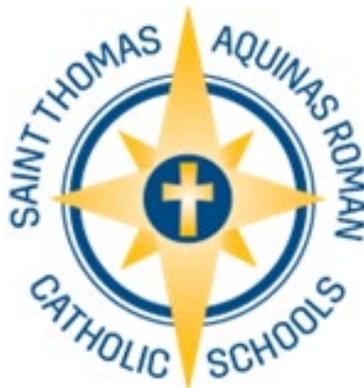


HOLY TRINITY ACADEMY



ANNUAL EDUCATION RESULTS REPORT 2022-2023



PRINCIPAL'S MESSAGE

MRS. KERI-LYNN CLARK



As principal of Holy Trinity Academy, I am pleased to offer our Annual Education Results Report (AERR), which gives clear evidence of the hard work and perseverance of our staff and students, as well as lays out specific strategies to continued improvement. Our students are even more impressive, demonstrating incredible adaptability and resiliency, as they navigate post-pandemic education teamed with wildfire evacuation. I am very proud of how our school community came together to care for one another and maintain a positive school environment during these difficult times. The Alberta Education Results Report was created after a review of our APORI and district survey data, and serve as a driving force for the planning and decision making in the 2023-2024 school year. We are excited to examine the data and see if the strategies presented worked to improve the learning and wellbeing of our students as well as our staff.

Holy Trinity Academy continues to be committed to students' academic, emotional, and spiritual growth and the measure presented indicate we are doing just that; by building relationships, increasing student support, bolstering Tier 1 teaching, increasing success of all learners, and improving parental involvement.

As a growing school we are excited to welcome new staff members into our community. Next year will require us to build capacity across the school in Response to Intervention and the 3rd Path. This will be a good time to go back to the basic components of great teaching to ensure that all our classrooms have the essential building blocks to create successful learners. We will rely on our School Leadership Team to analyze the data and direct the work of our PLC teams to improve education quality.

This year our faith goals center around supporting our staff in sharing their faith journeys with students and in building stronger connections between school, home and parish.

I am happy to share the evidence of our hard work as presented in this document, and excited to see what this new year brings.

God Bless

MEET YOUR LOCAL TRUSTEE



Michael Linner
Drayton Valley Trustee

Michael Linner has been a resident of Drayton Valley for almost twenty years. He is an active member of his local parish St. Anthony's Catholic Church. He served for two years as a missionary with NET Canada: one year in Swift Current, SK, and one year at Christ the Redeemer School Board in the Calgary area. Michael also spent a few years discerning the Priesthood at St. Joseph's Seminary in Edmonton. During this time, he served as an assistant in St. Brendan's School, was active with the Society of Saint Vincent de Paul, and assisted the Chaplains in the Edmonton Remand Centre. Michael is passionate about serving those in his community and recognizes the importance of a strong Catholic Education.

SCHOOL PROFILE

Principal: Keri-Lynn Clark

Vice Principal: Kirk Nelson

Phone: 780 621-5735

Student Population: 294

Fax: 780 621-5733

Number of Teachers: 15

Grades Served: 9-12

Email: keri-lynn.clark@starcatholic.ab.ca **Web Page:** <http://ht.starcatholic.ab.ca>

Facebook Page: www.facebook.com/HTAhighschool/



DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

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

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

MEASURES

Measure Category	Holy Trinity Academy			STAR Catholic Schools		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Parent Survey						
My child's school upholds the dignity of every student as a child of God.	78	New Question	New Question	New Question	New Question	New Question
I am pleased with the opportunities my child has to pray and to grow in his or her faith.	76	New Question	New Question	New Question	New Question	New Question
Staff Survey (Teachers)						
Staff at the school uphold the dignity of every student as a child of God.	100	New Question	New Question	New Question	New Question	New Question
I pray regularly with staff and/or students.	New Question	New Question	New Question	New Question	New Question	New Question
I speak about and demonstrate my faith to my students.	New Question	New Question	New Question	New Question	New Question	New Question
I have opportunities to strengthen my faith through professional development (e.g. Reflection Day, staff retreat, daily prayer, book studies, EXCEL, etc.)	New Question	New Question	New Question	New Question	New Question	New Question
I am building capacity in my understanding of how to permeate faith into all school activities.	New Question	New Question	New Question	New Question	New Question	New Question
Student Survey	*Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
We pray as a class or as a school every day.	78	85	88	97 89	96 89	97 89
The adults in my school treat me with respect	87	NA	NA	90 75	91 75	91 76

*Grades 4-6 | 7-12



FAITH PD OPPORTUNITIES

- All staff members attended STAR Catholic's annual Reflection Day at Father Leduc School on August 26th with keynote speaker Leah Perrault presenting on Catholic Social Teaching theory and in practice. Archbishop Richard Smith led mass.
- November 1, 2022– Division Learning Day
- October 21, 2022— The Why of Charity and Social Justice
- February 17, 2023—The Permeation of Faith into Curricular Areas
- March 10, 2023—The Pastoral Letter from The Catholic Bishops of Canada to Young People
- April 28, 2023—Staff Retreat—Focus on Faith Leadership
- June 2, 2023— Leading Like Jesus



2022-2023 SCHOOL YEAR STRATEGIES

- Teachers will work to speak openly about their faith journey beyond religion class, infusing faith into all areas of educational life.
- Teachers lead prayer in their classrooms every morning.
- During Lent and Advent, weekly reflections will be sent home, establishing a faith connection between school and families.
- During Lent and Advent, students participate in school-wide prayer in the chapel.
- HTA will reinvigorate the student-faith leadership team. The team will lead faith-based events August in the school.

DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

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

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

MEASURES

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

*Grades 4-6 | 7-12



2022-2023 SCHOOL YEAR STRATEGIES

- We will improve communication with parents around faith events, inviting parents to attend masses and liturgies in a more emphatic way.
- HTA will encourage parents to be involved in our social justice initiatives, building connection between school, parish, and community.
- Prayer and reflection will be incorporated into our monthly newsletter, giving parents an opportunity to connect to Catholicity.
- We will continue to send home weekly reflections during Advent and Lent, as well as invite parents in during these reflective times.
- In previous years, HTA had hosted a well-attended student-faith leadership team. This team will be reinvigorated in the coming years to build understanding and connection to faith.
- All students will participate in grade-level retreats in May.
- Father Felix hosts 1 class mass per Religion class. Father comes into the school to host these masses.
- The students will be the driving force at masses and celebrations, planning and executing the mass.
- Students will add their gifts and talents of dance, drama, and music to liturgy.
- Parents will be invited to all religious celebrations.
- HTA will increase communication, sharing Mass and liturgies on social media.



DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

Board Priority/Local Goal: Staff and students witness the gospel.

Outcome: Staff and students understand Catholic social teaching and witness the Gospel through acts of Social Justice and Charity.

MEASURES

Measure Category	Holy Trinity Academy			STAR Catholic Schools		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Parent Survey						
The school helps those less fortunate. Examples: Charity, Good Works, and Social Justice.	81	72	78.5	86	85	86
Staff Survey (Teachers)						
The school helps those less fortunate. Examples: Charity, Good Works, and Social Justice.	100	100	100	99	97	98
Student Survey						
My school organizes activities to help people who are in need, such as, support a foodbank or collect clothes	93	98	89.8	97 94	96 95	96 94

*Grades 4-6 | 7-12

SOCIAL JUSTICE PROJECTS

- HTA Feeds Families—HTA works with the local foodbank to feed the community.
- HTA Warms Up Winter—HTA hosts a clothing drive in collaboration with the St. Vincent de Paul Society at St. Anthony Parish.
- Trinity for Teens—HTA works with the Teen Mental Health ward of The Foothills Hospital, collecting donations to brighten the holidays of the teens in the hospital.
- Think Fast—HTA participates in a school-wide Think Fast, teamed with Wake-a-Thon.



2022-2023 SCHOOL YEAR STRATEGIES

- HTA will work to connect and make evident the link between social justice initiatives and Catholic social teaching.
- HTA will increase parent communication and invitation for participate around initiatives.

PROFESSIONAL LEARNING

- August 26, 2022: Reflection Day centered on Catholic Social Teaching



DOMAIN 1: GROW & AFFIRM CATHOLIC IDENTITY

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

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

MEASURES

Measure Category	Holy Trinity Academy			STAR Catholic Schools		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Parent Survey						
My child has the opportunity to participate in religious celebrations and activities.	New Question	New Question	New Question	New Question	New Question	New Question
Faith is incorporated into school communications.	New Question	New Question	New Question	New Question	New Question	New Question
I am invited to school faith events.	New Question	New Question	New Question	New Question	New Question	New Question
Staff Survey (Teacher)						
I have the opportunity to participate in religious celebrations, activities or functions at the school or parish	100	100	100	100	99	98
Staff Survey (Support Staff)						
I have the opportunity to participate in religious celebrations, activities or functions at the school or parish	100	100	100	95	95	95
Student Survey						
I have the opportunity to participate in religious celebrations, and activities.	New Question	New Question	New Question	New Question	New Question	New Question

*Grades 4-6 | 7-12



2022-2023 SCHOOL YEAR STRATEGIES

- HTA will work to strengthen our relationship with the parish, by increasing connection with Father Felix. HTA will invite Father Felix to various events, including sporting events, Cultural Day, social justice initiatives, and in class discussions.
- Students participate in and direct 3 masses and 2-3 liturgies every year. Students will be involved in the planning, reading, and musical ministry to enhance faith leadership.
- All Religion classes will participate in a class mass.
- The graduation mass will be held at the church, reaffirming their faith filled education.

PROFESSIONAL LEARNING

- October 21, 2022 – The Why of Charity and Social Justice and The Beaded Poppy
- March 10, 2023 – Embracing and Sharing Your Faith
- April 28, 2023 – Staff Faith Retreat led by Clare Ganton
- June 2, 2023 – Leading Others to Encounter Christ

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

Masses and Liturgies

- Sept. 16 Whole School Opening Mass with Father Felix
- Nov. 10 Remembrance Liturgy with Father Felix
- Nov 29 Advent Liturgy with Father Felix
- Feb 22 Ash Wednesday Liturgy in the Gym with Father Carol
- Grad Retreats in May (Mass canceled due to wildfires evacuation)
- Grade Level retreats coincided with Wildfire Evacuations.
- Grad Mass at St. Anthony June 1, 2023

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

- Advent Morning Prayer Liturgy Daily Gathering in the Foyer
- Shrove Tuesday Blessings
- Lenten Prayer Liturgies Daily in the Foyer
- Holy Week Stations of the cross - Grade Level completed outside with Newly constructed stations.
- Class Daily Prayer
- March 23 reconciliation With Father Felix and 2 visiting priests (most students participated ever!)
- Parishioners invited to Lenten and morning prayer liturgies – Some actually attended!
- Local Knights of Columbus attended and participated in Remembrance Day, Awards Night, Graduation Ceremony and Graduation Mass.
- Father Felix opened junior high boys basketball finals with St. Anthony vs Holy Trinity with a prayer.
- Father Felix visited gr. 9 classes to teach about order of Mass.
- The Local St. Vincent de Paul ministry worked alongside our Social Justice committee on various events.

INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

- Within the data surrounding the new survey question “My school upholds the dignity of every student as a child of God”, we see a wide discrepancy between Parent (78%) and Teacher (100%) responses. 87% of students respond as being treated with respect by staff. A lower parent survey sample size (37 respondents) may be an important consideration.
- The parent data (76%) pertaining to the new question “I am pleased with the opportunities my child has to pray and to grow in his or her faith.” is lower than expected. Perhaps the low percentage students identifying may account for our lower result. Regardless we must respond in our faith formation planning and evangelization accordingly.
- Student data on the question “We pray as a class or as a school every day” is low (78%) a 10% drop from the three year average of 88% and over 10% lower than the division average (88%). Ensuring teachers are receiving support, resources, leading daily prayer, and students are involved in the prayer as much as possible is a school priority.
- Although we teach and practice Catholic Social Teaching principles through monthly events and family team challenges, our parent results (81%) on the question “The school helps those less fortunate. Examples: Charity, Good Works, and Social Justice” is lower than the teacher (100%) and student (93%) results. The parent result is a 10% increase from the previous year and above the 3 year average. Our promotion and advertising of events should be addressed.
- 87% of students feel they are treated with respect by staff which is 12% than STAR catholic data for the same grade category. We are pleased with this result.
- 100% of staff feel students, staff and community members feel they have the opportunity to attend faith events at the school.

CONCLUSIONS

- Overall, deeper connection with the parish and families is an ongoing area for growth in this Domain.

IMPLICATIONS

- Parent perception of how faith permeates our curriculum, relationships and culture can be enhanced.

DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

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

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

MEASURES

Measure Category	School Name					
	STAR Catholic Schools					
Student Survey (Secondary)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I have a positive and healthy relationship with at least one adult in my school.	New Question	New Question	New Question	New Question	New Question	New Question
My school is a place where I feel I belong.	New Question	New Question	New Question	New Question	New Question	New Question
I know how to get help if I am struggling with my mental health.	New Question	New Question	New Question	New Question	New Question	New Question
I have a trusted adult in my school who I can ask for help.	New Question	New Question	New Question	New Question	New Question	New Question
I learn how to manage my emotions in stressful situations.	New Question	New Question	New Question	New Question	New Question	New Question
I have opportunities to be involved in and connected to my school.	New Question	New Question	New Question	New Question	New Question	New Question
I feel safe at school.	79	New Question	New Question	81	New Question	New Question
I have a friend at school.	95	New Question	New Question	96	New Question	New Question

2022-2023 SCHOOL YEAR STRATEGIES

- Continue to focus on building authentic relationships with students.
- Increase focus on Family Team activities.
- Use of School Intervention Team to monitor student needs and direct support.
- Ensure teacher counseling has a faith component.
- Access division Wellness Worker to increase teacher capacity in supporting students' socio-emotional and mental health needs.
- Implement 3rd Path strategies through School Leadership Team and Professional Learning Communities.
- Explore bringing in outside groups to present on Mental Health topics.
- Use of teacher counsellor to teach Mental Health Literacy, offer counselling, and connect families with community support.
- Implement strategies to lower exam-related stress, deliver strategies to all grades.
- Create a Google test calendar for teachers to establish collaborative test scheduling to ensure students have time to prepare for assessments.

PROFESSIONAL LEARNING

- October 21, 2022 – The Beaded Poppy
- December 23, 2022 – Condition 6 of The Third Path
- February 17, 2023 – Condition 7 of The Third Path
- March 10, 2023 – Staff Wellness with Michelle Horbay
- April 28, 2023 – Staff Retreat and Team Building
- May 19, 2023 – Condition 8 of The Third Path

INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

- 100% of staff respond as they can support student well being. Staff have the skills and knowledge to support student wellbeing due to effective relationships and targeted Third Path professional development.
- 79% of students respond as feeling safe at school which aligns with the division result of 81%.
- 95% of students make friends at school which matches STAR Catholic's numbers (96%)

CONCLUSIONS

- Our school is a safe and caring place where staff have the ability to support student well being at a high level.
- We would like to see an increase of the student safety result.

IMPLICATIONS

- Students feel connected and supported, meaning they are ready to learn.

DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

The ministry develops and implements curriculum that enables all students to achieve provincial student learning outcomes and monitors student progress through administering provincial assessments. Student growth and achievement refers to many different aspects including educational programs, academic achievement, student well-being and citizenship to name a few. To help ensure the success of all students, student growth and achievement are measured in the following areas:

PROVINCIAL ACHIEVEMENT TESTS & DIPLOMA EXAMS

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

Provincial Achievement Test Results – Measure Details

		Holy Trinity Academy		Alberta	
		2022	2019 - 2021 Avg	2022	2019 - 2021 Avg
K&E Mathematics 9	Number Writing	n/a	n/a	1,425	1,912
	Acceptable Standard %	n/a	n/a	67.8	68.3
	Standard of Excellence %	n/a	n/a	13.6	15.1
Science 9	Number Writing	60	47	25,840	42,280
	Acceptable Standard %	78.3	70.2	82.1	84.5
	Standard of Excellence %	18.3	21.3	27.3	29.6
K&E Science 9	Number Writing	n/a	n/a	944	1,318
	Acceptable Standard %	n/a	n/a	72.6	71.9
	Standard of Excellence %	n/a	n/a	13.8	12.4
Social Studies 9	Number Writing	55	46	25,130	42,336
	Acceptable Standard %	54.5	56.5	72.8	77.0
	Standard of Excellence %	10.9	19.6	20.6	23.1
K&E Social Studies 9	Number Writing	n/a	n/a	942	1,268
	Acceptable Standard %	n/a	n/a	65.9	64.7
	Standard of Excellence %	n/a	n/a	17.5	17.4

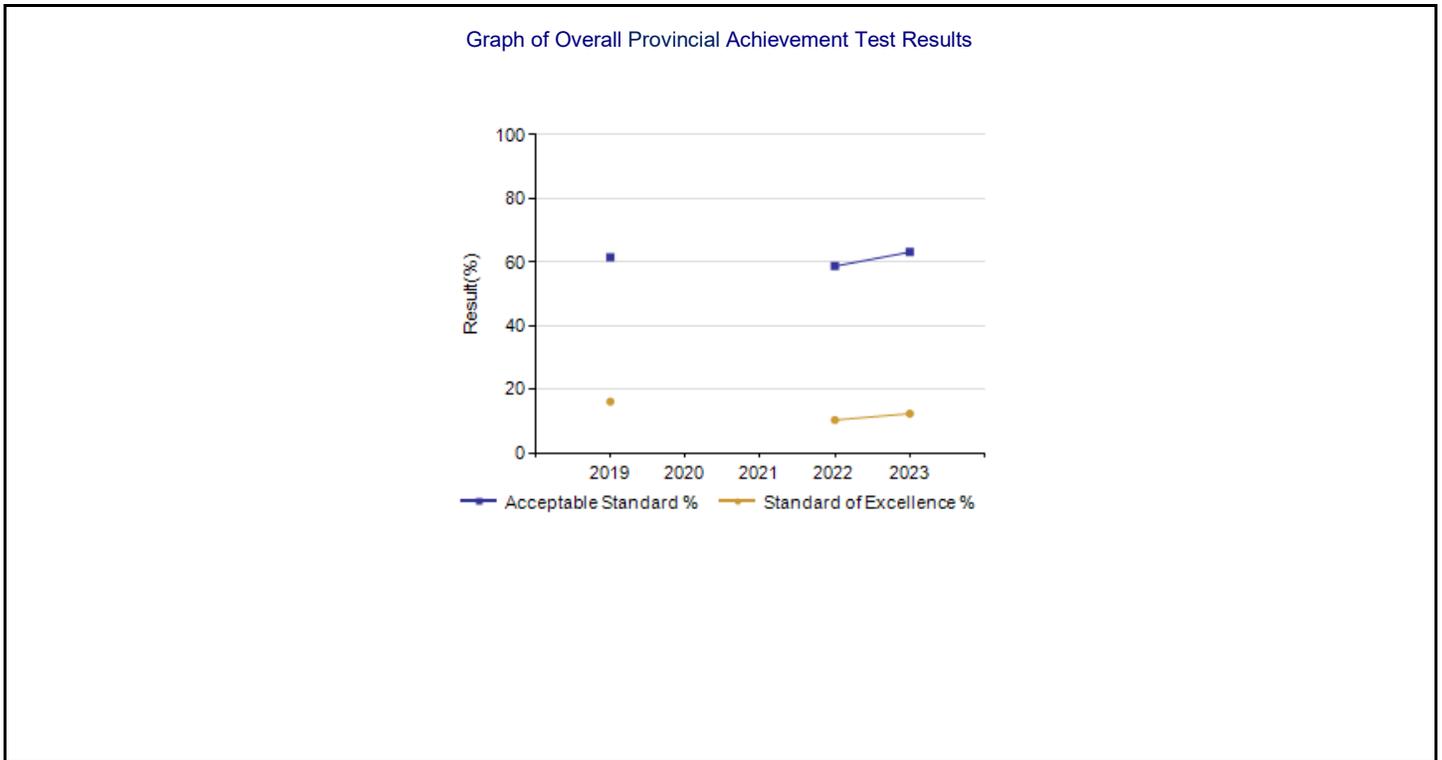
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
3. Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20 and 2020/21. Caution should be used when interpreting trends over time.
- 4 Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2019		2020		2021		2022		2023		2023	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	91.1	15.6	n/a	n/a	n/a	n/a	86.7	17.3	83.7	15.2		
	Province	83.2	17.8	n/a	n/a	n/a	n/a	76.1	18.9	76.2	18.4		
French Language Arts 6 année	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	92.0	16.0	n/a	n/a	n/a	n/a	65.0	0.0	84.2	18.4		
	Province	87.7	15.7	n/a	n/a	n/a	n/a	76.9	10.6	77.6	12.5		
Français 6 année	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	90.3	24.6	n/a	n/a	n/a	n/a	83.0	20.2	78.9	19.4		
Mathematics 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	75.6	12.2	n/a	n/a	n/a	n/a	68.9	8.6	70.6	13.4		
	Province	72.5	15.0	n/a	n/a	n/a	n/a	64.1	12.6	65.4	15.9		
Science 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	83.6	25.0	n/a	n/a	n/a	n/a	79.5	19.3	70.9	18.7		
	Province	77.6	28.6	n/a	n/a	n/a	n/a	71.5	23.7	66.7	21.8		
Social Studies 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	81.7	17.8	n/a	n/a	n/a	n/a	72.8	16.5	70.1	13.4		
	Province	76.2	24.4	n/a	n/a	n/a	n/a	67.8	20.1	66.2	18.0		
English Language Arts 9	School	72.1	16.3	n/a	n/a	n/a	n/a	71.7	6.7	n/a	n/a		
	Authority	76.2	13.6	n/a	n/a	n/a	n/a	77.0	10.6	81.0	10.9		
	Province	75.1	14.7	n/a	n/a	n/a	n/a	69.6	12.9	71.4	13.4		
K&E English Language Arts 9	School	*	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	50.0	0.0	n/a	n/a	n/a	n/a	36.4	0.0	n/a	n/a		
	Province	57.4	5.4	n/a	n/a	n/a	n/a	50.5	5.0	50.2	5.7		
French Language Arts 9 année	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	71.4	0.0	n/a	n/a	n/a	n/a	66.7	8.3	70.0	20.0		
	Province	82.9	12.3	n/a	n/a	n/a	n/a	73.5	9.9	76.1	10.9		
Français 9 année	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	88.6	26.0	n/a	n/a	n/a	n/a	80.0	25.0	81.6	22.3		
Mathematics 9	School	48.8	11.6	n/a	n/a	n/a	n/a	36.7	6.7	n/a	n/a		
	Authority	60.9	19.9	n/a	n/a	n/a	n/a	52.5	14.4	56.1	9.9		
	Province	60.0	19.0	n/a	n/a	n/a	n/a	53.0	16.7	54.4	13.5		
K&E Mathematics 9	School	*	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	58.8	5.9	n/a	n/a	n/a	n/a	66.7	0.0	31.3	6.3		
	Province	59.6	13.2	n/a	n/a	n/a	n/a	55.3	11.1	52.7	11.3		
Science 9	School	68.8	20.8	n/a	n/a	n/a	n/a	77.0	18.0	68.9	14.8		
	Authority	76.5	24.1	n/a	n/a	n/a	n/a	74.8	17.5	71.5	16.7		
	Province	75.2	26.4	n/a	n/a	n/a	n/a	68.0	22.6	66.3	20.1		
K&E Science 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	57.1	0.0	n/a	n/a	n/a	n/a	62.5	12.5	n/a	n/a		
	Province	61.7	10.7	n/a	n/a	n/a	n/a	57.8	11.0	52.9	10.9		
Social Studies 9	School	55.3	19.1	n/a	n/a	n/a	n/a	49.2	9.8	56.7	10.0		
	Authority	66.7	17.3	n/a	n/a	n/a	n/a	63.1	13.6	61.6	12.2		
	Province	68.7	20.6	n/a	n/a	n/a	n/a	60.8	17.2	58.4	15.9		
K&E Social Studies 9	School	*	*	n/a	n/a	n/a	n/a	n/a	n/a	*	*		
	Authority	*	*	n/a	n/a	n/a	n/a	37.5	0.0	*	*		
	Province	55.9	15.0	n/a	n/a	n/a	n/a	53.2	14.1	49.6	10.6		

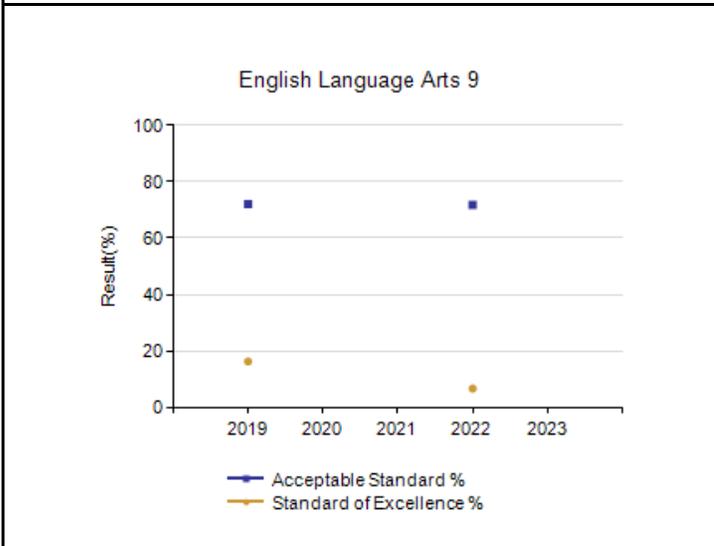
Overall Provincial Achievement Test Results



Notes:

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

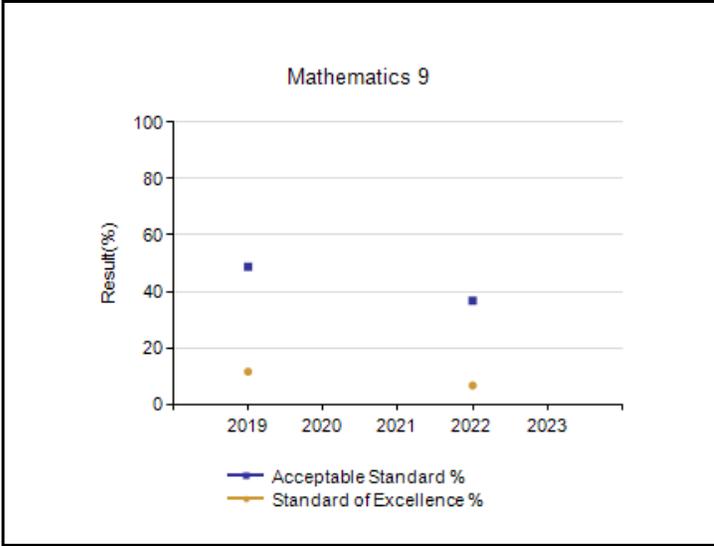
Graph of Provincial Achievement Test Results by Course



[No Data for English Lang Arts 9 KAE]

[No Data for French Language Arts 9]

[No Data for Français 9]



[No Data for Mathematics 9 KAE]

Notes:

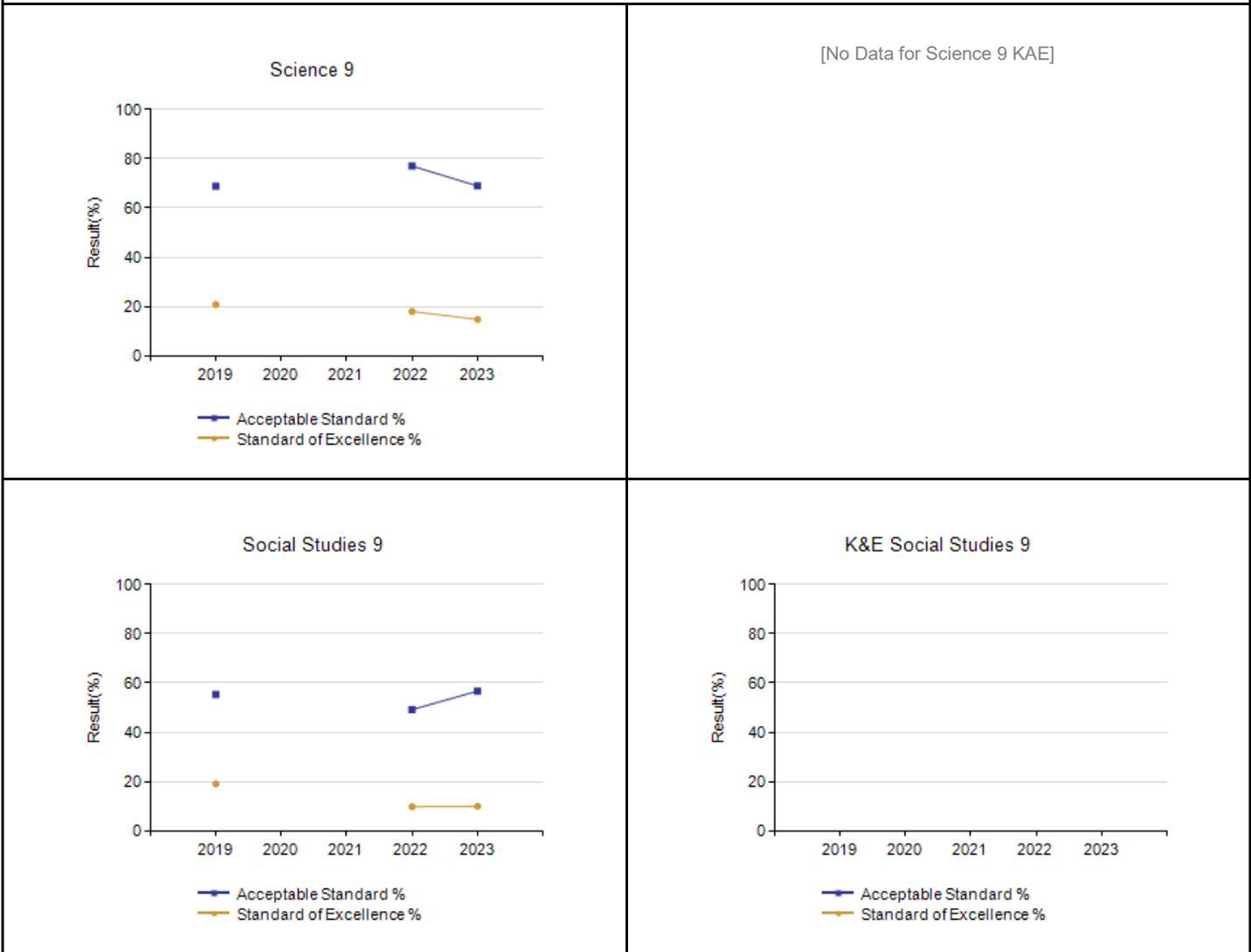
Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20. Caution should be used when interpreting trends over time.

Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 9 in 2017/18.

Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

Graph of Provincial Achievement Test Results by Course



- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
 3. Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
 4. 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.
 5. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

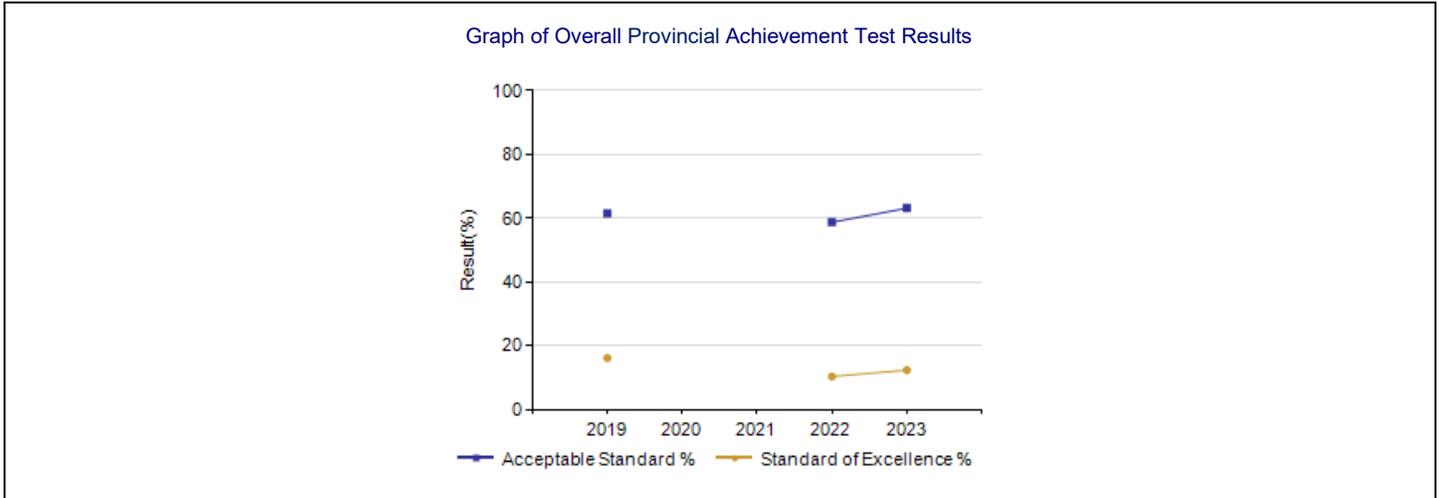
		Holy Trinity Academy							Alberta			
		Achievement	Improvement	Overall	2023		Prev 3 Year Average		2023		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	52,106	76.2	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	52,106	18.4	n/a	n/a
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,131	77.6	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,131	12.5	n/a	n/a
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	578	78.9	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	578	19.4	n/a	n/a
Mathematics 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	52,551	65.4	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	52,551	15.9	n/a	n/a
Science 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	54,859	66.7	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	54,859	21.8	n/a	n/a
Social Studies 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	57,655	66.2	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	57,655	18.0	n/a	n/a
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	56,255	71.4	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	56,255	13.4	n/a	n/a
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,254	50.2	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,254	5.7	n/a	n/a
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,215	76.1	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,215	10.9	n/a	n/a
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	575	81.6	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	575	22.3	n/a	n/a
Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	55,447	54.4	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	55,447	13.5	n/a	n/a
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,815	52.7	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,815	11.3	n/a	n/a
Science 9	Acceptable Standard	n/a	n/a	n/a	61	68.9	n/a	n/a	56,311	66.3	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	61	14.8	n/a	n/a	56,311	20.1	n/a	n/a
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,197	52.9	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,197	10.9	n/a	n/a
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	60	56.7	n/a	n/a	56,309	58.4	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	60	10.0	n/a	n/a	56,309	15.9	n/a	n/a
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	1	*	n/a	n/a	1,140	49.6	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	1	*	n/a	n/a	1,140	10.6	n/a	n/a

Notes:

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

Provincial Achievement Test Results – By Number Enrolled Measure History

PAT Results By Number Enrolled Measure History													
	Holy Trinity Academy					Measure Evaluation			Alberta				
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall	2019	2020	2021	2022	2023
N	49	n/a	n/a	61	61	n/a	n/a	n/a	104,012	n/a	n/a	109,520	115,580
Acceptable Standard %	61.5	n/a	n/a	58.7	63.1	n/a	n/a	n/a	71.1	n/a	n/a	64.3	63.3
Standard of Excellence %	16.1	n/a	n/a	10.3	12.3	n/a	n/a	n/a	20.8	n/a	n/a	17.7	16.0



- Notes:
6. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 7. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
 8. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
 9. Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
 10. 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.
 11. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

Student Growth and Achievement (Grades K-9)



PAT Results Course By Course Summary By Enrolled With Measure Evaluation

School: 1328 Holy Trinity Academy (EAL)

Course		Measure		Holy Trinity Academy (EAL)						Alberta (EAL)				
				Achievement	Improvement	Overall	2023		Prev 3 Year Average		2023		Prev 3 Year Average	
							N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,044	73.9	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,044	13.9	n/a	n/a		
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	188	75.5	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	188	13.8	n/a	n/a		
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	79	65.8	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	79	10.1	n/a	n/a		
Mathematics 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,076	64.9	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,076	15.2	n/a	n/a		
Science 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,728	64.7	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,728	17.2	n/a	n/a		
Social Studies 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	10,098	65.4	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	10,098	15.7	n/a	n/a		
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	6,969	62.2	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	6,969	6.6	n/a	n/a		
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	149	34.9	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	149	1.3	n/a	n/a		
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	194	71.1	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	194	11.3	n/a	n/a		
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	84	64.3	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	84	11.9	n/a	n/a		
Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	6,930	50.1	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	6,930	12.0	n/a	n/a		
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	177	39.5	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	177	5.6	n/a	n/a		
Science 9	Acceptable Standard	n/a	n/a	n/a	3	*	n/a	n/a	6,975	59.4	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	3	*	n/a	n/a	6,975	15.0	n/a	n/a		
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	151	33.1	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	151	3.3	n/a	n/a		
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	2	*	n/a	n/a	6,983	50.4	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	2	*	n/a	n/a	6,983	11.0	n/a	n/a		
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	1	*	n/a	n/a	137	39.4	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	1	*	n/a	n/a	137	1.5	n/a	n/a		

- Notes:
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 - Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
 - Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
 - Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
 - 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.
 - Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

Student Growth and Achievement (Grades K-9)



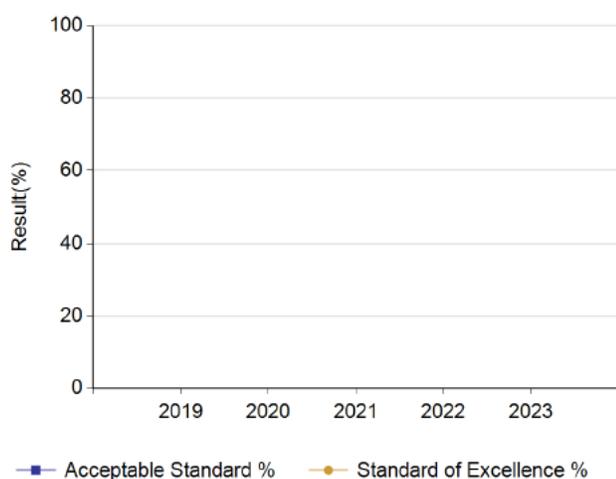
PAT Results By Number Enrolled Measure History

School: 1328 Holy Trinity Academy (EAL)

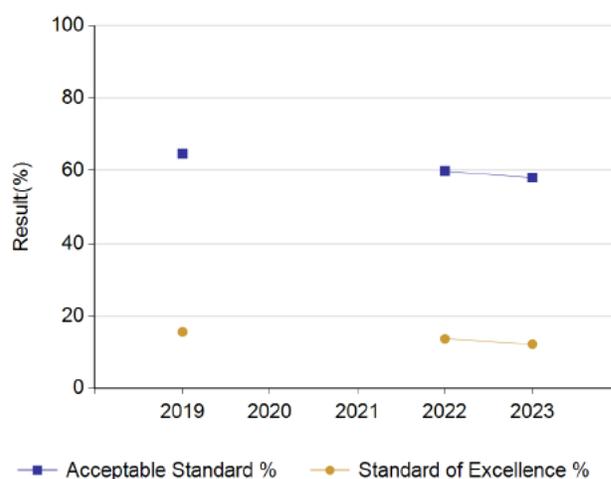
Province: Alberta (EAL)

	Holy Trinity Academy (EAL)					Measure Evaluation			Alberta (EAL)				
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall	2019	2020	2021	2022	2023
N	5	n/a	n/a	2	3	n/a	n/a	n/a	16,165	n/a	n/a	15,953	17,260
Acceptable Standard %	*	n/a	n/a	*	*	*	*	*	64.5	n/a	n/a	59.7	57.9
Standard of Excellence %	*	n/a	n/a	*	*	*	*	*	15.6	n/a	n/a	13.7	12.2

Holy Trinity Academy (EAL)



Alberta (EAL)



Notes:

18. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
19. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
20. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
21. Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
22. 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.
23. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

Student Growth and Achievement (Grades K-9)



PAT Results Course By Course Summary By Enrolled With Measure Evaluation

School: 1328 Holy Trinity Academy (FNMI)

Course		Measure		Holy Trinity Academy (FNMI)						Alberta (FNMI)				
				Achievement	Improvement	Overall	2023		Prev 3 Year Average		2023		Prev 3 Year Average	
							N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,891	60.6	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,891	7.1	n/a	n/a		
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	132	65.9	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	132	5.3	n/a	n/a		
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	16	81.3	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	16	31.3	n/a	n/a		
Mathematics 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,907	42.0	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,907	5.6	n/a	n/a		
Science 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,990	46.0	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,990	9.0	n/a	n/a		
Social Studies 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,332	45.3	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,332	6.5	n/a	n/a		
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,375	49.2	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,375	4.4	n/a	n/a		
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	297	43.8	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	297	3.7	n/a	n/a		
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	136	65.4	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	136	4.4	n/a	n/a		
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	20	75.0	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	20	10.0	n/a	n/a		
Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,197	28.7	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,197	3.8	n/a	n/a		
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	440	48.9	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	440	11.1	n/a	n/a		
Science 9	Acceptable Standard	n/a	n/a	n/a	8	62.5	n/a	n/a	4,380	42.1	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	8	12.5	n/a	n/a	4,380	7.1	n/a	n/a		
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	281	48.4	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	281	8.2	n/a	n/a		
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	8	62.5	n/a	n/a	4,393	34.1	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	8	12.5	n/a	n/a	4,393	4.9	n/a	n/a		
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	282	45.4	n/a	n/a		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	282	7.3	n/a	n/a		

- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in 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 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
 5. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
 6. Security breaches occurred over the last few

Student Growth and Achievement (Grades K-9)



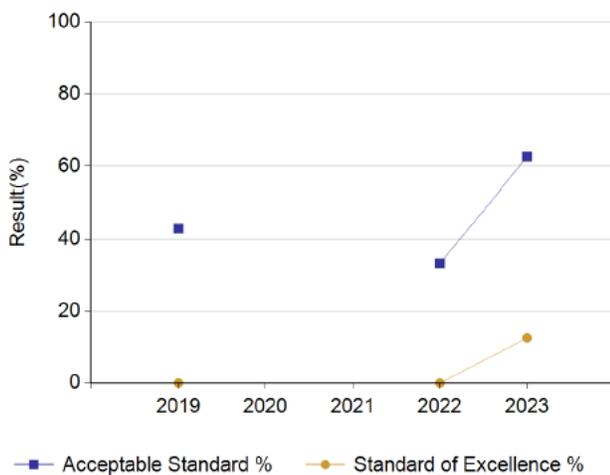
PAT Results By Number Enrolled Measure History

School: 1328 Holy Trinity Academy (FNMI)

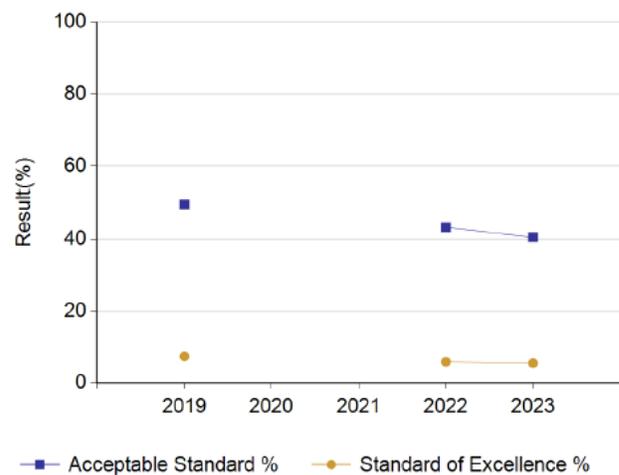
Province: Alberta (FNMI)

	Holy Trinity Academy (FNMI)					Measure Evaluation			Alberta (FNMI)				
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall	2019	2020	2021	2022	2023
N	7	n/a	n/a	6	8	n/a	n/a	n/a	7,791	n/a	n/a	8,584	9,049
Acceptable Standard %	42.9	n/a	n/a	33.3	62.5	n/a	n/a	n/a	49.6	n/a	n/a	43.3	40.5
Standard of Excellence %	0.0	n/a	n/a	0.0	12.5	n/a	n/a	n/a	7.4	n/a	n/a	5.9	5.5

Holy Trinity Academy (FNMI)



Alberta (FNMI)



Notes:

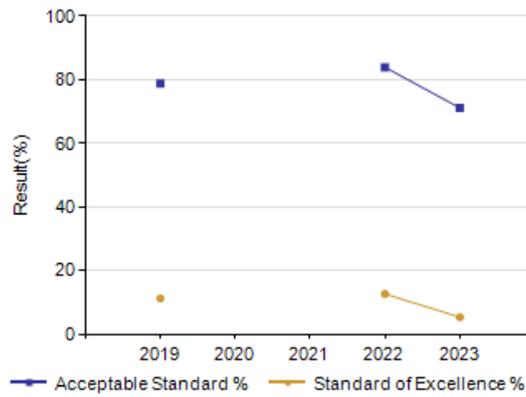
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
4. Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
6. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

