



NEW MYRNAM
BARONS



Annual Education Results Report

2022-2023

March 22, 2024

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Accountability Statement:

The Annual Education Results Report for New Myrnam School for the 2022/2023 school year was prepared under the direction of our staff in accordance with the responsibilities under the Education Act and the Fiscal Planning and Transparency Act. New Myrnam School is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society.

Stakeholder Engagement

Clear, transparent communication and stakeholder engagement is a long-standing priority for our school's administrative team. School council meetings are held every few months or more during which parents are consulted about concerns. There is regular communication with our Mennonite Liaison. Frequent short meetings are held with school-based teams of teachers and/or support staff. Regular contact occurs with the Family School Liaison Worker. Annual meetings are held with bus drivers and bus contractors.

Contextual Information

Geographically and demographically, New Myrnam School and Myrnam Outreach and Homeschool Centre serve students located within the community of Myrnam and surrounding rural areas, as well as students from different regions in the province through distance learning programs. Approximately 30% of our student population identify as Mennonite. In 2018, Myrnam Outreach and Homeschool Centre was established in order to provide increased choice in educational programming to students in our area and beyond. For the past several years, our school has focused on hands-on learning in trades education and CTS/CTF areas to increase student engagement. We have also adopted a project-based approach to learning which allows for authentic learning experiences and assessments to guide instruction. In 1995, parent and community stakeholders initiated the amalgamation of five school boards into what is now St. Paul Education. In doing so, St. Paul Education became the only school division in Alberta to operate both separate and public schools under one board. The Division's religious, linguistic and cultural diversity is a source of strength and pride. The programming offered at New Myrnam School and Myrnam Outreach and Homeschool Centre is a natural extension of SPERD's inclusive and diverse makeup. We serve 203 students (K-12), including Mennonite, Outreach, Distance Learning and Home Education students. Our two school sites are staffed by 12.5 FTE teaching staff and 11 support staff (includes secretaries, educational assistants, custodians, librarians, maintenance personnel, liaison workers, and technicians).

Fall 2023 Required Alberta Education Assurance Measures - Division Overall Summary

Assurance Domain	Measure	St. Paul School Division			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	84.5	82.6	82.6	84.4	85.1	85.1	n/a	Improved	n/a
	Citizenship	77.9	79.3	79.3	80.3	81.4	82.3	High	Maintained	Good
	3-year High School Completion	75.8	78.4	79.7	80.7	83.2	82.3	Intermediate	Declined	Issue
	5-year High School Completion	88.9	83.6	86.0	88.6	87.1	86.2	Intermediate	Improved	Good
	PAT: Acceptable	51.7	59.5	n/a	63.3	64.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	8.2	12.1	n/a	16.0	17.7	n/a	Very Low	n/a	n/a
	Diploma: Acceptable	74.2	72.7	n/a	80.3	75.2	n/a	Low	n/a	n/a
	Diploma: Excellence	12.8	11.0	n/a	21.2	18.2	n/a	Intermediate	n/a	n/a
Teaching & Leading	Education Quality	88.4	87.4	88.0	88.1	89.0	89.7	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	83.6	84.5	84.5	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	83.7	82.9	82.9	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	78.4	77.5	77.0	79.1	78.8	80.3	Intermediate	Maintained	Acceptable

Assurance Domain	Measure	St. Paul School Division			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	84.5	82.6	82.6	84.4	85.1	85.1	n/a	Improved	n/a
	Citizenship	77.9	79.3	79.3	80.3	81.4	82.3	High	Maintained	Good
	3-year High School Completion	75.8	78.4	79.7	80.7	83.2	82.3	Intermediate	Declined	Issue
	5-year High School Completion	88.9	83.6	86.0	88.6	87.1	86.2	Intermediate	Improved	Good
	PAT: Acceptable	51.7	59.5	n/a	63.3	64.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	8.2	12.1	n/a	16.0	17.7	n/a	Very Low	n/a	n/a
	Diploma: Acceptable	74.2	72.7	n/a	80.3	75.2	n/a	Low	n/a	n/a
	Diploma: Excellence	12.8	11.0	n/a	21.2	18.2	n/a	Intermediate	n/a	n/a
Teaching & Leading	Education Quality	88.4	87.4	88.0	88.1	89.0	89.7	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	83.6	84.5	84.5	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	83.7	82.9	82.9	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	78.4	77.5	77.0	79.1	78.6	80.3	Intermediate	Maintained	Acceptable

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.

