------|-------|------|----------|-----|---------|------|---------|------|---------|------|---------|------|
|         | 2020   |     | 2021 |      | 2022 |      | 2023 |      | 2024 |      |                    |                        |         | 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       | %    |         |      |
| Overall | n/a    | n/a | 52   | 75.0 | 73   | 78.9 | 51   | 69.2 | 70   | 84.7 | n/a                | Improved               | n/a     | n/a       | n/a | 876  | 83.2 | 992  | 83.2 | 993  | 81.4 | 1,197 | 81.6 | n/a      | n/a | 230,761 | 82.6 | 249,570 | 81.6 | 256,994 | 80.6 | 264,733 | 79.9 |
| Parent  | n/a    | n/a | 4    | *    | 7    | 82.4 | 2    | *    | 4    | *    | *                  | *                      | *       | n/a       | n/a | 90   | 74.7 | 96   | 78.4 | 98   | 76.5 | 187   | 74.5 | n/a      | n/a | 30,936  | 78.9 | 31,684  | 77.4 | 31,847  | 75.7 | 33,177  | 75.4 |
| Student | n/a    | n/a | 40   | 74.0 | 51   | 77.1 | 37   | 65.5 | 52   | 87.6 | n/a                | Improved Significantly | n/a     | n/a       | n/a | 604  | 84.1 | 719  | 81.6 | 735  | 81.0 | 821   | 81.1 | n/a      | n/a | 169,631 | 80.2 | 186,935 | 80.1 | 192,805 | 79.9 | 199,516 | 78.7 |
| Teacher | n/a    | n/a | 12   | 75.9 | 15   | 77.3 | 14   | 72.9 | 18   | 81.8 | n/a                | Maintained             | n/a     | n/a       | n/a | 182  | 90.8 | 177  | 89.7 | 160  | 86.7 | 189   | 89.2 | n/a      | n/a | 30,194  | 88.7 | 30,951  | 87.3 | 32,342  | 86.2 | 32,040  | 85.6 |

## COMMENTS

Kinuso School's staff and students have a great deal of support from our Learning Support Teacher. Our LST is in constant communication with EAs, teachers, wellness coaches and parents regarding student services, ISPs, behaviour plans, classroom strategies, interventions, schedules, observations and referrals. HPSPD's streamlined referral process and contracting out of psychological services will significantly reduce wait time for assessment of students.

## 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 |     |      |      |      |      |      |      |      |      |                    |             |         |      |     |      |      |      |      |      | 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       | %    |  |  |  |  |  |  |  |
|         |        |     |      |      |      |      |      |      |      |      |                    |             |         |      |     |      |      |      |      |      |           |       |      |      |     |         |      |         |      |         |          |         |      |  |  |  |  |  |  |  |
| Overall | n/a    | n/a | 52   | 72.5 | 73   | 73.6 | 51   | 61.5 | 70   | 78.8 | n/a                | Improved    | n/a     | n/a  | n/a | 877  | 84.7 | 994  | 83.3 | 994  | 80.3      | 1,197 | 81.3 | n/a  | n/a | 231,091 | 87.8 | 249,941 | 86.1 | 257,391 | 84.7     | 265,321 | 84.0 |  |  |  |  |  |  |  |
| Parent  | n/a    | n/a | 4    | *    | 7    | 80.0 | 2    | *    | 4    | *    | *                  | *           | *       | n/a  | n/a | 90   | 79.0 | 96   | 81.3 | 98   | 77.5      | 187   | 77.8 | n/a  | n/a | 30,980  | 88.2 | 31,715  | 86.9 | 31,885  | 85.6     | 33,232  | 85.3 |  |  |  |  |  |  |  |
| Student | n/a    | n/a | 40   | 68.3 | 51   | 66.7 | 37   | 52.2 | 52   | 75.0 | n/a                | Improved    | n/a     | n/a  | n/a | 605  | 79.3 | 721  | 74.3 | 736  | 72.5      | 821   | 73.5 | n/a  | n/a | 169,900 | 79.8 | 187,258 | 77.7 | 193,156 | 76.6     | 200,020 | 75.2 |  |  |  |  |  |  |  |
| Teacher | n/a    | n/a | 12   | 76.8 | 15   | 74.0 | 14   | 70.8 | 18   | 82.5 | n/a                | Maintained  | n/a     | n/a  | n/a | 182  | 95.7 | 177  | 94.4 | 160  | 90.7      | 189   | 92.5 | n/a  | n/a | 30,211  | 95.3 | 30,968  | 93.6 | 32,350  | 92.0     | 32,069  | 91.6 |  |  |  |  |  |  |  |

## COMMENTS

The administrators at Kinuso School have a consistent presence in the hallways, boot rooms and courtyard. This presence encourages students to be where they are supposed to be; in class. Students who are struggling with issues at home or at school have access to wellness workers who can support them in a number of ways. HPSPD's cellphone and vape policies are a tremendous help. They help students stay focused and engaged in their studies and set clear expectations in regard to conduct. This year, students have the opportunity to participate in House Rallies. Our student population is divided into 4 teams: Wizards, Knights, Vikings and Dragons. Each team has a mix of elementary, junior high and senior high students, and staff members. Teams compete in team-building activities, score points, and engage in friendly competition with each other.

