



Joussard School

**Annual Education Results Report
2022-23**



About Us

Joussard School is located in the hamlet of Joussard in northern Alberta within Big Lakes County, located 2 kilometres north of Highway 2, approximately 338 kilometres north of Edmonton. The school, which is located in close proximity to the shoreline of picturesque Lesser Slave Lake, prides itself on being a close-knit elementary school serving students from ECS to Grade 6. In January 2016, the old Joussard School was replaced by a new facility which offers an up-to-date learning centre in keeping with the school's 1:1 technology program for the over 120 students.

Principal's Message

Joussard School is a small and progressive school, built in the hamlet of Joussard which is on the shores of beautiful Lesser Slave Lake.

While Joussard School has been here for decades, the current building is a new one and we enjoy its wonderful spaciousness, light and the fact that it is so well-equipped. This is a great environment in which teachers can work, students can learn and families can visit and interact with their children.

Our student population consists of wonderful students from four communities. The majority of our students come from Sucker Creek. This is a neighboring community that buses their children here. Our second largest group of students is from Driftpile. Although that community no longer runs a bus from Driftpile to Joussard, parents have chosen to drive their children to and from our school. This year we have 17 children from Joussard and the immediate area, as well as 1 student from Faust.

Being a small school allows for a close-knit student body and a collaborative, caring and progressive staff. Contributing to our success, is a wonderful and invested group of parents and grandparents, who, in countless ways, consistently demonstrate their commitment to the learning of their children.

We are committed to learning alongside our communities and finding ways to weave Indigenous learning throughout all facets of our school. We are so fortunate to have local Knowledge Keepers and Elders to learn from and provide authentic learning opportunities for our staff and students, as well having a Cree culture class in-house where students can learn Cree language and traditions.

Our school is fortunate in having considerable technology and knowledgeable, progressive staff members and is well supported by personnel from the division.

School Council Input on Annual Education Results Reporting (AERR)

Unfortunately, Joussard School couldn't put together a recognized school council for the 2023/2024 academic school year, but instead an 'Advisory Group' that has regular opportunity to provide input during our 'Family Fun Nights'.

The AERR data will be broken down in monthly newsletters to our families and be made available during our 'Family Fun Nights' where we will continue to actively seek feedback on how to better support our students.

Fall 2023 Required Alberta Education Assurance Measures - Overall Summary

Assurance Domain	Measure	Joussard School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	82.0	83.3	83.3	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	95.0	90.3	93.1	80.3	81.4	82.3	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	n/a	6.7	n/a	63.3	64.3	n/a	n/a	n/a	n/a
	PAT: Excellence	n/a	0.0	n/a	16.0	17.7	n/a	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	80.3	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	21.2	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	97.6	91.7	94.3	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	96.0	91.4	91.4	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	100.0	93.2	93.2	80.6	81.6	81.6	n/a	Improved	n/a
Governance	Parental Involvement	93.3	83.3	89.9	79.1	78.8	80.3	Very High	Maintained	Excellent

Fall 2023 Required Alberta Education Assurance Measures - Overall First Nation, Métis, and Inuit Summary

Assurance Domain	Measure	Joussard School (FNMI)			Alberta (FNMI)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	n/a	n/a	n/a	57.0	59.5	59.1	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	71.3	68.0	67.0	n/a	n/a	n/a
	PAT: Acceptable	n/a	7.7	n/a	40.5	43.3	n/a	n/a	n/a	n/a
	PAT: Excellence	n/a	0.0	n/a	5.5	5.9	n/a	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	74.8	68.7	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	11.3	8.5	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated 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).
4. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
5. Participation in the Provincial Achievement Tests and 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.
6. 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.
7. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

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.

DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

Citizenship

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.																																	
	School										Measure Evaluation			Authority										Province									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	102	92.9	78	96.0	37	87.4	35	90.3	31	95.0	Very High	Maintained	Excellent	944	73.2	1,084	78.3	876	80.3	993	77.8	994	74.6	265,614	82.9	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3
Parent	32	86.3	20	95.0	n/a	n/a	3	*	n/a	n/a	n/a	n/a	n/a	157	69.1	177	73.0	89	71.0	95	73.6	98	68.7	35,247	81.9	36,891	82.4	30,905	81.4	31,689	80.4	31,869	79.4
Student	60	92.5	50	93.0	31	78.2	29	90.5	25	90.0	Very High	Maintained	Excellent	620	64.4	714	72.0	605	76.3	721	69.6	736	66.8	197,090	73.5	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3
Teacher	10	100.0	8	100.0	6	96.6	6	90.0	6	100.0	Very High	Maintained	Excellent	167	86.0	193	90.0	182	93.4	177	90.3	160	88.4	33,277	93.2	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3

Comments on Results

Our percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship has increased from an overall percentage of 90.3% in 2022 to 95.0% in 2023. This is higher than both the School Authority and Province by a significant margin.