Diploma Examination Results – Measure Details

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2019		2020		2021		2022		2023		2023	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	School	86.7	6.7	n/a	n/a	n/a	n/a	88.0	8.0	*	*		
	Authority	91.3	10.0	n/a	n/a	n/a	n/a	83.3	4.2	73.7	1.8		
	Province	86.8	12.3	n/a	n/a	n/a	n/a	78.8	9.4	83.7	10.5		
English Lang Arts 30-2	School	60.0	0.0	n/a	n/a	n/a	n/a	83.3	0.0	n/a	n/a		
	Authority	80.4	11.8	n/a	n/a	n/a	n/a	68.8	6.3	96.2	9.4		
	Province	87.1	12.1	n/a	n/a	n/a	n/a	80.8	12.3	86.2	12.7		
French Language Arts 30-1	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	91.5	10.1	n/a	n/a	n/a	n/a	91.9	6.8	93.1	6.1		
Français 30-1	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	98.6	29.5	n/a	n/a	n/a	n/a	98.8	44.2	99.2	30.7		
Mathematics 30-1	School	*	*	n/a	n/a	n/a	n/a	n/a	n/a	54.5	0.0		
	Authority	84.6	25.6	n/a	n/a	n/a	n/a	*	*	51.2	2.4		
	Province	77.8	35.1	n/a	n/a	n/a	n/a	63.6	23.0	70.8	29.0		
Mathematics 30-2	School	71.4	0.0	n/a	n/a	n/a	n/a	66.7	8.3	*	*		
	Authority	76.1	16.4	n/a	n/a	n/a	n/a	64.3	14.3	69.8	9.3		
	Province	76.5	16.8	n/a	n/a	n/a	n/a	61.5	11.8	71.1	15.2		
Social Studies 30-1	School	83.3	8.3	n/a	n/a	n/a	n/a	n/a	n/a	88.2	11.8		
	Authority	90.2	19.7	n/a	n/a	n/a	n/a	77.0	13.1	88.1	8.5		
	Province	86.6	17.0	n/a	n/a	n/a	n/a	81.5	15.8	83.5	15.9		
Social Studies 30-2	School	*	*	n/a	n/a	n/a	n/a	n/a	n/a	70.4	3.7		
	Authority	69.2	9.2	n/a	n/a	n/a	n/a	71.4	4.8	74.0	3.9		
	Province	77.8	12.2	n/a	n/a	n/a	n/a	72.5	13.2	78.1	12.3		
Biology 30	School	100.0	40.0	n/a	n/a	n/a	n/a	93.3	33.3	n/a	n/a		
	Authority	79.4	33.3	n/a	n/a	n/a	n/a	79.5	17.9	88.1	25.4		
	Province	83.9	35.5	n/a	n/a	n/a	n/a	74.3	25.2	82.7	32.8		
Chemistry 30	School	55.6	11.1	n/a	n/a	n/a	n/a	n/a	n/a	68.4	5.3		
	Authority	78.4	32.4	n/a	n/a	n/a	n/a	71.9	18.8	66.1	12.9		
	Province	85.7	42.5	n/a	n/a	n/a	n/a	77.1	31.1	80.5	37.0		
Physics 30	School	*	*	n/a	n/a	n/a	n/a	85.7	14.3	n/a	n/a		
	Authority	83.3	28.6	n/a	n/a	n/a	n/a	76.9	23.1	84.6	15.4		
	Province	87.5	43.5	n/a	n/a	n/a	n/a	78.5	34.6	82.3	39.9		
Science 30	School	66.7	11.1	n/a	n/a	n/a	n/a	80.0	20.0	n/a	n/a		
	Authority	88.2	55.9	n/a	n/a	n/a	n/a	83.6	20.0	74.1	11.1		
	Province	85.7	31.2	n/a	n/a	n/a	n/a	75.7	17.2	79.4	23.1		

- Notes:
24. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 25. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.
 26. 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.
 27. Participation in the Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
 28. A written-response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.

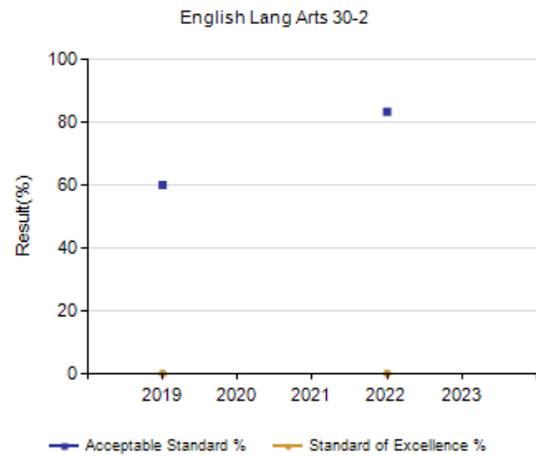
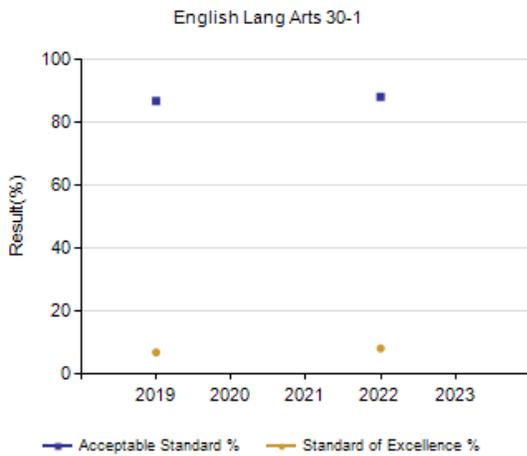
Graph of Diploma Examination Results – Overall



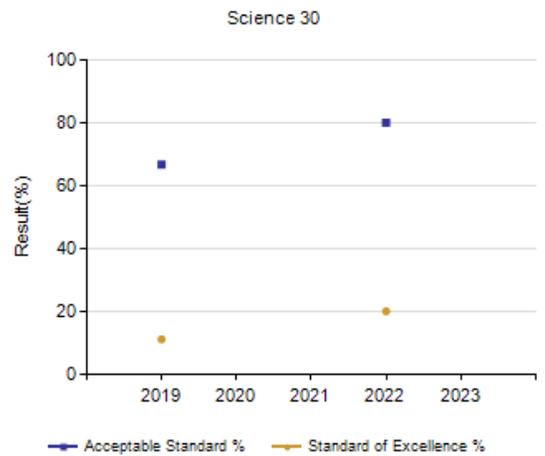
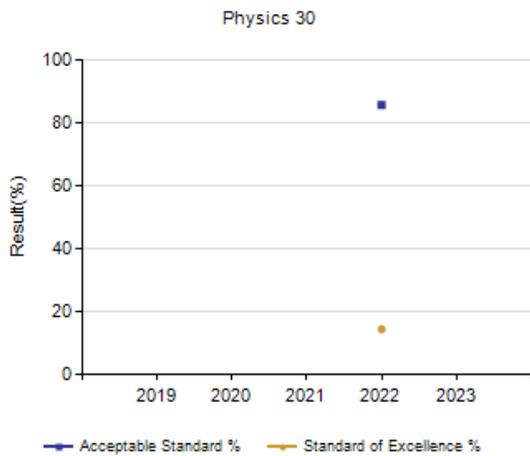
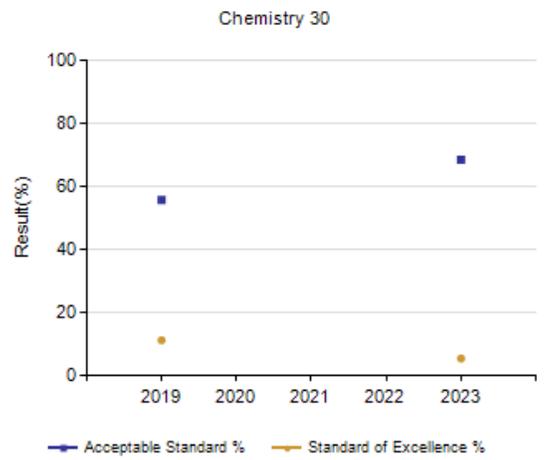
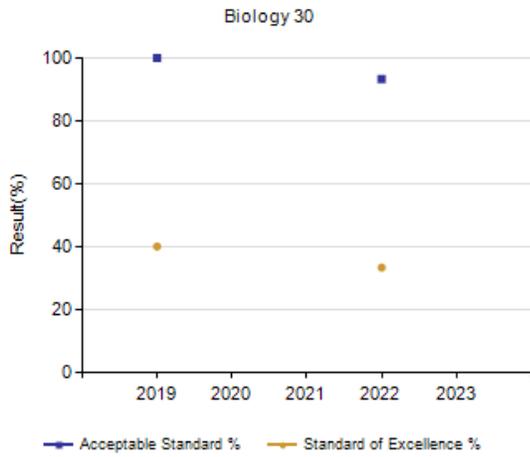
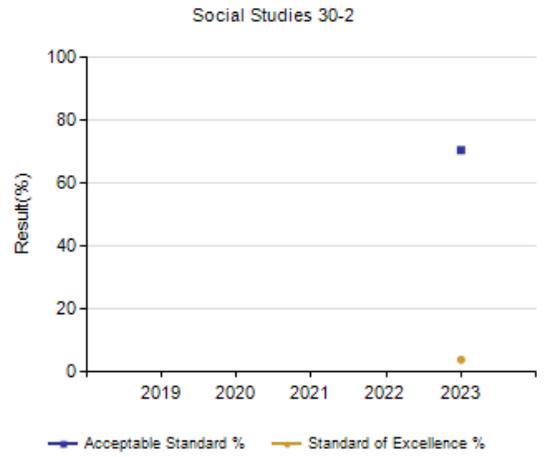
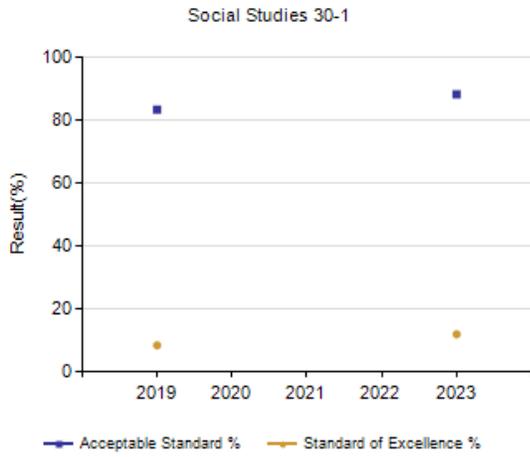
Notes:

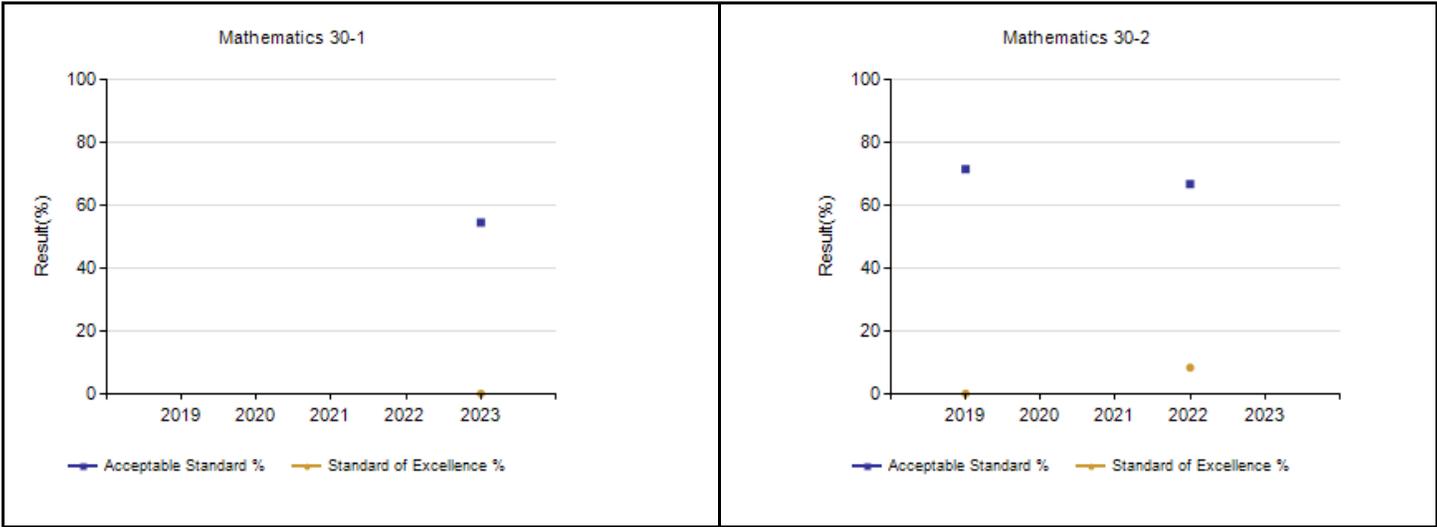
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Exams. The weights are the number of students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

Diploma Examination Results by Course



Diploma Examination Results by Course





Notes:

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

Diploma Examination Results Course By Course Summary With Measure Evaluation

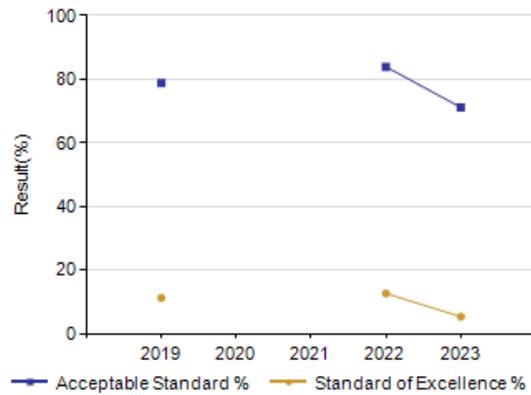
		Holy Trinity Academy							Alberta			
		Achievement	Improvement	Overall	2023		Prev 3 Year Average		2023		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	*	*	*	1	*	n/a	n/a	31,493	83.7	n/a	n/a
	Standard of Excellence	*	*	*	1	*	n/a	n/a	31,493	10.5	n/a	n/a
English Lang Arts 30-2	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	17,112	86.2	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	17,112	12.7	n/a	n/a
French Language Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,236	93.1	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,236	6.1	n/a	n/a
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	127	99.2	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	127	30.7	n/a	n/a
Mathematics 30-1	Acceptable Standard	n/a	n/a	n/a	11	54.5	n/a	n/a	19,763	70.8	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	11	0.0	n/a	n/a	19,763	29.0	n/a	n/a
Mathematics 30-2	Acceptable Standard	*	*	*	1	*	n/a	n/a	14,418	71.1	n/a	n/a
	Standard of Excellence	*	*	*	1	*	n/a	n/a	14,418	15.2	n/a	n/a
Social Studies 30-1	Acceptable Standard	High	n/a	n/a	17	88.2	n/a	n/a	24,023	83.5	n/a	n/a
	Standard of Excellence	Intermediate	n/a	n/a	17	11.8	n/a	n/a	24,023	15.9	n/a	n/a
Social Studies 30-2	Acceptable Standard	Very Low	n/a	n/a	27	70.4	n/a	n/a	21,045	78.1	n/a	n/a
	Standard of Excellence	Very Low	n/a	n/a	27	3.7	n/a	n/a	21,045	12.3	n/a	n/a
Biology 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	23,270	82.7	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	23,270	32.8	n/a	n/a
Chemistry 30	Acceptable Standard	Low	n/a	n/a	19	68.4	n/a	n/a	18,364	80.5	n/a	n/a
	Standard of Excellence	Very Low	n/a	n/a	19	5.3	n/a	n/a	18,364	37.0	n/a	n/a
Physics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,241	82.3	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,241	39.9	n/a	n/a
Science 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	8,007	79.4	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	8,007	23.1	n/a	n/a

- Notes:
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 2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.
 3. Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
 4. Participation in the Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
 5. A written response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.

Diploma Examination Results – By Students Writing Measure History

Diploma Exam Results By Students Writing Measure History													
	Holy Trinity Academy					Measure Evaluation			Alberta				
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall	2019	2020	2021	2022	2023
N	34	n/a	n/a	55	46	n/a	n/a	n/a	65,117	n/a	n/a	58,444	67,294
Acceptable Standard %	78.7	n/a	n/a	83.9	71.1	Very Low	n/a	n/a	83.6	n/a	n/a	75.2	80.3
Standard of Excellence %	11.2	n/a	n/a	12.6	5.3	Very Low	n/a	n/a	24.0	n/a	n/a	18.2	21.2

Graph of Diploma Examination Results – Overall



Notes:

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

Student Growth and Achievement (Grades 10-12)



Diploma Exam Results Course By Course Summary With Measure Evaluation

School: 1328 Holy Trinity Academy (EAL)

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

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.
3. Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Participation in the Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. A written-response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.