# 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 HPSSD 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 |      |        |      |        |      |        |      |        |      |
|---------|--------|------|------|------|------|------|------|------|------|------|--------------------|-------------|---------|-----------|------|------|------|------|------|------|------|------|------|----------|------|--------|------|--------|------|--------|------|--------|------|
|         | 2020   |      | 2021 |      | 2022 |      | 2023 |      | 2024 |      |                    |             |         | 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      | %    |        |      |
|         |        |      |      |      |      |      |      |      |      |      |                    |             |         |           |      |      |      |      |      |      |      |      |      |          |      |        |      |        |      |        |      |        |      |
| Overall | 19     | 75.8 | 12   | 64.4 | 22   | 73.7 | 14   | 61.4 | 18   | 60.0 | Very Low           | Maintained  | Concern | 370       | 83.7 | 272  | 77.6 | 272  | 75.8 | 256  | 77.8 | 376  | 78.5 | 70,377   | 81.8 | 60,919 | 79.5 | 62,412 | 78.8 | 63,935 | 79.1 | 64,949 | 79.5 |
| Parent  | 4      | *    | 4    | *    | 7    | 91.4 | 2    | *    | 4    | *    | *                  | *           | *       | 177       | 77.4 | 90   | 68.5 | 95   | 69.5 | 98   | 68.4 | 187  | 72.6 | 36,556   | 73.9 | 30,886 | 72.2 | 31,598 | 72.3 | 31,720 | 72.5 | 33,070 | 74.4 |
| Teacher | 19     | 75.8 | 12   | 64.4 | 15   | 56.0 | 14   | 61.4 | 18   | 60.0 | Very Low           | Maintained  | Concern | 193       | 90.0 | 182  | 86.7 | 177  | 82.2 | 158  | 87.3 | 189  | 84.4 | 33,821   | 89.6 | 30,033 | 86.8 | 30,814 | 85.2 | 32,215 | 85.7 | 31,879 | 84.6 |

## COMMENTS

Kinuso School welcomes and encourages feedback and involvement from the parents and guardians of our students. Our School Council has been established, and meetings are held monthly. Weekly phone calls home to parents and guardians are being made by teachers and administrators to build relationships and to let them know how their child is progressing in school. Our school offers monthly newsletters and events that are open to parents, guardians and the community, such as our Back to School BBQ, literacy, numeracy, shop and food nights at the school. Parent/Teacher nights offer parents and guardians the opportunity to come in and speak with their child's teachers, get support with the Parent Portal, fill out satisfaction surveys, and take a tour of the school. Our plan this year is to have support set up at the school to aid parents in completing the AERR survey.



# 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      |            |            |            |             | Measure Evaluation |             |            | Authority   |            |            |            |             | Province      |               |               |               |               |
|---------------------------|-------------|------------|------------|------------|-------------|--------------------|-------------|------------|-------------|------------|------------|------------|-------------|---------------|---------------|---------------|---------------|---------------|
|                           | 2019        | 2020       | 2021       | 2022       | 2023        | Achievement        | Improvement | Overall    | 2019        | 2020       | 2021       | 2022       | 2023        | 2019          | 2020          | 2021          | 2022          | 2023          |
| <b>N</b>                  | <b>29</b>   | <b>21</b>  | <b>25</b>  | <b>22</b>  | <b>19</b>   | n/a                | n/a         | n/a        | <b>252</b>  | <b>246</b> | <b>263</b> | <b>250</b> | <b>271</b>  | <b>45,354</b> | <b>46,245</b> | <b>47,675</b> | <b>48,340</b> | <b>49,297</b> |
| % Writing 0 Exams         | 37.1        | n/a        | n/a        | 58.9       | 46.9        | Very High          | n/a         | n/a        | 32.7        | n/a        | n/a        | 44.3       | 33.0        | 13.9          | n/a           | n/a           | 20.9          | 14.4          |
| % Writing 1+ Exams        | 62.9        | n/a        | n/a        | 41.1       | 53.1        | Very Low           | n/a         | n/a        | 67.3        | n/a        | n/a        | 55.7       | 67.0        | 86.1          | n/a           | n/a           | 79.1          | 85.6          |
| % Writing 2+ Exams        | 59.4        | n/a        | n/a        | 22.8       | 37.1        | Very Low           | n/a         | n/a        | 63.3        | n/a        | n/a        | 34.6       | 60.7        | 83.3          | n/a           | n/a           | 54.4          | 82.5          |
| % Writing 3+ Exams        | 48.9        | n/a        | n/a        | 13.7       | 15.9        | Very Low           | n/a         | n/a        | 43.9        | n/a        | n/a        | 11.0       | 36.9        | 67.1          | n/a           | n/a           | 20.0          | 64.7          |
| <b>% Writing 4+ Exams</b> | <b>45.4</b> | <b>n/a</b> | <b>n/a</b> | <b>4.6</b> | <b>10.6</b> | <b>Very Low</b>    | <b>n/a</b>  | <b>n/a</b> | <b>33.9</b> | <b>n/a</b> | <b>n/a</b> | <b>0.8</b> | <b>28.3</b> | <b>56.6</b>   | <b>n/a</b>    | <b>n/a</b>    | <b>3.5</b>    | <b>52.7</b>   |
| % Writing 5+ Exams        | 14.0        | n/a        | n/a        | 0.0        | 5.3         | Very Low           | n/a         | n/a        | 16.9        | n/a        | n/a        | 0.0        | 16.4        | 38.3          | n/a           | n/a           | 0.5           | 31.6          |
| % Writing 6+ Exams        | 0.0         | n/a        | n/a        | 0.0        | 0.0         | Very Low           | n/a         | n/a        | 4.4         | n/a        | n/a        | 0.0        | 6.7         | 13.7          | n/a           | n/a           | 0.0           | 8.4           |