The Joussard School staff continues to work diligently to ensure that students understand that there are a number of students with diverse learning and social/emotional needs within our school. Students are treated with equity within our school, and at times, this means that certain rules do not apply to all students uniformly. This growth shows that our student population is becoming more accepting of the differing behavioural expectations placed on students to support their diverse needs.

With Covid-19 restrictions lifted our students continue to have opportunity to participate and lead a wide variety of clubs. This has provided them with the opportunity to learn and play alongside one another and develop a sense of community and mutual respect. Our in-person assemblies have been incredibly impactful as well, as members of the school community (students, families, staff) celebrate students who demonstrate each of the 7 sacred grandfather teachings and celebrate examples of leadership in our school. These are very well attended and help us promote active citizenship in our community.

Student Learning Engagement

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.																																	
	School										Measure Evaluation			Authority										Province									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	n/a	n/a	n/a	n/a	37	81.5	35	83.3	31	82.0	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	877	83.1	993	85.3	994	82.8	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	n/a	n/a	3	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	90	79.2	96	90.9	98	84.9	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	31	74.2	29	72.4	25	64.0	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	605	74.1	720	71.0	736	69.3	n/a	n/a	n/a	n/a	169,789	71.8	187,102	71.3	193,029	70.9
Teacher	n/a	n/a	n/a	n/a	6	88.9	6	94.1	6	100.0	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	182	96.1	177	94.1	160	94.3	n/a	n/a	n/a	n/a	30,173	96.0	30,944	95.5	32,323	95.1

Comments on Results

The percentage of teachers, parents and students who agreed that students are engaged in their learning at school in 2023 was 82.0%. This is slightly lower than the provincial and divisional averages. We believe there are a number of factors that impacted our results in this area. One factor that continues

to impact student engagement was attendance. Last year, our students' attendance was very inconsistent. This impacted student engagement because it required the classroom teacher to have to catch students up with learning that they had missed while absent, and further exacerbated the gaps in student learning and the need for differentiated instruction to meet the needs of an ever-increasing divide between student ability levels. Additionally, due to the decrease in student enrollment, we were required to combine classes into split grades (K,1, 2/3, 3/4, 5/6). This impacted students' perception of engagement, because classroom teachers had to plan for, deliver and assess curricular objectives at two different grade levels simultaneously. We also had a school-wide initiative that included a shift toward more academic rigor to address our poor literacy and numeracy results. These high expectations for our students could have inadvertently impacted our 'student learning engagement' measures as we made this shift last year.

Program of Studies

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.																																	
	School										Measure Evaluation			Authority										Province									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	42	91.2	28	93.7	6	93.5	6	91.7	6	95.8	Very High	Maintained	Excellent	647	78.5	825	82.1	594	80.5	694	82.4	696	82.4	181,846	82.2	184,393	82.4	157,680	81.9	172,339	82.9	179,589	82.9
Parent	32	87.3	20	93.7	n/a	n/a	3	*	n/a	n/a	n/a	n/a	n/a	157	77.0	177	77.8	90	78.6	95	81.5	98	78.5	35,252	80.1	36,901	80.1	30,817	81.7	31,625	82.4	31,780	82.2
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	323	71.1	455	80.0	322	76.2	422	77.8	438	79.1	113,304	77.4	113,541	77.8	96,676	74.9	109,776	76.9	115,487	77.4
Teacher	10	95.0	8	93.8	6	93.5	6	91.7	6	95.8	Very High	Maintained	Excellent	167	87.3	193	88.6	182	86.8	177	87.9	160	89.6	33,290	89.1	33,951	89.3	30,187	89.2	30,938	89.3	32,322	89.3

Comments on Results

Our percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies has remained high. In the most recent survey in 2023 reaching approximately 95.8%. We will continue to provide a broad program of studies, including daily access to phys. ed, regular Cree culture lessons, and access to innovative technology with our coding and robotics labs.

Safe and Caring

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.																																	
	School										Measure Evaluation			Authority										Province									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	102	95.7	78	96.3	37	87.9	35	93.2	31	96.4	Very High	Maintained	Excellent	944	84.1	1,083	86.5	877	87.3	994	87.4	994	84.4	265,382	89.0	264,204	89.4	230,987	90.0	249,835	88.8	257,278	87.5
Parent	32	91.8	20	93.0	n/a	n/a	3	*	n/a	n/a	n/a	n/a	n/a	157	82.1	177	83.6	90	81.6	96	86.8	98	82.5	35,247	89.7	36,899	90.2	30,969	90.5	31,707	89.5	31,879	88.1
Student	60	95.3	50	96.0	31	85.7	29	93.1	25	92.8	Very High	Maintained	Excellent	620	77.3	713	80.7	605	83.5	721	79.6	736	78.1	196,856	82.3	193,364	82.6	169,813	84.0	187,165	82.5	193,049	81.5
Teacher	10	100.0	8	100.0	6	90.0	6	93.3	6	100.0	Very High	Maintained	Excellent	167	92.9	193	95.1	182	96.7	177	95.7	160	92.7	33,279	95.1	33,941	95.3	30,205	95.4	30,963	94.3	32,350	93.0

Comments on Results

We have seen an increase in the percentage of teachers', parents' and students' perception 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. This is more in line with our historical averages, which puts our 2023 result at 96.4%, which is higher than both the school division and provincial averages.

