



C.J. Schurter School

**Annual Education Results Report
2022-23**



About Us

C.J. Schurter Elementary School is located in the town of Slave Lake in northern Alberta, in the Municipal District of Lesser Slave River. It is located 257 km north of Edmonton on the southeast shore of Lesser Slave Lake at the junction of Highway 2 and Highway 88.

C.J. Schurter Elementary School maintains a strong literacy focus and utilizes a balanced approach in instruction. Staff members focus on enhancing literacy and math instructional practice to address the literacy and numeracy goals of the school.

We believe that "Kindness Counts" and are very proud that our programming centers around supporting the development of behaviours and mindsets which have positive effects on self-confidence, problem-solving abilities, communication skills, and helps develop a positive school culture and atmosphere.

Principal's Message

As we reflect on the previous academic year, I am filled with a profound sense of pride and gratitude. Together, we have navigated challenges and celebrated successes, and we created a learning environment where we addressed the gaps in learning loss due to COVID 19.

Our collective commitment to academic excellence, coupled with the support of our dedicated educators, supportive parents, and resilient students, has been the cornerstone of our success. Beyond academic achievements, it has been encouraging to witness the embodiment of our core values—joy, kindness, courage and relationships—throughout our school community.

This report was written in collaboration with our staff and our School Council Executive.

Marlee Adams, Principal, C. J. Schurter School

A message from the Chair of our School Council

I'm thrilled to share the progress we've made in enhancing parent engagement over the past year. Increased attendance at School Council meetings, higher survey participation, and your valuable feedback have been instrumental.

We're actively exploring innovative ways to connect with parents beyond meetings, ensuring easy access to important information. Your insights from the surveys are shaping our initiatives, and we're committed to fostering even greater involvement.

Thank you for your dedication and I'm looking forward to another great year as CJS School Chair.
Kellirae Tkach, Chair of C. J. Schurter's School Council

Fall 2023 Required Alberta Education Assurance Measures - Overall Summary

Assurance Domain	Measure	C J Schurter Elementary 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	95.7	100.0	100.0	84.4	85.1	85.1	n/a	Declined	n/a
	Citizenship	93.0	96.8	98.0	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	n/a	n/a	63.3	64.3	n/a	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	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	94.9	97.3	98.4	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	95.5	98.3	98.3	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	92.2	92.0	92.0	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	98.2	96.8	96.9	79.1	78.8	80.3	Very High	Maintained	Excellent

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	29	99.3	27	99.3	25	98.4	25	96.8	23	93.0	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	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	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	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	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	29	99.3	27	99.3	25	98.4	25	96.8	23	93.0	High	Maintained	Good	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

	2018	2019	2020	2021	2022	2023
Percentage of parents who are satisfied that their child is encouraged at school to be involved in activities that help the community	97% (134)	95.9% (147)	88% (125)	92.7% (123)	80% (92)	86% (133)

Comments on Results

The easing of COVID-19 restrictions allowed for more opportunities to engage in community events and social interactions.

Community events provided a platform for building relationships and fostering a sense of belonging. They also contributed to personal development, as students gained new skills, experiences, and perspectives. For our students, community involvement offered real-world applications for their learning and helped them develop a sense of social responsibility.

We involved our students in activities to support the community by:

- Partnering with the Rotary Club to provide artwork to seniors for many holidays
- Participating in Orange Shirt Day and Indigenous Peoples' Day
- Collecting food for the local Food Bank
- Raising money for the MAT program through our Gift Giving Extravaganza
- Participating in Clean-up Week for Earth Day
- Terry Fox Run

Citizenship at School:

- Our grade 2 and 3 students held a variety of school leadership jobs, such as bus supervisor, lost & found helper, stage crew, assembly leaders, library assistant, playground supervisor, announcer.
- At our assemblies, we recognized students who consistently showed our values of joy, kindness, courage and relationships. Every student in our school received an award last year.
- We read shout-outs during our morning announcements for students who show acts of joy, kindness, courage and relationships.