## COMMENTS

The number of students writing exams is very low, but we will be coaching and guiding teachers on strategies to help students be successful on future diploma exams. The hope is that our attendance, cell phone and athlete grade policies will help keep students engaged in their studies, yielding better exam results. Our success coach helps guide students and get them into the stream that best aligns with their future goals and academic abilities.

## Drop Out Rate – Measure Details

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

|                | School |     |      |     |      |     |      |     |      |     |                    |             |         | Authority |      |       |      |       |      |       |      |       |      | Province |      |         |      |         |      |         |      |         |      |
|----------------|--------|-----|------|-----|------|-----|------|-----|------|-----|--------------------|-------------|---------|-----------|------|-------|------|-------|------|-------|------|-------|------|----------|------|---------|------|---------|------|---------|------|---------|------|
|                | 2019   |     | 2020 |     | 2021 |     | 2022 |     | 2023 |     | Measure Evaluation |             |         | 2019      |      | 2020  |      | 2021  |      | 2022  |      | 2023  |      | 2019     |      | 2020    |      | 2021    |      | 2022    |      | 2023    |      |
|                | N      | %   | N    | %   | N    | %   | N    | %   | N    | %   | Achievement        | Improvement | Overall | N         | %    | N     | %    | N     | %    | N     | %    | N     | %    | N        | %    | N       | %    | N       | %    | N       | %    | N       | %    |
| Drop Out Rate  | 84     | 5.3 | 84   | 2.2 | 66   | 2.8 | 72   | 6.4 | 78   | 7.6 | Low                | Declined    | Issue   | 1,015     | 6.3  | 1,050 | 5.5  | 1,001 | 8.3  | 1,015 | 8.3  | 1,031 | 7.9  | 184,812  | 2.7  | 186,228 | 2.6  | 189,713 | 2.3  | 191,156 | 2.5  | 195,341 | 2.5  |
| Returning Rate | 5      | *   | 5    | *   | 2    | *   | 2    | *   | 5    | *   | n/a                | n/a         | n/a     | 66        | 13.5 | 69    | 15.8 | 62    | 19.0 | 91    | 18.3 | 90    | 16.9 | 6,750    | 18.2 | 6,720   | 18.1 | 6,408   | 17.3 | 5,940   | 17.2 | 6,244   | 16.6 |

## COMMENTS

We have a number of policies and supports at Kinuso School that we feel will help reduce our annual drop out rate. Our attendance policy sets expectations for student attendance and holds students accountable for their part in their education. Our athletic policies require students to be in good academic standing and attending school regularly if they wish to be a member on one of our teams. Our intervention groups provide students with extra help and support in areas of academic difficulty. We are attempting to increase student engagement and motivation through activities such as house rallies, student awards, the honours trip and our school's upcoming international trip.