Growth in this area can be attributed to our staff and students being able to participate in a number of activities centered around community building. Joussard school has a proud history of providing students with extracurricular activities, student clubs and land-based learning opportunities that help to foster a healthy school environment where trust and respect are integral to success.

Positive messaging in morning announcements, reviewing school and classroom expectations in addition to our Student Leadership group continue to help our school community recognize that our school is a safe and caring environment for students and adults alike.

School Improvement

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.																																	
	School										Measure Evaluation			Authority										Province									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	102	93.1	78	92.2	31	90.3	35	75.0	31	98.0	Very High	Improved Significantly	Excellent	934	77.4	1,083	81.1	850	76.7	974	71.1	980	75.4	263,364	81.0	262,079	81.5	224,041	81.4	243,980	74.2	251,355	75.2
Parent	32	84.4	20	95.0	n/a	n/a	3	*	n/a	n/a	n/a	n/a	n/a	150	73.3	176	76.7	79	68.4	92	56.5	96	69.8	34,159	80.3	35,896	80.0	28,016	81.7	30,147	70.0	30,371	72.5
Student	60	95.0	50	94.0	31	90.3	29	100.0	25	96.0	Very High	Maintained	Excellent	617	73.1	714	81.0	600	79.8	718	72.6	731	73.5	196,592	79.4	192,917	79.6	167,992	79.1	185,107	76.3	191,142	75.0
Teacher	10	100.0	8	87.5	5	*	6	50.0	6	100.0	Very High	Improved	Excellent	167	85.6	193	85.5	171	81.9	164	84.1	153	83.0	32,613	83.4	33,266	85.0	28,033	83.4	28,726	76.3	29,842	78.0

Comments on Results

The percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years has significantly increased from 75.0% in 2022 to 98.0% in 2023. There are a number of factors that have impacted this perception in our school community. Primarily, with restrictions caused by COVID-19 lifted, our ability to offer student clubs, field trips, family fun nights and extracurriculars that our students value have seen us return to our historical averages.

Additionally, we have made a concerted effort to invite community in to be part of our reconciliation journey. This was celebrated through our Tipi Project where we brought local Knowledge Keepers into our school to not only provide staff and students with Tipi Teachings, but to have Joussard School students be part of the whole tipi building process within our building. Additionally, Joussard School hosted the High Prairie School Division's first Round Dance which saw people come from as far as British Columbia and Calgary to honour our communities. Our commitment toward reconciliation remains steadfast as we intentionally weave Indigenous culture and knowledge throughout our programming and look to invite more Elders and Knowledge Keepers into our school to become part of our school community.

Positively, the feedback from our students and staff indicate that they continue to think very highly of the school and schools within our school jurisdiction.

Work Preparation

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.																																	
	School										Measure Evaluation			Authority										Province									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	40	91.7	27	97.4	n/a	n/a	6	83.3	n/a	n/a	n/a	n/a	n/a	317	73.2	359	80.3	261	80.7	266	82.5	241	79.5	66,088	83.0	68,221	84.1	58,109	85.7	59,488	84.9	60,705	83.1
Parent	30	83.3	19	94.7	n/a	n/a	3	*	n/a	n/a	n/a	n/a	n/a	151	59.6	169	71.6	82	65.9	92	70.7	90	68.9	33,423	75.2	34,944	76.0	28,862	77.8	29,553	77.3	29,674	75.0
Teacher	10	100.0	8	100.0	5	*	6	83.3	5	*	*	*	*	166	86.7	190	88.9	179	95.5	174	94.3	151	90.1	32,665	90.8	33,277	92.2	29,247	93.7	29,935	92.5	31,031	91.3

Comments on Results

Though we are unable to speak on 2023 data specifically, there are a lot of programs in place to promote attitudes and behaviours that will make our students successful at work when they finish school. These include our character education program (The 7 Sacred Grandfather Teachers), which are promoted in class, on the announcements and through assemblies.

2024 will also see us begin using the Classroom Champions SEL program, where an athlete will mentor our students and promote 'The Athlete Mindset'. This includes programming that addresses goal setting, emotions, community, perseverance, teamwork, feedback, leadership and healthy living.

Lifelong Learning

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.																																	
	School										Measure Evaluation			Authority										Province									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	40	86.0	27	79.9	n/a	n/a	6	100.0	n/a	n/a	n/a	n/a	n/a	317	66.1	367	73.2	265	76.9	269	79.5	251	78.8	66,943	71.4	69,182	72.6	59,478	82.1	60,822	81.0	62,032	80.4
Parent	30	71.9	19	72.2	n/a	n/a	3	*	n/a	n/a	n/a	n/a	n/a	150	51.4	174	62.7	84	63.9	94	69.3	95	69.1	33,876	64.0	35,454	64.6	29,693	75.3	30,314	74.6	30,381	73.4
Teacher	10	100.0	8	87.5	5	*	6	100.0	5	*	*	*	*	167	80.9	193	83.6	181	89.8	175	89.7	156	88.5	33,067	78.8	33,728	80.6	29,785	88.9	30,508	87.4	31,651	87.3

Comments on Results

Similar to Work Preparation, we are unable to speak to the 2023 data for Lifelong Learning. However, our Classroom Champions SEL program and STEM weeks really work to build students capacity regarding the skills and attitudes necessary for lifelong learning. We discuss different careers in addition to the pathways students must follow to find success in a given field and try to foster inquisitive minds.