Student Growth and Achievement (Grades 10-12)

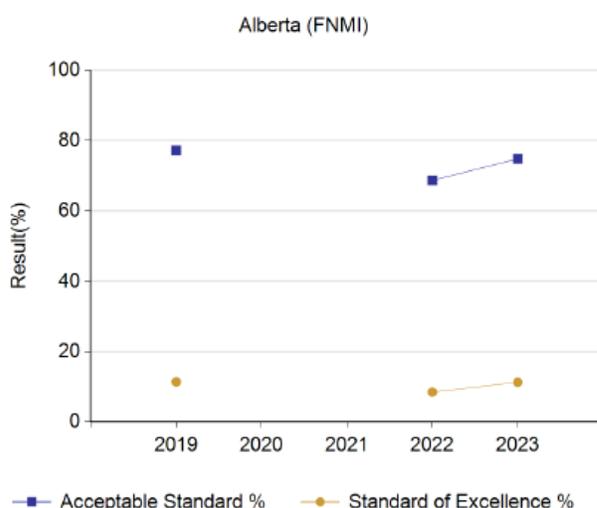
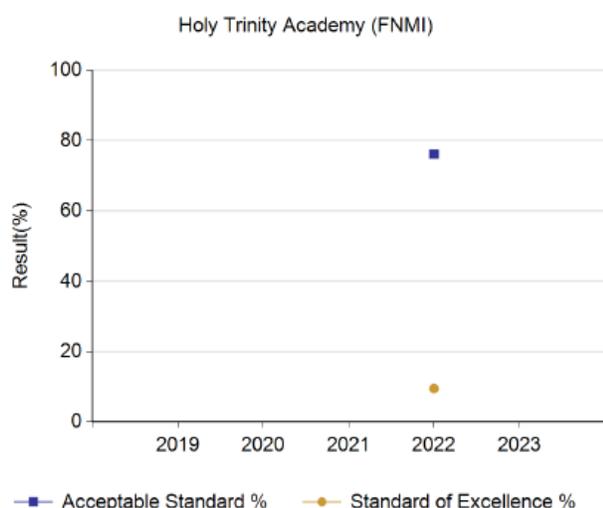


Diploma Exam Results By Students Writing Measure History

School: 1328 Holy Trinity Academy (FNMI)

Province: Alberta (FNMI)

	Holy Trinity Academy (FNMI)					Measure Evaluation			Alberta (FNMI)				
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall	2019	2020	2021	2022	2023
N	2	n/a	n/a	12	4	n/a	n/a	n/a	3,452	n/a	n/a	3,107	3,949
Acceptable Standard %	*	n/a	n/a	76.2	*	*	*	*	77.2	n/a	n/a	68.7	74.8
Standard of Excellence %	*	n/a	n/a	9.5	*	*	*	*	11.4	n/a	n/a	8.5	11.3



Notes:

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

Student Growth and Achievement (Grades 10-12)



Diploma Exam Results Course By Course Summary With Measure Evaluation

School: 1328 Holy Trinity Academy (FNMI)

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

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.
3. Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Participation in the Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. A written-response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.

2022-2023 SCHOOL YEAR STRATEGIES

- Ensure summative assessments include higher level questions.
- Increase quantity and quality of formative assessments .
- Reinvigorating the peer tutoring program to support both struggling learners as tutees and to consolidate knowledge for tutors.
- Teachers will hold closed tutorial sessions for students who fall just below the level of excellence.
- Restructure flex block for grade 9s and 10s.
- Teacher professional development (PD) will concentrate on supporting Tier 1 strategies.
- Teachers PLC in order to collaboratively improve practice .
- School Leadership team will direct PLCs to ensure implementation of effective Tier 1 strategies.
- HTA will work to connect teachers with peers across the division, drawing inspiration for lessons and new ways to approach curriculum.

PROFESSIONAL LEARNING

- August 26, 2022 – Assessment Reporting & PowerSchool Best Practices
- September 23, 2022 – RTI Overview – Targeted Universal Supports
- October 7, 2022 – Teachers Institute Day
- October 21, 2022 – The Beaded Poppy
- November 1, 2022 – Learning Day
- December 23, 2022 – Staff Planning – RTI
- January 30, 2023 – Indigenous Classroom Practices
- May 19, 2023 – Diagnosis-Specific PD ADHD or FASD

INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

- Due to wildfire evacuation students did not write multiple PAT and Diploma exams.
- Decreased PAT and Diploma scores are still an adverse effect of post-covid learning, as they work to improve study skills and catch up on educational outcomes.
- Data shows a decline in areas of numeracy and literacy for Grade 9 Provincial Achievement tests, as well as High School Diploma scores.
- Although students are struggling in Math and English Language Arts, much more are achieving the acceptable standard and standard of excellence other subject areas.

Grade 9

- Students did not write English 9 and Math 9 PATs due to wildfire evacuation, and were exempted from June 2023 writing.
- Science 9 shows an increase in students achieving the acceptable standard with 68.9% achieving the acceptable standard, which is 2.6% higher than the provincial average.
- 14.8% of Science 9 students achieved the standard of excellence, which is 5.3% below provincial average.
- Data shows a decline of 10% for students achieving the acceptable standard in Mathematics 9.
- English Language Arts shows a 6% decline in students achieving the acceptable standard with 71.7% of students achieving the acceptable standard.
- Social Studies 9 shows 56.7%, which is 1.6% lower than provincial average.
- 10.9% of Social Studies 9 students achieved the standard of excellence, which 5.9% less than provincial average.
- Overall our acceptable standard from 2022 to 2023 rose by 4% and our standard of excellence increased 2%.

Grade 12

- Due to wildfire evacuation Grade 12 students did not write English 30-1, English 30-2, Math 30-2, Physics 30, and Biology 30 Diploma exams in June 2023.
- Social 30-1 had 90% of students achieving the acceptable standard, and 19% achieving a standard of excellence, which is 13% above the district in acceptable standard and 3% over the district standard of excellence.
- Social 30-2 saw 83.3% achieving the acceptable standard, which is 11.9% higher than the division and 10.8% higher than the division. The standard of excellence was 11.1% which is 6.3% higher than the division.
- 73.7% achieved the acceptable standard in Biology 30, 5% lower than the division, but almost on par with the province. An area for concentration and growth is the standard of excellence which is 12% below the division and 19.9% below the province.
- Chemistry 30 had 65% achieve the acceptable standard and 10% achieve the standard of excellence, compared with 71.9% of STAR Catholic students achieving the acceptable standard and 18.8% achieving the standard of excellence.
- Science 30 had 84.2% of students achieve the acceptable standard which is on par with the district and 8.4% above the provincial average. 31.6% achieved the standard of excellence, 11.6% above the district and 14.4% above the provincial average.

INSIGHTS, CONCLUSIONS & IMPLICATIONS

English as a Second Language (ESL)

- Less than 6 students are reported for Grade 9 ESL data, thus no results are shown.
- No data is available for ESL reporting for Diploma exams due to less than 6 students in each class.

First Nation, Métis, and Inuit Students

- FNMI overall PAT achievement of the acceptable standard is 62.5% which is 22% above the provincial average and a 29.2% increase from the previous year.
- Our standard of excellence in overall FNMI PAT achievement is 12.5%, which is 7% higher than the province.
- No Diploma data is reported for 2023, as we only had 4 students.
- 2022 data shows 76.2% achieving the acceptable standard compared to 68.7% in the province. The standard of excellence for 2022 is 9.5% which is 1% higher than the province.
- No subject data is available due to fewer than 6 students in specific subject areas.

CONCLUSIONS

- Holy Trinity Academy puts a large focus on its FNMI population, working with the FNMI Lead to offer support as well as building connections with elders to improve the education environment through authentic relationship building.
- The disruption in student learning post-covid is evident, but there are subject areas that scores which exceed district and provincial averages, which demonstrates the resiliency of students as they work to close educational gaps.
- Teachers at HTA are committed to the educational growth of the students.

IMPLICATIONS

- We will explore ways to strengthen the quality of education at HTA.
- A review of HTA instructional strategies would be beneficial.

DOMAIN 2: STUDENT GROWTH & ACHIEVEMENT

PROVINCIAL GOAL: EARLY YEARS LITERACY & NUMERACY ASSESSMENTS

Outcome: Students who use literacy and numeracy in all subjects develop breadth and depth in their literacy and numeracy skills and gain a deeper understanding of the subjects themselves. (AB Education, Literacy and Numeracy, FAQ).

MEASURE DETAILS

Literacy and numeracy results for students in grades one to three:

- A list of the Alberta Education approved screening assessments used at each grade level
- The total number of students assessed at the beginning of the school year at each grade level
- The total number of students identified as being at risk at the beginning of the school year at each grade level
- The total number of students identified as being at risk at the end of the school year at each grade level
- The average number of months behind grade level after the administration of the initial assessments for at risk students
- The average number of months gained at grade level after the administration of the final assessments for at risk students
- A summary of support strategies used for students identified as being at risk at each grade level

As this is a new measure, we are unsure of what the information from AB Education is going to look like and are still waiting for the AEAM Reports to be released.

2022-2023 SCHOOL YEAR STRATEGIES

- Staff review Tier 1 strategies and best practices for engagement at the beginning of the year School Leadership Team will discuss how PLC (Professional Learning Communities) teams can work to increase student engagement.
- Ensure that content is taught with sufficient depth of knowledge so students are appropriately challenged.
- Continue to engage kids through positive relationship building.
- At the beginning of the year review with staff the RTI (Response to Intervention) philosophy that 'All Students Can Learn at High Levels'.
- Ensure instruction and assessment are aligned with curriculum objectives.

PROFESSIONAL LEARNING

- August 26, 2022 – Assessment Reporting & PowerSchool Best Practices
- September 23, 2022 – RTI Overview – Targeted Universal Supports
- December 23, 2022 – Staff Planning – RTI
- January 30, 2023 – Indigenous Classroom Practices
- May 19, 2023 – Diagnosis-Specific PD ADHD or FASD

INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

- THERE IS NO DATA PRESENT FOR THIS MEASURE

CONCLUSIONS

- From Diploma and PAT results, it is evident literacy and numeracy need to be a focus across grade levels.

IMPLICATIONS

- Provincially there is a focus on literacy and numeracy issues, looking at early years into high school. We see issues in these areas as well.
- The Learning Support Facilitator continues to focus on reading and math interventions, providing Fundamentals to students significant who are more than 2 grade levels behind their peers.

PROVINCIAL GOAL: HIGH SCHOOL COMPLETION

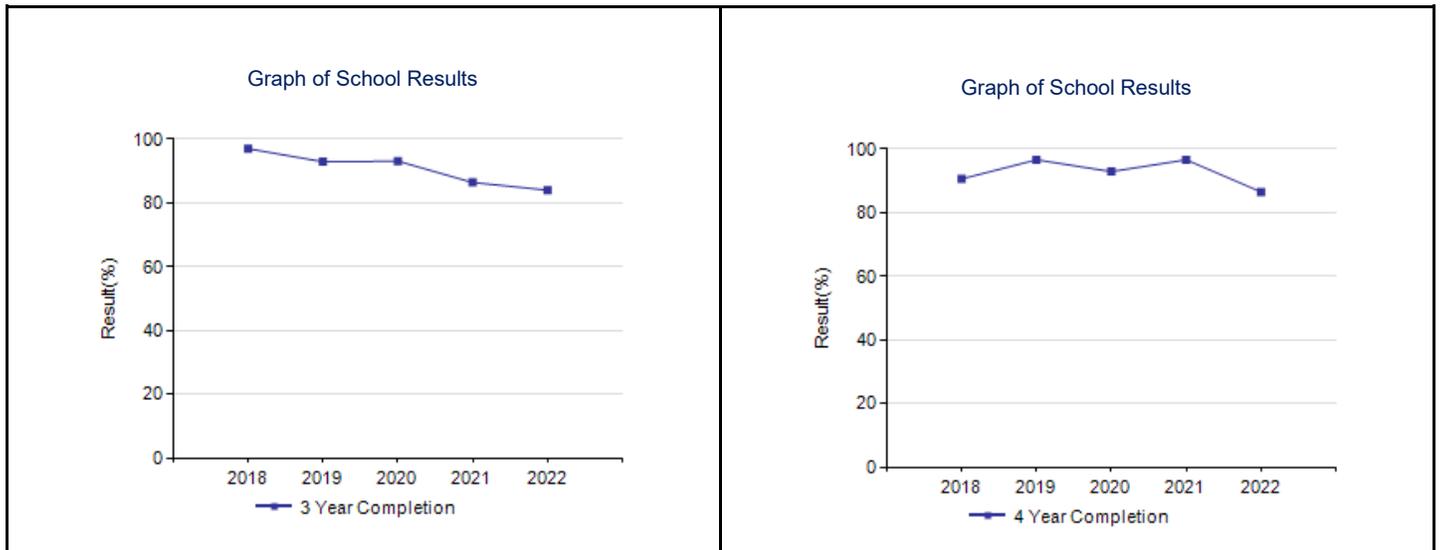
High School completion is a fundamental building block on which other educational and life goals are built. It opens opportunities for growth and creates a better quality of life.