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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.

Goal One: St. Paul Education students are successful

Outcome: The growth and success of every student is supported from early learning to high school completion.

ALBERTA EDUCATION ASSURANCE MEASURE

Results: Analysis and Key Points

- PAT and Diploma exams were not written in 2020 or 2021. Therefore, data is not available to report on. Data was collected from 2019, 2022, and 2023 to demonstrate trends. Results based on the number of students writing the exam are used.
- Grade 6 Science and Social curriculum run on a rotation. No data is available in Science 6 as the grade 5/6 combined class worked through the Science 5 curriculum and is indicated by n/a.
- An asterisk (*) indicated an exam where fewer than 6 students completed the exam.

Overall PATs and Diplomas (Acceptable Standard and Standard of Excellence)

Overall Grade 6 & 9 PAT and DIP Results		New Myrnam School			Alberta		
		2019	2022	2023	2019	2022	2023
PAT	Acceptable Standard	58.1%	89.5%	77.3%	71.1%	64.3%	63.3%
	Standard of Excellence	14.0%	31.6%	9.1%	20.8%	17.7%	16.0%
DIP	Acceptable Standard	47.1%	76.5%	69.4%	83.6%	75.2%	80.3%
	Standard of Excellence	0.0%	5.9%	2.8%	24.0%	18.2%	21.2%

At the PAT Acceptable Standard, our students are outperforming the provincial average. Students writing diploma exams see results for both acceptable standard and standard of excellence critically below the provincial average. Through the 2024/2025 Education Plan, NMS staff will develop strategies to ensure grade 11 and 12 students are well prepared for the diploma exams. Strategies will include the teaching of executive functioning and study skills through SST blocks to grade 7-9 students. The staff will organize a more intensive diploma exam review schedule.

From grade 7-12, the gap between grade level and class average Star reading test scores continues to increase. Students at NMS in grade 11 and 12 are not reading at a grade 12 level. This has an impact on the students' ability to comprehend exam questions. A priority in the 2024/2025 Education Plan will be on improving student reading levels beyond elementary school students.

Grade 6 PATs (Acceptable and Standard of Excellence)

Grade 6 Provincial Achievement Test Results		New Myrnam School			Alberta		
		2019	2022	2023	2019	2022	2023
Course	Measure	%	%	%	%	%	%

English Language Arts 6	Acceptable Standard	100.0	100.0	100.0	91.9	89.8	90.4
	Standard of Excellence	28.6	0.0	18.2	19.6	22.3	21.9
Mathematics 6	Acceptable Standard	100.0	66.7	100.0	79.8	75.0	77.4
	Standard of Excellence	0.0	22.2	33.3	16.6	14.8	18.8
Science 6	Acceptable Standard	100.0	n/a	100.0	85.5	83.4	79.3
	Standard of Excellence	0.0	n/a	25.0	31.6	27.7	25.9
Social Studies 6	Acceptable Standard	*	95.5	n/a	81.4	79.3	78.3
	Standard of Excellence	*	50.0	n/a	27.0	23.6	21.3

There are more NMS students achieving the acceptable standard than the province in Math, ELA, and Science. The transition from traditional classroom instruction to project based learning may have played a role as students are actively engaged in their learning through authentic problems they need to solve.

Grade 9 PATs (Acceptable and Standard of Excellence)

Grade 9		New Myrnam School			Alberta		
Provincial Achievement Test Results		2019	2022	2023	2019	2022	2023
Course	Measure	%	%	%	%	%	%
English Language Arts 9	Acceptable Standard	85.7	*	81.8	84.9	85.4	85.1
	Standard of Excellence	14.3	*	9.1	16.7	15.8	15.9
Mathematics 9	Acceptable Standard	66.7	*	80.0	67.4	63.7	64.7
	Standard of Excellence	33.3	*	0.0	21.4	20.1	16.0
Science 9	Acceptable Standard	83.3	*	81.8	84.5	82.1	78.8
	Standard of Excellence	33.3	*	18.2	29.6	27.3	23.9
Social Studies 9	Acceptable Standard	57.1	*	70.0	77.0	72.8	69.3
	Standard of Excellence	14.3	*	10.0	23.1	20.6	18.9

- One student was registered and wrote the K&E PAT exams in 2019 and 2023. No data was available.

Grade 9 students perform well compared to the provincial average for acceptable standard in ELA, Math, and Science. School wide energy projects have a strong math/science focus and may have a role in improving student engagement with the course material. Students also have an opportunity to practice textbook skills in real world situations which solidifies learned concepts. Social Studies will be an area to improve upon making authentic connections for students.