Provincial Achievement Test Results

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	70.8	0.0	n/a	n/a	n/a	n/a	26.7	0.0	*	*	78.4	3.0
	Authority	77.2	4.6	n/a	n/a	n/a	n/a	68.5	10.0	50.7	3.4		
	Province	83.2	17.8	n/a	n/a	n/a	n/a	76.1	18.9	76.2	18.4		

Mathematics 6	School	20.8	4.2	n/a	n/a	n/a	n/a	0.0	0.0	n/a	n/a	63.9	7.2
	Authority	56.4	5.1	n/a	n/a	n/a	n/a	44.0	3.5	43.1	4.6		
	Province	72.5	15.0	n/a	n/a	n/a	n/a	64.1	12.6	65.4	15.9		
Science 6	School	29.2	0.0	n/a	n/a	n/a	n/a	13.3	0.0	n/a	n/a	60.4	3.0
	Authority	69.9	15.3	n/a	n/a	n/a	n/a	65.0	13.5	54.9	10.8		
	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	29.2	4.2	n/a	n/a	n/a	n/a	6.7	0.0	n/a	n/a	60.0	7.2
	Authority	68.2	11.0	n/a	n/a	n/a	n/a	64.0	11.5	49.2	7.2		
	Province	76.2	24.4	n/a	n/a	n/a	n/a	67.8	20.1	66.2	18.0		

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

		Joussard School							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	12	*	n/a	n/a	52,106	76.2	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	12	*	n/a	n/a	52,106	18.4	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

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.

Comments on Results

As a result of the wildfire evacuations in our area, our students were not required to write the 2023 Provincial Achievement Tests. To achieve our 2024 target results, we have put in several measures to support our students. This includes a number of boost groups that are designed to build students capacity and provide invaluable instruction that may have been missed through disruption with the pandemic and the wildfires. Targeted intervention programming is also taking place throughout our school to support our most vulnerable students.

Professional Development opportunities for teachers have been carefully curated and support our Joussard School Literacy and Numeracy plans. This has seen staff receive professional development in programs such as MathUp, Empowering Writers, Heggerty Phonemic Awareness (amongst others) in addition to weekly PLCs where we analyze student data and dig deeper into appropriate pedagogy and best practices.