Student Learning Engagement

The percentage of teachers, parents and students who agree that students are engaged in their learning 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	25	98.7	25	100.0	23	95.7	n/a	Declined	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	n/a	n/a	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	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	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	25	98.7	25	100.0	23	95.7	n/a	Declined	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

	2018	2019	2020	2021	2022	2023
Percentage of parents who are satisfied that their child finds school work interesting.	Not measured	Not measured	88.8% (125)	95.3% (127)	89% (93)	91% (133)
Percentage of parents who are satisfied that their child is encouraged at school to try their best.	94% (133)	95.5% (147)	97.6% (125)	97.7% (130)	94% (92)	97% (133)

Comments on Results

Optimal student learning occurs when they actively participate in lessons, finding their work meaningful and connected to their interests and the real world. While data from our teachers indicates a slight decline (equal to one teacher expressing dissatisfaction), parental satisfaction in this aspect has increased. Overall, results show significant satisfaction in this area.

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													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	29	93.8	27	95.8	25	96.3	25	91.8	23	92.7	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	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	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	29	93.8	27	95.8	25	96.3	25	91.8	23	92.7	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

	2018	2019	2020	2021	2022	2023
Percentage of parents who are satisfied that the literacy skills their child is learning at school are useful.	Not measured	Not measured	Not measured	99.2% (129)	92% (93)	93% (133)
Percentage of parents who are satisfied that the numeracy skills their child is learning at school are useful.	Not measured	Not measured	Not measured	99.2% (128)	96% (90)	95% (131)
Percentage of parents who are satisfied with the opportunities their child has to learn about music at school.	87.2% (133)	81.5% (146)	59% (127)	74.7% (87)	56% (89)	67% (130)
Percentage of parents who are satisfied with the opportunities their child has to learn about drama at school.			55.9% (127)	76.1% (67)	50% (86)	70% (130)
Percentage of parents who are satisfied with the opportunities their child has to learn about art at school.			88.8% (125)	94.3% (106)	88% (87)	94% (130)
Percentage of parents who are satisfied with the opportunities their child has to learn about technology at school.	91.7%(133)	93% (145)	88.9% (126)	94.4% (108)	85% (87)	89% (130)

Percentage of parents who are satisfied with the opportunities their child has to learn about health at school.	Not measured	Not measured	80.9% (126)	90.4% (105)	76% (86)	84% (130)
Percentage of parents who are satisfied with the opportunities their child has to participate in physical education at school.	91% (133)	89% (146)	97.6% (125)	92% (113)	93% (88)	96% (130)
Percentage of parents who are satisfied with the opportunities their child has to participate in land based learning at school.					64% (88)	73% (130)

Comments on Results

Satisfaction among parents and teachers saw improvement across nearly every section of the survey. This positive trend can be linked to a full school year without learning interruptions and an increase in teachers sharing information about learning in all subject areas with parents and guardians. Additionally, the initiation of a newsletter from CJ Schurter School played a crucial role in enhancing parental awareness of school events and the learning process.

Drama: Given that parent satisfaction with our drama instruction stood at 50% in 2022, we took proactive measures by bringing in a drama specialist to work with us for a week in October 2022. During this time, each child received four lessons covering various drama techniques, and teachers had the valuable opportunity to learn from her expertise. The culmination of this week was a parent showcase on the fifth day, where we celebrated the growth and learning of our students. This area showed a significant increase this year.

Music:

While our parental satisfaction experienced an 11% increase this year, there is a need to enhance our communication regarding learning experiences in this domain. Conversations with the School Council Executive and teachers underscore the necessity to provide better education to parents about our music program.

Literacy and Numeracy: These two areas are the main focus areas for our school as our young students are learning to becoming readers, writers and mathematicians. Both areas continue to be scored extremely high by parents.

Safe and Caring

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

	School													Authority										Province									
	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	29	98.6	27	100.0	25	98.4	25	97.6	23	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	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	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	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	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	29	98.6	27	100.0	25	98.4	25	97.6	23	96.4	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

	2018	2019	2020	2021	2022	2023
Percentage of parents who are satisfied that their child is safe at school.	95.5% (134)	94.6% (147)	96.8% (125)	97.7% (126)	96% (93)	96% (131)
Percentage of parents who are satisfied that their child is safe on the way to and from school.	Not measured	Not measured	92.8% (125)	100% (126)	98% (91)	91% (131)
Percentage of parents who are satisfied that their child is treated fairly by adults.	94.8% (134)	96.6% (146)	95.2% (124)	98.4% (126)	91% (91)	95% (133)
Percentage of parents who are satisfied that students treat each other well.	74.6% (134)	76.9% (147)	82.4% (125)	95% (119)	81% (91)	88% (131)

Comments on Results

At C. J. Schurter, we take pride in fostering a nurturing and welcoming atmosphere. We recognize that students and staff thrive in an environment where they feel safe, supported, and cared for, and this remains our overarching objective. One specific concern raised by parents pertained to the safety of students traveling to and from school, as bus availability was reduced in October 2022, requiring parent transportation to and from school. In response, our School Council spearheaded a campaign to install a crosswalk light at the corner of a busy intersection near our school. The Council believes that the decrease in parent satisfaction in this area is linked to safety concerns at this intersection.