## 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 |      |        |      |        |      |        |      |        |      |
|---------|--------|------|------|------|------|------|------|------|------|------|--------------------|-------------|---------|-----------|------|------|------|------|------|------|------|------|------|----------|------|--------|------|--------|------|--------|------|--------|------|
|         | 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      | %    |
| Overall | 19     | 61.4 | 12   | 70.6 | 14   | 83.3 | 13   | 56.4 | 18   | 51.9 | Very Low           | Declined    | Concern | 194       | 75.7 | 179  | 80.8 | 175  | 83.0 | 156  | 68.4 | 186  | 76.0 | 33,766   | 85.0 | 29,619 | 84.9 | 30,280 | 83.7 | 31,648 | 82.2 | 31,298 | 81.1 |
| Teacher | 19     | 61.4 | 12   | 70.6 | 14   | 83.3 | 13   | 56.4 | 18   | 51.9 | Very Low           | Declined    | Concern | 194       | 75.7 | 179  | 80.8 | 175  | 83.0 | 156  | 68.4 | 186  | 76.0 | 33,766   | 85.0 | 29,619 | 84.9 | 30,280 | 83.7 | 31,648 | 82.2 | 31,298 | 81.1 |

## COMMENTS

HPSD has sought feedback on the professional development that has been offered and has made adjustments accordingly, also allowing some self-directed PD time for teachers. 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 |      |        |      |        |      |        |      |        |      |
|---------|--------|------|------|------|------|------|------|------|------|------|--------------|-------------|------------|--------------------|------|-----|------|-----|------|-----|------|-----|------|----------|------|--------|------|--------|------|--------|------|--------|------|
|         | 2020   |      | 2021 |      | 2022 |      | 2023 |      | 2024 |      |              |             |            | Measure Evaluation |      |     | 2020 |     | 2021 |     | 2022 |     | 2023 |          | 2024 |        | 2020 |        | 2021 |        | 2022 |        | 2023 |
|         | N      | %    | N    | %    | N    | %    | N    | %    | N    | %    | Achievement  | Improvement | Overall    | N                  | %    | N   | %    | N   | %    | N   | %    | N   | %    | N        | %    | N      | %    | N      | %    | N      | %    | N      | %    |
| Overall | 19     | 64.9 | 12   | 75.0 | 22   | 77.9 | 14   | 60.7 | 18   | 72.2 | Intermediate | Maintained  | Acceptable | 367                | 73.2 | 265 | 76.9 | 269 | 79.5 | 251 | 78.8 | 363 | 78.0 | 69,182   | 72.6 | 59,478 | 82.1 | 60,822 | 81.0 | 62,032 | 80.4 | 62,712 | 79.9 |
| Parent  | 4      | *    | 4    | *    | 7    | 85.7 | 2    | *    | 3    | *    | *            | *           | *          | 174                | 62.7 | 84  | 63.9 | 94  | 69.3 | 95  | 69.1 | 177 | 67.2 | 35,454   | 64.6 | 29,693 | 75.3 | 30,314 | 74.6 | 30,381 | 73.4 | 31,458 | 73.3 |
| Teacher | 19     | 64.9 | 12   | 75.0 | 15   | 70.0 | 14   | 60.7 | 18   | 72.2 | Low          | Maintained  | Issue      | 193                | 83.6 | 181 | 89.8 | 175 | 89.7 | 156 | 88.5 | 186 | 88.8 | 33,728   | 80.6 | 29,785 | 88.9 | 30,508 | 87.4 | 31,651 | 87.3 | 31,254 | 86.6 |

## COMMENTS

Students at Kinuso School have access to a Success Coach to help them plan their academic paths, whether that path leads to University, trades, or the workforce. Students have courses such as work experience to help them build workplace skills, college-level K&E courses and dual credit programs. Extracurricular activities like our Student Leadership Team provide students with skills that will allow them to work as members of a team, communicate with others and take the initiative to make change.