Literacy Data			2018-19				2019-20 ¹				2020-21 ¹				2021-22 ²				2022-23										
			Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring		Average number of months behind grade level for at-risk students at time of initial assessment(s)	Average number of months gained grade level for at-risk students at time of final assessment(s)					
				%	#	%	#		%	#	%	#		%	#	%	#		%	#	%	#							
EYE	Kindergarten	Experiencing significant difficulty	14	0.0	0	0.0	0	7	50.0	2	ND	ND	9	57.1	4	0.0	0	7	28.6	2	0.0	0	14	11.1	1	11.1	1		
		Experiencing some difficulty		87.5	7	25.0	2		50.0	2	ND	ND		42.9	3	11.1	1		42.9	3	33.3	2		55.6	5	44.4	4		
		Appropriate development		12.5	1	75.0	6		0.0	0	ND	ND		0.0	0	88.9	8		28.6	2	66.7	4		33.3	3	44.4	4		
RTR	Grade 1	None-Minimal Development		ND	ND	ND	ND		ND	ND	ND	ND	6	33.3	1	0.0	0	12	41.7	5	14.3	1	7	50.0	2	ND	ND	6	3
		Developing Skills		ND	ND	ND	ND		66.7	2	100.0	2		50.0	6	57.1	4		50.0	2	ND	ND							
		Developing Well-Mastered		ND	ND	ND	ND		ND	ND	ND	ND		0.0	0	0.0	0		8.3	1	28.6	2		0.0	0	ND	ND		
F&P LeNS CC3	Grade 2	Not Yet Meeting Grade Expectations	17	90.0	9	90.9	10	9	ND	ND	ND	3	11	ND	ND	88.9	8	5	60.0	3	50.0	1	11	50.0	3	77.8	7	9	3
		Approaching Expectations		0.0	0	9.1	1		ND	ND	ND	1		20.0	1	0.0	0		ND	ND	ND	ND							
		Meeting Expectations		10.0	1	0.0	0		ND	ND	ND	0		20.0	1	50.0	1		50.0	3	22.2	2							
	Grade 3	Not Yet Meeting Grade Expectations	18	100.0	10	100.0	10	18	0.0	0	69.2	9	4	ND	ND	66.7	2	17	43.8	7	41.7	5	10	62.5	5	80.0	8	12	6
		Approaching Expectations		0.0	0	0.0	0		0.0	0	0.0	0		6.3	1	25.0	3		ND	ND	ND	ND							
		Meeting Expectations		0.0	0	0.0	0		100.0	1	30.8	4		ND	ND	0.0	0		50.0	8	33.3	4		37.5	3	20.0	2		
F&P	Grade 4	Not Yet Meeting Grade Expectations	22	90.9	10	100.0	10	16	90.0	9	100.0	2	14	0.0	0	50.0	3		ND	ND	ND	ND	13	90.0	9	70.0	7		
		Approaching Expectations		0.0	0	0.0	0		10.0	1	0.0	0		50.0	1	16.7	1		ND	ND	ND	ND		10.0	1	30.0	3		
		Meeting Expectations		9.1	1	0.0	0		0.0	0	0.0	0		50.0	1	33.3	2		ND	ND	ND	ND		0.0	0	0.0	0		
	Grade 5	Not Yet Meeting Grade Expectations		ND	ND	ND	ND	20	100.0	11	ND	ND	13	ND	ND	84.6	11		ND	ND	ND	ND	4	100.0	4	66.7	2		
		Approaching Expectations		ND	ND	ND	ND		0.0	0	ND	ND		ND	ND	0.0	0		ND	ND	ND	ND		0.0	0	33.3	1		
		Meeting Expectations		ND	ND	ND	ND		0.0	0	ND	ND		ND	ND	15.4	2		ND	ND	ND	ND		0.0	0	0.0	0		
	Grade 6	Not Yet Meeting Grade Expectations		ND	ND	ND	ND		ND	ND	ND	ND	10	ND	ND	90.0	9		ND	ND	ND	ND	12	83.3	10	57.1	4		
		Approaching Expectations		ND	ND	ND	ND		ND	ND	0.0	0		ND	ND	ND	ND		8.3	1	42.9	3							
		Meeting Expectations		ND	ND	ND	ND		ND	ND	ND	ND		ND	10.0	1	ND		ND	ND	ND	8.3		1	0.0	0			
Legend: Fall: September - January ND: No data collected for the corresponding grade/school year Spring: February - June			Footnotes: ¹ Schools only required to submit one assessment per student due to COVID complications ² Participation rates may be lower for all assessments as a result of piloting the HLAT assessment for all grades ³ Green and Blue students were merged in order to maintain consistency in the expectations between the LeNS, CC3, and F&P assessments																										

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

Footnotes:
¹ Schools only required to submit one assessment per student due to COVID complications
² Participation rates may be lower for all assessments as a result of piloting the HLAT assessment for all grades
³ Green and Blue students were merged in order to maintain consistency in the expectations between the LeNS, CC3, and F&P assessments

Numeracy Data			2018-19			2019-20			2020-21			2021-22					2022-23					Average number of months behind grade level for at-risk students at time of initial assessment(s)	Average number of months gained at grade level for at-risk students at time of final assessment(s)
			Fall			Fall			Fall			Fall			Spring		Fall			Spring			
			Enrollment Total	%	#	Enrollment Total	%	#	Enrollment Total	%	#	Enrollment Total	%	#	%	#	Enrollment Total	%	#	%	#		
	Kindergarten	Requires Attention	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND			
		May Require Attention	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND			
		Does Not Require Attention	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND			
Nelson Pre-Assessment PNSA	Grade 1	Requires Attention	ND	ND	ND	ND	ND	ND	ND	ND	ND	12	10.0	1	0.0	0	7	33.3	2	50.0	3	6	3
		May Require Attention	ND	ND	ND	ND	ND	ND	ND	ND	ND		30.0	3	25.0	3		ND	ND	ND	ND		
		Does Not Require Attention	ND	ND	ND	ND	ND	ND	ND	ND	ND		60.0	6	75.0	9		66.7	4	50.0	3		
MIPI PNSA	Grade 2	Requires Attention	17	0.0	0	9	0.0	0	11	30.0	3	5	20.0	1	ND	ND	11	100.0	10	45.5	5	9	3
		May Require Attention		40.0	4		33.3	1		40.0	4		20.0	1	ND	ND		ND	ND	ND	ND		
		Does Not Require Attention		60.0	6		66.7	2		30.0	3		60.0	3	ND	ND		0.0	0	54.5	6		
	Grade 3	Requires Attention	18	42.9	3	18	38.5	5	4	33.3	1	17	25.0	3	ND	ND	10	87.5	7	70.0	7	12	6
		May Require Attention		42.9	3		53.8	7		0.0	0		58.3	7	ND	ND		ND	ND	ND	ND		
		Does Not Require Attention		14.3	1		7.7	1		66.7	2		16.7	2	ND	ND		12.5	1	30.0	3		
MIPI	Grade 4	Requires Attention	22	42.9	3	16	88.9	8	14	50.0	7	4	50.0	2	ND	ND	13	77.8	7	ND	ND		
		May Require Attention		57.1	4		11.1	1		21.4	3		50.0	2	ND	ND		22.2	2	ND	ND		
		Does Not Require Attention		0.0	0		0.0	0		28.6	4		0.0	0	ND	ND		0.0	0	ND	ND		
	Grade 5	Requires Attention		ND	ND	20	88.9	8	13	45.5	5	15	85.7	12	ND	ND	4	100.0	4	ND	ND		
		May Require Attention		ND	ND		11.1	1		36.4	4		7.1	1	ND	ND		0.0	0	ND	ND		
		Does Not Require Attention		ND	ND		0.0	0		18.2	2		7.1	1	ND	ND		0.0	0	ND	ND		
	Grade 6	Requires Attention		ND	ND		ND	ND	10	50.0	4	14	63.6	7	ND	ND	12	83.3	10	ND	ND		
		May Require Attention		ND	ND		ND	ND		50.0	4		36.4	4	ND	ND		8.3	1	ND	ND		
		Does Not Require Attention		ND	ND		ND	ND		0.0	0		0.0	0	ND	ND		8.3	1	ND	ND		
Legend: Fall: September - January ND: No data collected for the corresponding grade/school year Spring: February - June																							