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										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	29	82.8	27	85.2	25	80.0	25	80.0	22	86.4	Very High	Maintained	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	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	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	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	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	29	82.8	27	85.2	25	80.0	25	80.0	22	86.4	Very High	Maintained	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

Work Preparation

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.																																	
	School										Authority						Province																
	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	29	89.7	27	88.9	24	100.0	25	96.0	23	87.0	Very High	Maintained	Excellent	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	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	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	29	89.7	27	88.9	24	100.0	25	96.0	23	87.0	Low	Maintained	Issue	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

	2018	2019	2020	2021	2022	2023
Percentage of parents who are satisfied that their child is being taught attitudes and behaviours to be successful at work when he or she leaves school.	Not measured	Not measured	76.4% (123)	97.3% (113)*	82% (88)	86% (129)

Teacher satisfaction in this particular area has seen a decline, with three teachers expressing dissatisfaction. In discussions with educators, two key issues were brought to light. Firstly, the lingering effects of COVID have impacted students' focus and perseverance, potentially influencing the feedback received. Additionally, it was noted that some teachers might not be aware that marking "undecided" is interpreted as a negative response. To address this, better education regarding the survey will be provided to staff next spring. It is also noteworthy that only 23 out of 28 teachers participated in the survey, and steps will be taken to rectify this next spring.

During the discussions about the survey results, all participating teachers unanimously agreed that we are effectively instilling attitudes and behaviors that serve as the foundational building blocks for our students' success.

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	29	87.5	27	96.3	25	97.8	25	93.9	23	92.7	Very High	Maintained	Excellent	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	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	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	29	87.5	27	96.3	25	97.8	25	93.9	23	92.7	Very High	Maintained	Excellent	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

	2018	2019	2020	2021	2022	2023
Percentage of parents who are satisfied that their child is being taught the knowledge, skills, and attitudes necessary for learning throughout their lifetime.	Not measured	Not measured	81.5% (124)	97.3 (113) * In 2021, this survey question was re-worded to include the phrase "At the primary level". (This was not included in subsequent surveys).	87% (89)	91% (130)

Comments on Results

At C. J. Schurter, our educational philosophy extends beyond conventional subjects, prioritizing the development of essential life skills and attitudes integral to a comprehensive education. We place a strong emphasis on fostering collaboration, urging students to effectively work together, instilling a sense of teamwork, and fostering an appreciation for diverse perspectives.

Central to our approach is the cultivation of perseverance, teaching students the value of resilience in the face of challenges. We emphasize active listening skills, acknowledging that effective communication is a mutual exchange. Problem-solving is a core focus, encouraging students to tackle challenges with a growth mindset.

Moreover, our educational philosophy advocates for risk-taking within a supportive environment. We firmly believe that calculated risks spur innovation and personal growth. By prioritizing these skills and attitudes, our goal is to equip students with not only the tools for learning but also with adaptability, empathy, and critical thinking.

The recent integration of financial literacy into the Physical Education and Wellness Curriculum has provided our students with opportunities to learn about money management and responsible spending. Additionally, our grade two and three students were given the chance to apply for and secure jobs within the school, showcasing their responsibility and courage.

We are confident that by imparting these skills and attitudes, we are preparing our students not only for academic success but also for the challenges and opportunities they will encounter in adulthood. These foundational principles serve as the cornerstone of a well-rounded education, empowering our children to navigate life's complexities with confidence and competence.