Grade 12 Diplomas (Acceptable and Standard of Excellence)

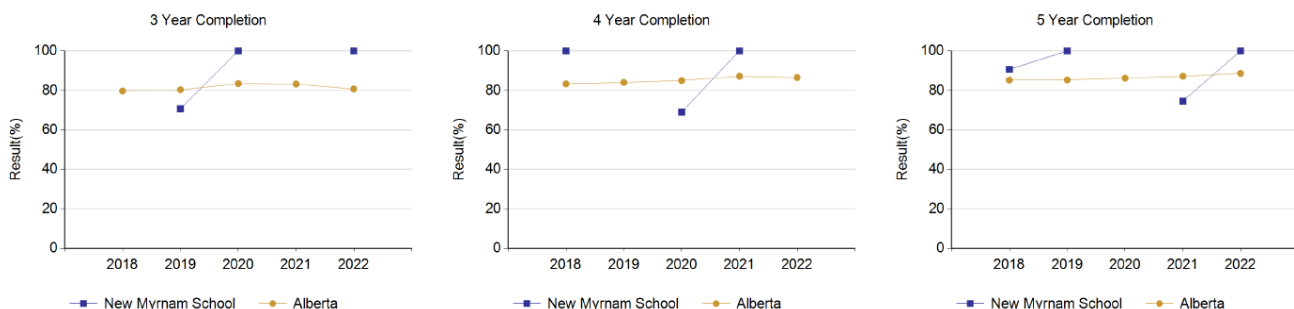
- Diploma exams were optional in 2022. No New Myrnam School Students chose to write the optional exams.
- For all diploma exams excluding Biology 30, the exam was either not written by New Myrnam School students or written by fewer than 6 students so data is not available.

Grade12		New Myrnam School		Alberta	
Diploma Examination Results		2019	2023	2019	2023
Course	Measure	%	%	%	%
Biology 30	Acceptable Standard	28.6	81.8	83.9	82.7
	Standard of Excellence	0.0	9.1	35.5	32.8
	School Awarded Acceptable Standard	100.0	100.0	97.5	97.2
	School Awarded Standard of Excellence	0.0	27.3	49.3	51.6

Students reaching the acceptable standard when writing the Biology 30 diploma exam saw impressive improvements from 2019 to 2023. Students achieving the standard of excellence improved by 9.1%, but is still very far below the provincial average. Even the school awarded standard of excellence is far below the provincial average. The Biology 30 diploma exam is a heavy reading comprehension exam. With targeted strategies to improve student reading levels for grade 11 and 12 students in the 2024/2025 Education Plan, diploma exam results for diploma exams, including Biology 30 should be impacted positively.

3, 4 and 5 year High School Completion Results

Percentages of students who completed high school within three, four and five years of entering Grade 10.



Overall	New Myrnam School			Alberta		
	2020	2021	2022	2020	2021	2022
3 Year	100.0%	*	100.0%	83.4%	83.2%	80.7%
4 Year	68.9%	100.0%	*	85.0%	87.1%	86.5%
5 Year	*	74.5%	100.0%	86.2%	87.1%	88.6%

The high school completion rate percentage for NMS was not calculated for 3-year in 2021, 4-year in 2022, and 5-year in 2020 because there were fewer than 6 students. Data reported back was an asterisk.

The 4-year high school completion improved to 100.0% completion in 2021 which is very high. The province was only at 87.1% completion.

The 5-year high school completion in 2022 improved to 100.0%. NMS has used CTEC to provide engaging project based work for students. They find their learning meaningful and continue with their high school studies until they receive their diploma. Students are also given more varied opportunities to earn a high school diploma through access to Myrnam Outreach and Homeschool Centre programming.

Moving forward, Summer School will be encouraged for students behind in credits to work towards a high school diploma. Grade 9 students will be enrolled in the Google Productivity Pro course through summer school as well. Not only does this course provide students with an opportunity to practice skills which can be utilized in other courses, but students get a jump start on earning credits to go towards a high school diploma.

English As A Second Language

There are very few students classified as ESL in grade 6 and beyond at NMS. There is no data for grade 6 and 9 PAT's or Diploma exams in the last three years.

ESL High School Completion

ESL high school completion data is not available due to low numbers of students.