Comments on Results

Numeracy and literacy data has indicated a counterintuitive trend; that being literacy difficulties increased throughout the year.

Analysis of assessment has revealed non-standardized test administration, affecting compliance in some grades.

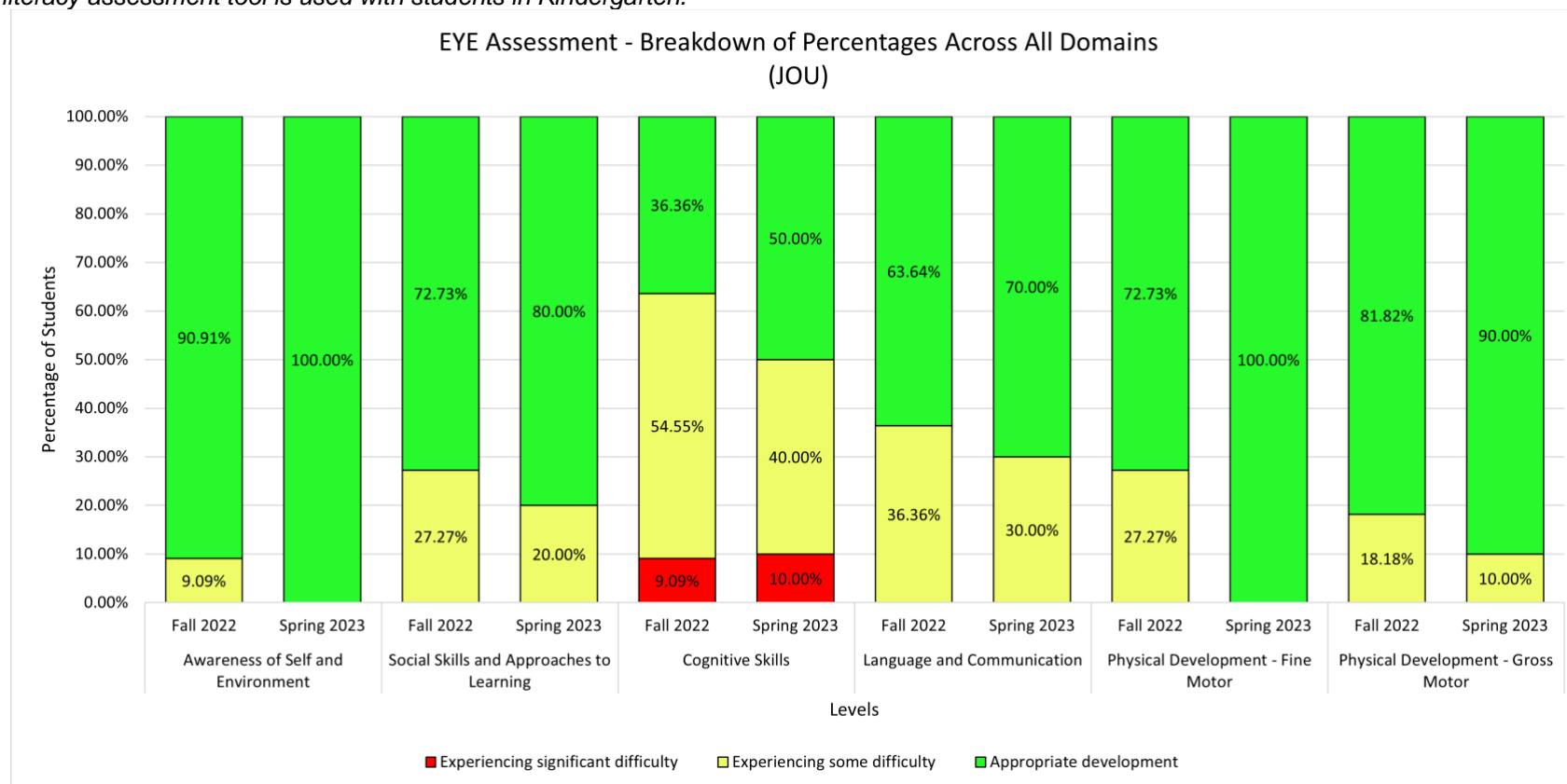
Realignment of assessment practices has ensured consistent data collection for the 2023-24 academic year. This will provide a solid baseline and unchanging assessment plan for the next 3-5 years.