Grade 2 & 3 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 at grade level for at- risk students at time of final assessment(s)					
				%	#	%	#		%	#	%	#		%	#	%	#		%	#									
LeNS CC3	Grade 2	Not Yet Meeting Grade Expectations	115	40.5	34	47.1	41	121	26.3	25	100.0	2	86	50.0	3	47.8	11	115	15.5	17	13.6	15	112	25.0	27	27.7	31		
		Approaching Expectations		11.9	10	24.1	21		17.9	17	0.0	0		0.0	0	17.4	4		29.1	32	25.5	28		ND	ND	ND	ND		
		Meeting Expectations		47.6	40	28.7	25		55.8	53	0.0	0		50.0	3	34.8	8		55.5	61	60.9	67		75.0	81	72.3	81		
	Grade 3	Not Yet Meeting Grade Expectations	112	39.5	32	61.2	52	113	31.2	29	66.7	2	99	100.0	1.0	ND	ND	101	12.6	12	26.5	26	106	27.9	24	30.1	25		
		Approaching Expectations		21.0	17	11.8	10		8.6	8	33.3	1		0.0	0.0	ND	ND		20.0	19	18.4	18		ND	ND	ND	ND		
		Meeting Expectations		39.5	32	27.1	23		60.2	56	0.0	0		0.0	0.0	ND	ND		67.4	64	55.1	54		72.1	62	69.9	58		
	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

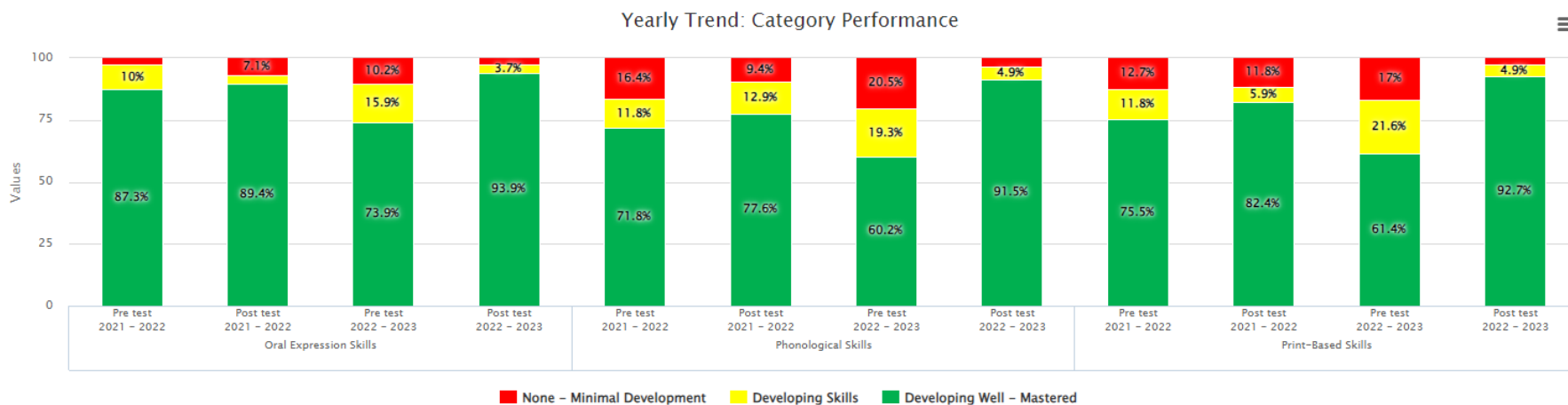
Grade 2 & 3:

Our assessment data shows that significant improvements were made in literacy skills in the last five years. At the end of last year, 72.3% of grade 2 students and 69.9% of grade 3 students were meeting expectations.

The decrease evident from fall to spring takes into account a 300% increase in expectations as well as nine students who were only assessed in the fall. This error in assessment practices has been rectified for the 2023-2024 school year.

We were fortunate to enlist the services of two full-time Educational Assistants to provide intervention support for literacy near the end of the school year. One half-time teacher provided literacy support from October-April.

Grade 1 Literacy Data- 2021-2023



The literacy data for Grade 1 is derived from the Right to Read test, evaluating oral, phonological, and print-based skills. The graph illustrates the remarkable success of our Grade 1 students in achieving milestones, a feat credited to the valuable contributions of our Learning Support Teacher, and the skills and dedication of our Grade 1 team.

Below is reading data we collected at our school in the spring, showing the percentage of students reading at or above grade level in grades 1-3:

Grade level	March 2023	June 2023
Grade 1	61% at or above	62% at or above
Grade 2	63% at or above	67% at or above
Grade 3	57% at or above	68% at or above

The disruptions caused by Covid-19 had a significant impact on learning from 2020-2022, particularly affecting the success of students in literacy and numeracy. In 2022-2023, we continued to face issues of staff absences and a lack of qualified substitute teachers, which has an adverse effect on student learning.