## 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.

|         | School |      |      |      |      |      |      |      |      |      | Measure Evaluation |                        |           |      |      |      | Authority |      |      |      |      |      |      |         |      |         | Province |         |      |         |      |         |      |   |   |  |  |  |
|---------|--------|------|------|------|------|------|------|------|------|------|--------------------|------------------------|-----------|------|------|------|-----------|------|------|------|------|------|------|---------|------|---------|----------|---------|------|---------|------|---------|------|---|---|--|--|--|
|         | 2020   |      | 2021 |      | 2022 |      | 2023 |      | 2024 |      | Achievement        | Improvement            | Overall   | 2020 |      | 2021 |           | 2022 |      | 2023 |      | 2024 |      | 2020    |      | 2021    |          | 2022    |      | 2023    |      | 2024    |      |   |   |  |  |  |
|         | N      | %    | N    | %    | N    | %    | N    | %    | N    | %    |                    |                        |           | N    | %    | N    | %         | N    | %    | N    | %    | N    | %    | N       | %    | N       | %        | N       | %    | N       | %    | N       | %    | N | % |  |  |  |
| Overall | 54     | 70.1 | 40   | 68.4 | 61   | 61.2 | 40   | 56.9 | 51   | 72.7 | Intermediate       | Improved               | Good      | 825  | 82.1 | 594  | 80.5      | 694  | 82.4 | 696  | 82.4 | 855  | 84.3 | 184,393 | 82.4 | 157,680 | 81.9     | 172,339 | 82.9 | 179,589 | 82.9 | 184,554 | 82.8 |   |   |  |  |  |
| Parent  | 4      | *    | 4    | *    | 7    | 64.8 | 2    | *    | 4    | *    | *                  | *                      | *         | 177  | 77.8 | 90   | 78.6      | 95   | 81.5 | 98   | 78.5 | 187  | 84.0 | 36,901  | 80.1 | 30,817  | 81.7     | 31,625  | 82.4 | 31,780  | 82.2 | 33,145  | 82.3 |   |   |  |  |  |
| Student | 35     | 61.3 | 28   | 62.3 | 39   | 55.6 | 26   | 47.1 | 33   | 75.4 | Very High          | Improved Significantly | Excellent | 455  | 80.0 | 322  | 76.2      | 422  | 77.8 | 438  | 79.1 | 479  | 77.7 | 113,541 | 77.8 | 96,676  | 74.9     | 109,776 | 76.9 | 115,487 | 77.4 | 119,382 | 76.7 |   |   |  |  |  |
| Teacher | 19     | 78.8 | 12   | 74.4 | 15   | 63.0 | 14   | 66.7 | 18   | 70.0 | Very Low           | Maintained             | Concern   | 193  | 88.6 | 182  | 86.8      | 177  | 87.9 | 160  | 89.6 | 189  | 91.2 | 33,951  | 89.3 | 30,187  | 89.2     | 30,938  | 89.3 | 32,322  | 89.3 | 32,027  | 89.2 |   |   |  |  |  |

## COMMENTS

At Kinuso School, we make a conscious effort to ensure that students have access to the courses that they need to be successful in life. In addition to their core and option classes, we do our best to run extracurricular activities to cover other areas of their education. Some examples of this are teacher-run clubs such as drama club, culture club, sports teams, and the student leadership team.

## 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 |       |      |         |      |         |      |         |      |         |      |         |      |
|---------|--------|------|------|------|------|------|------|------|------|------|--------------------|------------------------|---------|-------|------|------|------|------|------|------|----------|-------|------|---------|------|---------|------|---------|------|---------|------|---------|------|
|         | 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       | %    |
|         |        |      |      |      |      |      |      |      |      |      |                    |                        |         |       |      |      |      |      |      |      |          |       |      |         |      |         |      |         |      |         |      |         |      |
| Overall | 70     | 80.6 | 52   | 78.4 | 73   | 81.5 | 51   | 73.2 | 70   | 88.1 | High               | Improved               | Good    | 1,084 | 86.3 | 876  | 83.4 | 992  | 84.2 | 993  | 81.6     | 1,197 | 81.8 | 264,165 | 84.9 | 230,686 | 82.7 | 249,524 | 81.9 | 256,932 | 81.2 | 264,651 | 80.6 |
| Parent  | 4      | *    | 4    | *    | 7    | 85.0 | 2    | *    | 4    | *    | *                  | *                      | *       | 177   | 78.5 | 90   | 72.1 | 96   | 78.1 | 98   | 72.5     | 187   | 70.9 | 36,846  | 78.1 | 30,874  | 76.7 | 31,643  | 75.3 | 31,805  | 73.7 | 33,110  | 73.5 |
| Student | 51     | 73.4 | 40   | 74.0 | 51   | 77.1 | 37   | 65.5 | 52   | 87.6 | High               | Improved Significantly | Good    | 714   | 85.5 | 604  | 84.1 | 719  | 81.6 | 735  | 81.0     | 821   | 81.1 | 193,409 | 82.2 | 169,631 | 80.2 | 186,935 | 80.1 | 192,805 | 79.9 | 199,516 | 78.7 |
| Teacher | 19     | 87.7 | 12   | 82.9 | 15   | 82.2 | 14   | 81.0 | 18   | 88.7 | Very Low           | Maintained             | Concern | 193   | 95.0 | 182  | 93.9 | 177  | 92.8 | 160  | 91.4     | 189   | 93.4 | 33,910  | 94.4 | 30,181  | 91.2 | 30,946  | 90.3 | 32,322  | 89.9 | 32,025  | 89.5 |

## COMMENTS

As mentioned earlier in Access to Supports and Services, Kinuso School's staff, students, parents and guardians have a great deal of support from our Learning Support Teacher. In addition to those supports, students have access to success and wellness coaches and intervention support. School administrators monitor attendance and gradebooks weekly to ensure that we are identifying students in need of assistance.