Additionally, review of testing procedures and ensuring fidelity with test administration will ensure these types of procedural errors do not occur in the future.

We look forward to improved results in the near future.

Early Years Evaluation – Teacher Assessment

This literacy assessment tool is used with students in Kindergarten.



Comments on Results

The Early Years Evaluation - Teacher Assessment (EYE-TA) assesses the skills of children ages 3 – 6 years and provides educators with the data necessary to provide targeted classroom instruction, and appropriate intervention as children prepare to begin kindergarten. The data collected from our Early Years Evaluation - Teacher Assessment (EYE-TA) demonstrates that most of this particular group of students were assessed as “developmentally appropriate” in the categories of “awareness of self and environment”, “social skills and approaches to learning”, “language and communication” and “fine motor physical development”. Some students were assessed as “experiencing some difficulty” in the categories of “cognitive skills” and “gross motor physical development”. We did have results that indicated “experiencing significant difficulty” in the categories of “cognitive skills”.

This data demonstrates that there is a need for targeted support for students in these areas. Joussard School uses this data to provide support and guide instruction for these learners. It is also worth noting that growth was seen across the majority of the domains in the Spring 2023 assessment.

DOMAIN: LEARNING SUPPORTS

Welcoming, Caring, Respectful and Safe Learning Environments

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.																																	
	School													Authority										Province									
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	37	88.0	35	91.4	31	96.0	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	877	84.7	994	83.3	994	80.3	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	n/a	n/a	3	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	90	79.0	96	81.3	98	77.5	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	31	83.1	29	90.0	25	92.0	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	605	79.3	721	74.3	736	72.5	n/a	n/a	n/a	n/a	169,900	79.8	187,258	77.7	193,156	76.6
Teacher	n/a	n/a	n/a	n/a	6	92.9	6	92.9	6	100.0	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	182	95.7	177	94.4	160	90.7	n/a	n/a	n/a	n/a	30,211	95.3	30,968	93.6	32,350	92.0

Comments on Results

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe is higher than the provincial and divisional averages. It remains a priority at Joussard School that all students, parents and teachers feel welcomed, cared for, respected and safe.

Through increased community engagement, and consistently putting the needs of our learners first, we are confident that we will continue to see growth in this area.

Access to Supports & Services

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.																																	
	School													Authority										Province									
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	37	86.3	35	93.2	31	100.0	n/a	Improved	n/a	n/a	n/a	n/a	n/a	876	83.2	992	83.2	993	81.4	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	n/a	n/a	3	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	90	74.7	96	78.4	98	76.5	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	31	86.0	29	93.1	25	100.0	n/a	Improved	n/a	n/a	n/a	n/a	n/a	604	84.1	719	81.6	735	81.0	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	6	86.7	6	93.3	6	100.0	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	182	90.8	177	89.7	160	86.7	n/a	n/a	n/a	n/a	30,194	88.7	30,951	87.3	32,342	86.2

Comments on Results

Joussard School and High Prairie School Division offers a multitude of services and supports to meet the needs of our students. Currently, our school has access to the following services:

- A full-time learning support teacher who works with teachers and students to plan for and organize support for students in accordance with our continuum of supports.
- Our school employs 8 Educational Assistants to provide support for learners within the classroom.
- A Wellness Coach that provides counselling and universal programming support for our students.
- Access to a Divisional Counselling Consultant
- An Indigenous Education Coach who provides support for teachers to implement cultural learning opportunities, such as land-based learning opportunities and providing protocol to Indigenous elders in exchange for teachings.
- An Occupational Therapist to support programming for students with gross and fine motor challenges.

- A Complex Communication Specialist to support the needs of students with communication challenges, as well as students with Autism Spectrum Disorder (ASD).

Program of Studies - At Risk Students

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.																																		
	School										Measure Evaluation			Authority										Province										
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023		2019		2020		2021		2022		2023		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%			
Overall	102	95.8	78	95.4	37	87.5	35	93.8	31	100.0	Very High	Improved	Excellent	944	81.3	1,084	86.3	876	83.4	992	84.2	993	81.6	265,362	84.7	264,165	84.9	230,686	82.7	249,524	81.9	256,932	81.2	
Parent	32	88.5	20	88.3	n/a	n/a	3	*	n/a	n/a	n/a	n/a	n/a	157	72.0	177	78.5	90	72.1	96	78.1	98	72.5	35,184	77.8	36,846	78.1	30,874	76.7	31,643	75.3	31,805	73.7	
Student	60	98.9	50	98.0	31	86.0	29	93.1	25	100.0	Very High	Improved	Excellent	620	80.0	714	85.5	604	84.1	719	81.6	735	81.0	196,933	81.9	193,409	82.2	169,631	80.2	186,935	80.1	192,805	79.9	
Teacher	10	100.0	8	100.0	6	88.9	6	94.4	6	100.0	Very High	Maintained	Excellent	167	91.8	193	95.0	182	93.9	177	92.8	160	91.4	33,245	94.5	33,910	94.4	30,181	91.2	30,946	90.3	32,322	89.9	

Comments on Results

The percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely has increased from 93.8% in 2022 to 100% in 2023. There are several factors that have contributed to our school's ability to provide easy access and timely support for children at risk.