Numeracy Data			2018-19			2019-20			2020-21			2021-22					2022-23												
			Fall			Fall			Fall			Fall				Spring	Fall			Spring		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)			
			Enrollment Total	%	#	Enrollment Total	%	#	Enrollment Total	%	#	Enrollment Total	%	#	%	#	Enrollment Total	%	#	%	#								
Nelson Pre-Assessment PNSA	Grade 1	Requires Attention	ND	ND	ND	ND	ND	ND	ND	ND	ND	117	10.4	11	0.0	0	88	42.9	36	31.3	26								
		May Require Attention	ND	ND	ND	ND	ND	ND	ND	ND	ND		24.5	26	13.2	14		ND	ND	ND	ND								
		Does Not Require Attention	ND	ND	ND	ND	ND	ND	ND	ND	ND		65.1	69	86.8	92		57.1	48	68.7	57								
MIPI PNSA	Grade 2	Requires Attention	115	9.4	8	121	1.0	1	86	8.3	7	115	5.2	5	ND	ND	112	46.8	51	27.5	30								
		May Require Attention		41.2	35		27.1	26		42.9	36		36.5	35	ND	ND		ND	ND	ND	ND								
		Does Not Require Attention		49.4	42		71.9	69		48.8	41		58.3	56	ND	ND		53.2	58	72.5	79								
	Grade 3	Requires Attention	112	34.7	26	113	21.3	20	99	16.0	15	101	17.0	15	ND	ND	106	28.2	29	29.1	30								
		May Require Attention		32.0	24		35.1	33		36.2	34		34.1	30	ND	ND		ND	ND	ND	ND								
		Does Not Require Attention		33.3	25		43.6	41		47.9	45		48.9	43	ND	ND		71.8	74	70.9	73								
	Legend: Fall: September - January ND: No data collected for the corresponding grade/school year Spring: February - June																												

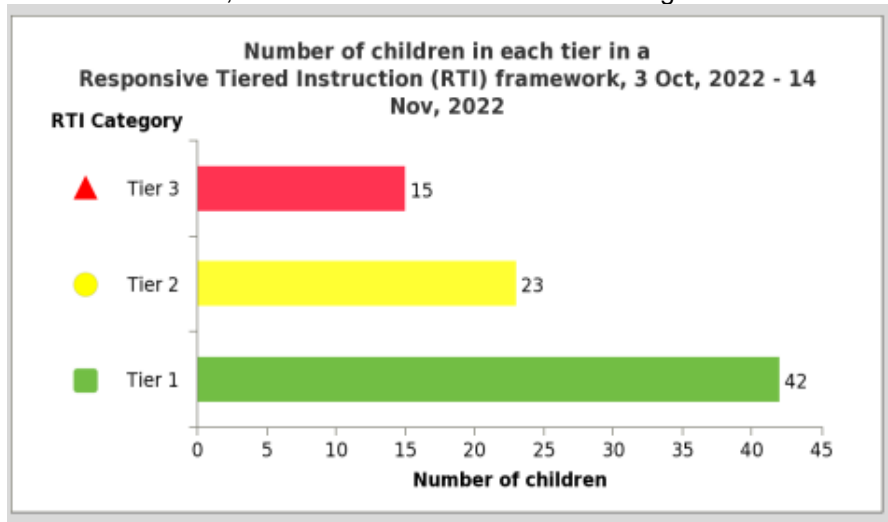
Comments on Results

The academic year 2022-2023 introduced a new Math curriculum, posing a challenge for both our students and staff. Grade 3, in particular, faced difficulties due to a deficiency in foundational skills crucial for success. Our staff engaged in concerted efforts, collaborating with a math expert, and participating in Professional Learning Communities, to tackle these challenges head-on. Efforts to access an in-house math coach and math intervention support were unsuccessful due to staffing difficulties.