# SUPPLEMENTAL MEASURES

## Rutherford Eligibility Rate – Measure Details

Percentage of Grade 12 students eligible for a Rutherford Scholarship.

|                                         | School |      |      |      |      |      |      |      |      |      |                    |             |         | Authority |      |      |      |      |      |      |      |      |      | Province |      |        |      |        |      |        |      |        |      |
|-----------------------------------------|--------|------|------|------|------|------|------|------|------|------|--------------------|-------------|---------|-----------|------|------|------|------|------|------|------|------|------|----------|------|--------|------|--------|------|--------|------|--------|------|
|                                         | 2019   |      | 2020 |      | 2021 |      | 2022 |      | 2023 |      | Measure Evaluation |             |         | 2019      |      | 2020 |      | 2021 |      | 2022 |      | 2023 |      | 2019     |      | 2020   |      | 2021   |      | 2022   |      | 2023   |      |
|                                         | N      | %    | N    | %    | N    | %    | N    | %    | N    | %    | Achievement        | Improvement | Overall | N         | %    | N    | %    | N    | %    | N    | %    | N    | %    | N        | %    | N      | %    | N      | %    | N      | %    | N      | %    |
| Rutherford Scholarship Eligibility Rate | 23     | 43.5 | 11   | 45.5 | 15   | 26.7 | 19   | 36.8 | 22   | 27.3 | Very Low           | Maintained  | Concern | 368       | 48.9 | 307  | 45.9 | 305  | 48.5 | 296  | 51.7 | 302  | 48.3 | 58,970   | 66.6 | 59,357 | 68.0 | 58,631 | 70.2 | 57,307 | 71.9 | 58,930 | 70.7 |

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 |
| 2019                  | 23             | 7                           |  | 30.4                         |  | 10                          |  | 43.5                         |  | 4                           |  | 17.4                         |  | 10                          | 43.5                         |
| 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                         |

## COMMENTS

While the student population at Kinuso School shows a large tendency towards the trades, we still offer -1 level courses for students seeking higher education who may have eligibility for this scholarship.

## 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 |      |         |      |         |      |         |      |         |      |  |  |
|---------|--------|------|------|------|------|------|------|------|------|------|--------------------|-------------|---------|-----------|------|------|------|------|------|------|------|-------|------|----------|------|---------|------|---------|------|---------|------|---------|------|--|--|
|         | 2020   |      | 2021 |      | 2022 |      | 2023 |      | 2024 |      |                    |             |         | 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       | %    |  |  |
|         |        |      |      |      |      |      |      |      |      |      |                    |             |         |           |      |      |      |      |      |      |      |       |      |          |      |         |      |         |      |         |      |         |      |  |  |
| Overall | 70     | 78.0 | 52   | 79.3 | 73   | 79.1 | 51   | 67.5 | 70   | 83.3 | Intermediate       | Improved    | Good    | 1,083     | 86.5 | 877  | 87.3 | 994  | 87.4 | 994  | 84.4 | 1,196 | 85.0 | 264,204  | 89.4 | 230,987 | 90.0 | 249,835 | 88.8 | 257,278 | 87.5 | 265,150 | 87.1 |  |  |
| Parent  | 4      | *    | 4    | *    | 7    | 88.2 | 2    | *    | 4    | *    | *                  | *           | *       | 177       | 83.6 | 90   | 81.6 | 96   | 86.8 | 98   | 82.5 | 187   | 81.6 | 36,899   | 90.2 | 30,969  | 90.5 | 31,707  | 89.5 | 31,879  | 88.1 | 33,225  | 88.0 |  |  |
| Student | 51     | 76.1 | 40   | 75.9 | 51   | 70.7 | 37   | 60.0 | 52   | 80.0 | High               | Improved    | Good    | 713       | 80.7 | 605  | 83.5 | 721  | 79.6 | 736  | 78.1 | 820   | 79.2 | 193,364  | 82.6 | 169,813 | 84.0 | 187,165 | 82.5 | 193,049 | 81.5 | 199,865 | 80.4 |  |  |
| Teacher | 19     | 80.0 | 12   | 82.8 | 15   | 78.4 | 14   | 75.0 | 18   | 86.7 | Very Low           | Maintained  | Concern | 193       | 95.1 | 182  | 96.7 | 177  | 95.7 | 160  | 92.7 | 189   | 94.2 | 33,941   | 95.3 | 30,205  | 95.4 | 30,963  | 94.3 | 32,350  | 93.0 | 32,060  | 92.9 |  |  |

## COMMENTS

Students at Kinuso School are bound by the expectations set out in our Student Handbook. Students are held accountable for their conduct and consequences for misconduct are swift and consistent. We encourage students to be good citizens and organize activities both within the school and within the community that promote the values of responsible and productive citizens.