Our low enrollment numbers have resulted in smaller class sizes and have allowed us to have a minimum of one teacher and one educational assistant in each class. Many classes have the support of more than one full time educational assistant. Students also have timely access to divisional specialists such as an occupational therapist, a complex communication specialist, a wellness coach, counselling consultants, and an Indigenous education coach. Our school is aware of the gaps in learning caused by the pandemic, and we are taking steps to address this challenge. With targeted interventions and a strong focus on literacy and numeracy, we are confident that we will be able to continue improving in this category.

Inclusion - Continuums of Support

High Prairie School Division supports inclusion by creating and implementing continuums of support at Universal, Targeted, and Specialized categories. Through collaborative processes, student needs are identified, and appropriate responses to intervention are applied. Schools annually review their collaborative response model inclusive of:

- Process and efficacy of collaborative meetings
- Continuums of supports
- Teacher coaching and professional development
- Student progress

First Nation, Métis, and Inuit Programming (Indigenous Education Coaches)

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

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

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

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

The Indigenous Education Team has supported all the schools within the division. Some of the events and activities that took place in the 2022-23 school year included: Elders, Knowledge Keepers, and presenters came into our schools, land-based learning for students, truth and reconciliation clubs at schools, Indigenous author presentations, all Indigenous graduates took part in virtual Sacred Feather teachings and Sash teachings. The Indigenous Education Team supports student achievement as well as for applications to post-secondary institutions.

DOMAIN: GOVERNANCE

Parental Involvement

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.																																	
	School										Measure Evaluation			Authority										Province									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	42	93.7	28	96.5	6	66.7	6	83.3	6	93.3	Very High	Maintained	Excellent	323	77.4	370	83.7	272	77.6	272	75.8	256	77.8	68,116	81.3	70,377	81.8	60,919	79.5	62,412	78.8	63,935	79.1
Parent	32	87.4	20	93.0	n/a	n/a	3	*	n/a	n/a	n/a	n/a	n/a	156	67.1	177	77.4	90	68.5	95	69.5	98	68.4	34,944	73.6	36,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5
Teacher	10	100.0	8	100.0	6	66.7	6	83.3	6	93.3	Very High	Maintained	Excellent	167	87.7	193	90.0	182	86.7	177	82.2	158	87.3	33,172	89.0	33,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7

Comments on Results

The percentage of teachers and parents satisfied with parental involvement in decisions about their child's education for our school grew from 83.3% in 2022, to 93.3% in 2023. This number is higher than the provincial and divisional average. We believe that this growth can be attributed to allowing our families to come into our school and become active members of our school community.

Joussard School highly values our parents' involvement in decisions about their child's education. One of the first tasks our teachers do each year is to call each of their students' families and introduce themselves. We do this because we believe a strong partnership between parents and educators is essential to supporting our students' education. We have also been exploring ways to spend more time in the communities by participating in community events as a staff.

Satisfaction with Program Access

Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.																																	
	School													Authority										Province									
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	100	93.8	76	95.5	37	88.0	35	94.6	31	96.4	Very High	Maintained	Excellent	937	75.6	1,081	83.2	870	81.0	986	83.7	991	78.8	263,978	73.1	262,662	75.2	228,281	71.8	247,744	72.6	255,597	72.9
Parent	30	83.0	18	89.6	n/a	n/a	3	*	n/a	n/a	n/a	n/a	n/a	152	63.5	173	74.1	87	71.1	93	79.6	96	73.8	34,371	61.1	35,963	68.4	29,417	65.7	30,664	67.4	31,117	68.4
Student	60	98.3	50	99.0	31	87.1	29	94.8	25	95.9	Very High	Maintained	Excellent	618	78.2	714	84.6	601	85.2	716	84.1	736	83.2	196,411	78.8	192,861	79.0	168,839	71.9	186,237	73.5	192,269	74.3
Teacher	10	100.0	8	97.9	6	88.9	6	94.4	6	97.0	Very High	Maintained	Excellent	167	85.0	194	90.8	182	86.7	177	87.5	159	79.3	33,196	79.3	33,838	78.1	30,025	77.8	30,843	77.0	32,211	76.0

Comments on Results

Our school offers a wide variety of programs and services for our students, including wellness supports, speech and language services, reading intervention, access to an occupational therapist, morning exercise classes and a delicious daily hot lunch program for all our students that is free of charge. These services have been offered at our school for several years.