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

HIGH SCHOOL COMPLETION RATE - MEASURE DETAILS

High School Completion Rate – Measure Details

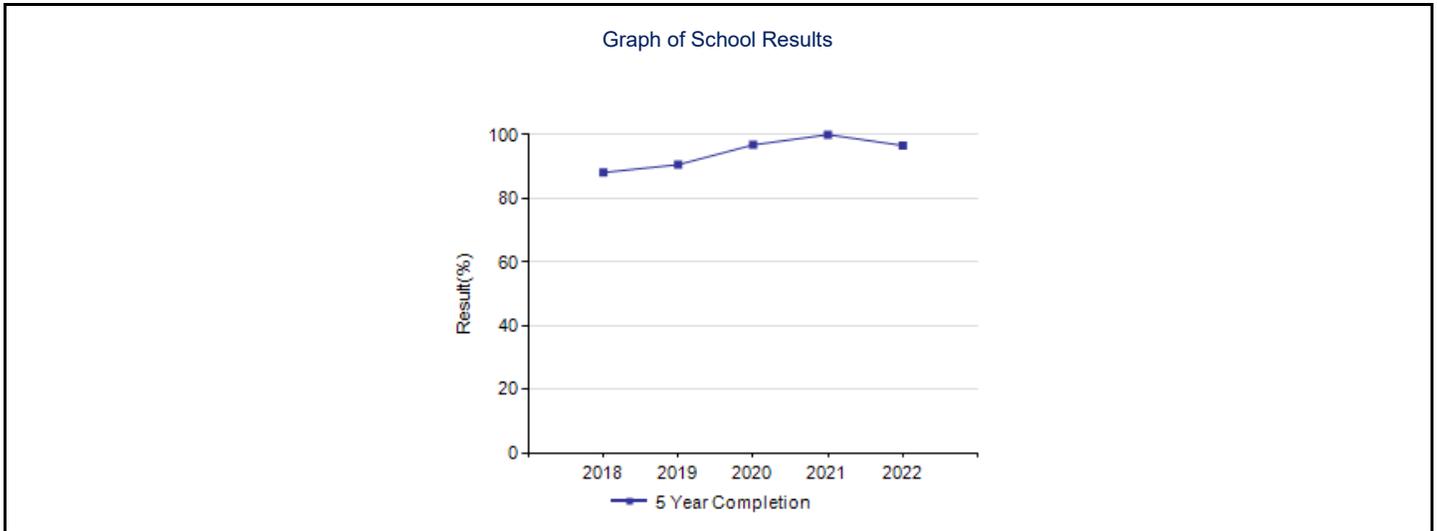
High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.																																	
	School										Measure Evaluation			Authority										Province									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
3 Year Completion	28	97.0	28	92.9	29	93.1	29	86.4	46	84.0	Intermediate	Maintained	Acceptable	115	89.4	138	87.2	125	91.2	136	89.4	175	83.1	44,978	79.7	45,354	80.3	46,245	83.4	47,675	83.2	48,340	80.7
4 Year Completion	31	90.6	28	96.6	28	92.9	29	96.6	29	86.5	Intermediate	Declined	Issue	133	90.8	115	91.3	137	90.7	125	94.5	136	93.0	44,994	83.3	44,980	84.0	45,351	85.0	46,242	87.1	47,660	86.5
5 Year Completion	40	88.1	31	90.6	28	96.8	28	100.0	29	96.6	Very High	Maintained	Excellent	128	92.2	133	91.5	115	92.5	137	93.3	125	95.3	44,842	85.2	44,988	85.3	44,972	86.2	45,344	87.1	46,238	88.6



Notes:

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

High School Completion Rate – Measure Details



Notes:

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

HIGH SCHOOL COMPLETION RATE: ESL

Student Growth and Achievement

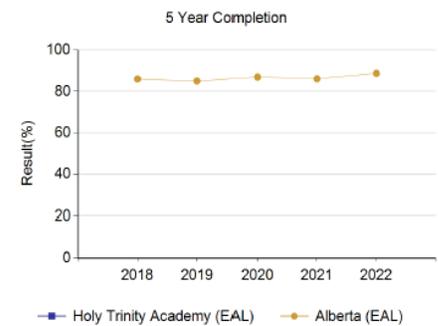
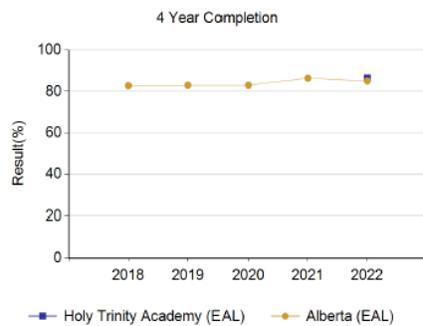
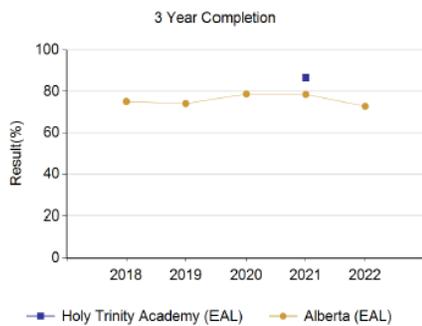


High School Completion Rates - Measure History

School: 1328 Holy Trinity Academy (EAL)

Province: Alberta (EAL)

	Holy Trinity Academy (EAL)										Measure Evaluation			Alberta (EAL)									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
3 Year Completion	2	*	5	*	2	*	7	86.6	5	*	*	*	*	3,388	75.1	3,307	74.1	3,654	78.7	3,646	78.5	3,805	72.8
4 Year Completion	2	*	2	*	4	*	2	*	7	86.4	Intermediate	n/a	n/a	2,784	82.8	3,076	83.0	2,993	83.0	3,278	86.4	3,337	85.0
5 Year Completion	n/a	n/a	2	*	2	*	4	*	2	*	*	*	*	2,410	86.0	2,664	85.0	2,960	86.9	2,874	86.1	3,151	88.7



Notes:

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

HIGH SCHOOL COMPLETION RATE: FNMI

Student Growth and Achievement

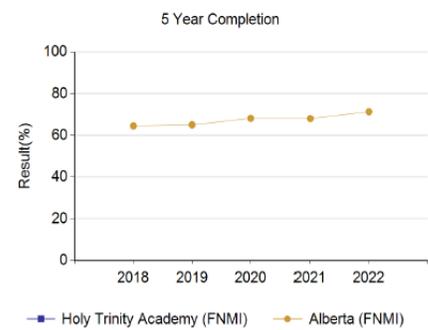
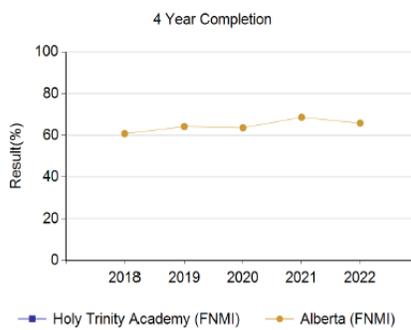
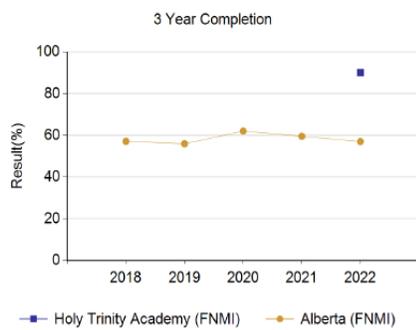


High School Completion Rates - Measure History

School: 1328 Holy Trinity Academy (FNMI)

Province: Alberta (FNMI)

	Holy Trinity Academy (FNMI)										Measure Evaluation			Alberta (FNMI)									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
3 Year Completion	n/a	n/a	3	*	2	*	5	*	10	90.0	Very High	n/a	n/a	3,632	57.1	3,750	55.9	3,814	62.0	3,972	59.5	3,943	57.0
4 Year Completion	n/a	n/a	n/a	n/a	3	*	2	*	5	*	*	*	*	3,453	60.8	3,524	64.2	3,670	63.6	3,729	68.6	3,936	65.8
5 Year Completion	2	*	n/a	n/a	n/a	n/a	2	*	2	*	*	*	*	3,266	64.5	3,407	65.0	3,469	68.1	3,593	68.0	3,719	71.3



Notes:

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

2022-2023 SCHOOL YEAR STRATEGIES

- Counsellor will meet with grade 12 students at the start of each semester to ensure students are aware of their graduation plan.
- Counsellor will meet with all Grade 11 students to discuss progress towards graduation.
- Counsellor will communicate graduation progress with parents.
- HCS 3000 will be completed during CALM (Career and Life Management) to ensure all students have access to Work Experience.
- Jordan's Principle funding will be accessed for additional EA (Educational Assistant) support for at risk Indigenous students.
- Students in grade 10 will receive a presentation on high school credits and Work Experience .
- Continue to promote RAP (Registered Apprenticeship Program), allowing students to pursue interests and workplace readiness.

PROFESSIONAL LEARNING

- August 26, 2022 – Assessment Reporting & PowerSchool Best Practices
- September 23, 2022 – RTI Overview – Targeted Universal Supports
- October 7, 2022 – Teachers Institute Day
- October 21, 2022 – The Beaded Poppy
- November 1, 2022 – Learning Day
- December 23, 2022 – Staff Planning – RTI
- January 30, 2023 – Indigenous Classroom Practices
- May 19, 2023 – Diagnosis-Specific PD ADHD or FASD

INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

- Our FNMI population has a 90% 3-year completion rate, which is considered VERY HIGH, a huge accomplishment for HTA and speaks to the dedication of our Indigenous Lead and the Indigenous Programming at the school.
- Most FNMI students finish in 3 years as opposed to taking additional time.
- The ESL student population generally achieves a year-4 completion which can be a result of additional time being required for language learning.
- Overall, our completion rate is VERY HIGH with 96.6% of our students completing high school by year-5, this demonstrates that although students may be taking extra time to complete high school, they are still committed to achieving a high school diploma.

CONCLUSIONS

- The post-covid student may not graduate in the expected 3-year period, due to a disruption to learning and the implications of that disruption, but with effort and care we can ensure most of the students reach their goals of high school graduation.
- We are committed to academic counselling and providing students with opportunities and avenues to ensure graduation.

IMPLICATIONS

- Our work with the FNMI population is facilitating positive results and we will continue this work.
- Students understand the importance of graduation and are willing to dedicated additional time to the pursuit of a high school diploma.

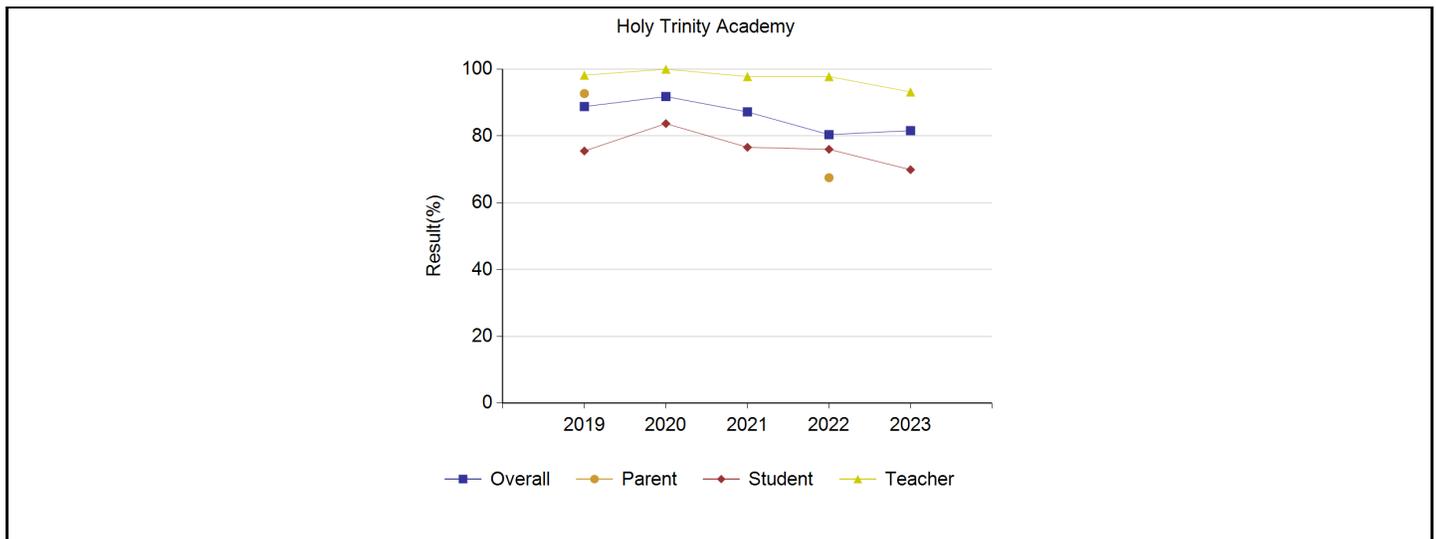
PROVINCIAL GOAL: CITIZENSHIP

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

CITIZENSHIP - MEASURE DETAILS

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

	Holy Trinity Academy										Alberta												
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	151	88.8	149	91.8	161	87.2	171	80.4	183	81.6	Very High	Declined	Good	265,614	82.9	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3
Parent	22	92.7	4	*	4	*	8	67.5	4	*	*	*	*	35,247	81.9	36,891	82.4	30,905	81.4	31,689	80.4	31,869	79.4
Student	118	75.5	141	83.7	152	76.6	154	76.0	168	69.9	High	Declined Significantly	Issue	197,090	73.5	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3
Teacher	11	98.2	8	100.0	9	97.8	9	97.8	15	93.2	High	Maintained	Good	33,277	93.2	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3



Notes:

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

2022-2023 SCHOOL YEAR STRATEGIES

- Establish a greater emphasis on Work Experience in grade 10 with continued focus in grades 11 and 12.
- Continue certify all students in First Aid in grade 11 .
- Continue to promote RAP (Registered Apprenticeship Program) and Work Experience in person in assemblies and in communications home .
- Students will continue completing HCS 3000 (prerequisite for work experience) as a part of CALM in grade 10, in order to be ready to collect work experience credits.
- Social justice will continue to involve students in charity works.
- Continue to prioritize learning as a part of disciplinary action, working towards restorative justice.

PROFESSIONAL LEARNING

- August 26, 2022 – Assessment Reporting & PowerSchool Best Practices
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- October 21, 2022 – The Beaded Poppy
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- December 23, 2022 – Staff Planning – RTI
- January 30, 2023 – Indigenous Classroom Practices
- May 19, 2023 – Diagnosis-Specific PD ADHD or FASD

INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

- There is a 81.6% satisfaction rate in the belief that students are modeling the characteristics of active citizenship, which is a 1.2% increase from the previous year, and 1.3% over the provincial measure.
- There is a 6% decline in students who believe they are modelling active citizenship, but teachers remain firm in their belief that students are positive, active citizens in the community.

CONCLUSIONS

- It is important that students see the positive contributions they make to society through work and acts of social justice.
- The implications of student involvement in the community is recognized but should be even more visible so students know the difference they make.

IMPLICATIONS

- HTA promotes active citizenship and good works in the school and community at large. Active citizenship is an important part of our school and we must continue to do the work, as well as acknowledge those involved and the efforts make in the community at large.

PROVINCIAL GOAL: STUDENT LEARNING ENGAGEMENT

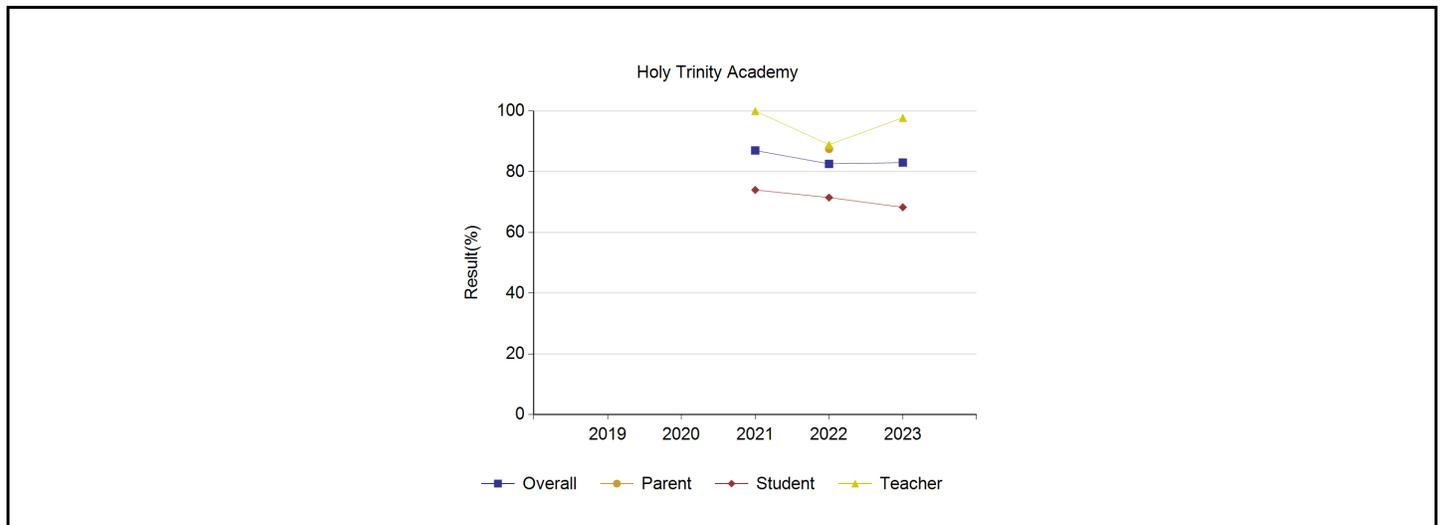
This is a provincial measure of student engagement in their learning at school.