## 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 |      |         |      |         |      |         |      |         |      |  |  |
|---------|--------|------|------|------|------|------|------|------|------|------|--------------------|-------------|------------|-----------|------|------|------|------|------|------|------|-------|------|----------|------|---------|------|---------|------|---------|------|---------|------|--|--|
|         | 2020   |      | 2021 |      | 2022 |      | 2023 |      | 2024 |      |                    |             |            | 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       | %    |  |  |
| Overall | 70     | 77.4 | 52   | 70.4 | 73   | 78.5 | 51   | 70.9 | 70   | 83.5 | Very High          | Improved    | Excellent  | 1,081     | 83.2 | 870  | 81.0 | 986  | 83.7 | 991  | 78.8 | 1,193 | 82.2 | 262,662  | 75.2 | 228,281 | 71.8 | 247,744 | 72.6 | 255,597 | 72.9 | 263,089 | 71.9 |  |  |
| Parent  | 4      | *    | 4    | *    | 7    | 82.1 | 2    | *    | 4    | *    | *                  | *           | *          | 173       | 74.1 | 87   | 71.1 | 93   | 79.6 | 96   | 73.8 | 185   | 76.1 | 35,963   | 68.4 | 29,417  | 65.7 | 30,664  | 67.4 | 31,117  | 68.4 | 32,304  | 67.8 |  |  |
| Student | 51     | 72.6 | 40   | 64.3 | 51   | 81.6 | 37   | 73.9 | 52   | 84.6 | High               | Maintained  | Good       | 714       | 84.6 | 601  | 85.2 | 716  | 84.1 | 736  | 83.2 | 819   | 86.0 | 192,861  | 79.0 | 168,839 | 71.9 | 186,237 | 73.5 | 192,269 | 74.3 | 198,907 | 73.0 |  |  |
| Teacher | 19     | 82.1 | 12   | 76.4 | 15   | 71.9 | 14   | 67.9 | 18   | 82.4 | Intermediate       | Maintained  | Acceptable | 194       | 90.8 | 182  | 86.7 | 177  | 87.5 | 159  | 79.3 | 189   | 84.4 | 33,838   | 78.1 | 30,025  | 77.8 | 30,843  | 77.0 | 32,211  | 76.0 | 31,878  | 74.8 |  |  |

## COMMENTS

Being located in the small Hamlet of Kinuso, we do not have access to a wide variety of programs and services for students within our community, but we happily promote community events in our newsletters, on our Facebook page, and on our morning announcements. Our library does run several community activities and our school provides a minimum of one community engagement event every month.



# 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 |       |      |         |      |         |      |         |      |         |      |         |      |
|---------|--------|------|------|------|------|------|------|------|------|------|--------------------|------------------------|------------|-------|------|------|------|------|------|------|----------|-------|------|---------|------|---------|------|---------|------|---------|------|---------|------|
|         | 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       | %    |
|         | N      | %    | N    | %    | N    | %    | N    | %    | N    | %    | High               | Improved               | Good       | N     | %    | N    | %    | N    | %    | N    | %        | N     | %    | N       | %    | N       | %    | N       | %    | N       | %    | N       | %    |
| Overall | 70     | 72.9 | 50   | 59.8 | 71   | 64.3 | 50   | 61.3 | 70   | 78.1 |                    |                        |            | 1,083 | 81.1 | 850  | 76.7 | 974  | 71.1 | 980  | 75.4     | 1,173 | 79.5 | 262,079 | 81.5 | 224,041 | 81.4 | 243,980 | 74.2 | 251,355 | 75.2 | 258,502 | 75.8 |
| Parent  | 4      | *    | 4    | *    | 7    | 57.1 | 2    | *    | 4    | *    | *                  | *                      | *          | 176   | 76.7 | 79   | 68.4 | 92   | 56.5 | 96   | 69.8     | 181   | 74.6 | 35,896  | 80.0 | 28,016  | 81.7 | 30,147  | 70.0 | 30,371  | 72.5 | 31,538  | 75.2 |
| Student | 51     | 61.5 | 39   | 74.1 | 51   | 58.9 | 37   | 45.8 | 52   | 78.4 | Intermediate       | Improved Significantly | Good       | 714   | 81.0 | 600  | 79.8 | 718  | 72.6 | 731  | 73.5     | 814   | 75.7 | 192,917 | 79.6 | 167,992 | 79.1 | 185,107 | 76.3 | 191,142 | 75.0 | 197,479 | 74.0 |
| Teacher | 19     | 84.2 | 11   | 45.5 | 13   | 76.9 | 13   | 76.9 | 18   | 77.8 | Intermediate       | Maintained             | Acceptable | 193   | 85.5 | 171  | 81.9 | 164  | 84.1 | 153  | 83.0     | 178   | 88.2 | 33,266  | 85.0 | 28,033  | 83.4 | 28,726  | 76.3 | 29,842  | 78.0 | 29,485  | 78.2 |

## COMMENTS

Within our school, staff and administration are already seeing positive changes after the implementation of cell phone and vaping policies. We are working with teachers to build improved assessment practices, and with the addition of activities such as House Rallies, citizenship and attendance awards, increased intervention groups, community engagement events and our Plaid Phonics program, we are confident that improvement within our school is happening.