Student Learning Engagement

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

	New Myrnam School		
	2021	2022	2023
Overall	89.6%	84.1%	80.7%
Parent	*	88.9%	85.1%
Student	79.2%	73.1%	66.0%
Teacher	100.0%	90.3%	90.9%

	New Myrnam School		
	2021	2022	2023

Student Grade 4-6	73.3%	64.6%	60.5%
Student Grade 7-9	79.7%	71.3%	61.7%
Student Grade 10-12	84.7%	83.4%	75.8%

While we note the majority of parents, students, and teachers from NMS who responded agree that students are engaged in their learning while at school, there has been a decrease over the last three years. The drop in NMS students who report they are engaged in their learning is concerning. Considering the school's project based learning focus, the decrease in students reporting they are engaged in their learning is even more disheartening. This will be an area of focus for the 2024/2025 Education Plan.

The number of parents completing the survey went from 4 in 2021 to 9 in 2022 to 16 in 2023. Though these participation numbers are very low, they show growth. Utilizing communication tools like School Messenger to remind parents of the importance of the survey and deadlines is predicted to further improve the number of parents who complete the survey which will provide more robust data.

Access to Supports and Services

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

	New Myrnam School		
	2021	2022	2023
Overall	88.0%	89.1%	91.1%
Parent	*	93.3%	92.1%
Student	86.0%	81.5%	83.1%
Teacher	90.0%	92.6%	98.2%

We note the majority of parents, students, and teachers at NMS agree that students have access to the appropriate support and services at school.

LOCAL COMPONENTS

Continuum of Supports and Services

School Authorities are responsible for ensuring students have access to a continuum of supports and services, including specialized supports and services, consistent with the principles of inclusive education.

New Myrnam School strives to meet the needs of all learners through a continuum of supports and services.

Processes and strategies include:

- Access/referral to FSLW
- Coordinate with external agencies where appropriate
- Universal design of classrooms for optimal student learning environments
- Community food hampers to support families in need

- Psychological assessments

Growth in Reading

Accelerated Reader (Renaissance Learning) - STAR Results

	New Myrnam School Results		
	2021-2022	2022-2023	2023-2024
Grade 2	29%	67%	25%
Grade 3	38%	20%	60%
Grade 4	33%	67%	80%
Grade 5	50%	22%	40%
Grade 6	42%	38%	38%
Grade 7	38%	25%	33%
Grade 8	46%	27%	33%
Grade 9	20%	50%	14%
Grade 10	75%	22%	73%
Grade 11	n/a	56%	40%
Grade 12	n/a	n/a	63%

Implications for Education Plan

- The low percentage of students reading at or above grade level is concerning. The data tells us that we need to continue to pursue literacy goals beyond elementary grades. Collaborative response tiered interventions for the 2024/2025 school year will target interventions for struggling readers. Teachers and school leadership will engage in professional development to learn to better utilize Renaissance reports and tools.
- The division Literacy Committee has begun work on the division-wide framework which includes best practices and common assessments in the areas of phonemic awareness, sound/symbol association, word recognition (either irregular or high frequency), vocabulary, reading comprehension, fluency, spelling and writing prompts. In addition, a numeracy framework is being developed by a division committee in order to establish guiding principles for numeracy instruction and learning across the division. The NMS literacy lead will continue to perform required assessments assisting in determining students who require further intervention and support.

Goal Two: FNMI students attending St. Paul Education schools are successful

Outcome: The systemic gap between FNMI results and Division-wide results is narrowed.

ALBERTA EDUCATION ASSURANCE MEASURE

Results: Analysis and Key Points

- New Myrnam School does not regularly have enrolled FNMI students. Therefore, data is not available for PAT results, Diploma results, or high school completion rates.

Implications for the Education Plan

- Due to the low number of FNMI students usually enrolled at NMS, there is no data to report. Education Plan goals focusing on improving results for FNMI students is less impactful than other focuses. The NMS 2024/2025 Education Plan will instead set goals to implement strategies to ensure reconciliation practices are more authentically integrated into the fabric of the regular school routine. The school will collaborate with surrounding Indigenous communities on a reconciliation journey. The school staff will work on building a renewed relationship with Indigenous Peoples based on respect, understanding, and partnership.