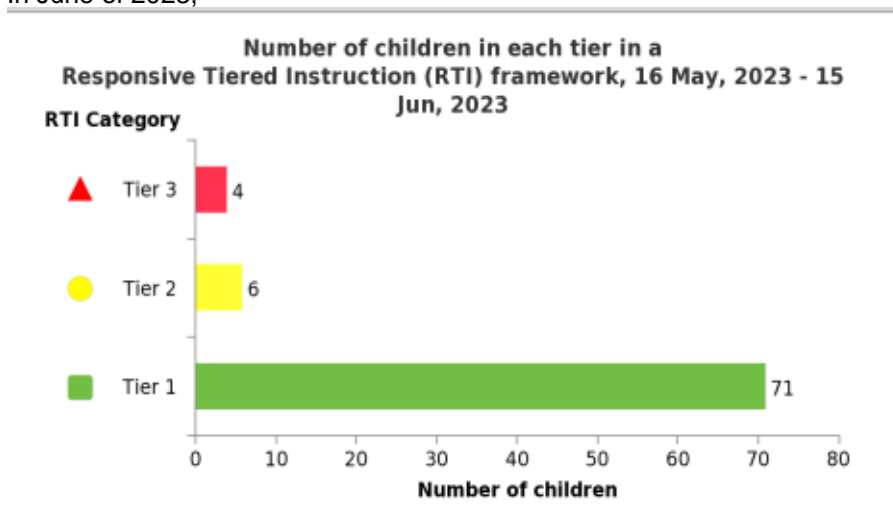
Early Years Evaluation – Teacher Assessment (EYE)

This literacy assessment tool is used with students in Kindergarten.

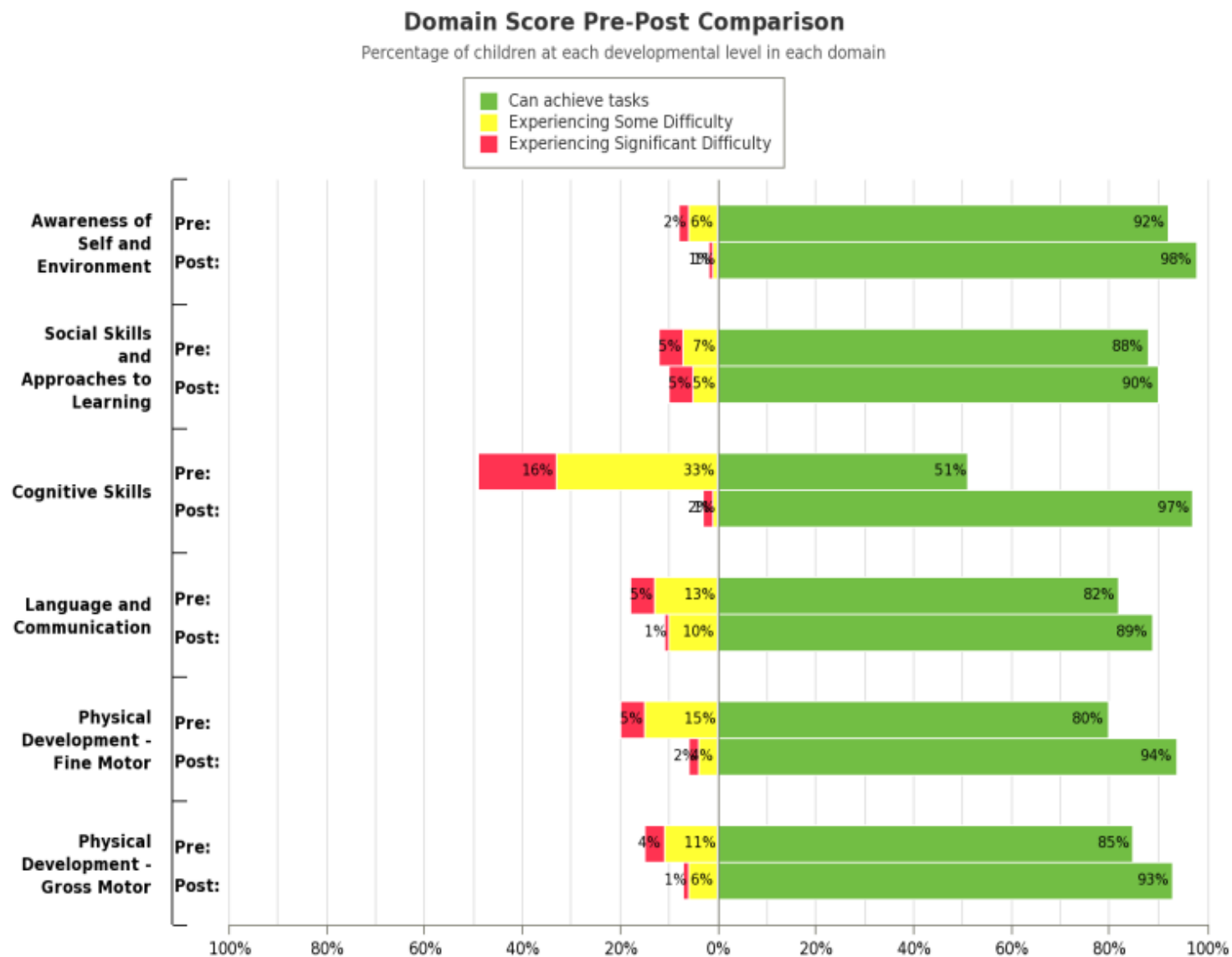
In November 2022, here were our results for our Kindergarten students:



In June of 2023,



Here is a breakdown of each section of the Early Years Evaluation:



The EYE-TA evaluates aspects of early child development in five developmental domains:

- Awareness of Self and Environment – a child's understanding of the world and his or her ability to make connections with home and community experiences
- Social Skills and Approaches to Learning – a child's attentiveness during classroom activities and his or her ability to interact with peers while respecting classroom rules
- Cognitive Skills – a child's basic mathematics and pre-reading skills and his or her ability to solve problems
- Language and Communication – a child's understanding of spoken language and his or her ability to express thoughts and feelings
- Physical Development
 - Fine motor - a child's ability to perform small movements that require hand-eye coordination.
 - Gross motor - a child's ability to perform large movements that involve arms, legs, and body.

Our data clearly shows the success of our kindergarten program. At the beginning of the year, 53% of our students were in the appropriate development range, and by the end of the year, that number jumped to 88%. This significant improvement speaks to the hard work of our dedicated kindergarten teachers and the collaboration with parents, underscoring the advantages of a full-time kindergarten program.

Comments on Results

DOMAIN: TEACHING AND LEADING

Education Quality

Percentage of teachers, parents and students satisfied with the overall quality of basic education.																																	
	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	29	100.0	27	99.4	25	95.3	25	97.3	23	94.9	Very High	Maintained	Excellent	946	84.3	1,086	88.1	876	86.7	994	87.8	995	84.8	265,841	90.2	264,623	90.3	230,814	89.6	249,532	89.0	257,584	88.1
Parent	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	157	78.6	177	83.3	90	80.4	96	86.9	98	79.1	35,262	86.4	36,907	86.7	31,024	86.7	31,728	86.1	31,890	84.4
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	622	81.0	716	87.0	604	86.0	721	84.8	737	83.7	197,282	88.1	193,763	87.8	169,589	86.3	186,834	85.9	193,343	85.7
Teacher	29	100.0	27	99.4	25	95.3	25	97.3	23	94.9	Intermediate	Maintained	Acceptable	167	93.3	193	93.9	182	93.7	177	91.7	160	91.6	33,297	96.1	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4

	2018	2019	2020	2021	2022	2023
Percentage of parents who are satisfied with the quality of education their child is receiving at school.	95.5% (134)	93.2% (147)	98.4% (127)	96.9% (128)	93% (92)	95% (132)
Percentage of parents who are satisfied that their child is learning what they need to know.	Not measured	Not measured	95.3% (127)	94.4% (126)	94% (91)	90% (132)

Comments on Results

The results indicate overall satisfaction with the quality of education offered at our school.

In-service Jurisdiction Needs

The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.

	School													Authority										Province									
	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	29	79.3	27	85.2	25	86.5	25	89.3	23	89.9	High	Maintained	Good	165	74.3	194	75.7	179	80.8	175	83.0	156	68.4	33,074	85.2	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2
Teacher	29	79.3	27	85.2	25	86.5	25	89.3	23	89.9	High	Maintained	Good	165	74.3	194	75.7	179	80.8	175	83.0	156	68.4	33,074	85.2	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2

Comments on Results

At C.J. Schurter School, we prioritize professional development as a crucial aspect of our educational approach. Recognizing the decline in social skills development among our students during the COVID years, we dedicated our efforts to establishing a Continuum of Supports in this domain. Collaboratively, teachers and support staff crafted a comprehensive framework to aid students facing challenges in social and emotional learning. Additionally, our staff actively engaged in professional development sessions covering various areas such as reading, writing, math, science, and Indigenous Education. Teachers expressed greater satisfaction with school-based professional development, emphasizing its tailored focus on our specific context and the unique needs of our students, compared to divisional professional development.