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

STUDENT LEARNING ENGAGEMENT: MEASURE DETAILS

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

	Holy Trinity Academy										Measure Evaluation			Alberta										
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023		
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	
Overall	n/a	n/a	n/a	n/a	161	87.0	171	82.6	184	83.0	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	n/a	230,956	85.6	249,740	85.1	257,214	84.4
Parent	n/a	n/a	n/a	n/a	4	*	8	87.5	4	*	*	*	*	n/a	n/a	n/a	n/a	n/a	30,994	89.0	31,694	88.7	31,862	87.3
Student	n/a	n/a	n/a	n/a	152	74.0	154	71.5	169	68.3	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	n/a	169,789	71.8	187,102	71.3	193,029	70.9
Teacher	n/a	n/a	n/a	n/a	9	100.0	9	88.9	15	97.8	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	n/a	30,173	96.0	30,944	95.5	32,323	95.1



Notes:

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

2022-2023 SCHOOL YEAR STRATEGIES

- Staff review Tier 1 strategies and best practices for engagement at the beginning of the year.
- School Leadership Team will discuss how PLC (Professional Learning Communities) teams can work to increase student engagement.
- Staff will review and strategize around the fifth condition of The Third Path framework.
- Ensure that content is taught with sufficient depth of knowledge so students are appropriately challenged.
- Continue to engage kids through positive relationship building.
- At the beginning of the year review with staff the RTI (Response to Intervention) philosophy that 'All Students Can Learn at 'High Levels'.
- Ensure instruction and assessment are aligned with curriculum objectives.
- Student voice and choice is a priority in choosing courses, extracurricular activities, and school decision-making (such as student council, etc.).
- Continue to promote RAP (Registered Apprenticeship Program) and Work Experience in person in assemblies and in communications home .

PROFESSIONAL LEARNING

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- May 19, 2023 – Diagnosis-Specific PD ADHD or FASD

INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

- Overall, 83% of teachers and students agree students are engaged in their learning at school.
- Only 4 parents answered the question, thus parent data is not included in the measure.
- 68.3% of students feel they are engaged in their learning, which is a decline from 71.5% last year.
- Students are 2.6% lower than provincial measures.
- Teachers indicate a 9% improvement in the belief that students are engaged in learning, a 2.6% increase from provincial teacher results.

CONCLUSIONS

- Post-covid students are less engaged in their learning, and engagement needs to be a greater focus to increase performance.
- Teachers need to work at creating engaging activities to promote student learning in the classroom.
- Parents need to be encouraged to respond to survey questions.

IMPLICATIONS

- Student engagement needs to remain a priority as students do not feel they are being actively challenged in a classroom, which should correlate to increase achievement scores.

DOMAIN 3: TEACHING & LEADING

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

Outcome: Staff enhances their expertise through opportunities to build their capacity, at all stages in their career, through mentorship and meaningful professional development opportunities.

MEASURES

Measure Category	School Name					
	STAR Catholic Schools					
Staff Survey (Teacher)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I have opportunities for meaningful Professional Development	100	100	100	93	91	93
I have opportunities to access Division and school supports (i.e. Coaches, Directors, Mentors, Family School Liaison Worker, and Learning Support Facilitators for Professional Development)	100	88	97	92	85	89
Staff Survey (Support Staff)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I have opportunities for meaningful Professional Development related to my role	75	100	100	63	66	68
I have opportunities to access Division and school supports (i.e. Coaches, Directors, Mentor, Family School Liaison Worker, and Learning Support Facilitators for Professional Development)	75	100	97.5	78	76	81

PROFESSIONAL DEVELOPMENT

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2022-2023 SCHOOL YEAR STRATEGIES

- Focus on Tier 1 strategies, Indigenous topics, Mental Health supports, and faith.
- Access division coaches in the delivery of professional development.
- Planning of professional development opportunities by whole staff.
- Review the conditions of The Third Path to refresh teacher knowledge and understanding.
- Implement Response to Intervention training for newer staff and refresh the systems for veteran staff.
- Increase proficiency and understanding of intervention tools.

INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

- 75% of educational assistants are happy with the professional development offered to them, a 25% decrease from the previous year, but a 12% increase from EAs across the division.
- 75% of EAs believe they do not have access to divisional and school support for professional development.
- 100% of teachers believe they have access to meaningful professional development.
- 100% of teachers also believe they have access to division and school support, a 22% increase from the previous year.

CONCLUSIONS

- EAs are provided with professional development opportunities from both the school and the division.
- Although provided with opportunities, EAs do not always see professional development as meaningful.
- Teachers are super happy with their professional development and access to divisional support.

IMPLICATIONS

- Teachers feel more support in their professional development.
- EAs need to be more actively involved in professional development which they see as engaging and an asset to their roles in the school.
- EAs need to be supported and interests need to be gaged to ensure PD is meeting needs.

DOMAIN 3: TEACHING & LEADING

Board Priority/Local Goal: Foster a culture of collaboration and leadership development.

Outcome: Staff are provided with structured opportunities to collaborate and be involved in leadership.

MEASURES

Measure Category	School Name					
	STAR Catholic Schools					
Staff Survey (Teacher)	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
I have the opportunity to participate in school leadership at my school (e.g. School Leadership Team, Acting Admin, School Intervention Team, Extra-curricular, facilitating PD, etc.)	100	100	100	93	97	95
I have the opportunity to collaborate in a professional learning community (PLC)	100	100	100	97	99	96
Teachers in our school value professional learning communities (PLC)	100	100	100	94	95	94

COLLABORATIVE LEADERSHIP STRUCTURES

- SLT (School Leadership Team)
- SIT (School Intervention Team)
- PLCs (Professional Learning Communities)
- IPP planning with the Learning Support Facilitator

2022-2023 SCHOOL YEAR STRATEGIES

- Professional development is planned in collaboration with school staff.
- SLT (School Leadership Team) meets to discuss school improvement.
- Include teachers in SIT (School Intervention Team) meetings when appropriate.
- Teachers are given opportunities to take on leadership roles in different areas such as technology, Indigenous, mental health and extra-curricular.
- A variety of teachers have the opportunity to be designated principal.

INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

- Teachers are 100% satisfied with the leadership opportunities presented to them.
- Teachers are 100% satisfied with PLCs and see value in the work.
- Teachers are consistently happy with the leadership opportunities provided to them, scoring 100% for 3 consecutive years.

CONCLUSIONS

- Teachers see value in the leadership opportunities provided to them.
- Teachers enjoy PLCs and see the importance of structured collaboration.
- Teachers involve themselves in the leadership opportunities provided to them.

IMPLICATIONS

- Teachers at HTA will continue to actively participate in PLCs and take on leadership roles. A culture of collaboration is vital to the educational landscape at HTA.

2022-2023 SCHOOL YEAR STRATEGIES

- All PD sessions on supporting student mental health have a component on self-care for staff.
- Administration builds trusting supportive relationships with staff to facilitate conversations when staff are struggling.
- Provide faith PD to increase connection between faith and mental health.
- Broaden staff understanding of the Employee Assistance Program, Health Spending Account, and Wellness Spending Account.
- Increase quantity of team building activities to increase teacher sense of belonging.

INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

- There is no data for this measure.

CONCLUSIONS

- Teacher wellness needs to be a priority for administration. When teachers are positive and supported, we will have a positive school culture where people are happy to come to work.

DOMAIN 3: TEACHING & LEADING

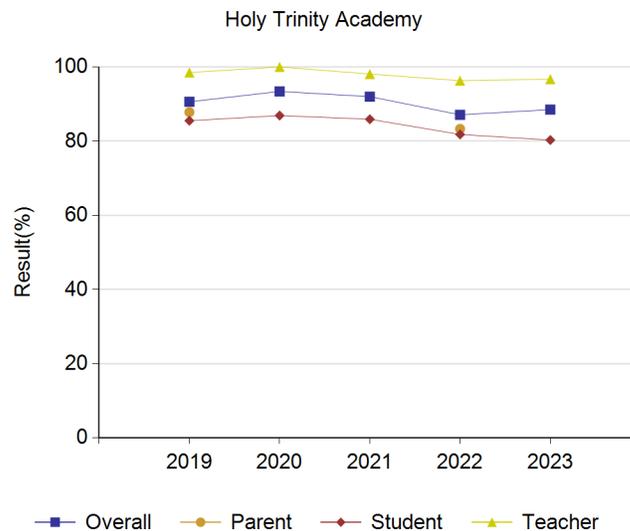
STAR Catholic School Division recognizes that excellence in education for students is largely determined by qualified and committed staff. Our Administrative Procedure on Teacher Growth, Supervision and Evaluation (AP 411) is available for download on our website.

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

EDUCATION QUALITY: MEASURE DETAILS

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

	Holy Trinity Academy										Measure Evaluation			Alberta									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	151	90.6	149	93.4	161	92.0	171	87.1	184	88.5	High	Maintained	Good	265,841	90.2	264,623	90.3	230,814	89.6	249,532	89.0	257,584	88.1
Parent	22	87.8	4	*	4	*	8	83.3	4	*	*	*	*	35,262	86.4	36,907	86.7	31,024	86.7	31,728	86.1	31,890	84.4
Student	118	85.5	141	86.9	152	85.9	154	81.8	169	80.3	Very Low	Maintained	Concern	197,282	88.1	193,763	87.8	169,589	86.3	186,834	85.9	193,343	85.7
Teacher	11	98.5	8	100	9	98.1	9	96.3	15	96.7	High	Maintained	Good	33,297	96.1	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4



Notes:

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2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

2022-2023 SCHOOL YEAR STRATEGIES

- Use of School Leadership Team to drive improvement of common Tier 1 strategies across classrooms, through PLCs (Professional Learning Communities).
- Teacher PD (Professional Development) around Tier 1 strategies.
- Review RTI (Response to Intervention) with all staff at the start of year.
- Focus on mental health to ensure students can successfully access learning.
- Use diploma exam and Provincial Achievement Test analysis to improve planning.
- Continue to understand the needs of our students through positive relationship building.
- Continue to prioritize PLC (Professional Learning Communities) in order to support teacher Development.
- Increase Learning Support Facilitator time to better support teachers in addressing student needs.

PROFESSIONAL LEARNING

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INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

- Overall, 88.5% of students and teachers are satisfied with the overall quality of basic education, a 1.4% increase from the previous year.
- Not enough parents answered the survey question to affect results.
- 80.3% of students are satisfied with overall education quality, which is 5% lower than the province.
- 96.7% of teachers are satisfied with education quality, 2.3% more than the province.
- Teachers remain consistently satisfied with education quality.

CONCLUSIONS

- Teachers believe HTA provides outstanding quality of basic education, while students, although in 80.3%, are not that convinced.
- Students must see the value in their basic education and be engaged in order to feel they are being offered a quality education.

IMPLICATIONS

- HTA must work to show the student the quality of basic education offered is engaging and meaningful.

DOMAIN 4: LEARNING SUPPORTS

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

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

MEASURES

Measure Category	Holy Trinity Academy			STAR Catholic Schools		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Staff Survey (Teachers)						
First Nations, Métis, and Inuit Elders/knowledge keepers, cultural advisors or community members are invited into our school	100	100	58	93	74	79
Our school enhances understanding of First Nations, Métis, and Inuit worldviews, cultural beliefs, languages, and values	100	100	83	96	93	94
I support the learning experiences of my students by using resources that accurately reflect and demonstrate the strength and diversity of First Nations, Métis, and Inuit	100	88	92	98	97	97
I am building capacity in my understanding of First Nations, Métis, and Inuit Culture	100	100	100	100	98	98
Staff Survey (Support Staff)						
Our school enhances understanding of First Nations, Métis, and Inuit worldviews, cultural beliefs, languages, and values	100	100	100	92	93	92
Student Survey (Secondary)						
Our school provides opportunities to learn more about First Nations, Métis, and Inuit history, culture, and traditions	95	88	91	91	89	89

DOMAIN 4: LEARNING SUPPORTS

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

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

MEASURES *(Continued)*

Measure Category	Holy Trinity Academy	St. Thomas Aquinas RCSSD
Student Survey (Self-identified Indigenous only)	Current Result*	Current Result*
My school is a place where I feel I belong.	55	77 63
I feel safe at school.	68	81 79
I have a friend at school.	90	92 94
(Secondary) I have a positive and healthy relationship with at least one adult in my school.	81	85

*Grades 4-6 | 7-12

2022-2023 SCHOOL YEAR STRATEGIES

- Place increased focus on Indigenous celebrations and ways of being.
- School wide participation/observation of smudging.
- Including Treaty Land Acknowledgment in morning announcements that are created by staff and students.
- Staff to create personal land acknowledgement.
- Continue to access local elders who are visibly present in our school.
- Accessing division Indigenous Coach for support.
- Continue to invite families monthly for activities with an elder.
- Collaboration with stakeholders, elders, caregivers, students and families to build trust.

PROFESSIONAL LEARNING

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INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

- 55% of Indigenous students believe that school is a place where they belong, which is 22% lower than the division.
- 68% of Indigenous students feel safe at school, compared to the division at 81%.
- 90% of Indigenous students have a friend at school, which is 2% lower than the division.
- 81% believe they have a healthy relationship with at least one adult in the school.

CONCLUSIONS

- Student sense of belonging has decreased, despite significant efforts to provide FNMI/ Indigenous students with activities and experiences to improve this measure.
- Although their sense of belonging is low, 90% of student have a friend at school and 81% have at least 1 healthy connection to an adult. Individually HTA is servicing students and fostering positive relationships in the school community.

IMPLICATIONS

- HTA is and will continue to foster positive relationships with our FNMI students. If positive relationships are continued, we are hoping to increase results in areas of belonging.
- The introduction of experiential Indigenous Studies and increased FNMI visibility in the school will assist in creating safety and positive educational environment.

DOMAIN 4: LEARNING SUPPORTS

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

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

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

Outcome #3: Quality assessment practice will assist in the provision of intensive support for both academically gifted and struggling students.

MEASURES

Measure Category	School Name STAR Catholic Schools					
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Student Survey (Secondary)						
I understand how I learn best and am able to communicate this with my teacher.	69	79	78	77	77	78
Adults help me when I ask.	89	95	95	92	90	91
I get feedback from my teacher on assignments.	New Question	New Question	New Question	New Question	New Question	New Question
I know what is expected on assignments (i.e. outlines, criteria, rubrics)	New Question	New Question	New Question	New Question	New Question	New Question
Teachers provide exam outlines, so I know what to study.	New Question	New Question	New Question	New Question	New Question	New Question
I have opportunities to practice and develop my understanding before a test.	New Question	New Question	New Question	New Question	New Question	New Question
Parent Survey	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
My child receives the support he/she needs to be successful in school.	n/a	82	88.7	85	86	87

2022-2023 SCHOOL YEAR STRATEGIES

- Ensure supports are available to address all student needs.
- EA (Educational Assistant) schedules are dynamic in nature and change in response to student needs.
- Refocus Flex Block to ensure teachers have increased opportunities to provide Tier 2 supports.
- Strengthen relationships through 3rd Path implementation.
- Continue the use of an intervention room where students who are behind on their work are required to attend during Flex Block until they are caught up on their work.
- Continue to hold regular SIT (School Intervention Team) meetings to directly support struggling students.
- Continue to hold regular LSF/teacher (Learning Support Facilitator) meetings to ensure IPPs (Individualized Program Plans) are up to date and regularly reviewed.
- School Leadership Team to build a set of common Tier 1 strategies to be used across classrooms.
- School Leadership Team to review data and set priorities for Professional Learning Communities.
- Encourage staff to access the staff development fund to access professional development opportunities across the province.
- Use assessments to determine student need, and create data-driven strategies to address those needs.