Goal Three: St. Paul Education has excellent teachers, school leaders, and school authority leaders

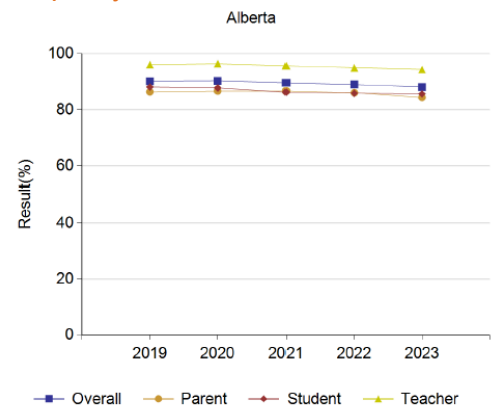
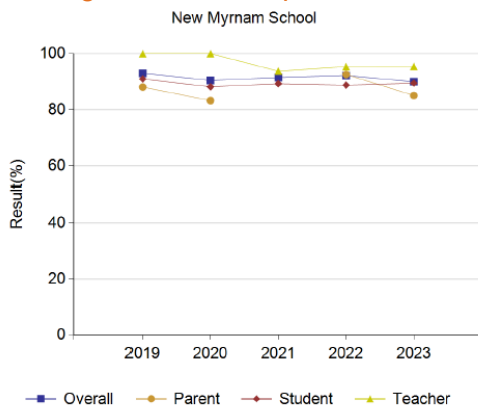
Outcome: St. Paul Education provides welcoming, high-quality working and learning environments

ALBERTA EDUCATION ASSURANCE MEASURE

Results: Analysis and Key Points

Education Quality

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



Notes:

	New Myrnam School		
	2021	2022	2023
	%	%	%
Overall	91.5	92.2	90.0
Parent	*	92.6	85.1
Student	89.3	88.8	89.5
Teacher	93.8	95.4	95.5

Overall, NMS parents, students and teachers are very satisfied with the quality of basic education.

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.

	New Myrnam School		
	2021	2022	2023
	%	%	%
Overall	86.6	83.9	85.8

Parent	*	88.9	86.7
Student	87.4	82.9	80.8
Teacher	85.7	80.0	90.0

Teachers, parents and students overall believe that NMS and other schools in the jurisdiction have improved or stayed the same over the last three years.

LOCAL COMPONENT

Professional Learning, Supervision & Evaluation

School authorities are responsible for supporting teaching and leadership quality through professional learning supervision and evaluation processes.

Implications for the Education Plan

- NMS is proud to see that our parents believe we have maintained a high standard of academic achievement over the last three years. Teachers will continue to collaborate on ways to continue to improve student engagement through project based learning which has had a trickle effect on PAT and DIP results.

Goal Four: St. Paul Education governance and management is based on continual improvement and responsive to diverse stakeholders

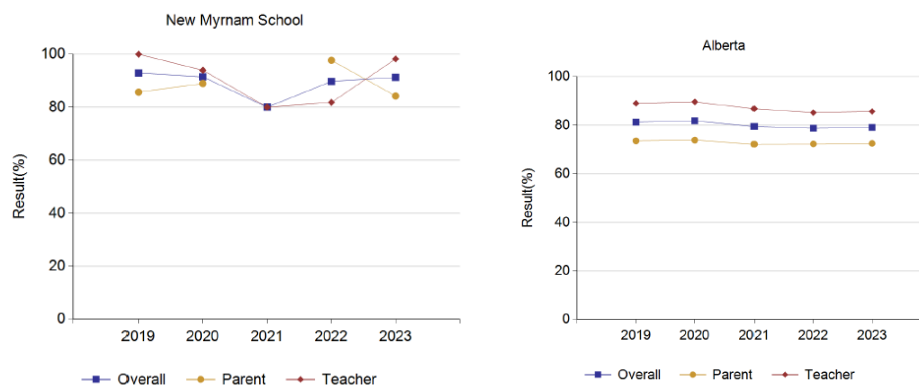
Outcome: St. Paul Education uses evidence-informed practices, stakeholder engagement, and partnerships to support continual improvement.

ALBERTA EDUCATION ASSURANCE MEASURE

Results: Analysis and Key Points

Parental Involvement

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



	New Myrnam School		
	2021	2022	2023
	%	%	%
Overall	80.0	89.7	91.2
Parent	*	97.7	84.2
Teacher	80.0	81.8	98.2

NMS parents and teachers are satisfied with the amount of parental involvement influencing their child's education.

LOCAL COMPONENT

- Division satisfaction survey to be shared in spring of 2023.

Implications for Education Plan:

- Parents at New Myrnam School have a considerable amount of input in what happens in the school. Parents are welcome to talk to staff and admin about concerns. This is a good relationship the school will continue to build with parents.
- In September 2023, homeroom teachers will be reaching out to each parent to ensure they are accessing Power School.