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	25	98.9	25	98.3	23	95.5	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	n/a	n/a	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	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	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	25	98.9	25	98.3	23	95.5	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

	2018	2019	2020	2021	2022	2023
Percentage of parents who are satisfied that their child's school is a welcoming place to be.	Not measured	Not measured	Not measured	96.8% (125)	95% (93)	96% (131)
Percentage of parents who are satisfied that teachers care about their child.	97% (134)	95.9% (147)	96.8% (124)	99.2% (128)	96% (94)	96% (133)

Comments on Results

Our goal is to establish an environment that fosters a sense of welcome, safety, respect, and care for both students and staff. The positive outcomes in this regard are evident in feedback from teachers and parents. Moving forward, we plan to expand our assessment to include student data 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										Measure Evaluation										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	25	92.8	25	92.0	23	92.2	n/a	Maintained	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	n/a	n/a	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	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	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	25	92.8	25	92.0	23	92.2	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							

	2018	2019	2020	2021	2022	2023
Percentage of parents who are satisfied that their child can easily access programs and services at school to get help with school work.	Not measured	Not measured	89.5% (124)	92.2% (116)*	76% (worded differently) (94)	84% (133)
Percentage of parents who are satisfied that their child can get help at school with problems not related to school work.	Not measured	Not measured	75.6% (123)	96.2% (104)	70% (94)	75% (133)
Percentage of parents who are satisfied with the opportunities their child has to access wellness supports					77% (89)	78% (130)
Percentage of parents satisfied that the specialized supports their child is receiving enables them to be a successful learner. *Answered only if they indicated their child received specialized supports				97.8%	87% (38)	84% (53)

Program of Studies - At Risk Students

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.																																	
	School										Authority										Province												
	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	29	93.0	27	95.1	25	97.3	25	96.0	23	94.2	Very High	Maintained	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	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	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	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	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	29	93.0	27	95.1	25	97.3	25	96.0	23	94.2	Intermediate	Maintained	Acceptable	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

Our school is supported by 1.5 Learning Support Teachers, a Wellness Coach, a part-time Speech Language Pathologist, two full-time Speech Assistants, a part-time Divisional Psychologist, a part-time Occupational Therapist, a part-time Indigenous Education Coach and a nutrition program. Our school also has a Program Unit Funded class, called Busy Bees for children ages 2.8 - 4.5. This program provides children with early intervention to support cognitive, speech, social and physical development.

There is a notable disparity in the satisfaction levels reported by parents and teachers, which we attribute to two key factors. First, there is a deficiency in support, particularly in the realms of wellness, behaviour and intervention. This appears evident in the parent survey results, while teachers expressed understanding that we have maximized our efforts given the constraints of limited resources. Secondly, this difference underscores the necessity for enhanced communication with parents regarding the support systems available within our school.

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	29	97.9	27	97.0	25	96.0	25	96.8	23	98.2	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	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	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	29	97.9	27	97.0	25	96.0	25	96.8	23	98.2	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

	2018	2019	2020	2021	2022	2023
Percentage of parents who are satisfied with their opportunity to be involved in decisions about their child's education.	91% (133)	88.2% (144)	81.3% (121)	94% (116)	83% (89)	89% (131)
Percentage of parents who are satisfied with their opportunity to be involved in decisions about their child's school.	Not measured	Not measured	Not measured	Not measured	81% (89)	91% (131)

Comments on Results

The School Council at C.J. Schurter experienced a highly productive year. Monthly meetings were conducted both in person and virtually, providing parents with flexibility. The council took initiatives such as establishing a Facebook page to enhance parent engagement, creating polls and questionnaires and encouraging feedback at School Council meetings.. During the spring, the principal personally reached out to every family in the school, offering an opportunity to discuss their successes and challenges. The high level of parental satisfaction in their role as partners is clearly reflected in this year's survey.

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	29	89.5	27	95.7	25	86.4	25	88.1	23	93.5	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	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	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	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	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	29	89.5	27	95.7	25	86.4	25	88.1	23	93.5	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

This question was not included in our parent survey.

We partnered with the Boreal Centre for Bird Conservation, Lesser Slave Forest Education Society, Northern Lights Aquatic Centre, Slave Lake Native Friendship Centre, Kinosayo Museum.

Our Wellness Coach plays a pivotal role in facilitating connections for families with services that cater to their specific needs, thereby providing essential support and fostering overall well-being within our school community.