PROFESSIONAL LEARNING

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INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

- 69% of students understand how I learn best and am able to communicate this with my teacher, a 10% decrease from the previous year.
- 89% of students believe they get help when they ask for it, a 6% decrease from last year.
- The remainder of the data will be taken from new questions.

CONCLUSIONS

- Students are asking for help, but many feel they are not able to articulate how they learn best or what they need, which may play into the 6% decrease of feeling as though they are helped.
- Students must learn how to self-advocate so they can access the help they need and increase achievement.

IMPLICATIONS

- Examining strategies to support student learning in areas of self-advocacy may increase achievement.

DOMAIN 4: LEARNING SUPPORTS

WELCOMING, CARING, RESPECTFUL & SAFE LEARNING ENVIRONMENTS

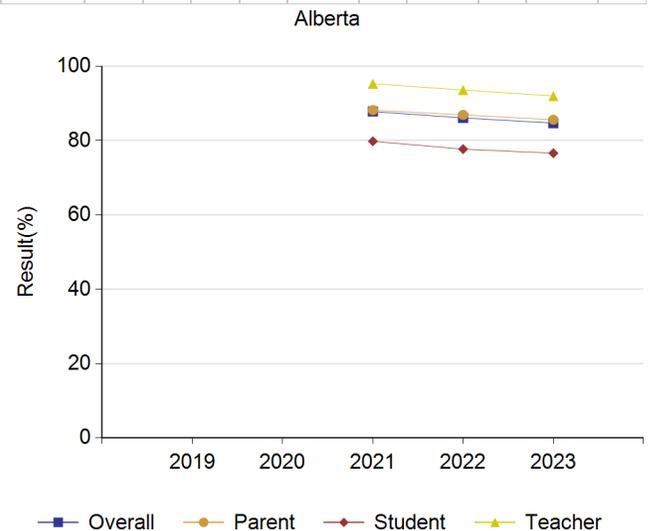
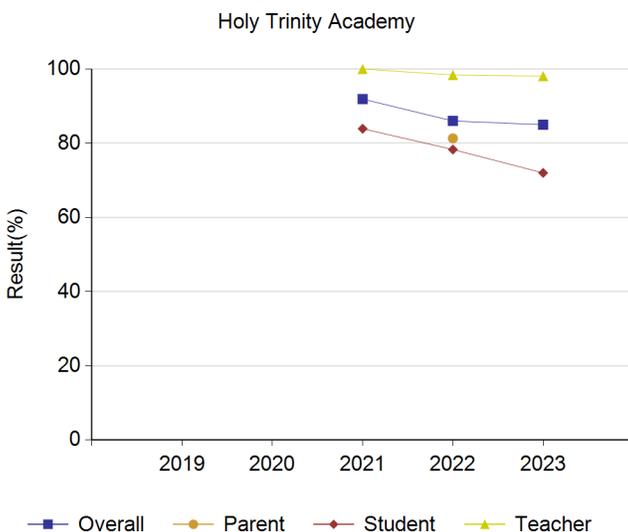
Welcoming, Caring, Respectful & Safe Learning Environments: This is measured provincially by the percentage of teachers, parents, and students' agreement that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

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

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

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

	Holy Trinity Academy										Measure Evaluation			Alberta									
	2019		2020		2021		2022		2023		Achievm.	Impr.	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	161	91.9	171	86.0	183	85.0	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	231,091	87.8	249,941	86.1	257,391	84.7
Parent	n/a	n/a	n/a	n/a	4	*	8	81.3	4	*	*	*	*	n/a	n/a	n/a	n/a	30,980	88.2	31,715	86.9	31,885	85.6
Student	n/a	n/a	n/a	n/a	152	83.9	154	78.3	168	72.0	n/a	Declined	n/a	n/a	n/a	n/a	n/a	169,900	79.8	187,258	77.7	193,156	76.6
Teacher	n/a	n/a	n/a	n/a	9	100	9	98.4	15	98.1	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	30,211	95.3	30,968	93.6	32,350	92.0



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

2022-2023 SCHOOL YEAR STRATEGIES

- Every staff member at HTA focuses on building positive relationships with students. When decisions are made, the decisions are rooted in what is best for our students.
- We will be increasing time for our Teacher Counselor, allowing more time for mental health and emotional supports.
- We will refocus on our overarching goal which centers on mental health.
- Rework parent teacher interviews to increase interaction between teachers and parents.
- Improve socio-emotional wellbeing of students by creating an environment where students feel welcomed and accepted with a solid connection to at least one adult in the building.
- Add welcome messaging in a variety of languages.
- Increase focus on Family teams in order to facilitate relationship building between staff and students.
- Increase school pride through newly designed school clothing.
- Focus on implementation of The Third Path to maximize staff ability to build positive relationships.
- Address issues with the building in a timely manner.
- Rearrange option classes to free up an additional classroom for core classes.
- Continue to maintain our facility at a high level of cleanliness.

PROFESSIONAL LEARNING

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INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

- 85% of teachers and students agree that their learning environments are welcoming, caring, respectful and safe, a 1% decrease from last year, and on par with the province.
- 98% of teachers believe the environment is positive, which is 6+% higher than the province.
- 72% of students believe the environment is positive, 4% less than the province.
- Only 4 parents responded to the survey, thus parent results are not part of this measure.

CONCLUSIONS

- Although teachers believe the student learning environment is welcoming, caring, respectful and safe, students do not feel the same way. Student perception of the learning environment decreased which means teachers need to communicate with students to ensure an optimal experience.

IMPLICATIONS

- A greater focus must be on creating a learning environment that is welcoming, caring, respectful, and safe.
- Students who feel welcome and cared for will be more engaged and willing to ask for help.

DOMAIN 4: LEARNING SUPPORTS

PROVINCIAL GOAL: ACCESS TO SUPPORT & SERVICES

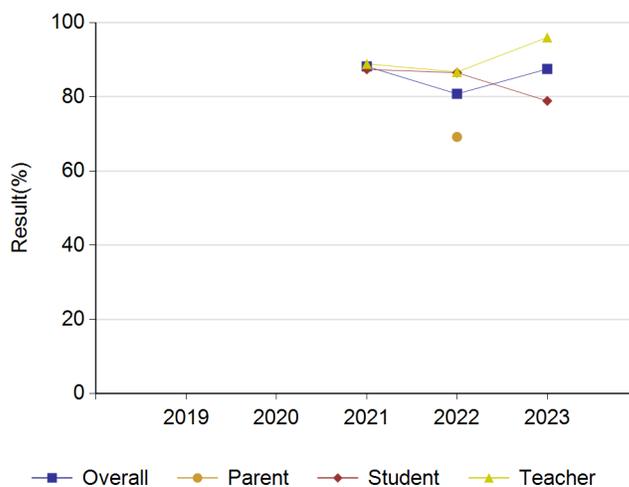
Access to Supports & Services: A provincial measure assessing that appropriate supports and services for students are available and can be accessed in a timely manner.

ACCESS TO SUPPORTS & SERVICES MEASURE DETAILS:

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

	Holy Trinity Academy										Alberta												
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievment	Improv	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	161	88.2	171	80.8	183	87.5	n/a	Improved	n/a	n/a	n/a	n/a	n/a	230,761	82.6	249,570	81.6	256,994	80.6
Parent	n/a	n/a	n/a	n/a	4	*	8	69.2	4	*	*	*	*	n/a	n/a	n/a	n/a	30,936	78.9	31,684	77.4	31,847	75.7
Student	n/a	n/a	n/a	n/a	152	87.4	154	86.5	168	78.9	n/a	Declined	n/a	n/a	n/a	n/a	n/a	169,631	80.2	186,935	80.1	192,805	79.9
Teacher	n/a	n/a	n/a	n/a	9	88.9	9	86.7	15	96.0	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	30,194	88.7	30,951	87.3	32,342	86.2

Holy Trinity Academy



Notes:

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

2022-2023 SCHOOL YEAR STRATEGIES

- Ensure support is available to address all student needs.
- EA (Educational Assistant) schedules are dynamic in nature and change in response to student needs.
- Refocus Flex Block to ensure teachers have increased opportunities to provide Tier 2 supports.
- Strengthen relationships through 3rd Path implementation.
- Continue the use of an intervention room where students who are behind on their work are required to attend during Flex Block until they are caught up on their work.
- Continue to hold regular SIT (School Intervention Team) meetings to directly support struggling students.
- Continue to hold regular LSF/teacher (Learning Support Facilitator) meetings to ensure IPPs (Individualized Program Plans) are up to date and regularly reviewed.
- School Leadership Team to build a set of common Tier 1 strategies to be used across classrooms.
- School Leadership Team to review data and set priorities for Professional Learning Communities.
- Encourage staff to access the staff development fund to access professional development opportunities across the province.
- Use assessments to determine student need, and create data-driven strategies to address those needs.

PROFESSIONAL LEARNING

- August 26, 2022 – Assessment Reporting & PowerSchool Best Practices
- September 23, 2022 – RTI Overview – Targeted Universal Supports
- October 7, 2022 – Teachers Institute Day
- October 21, 2022 – The Beaded Poppy
- November 1, 2022 – Learning Day
- December 23, 2022 – Staff Planning – RTI
- January 30, 2023 – Indigenous Classroom Practices
- May 19, 2023 – Diagnosis-Specific PD ADHD or FASD

INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

- Overall, 87.5% of those surveyed believe students have access to support and services in school.
- 78.9% of students believe they have access, an 8% decrease from previous years, and a 1% decrease from the provincial average.
- 96% of teachers believe students have access to adequate support.

CONCLUSIONS

- Teachers and students are at odds with how they feel about accessing support. Greater communication must be made with students and parents to ensure they understand the supports available and how to access them.

IMPLICATIONS

- HTA must work to communicate supports available and how to access those supports.

DOMAIN 5: GOVERNANCE

PROVINCIAL GOAL: PARENTAL INVOLVEMENT

Parental involvement and engagement lead to student success, and are high priorities for STAR Catholic. Feedback from parents, as well as administrators, staff, students, and clergy, is gathered through means such as surveys, consultation events and face-to-face meetings.

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

PARENTAL INVOLVEMENT - MEASURE DETAILS

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

	Holy Trinity Academy										Measure Evaluation			Alberta									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	32	94.8	8	97.5	9	97.8	17	80.7	15	89.3	Very High	Maintained	Excellent	68,116	81.3	70,377	81.8	60,919	79.5	62,412	78.8	63,935	79.1
Parent	21	89.5	4	*	4	*	8	72.5	4	*	*	*	*	34,944	73.6	36,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5
Teacher	11	100.0	8	97.5	9	97.8	9	88.9	15	89.3	Intermediate	Maintained	Acceptable	33,172	89.0	33,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7

2022-2023 SCHOOL YEAR STRATEGIES

- Bolster our monthly news letter to highlight past achievements and events.
- Invite parents through email to school celebrations and events.
- Set guidelines for teacher communication home around student achievement.
- Increase the frequency of Facebook and Instagram posts.
- Broaden the scope of topics for which we communicate home.
- Create parent engagement nights to increase connection between home and school.

INSIGHTS, CONCLUSIONS & IMPLICATIONS

INSIGHTS

- HTA has an overall 8% increase in satisfaction with parental involvement in the school. This increase is mainly derived from teacher data.

CONCLUSIONS

- Parental involvement is a focus of the school to ensure accurate measures are given for data analysis.

IMPLICATIONS

- Parental involvement is an important part of fostering school community and support.
- Engaging parents in taking the survey should be the first step in meaningful data collection.

DOMAIN 5: GOVERNANCE

SUPPLEMENTAL DOCUMENTS

St. Thomas Aquinas Roman Catholic Schools

2023-2024 Play Budget (May)

Holy Trinity

Revenue and Allocations to Budget Center

	2023-2024 Play Budget (May)		2022-2023 Spring Budget	
Base Allocations	\$1,815,663	78.1%	\$1,421,602	87.8%
Specialized Learning Support (SLS) Allocations	\$227,281	9.8%	\$134,257	8.3%
Faith Development Allocations	\$19,156	0.8%	\$17,160	1.1%
ELL Allocations	\$6,600	0.3%	\$4,800	0.3%
FNMI Allocations	\$51,796	2.2%	\$20,400	1.3%
Federal Government	\$0	0.0%	\$0	0.0%
Other Program Allocations	\$14,798	0.6%	\$11,003	0.7%
One-Time Allocations	\$0	0.0%	\$10,540	0.7%
Facility Services Allocations	\$129,610	5.6%	\$0	0.0%
Local Revenues & Fees	\$0	0.0%	\$0	0.0%
Transfers between Schools, Departments & SGF	\$0	0.0%	\$0	0.0%
Previous Year Unspent and Surplus Allocations	\$59,479	2.6%	\$0	0.0%
Total Revenue and Allocations to Budget Center:	\$2,324,383	100%	\$1,619,761	100%

Expenditures

	2023-2024 Play Budget (May)		2022-2023 Spring Budget	
Ungrouped Object Codes	\$0	0.0%	\$0	0.0%
Certificated Staff	\$1,671,650	71.9%	\$1,245,045	76.9%
Uncertificated Staff	\$506,853	21.8%	\$286,574	17.7%
Services Contracts and Supplies	\$139,264	6.0%	\$81,526	5.0%
Amortization (Depreciation)	\$6,617	0.3%	\$6,617	0.4%
Held in Reserve	\$0	0.0%	\$0	0.0%
Total Expenditures:	\$2,324,383	100%	\$1,619,761	100%

Summary

	2023-2024 Play Budget (May)	2022-2023 Spring Budget
Total Revenue and Allocations to Budget	\$2,324,383	\$1,619,761
Total Expenditures	\$2,324,383	\$1,619,761
Variance	(\$1)	(\$1)

Fall 2023 Required Alberta Education Assurance Measures—Overall Summary

Assurance Domain	Measure	Holy Trinity Academy			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievm.	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	83.0	82.6	82.6	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	81.6	80.4	86.1	80.3	81.4	82.3	Very High	Declined	Good
	3-year High School Completion	84.0	86.4	90.8	80.7	83.2	82.3	Intermediate	Maintained	Acceptable
	5-year High School Completion	96.6	100.0	95.8	88.6	87.1	86.2	Very High	Maintained	Excellent
	PAT: Acceptable	n/a	58.7	n/a	n/a	67.3	n/a	n/a	n/a	n/a
	PAT: Excellence	n/a	10.3	n/a	n/a	18.0	n/a	n/a	n/a	n/a
	Diploma: Acceptable	n/a	83.9	n/a	n/a	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	12.6	n/a	n/a	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	88.5	87.1	90.3	88.1	89.0	89.7	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	85.0	86.0	86.0	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	87.5	80.8	80.8	80.6	81.6	81.6	n/a	Improved	n/a
Governance	Parental Involvement	89.3	80.7	89.1	79.1	78.8	80.3	Very High	Maintained	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.
3. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, and 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. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
5. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
6. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.