Goal Five: St. Paul Education Fosters Healthy Learning and Working Environments

Outcome: St. Paul Education creates a culture that supports wellness for students and staff.

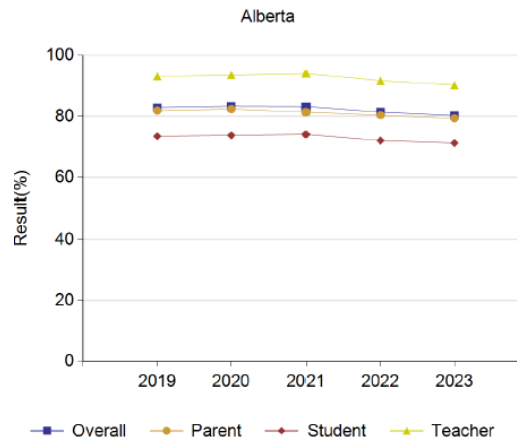
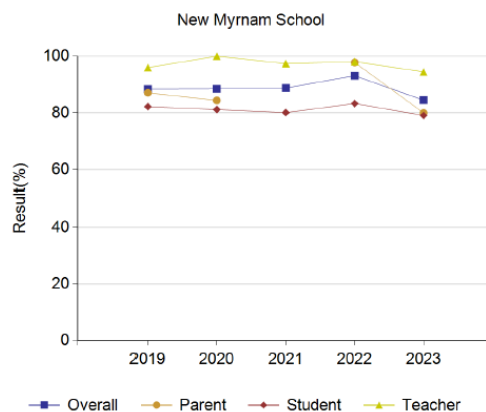
ALBERTA EDUCATION ASSURANCE MEASURE

Results: Analysis and Key Points

Citizenship

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

	New Myrnam School		
	2021	2022	2023
	%	%	%
Overall	88.8	93.1	84.5
Parent	*	97.8	80.0
Student	80.1	83.3	79.1
Teacher	97.4	98.1	94.5



NMS staff, students, and parents are satisfied that students model characteristics of active citizenship.

Welcoming, Caring, Respectful and Safe Learning Environments (WRCSLE)

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

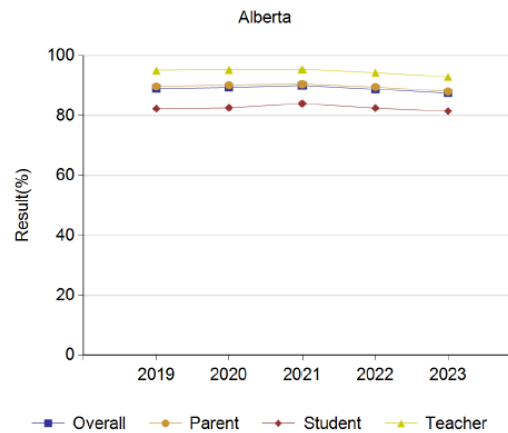
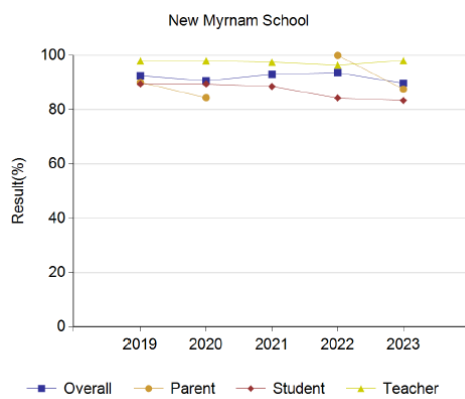
	New Myrnam School		
	2021	2022	2023
	%	%	%
Overall	91.6	91.9	86.8
Parent	*	97.2	82.8
Student	85.1	81.0	78.8
Teacher	98.2	97.4	98.7

Embracing students into the welcoming, caring, respectful and safe learning environment is vital to ensuring students have the environment conducive to learning.

Safe and Caring

The 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.

	New Myrnam School		
	2021	2022	2023
	%	%	%
Overall	93.0	93.6	89.7
Parent	*	100.0	87.5
Student	88.5	84.3	83.4
Teacher	97.5	96.4	98.1



Implications for Education Plan

- NMS will continue to develop an atmosphere where students can learn and be welcomed.
- Together We're Better program is working with grade K-9 students to teach skills like conflict resolution.