## 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.

| High school to post-secondary transition rate of students within four and six years of entering Grade 10: |        |      |      |      |      |      |      |      |      |      |                    |             |         |      |      |      |      |      |      |      |          |      |      |        |      |        |      |        |      |        |      |        |      |
|-----------------------------------------------------------------------------------------------------------|--------|------|------|------|------|------|------|------|------|------|--------------------|-------------|---------|------|------|------|------|------|------|------|----------|------|------|--------|------|--------|------|--------|------|--------|------|--------|------|
|                                                                                                           | School |      |      |      |      |      |      |      |      |      | Authority          |             |         |      |      |      |      |      |      |      | Province |      |      |        |      |        |      |        |      |        |      |        |      |
|                                                                                                           | 2019   |      | 2020 |      | 2021 |      | 2022 |      | 2023 |      | Measure Evaluation |             |         | 2019 |      | 2020 |      | 2021 |      | 2022 |          | 2023 |      | 2019   |      | 2020   |      | 2021   |      | 2022   |      | 2023   |      |
|                                                                                                           | N      | %    | N    | %    | N    | %    | N    | %    | N    | %    | Achievement        | Improvement | Overall | N    | %    | N    | %    | N    | %    | N    | %        | N    | %    | N      | %    | N      | %    | N      | %    | N      | %    | N      | %    |
|                                                                                                           |        |      |      |      |      |      |      |      |      |      |                    |             |         |      |      |      |      |      |      |      |          |      |      |        |      |        |      |        |      |        |      |        |      |
| 4 Year Rate                                                                                               | 22     | 24.9 | 28   | 34.3 | 21   | 30.5 | 24   | 21.2 | 22   | 19.8 | Very Low           | Maintained  | Concern | 261  | 38.0 | 250  | 36.0 | 246  | 33.7 | 265  | 25.1     | 250  | 28.9 | 44,980 | 40.9 | 45,351 | 40.5 | 46,242 | 41.2 | 47,660 | 40.2 | 48,296 | 41.1 |
| 6 Year Rate                                                                                               | 28     | 53.4 | 23   | 56.2 | 22   | 39.4 | 28   | 54.4 | 21   | 31.0 | Very Low           | Declined    | Concern | 282  | 53.5 | 250  | 48.2 | 265  | 47.7 | 250  | 49.3     | 245  | 40.7 | 44,832 | 60.3 | 44,983 | 60.0 | 44,966 | 60.3 | 45,342 | 59.7 | 46,232 | 60.1 |

## COMMENTS

Students at Kinuso School have access to a Success Coach to help them plan their academic paths, whether that path leads to University, trades, or the workforce. Students have access to -1 level courses should they wish to seek higher levels of education, college-level K&E courses and dual credit programs.

## 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 |      |      |        |      |        |      |        |      |        |      |        |      |
|---------|--------|------|------|------|------|------|------|------|------|------|--------------------|-------------|---------|------|------|------|------|------|------|------|----------|------|------|--------|------|--------|------|--------|------|--------|------|--------|------|
|         | 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      | %    |
|         |        |      |      |      |      |      |      |      |      |      |                    |             |         |      |      |      |      |      |      |      |          |      |      |        |      |        |      |        |      |        |      |        |      |
| Overall | 18     | 66.7 | 12   | 83.3 | 22   | 86.2 | 14   | 85.7 | 17   | 82.4 | High               | Maintained  | Good    | 359  | 80.3 | 261  | 80.7 | 266  | 82.5 | 241  | 79.5     | 354  | 81.4 | 68,221 | 84.1 | 58,109 | 85.7 | 59,488 | 84.9 | 60,705 | 83.1 | 61,407 | 82.8 |
| Parent  | 4      | *    | 4    | *    | 7    | 85.7 | 2    | *    | 3    | *    | *                  | *           | *       | 169  | 71.6 | 82   | 65.9 | 92   | 70.7 | 90   | 68.9     | 170  | 69.4 | 34,944 | 76.0 | 28,862 | 77.8 | 29,553 | 77.3 | 29,674 | 75.0 | 30,731 | 74.8 |
| Teacher | 18     | 66.7 | 12   | 83.3 | 15   | 86.7 | 14   | 85.7 | 17   | 82.4 | Low                | Maintained  | Issue   | 190  | 88.9 | 179  | 95.5 | 174  | 94.3 | 151  | 90.1     | 184  | 93.5 | 33,277 | 92.2 | 29,247 | 93.7 | 29,935 | 92.5 | 31,031 | 91.3 | 30,676 | 90.7 |

## COMMENTS

In addition to the academic opportunities that Kinuso School has to offer, students have courses such as work experience to help them build workplace skills. Extracurricular activities like our Student Leadership Team provide students with skills that will allow them to work as members of a team, communicate with others and take the initiative to make change.