



NEW MYRNAM
BARONS



Annual Education Results Report

2023-2024

January 31, 2025

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Accountability Statement

The Annual Education Results Report for New Myrnam School for the 2023/2024 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 2024 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	81.7	84.5	83.6	83.7	84.4	84.8	n/a	Declined	n/a
	Citizenship	75.2	77.9	78.6	79.4	80.3	80.9	Intermediate	Declined Significantly	Issue
	3-year High School Completion	73.7	75.8	78.7	80.4	80.7	82.4	Low	Declined	Issue
	5-year High School Completion	84.1	88.9	86.4	88.1	88.6	87.3	Intermediate	Maintained	Acceptable
	PAT6: Acceptable	56.9	50.2	50.2	68.5	66.2	66.2	Very Low	Improved	Issue
	PAT6: Excellence	13.5	7.5	7.5	19.8	18.0	18.0	Intermediate	Improved Significantly	Good
	PAT9: Acceptable	57.7	52.1	52.1	62.5	62.6	62.6	Very Low	Improved	Issue
	PAT9: Excellence	7.5	8.4	8.4	15.4	15.5	15.5	Very Low	Maintained	Concern
	Diploma: Acceptable	75.1	74.2	74.2	81.5	80.3	80.3	Low	Maintained	Issue
	Diploma: Excellence	13.2	12.8	12.8	22.6	21.2	21.2	Intermediate	Maintained	Acceptable
Teaching & Leading	Education Quality	85.7	88.4	87.9	87.6	88.1	88.6	Intermediate	Declined	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	80.0	83.6	84.0	84.0	84.7	85.4	n/a	Declined Significantly	n/a
	Access to Supports and Services	79.6	83.7	83.3	79.9	80.6	81.1	n/a	Declined Significantly	n/a
Governance	Parental Involvement	76.3	78.4	78.0	79.5	79.1	78.9	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 Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
4. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
8. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
9. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

Assurance Domain	Measure	New Myrnam 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	85.6	80.7	82.4	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	79.7	84.5	88.8	79.4	80.3	80.9	High	Declined	Acceptable
	3-year High School Completion	61.3	100.0	100.0	80.4	80.7	82.4	Very Low	Declined	Concern
	5-year High School Completion	*	100.0	87.2	88.1	88.6	87.3	*	*	*
	PAT6: Acceptable	84.6	n/a	n/a	68.5	66.2	66.2	Very High	n/a	n/a
	PAT6: Excellence	30.8	n/a	n/a	19.8	18.0	18.0	Very High	n/a	n/a
	PAT9: Acceptable	52.1	77.3	77.3	62.5	62.6	62.6	Very Low	Declined	Concern
	PAT9: Excellence	2.1	9.1	9.1	15.4	15.5	15.5	Very Low	Maintained	Concern
	Diploma: Acceptable	64.5	69.4	69.4	81.5	80.3	80.3	Very Low	Maintained	Concern
Diploma: Excellence	3.2	2.8	2.8	22.6	21.2	21.2	Very Low	Maintained	Concern	
Teaching & Leading	Education Quality	89.6	90.0	91.1	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	81.7	86.8	89.3	84.0	84.7	85.4	n/a	Declined	n/a
	Access to Supports and Services	85.0	91.1	90.1	79.9	80.6	81.1	n/a	Declined	n/a
Governance	Parental Involvement	83.4	91.2	90.5	79.5	79.1	78.9	Very High	Maintained	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
4. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
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Goal One: St. Paul Education students are successful

Outcome: Increased number of students at grade level in literacy and numeracy.

ALBERTA EDUCATION ASSURANCE MEASURE

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

Overall Grade 6 & 9 PAT and DIP Results		New Myrnam School			Alberta		
		2022	2023	2024	2022	2023	2024
PAT	Acceptable Standard	89.5%	77.3%	70.6%	64.3%	63.3%	67.3%
	Standard of Excellence	31.6%	9.1%	10.8%	17.7%	16.0%	18.0%
DIP	Acceptable Standard	76.5%	69.4%	64.5%	75.2%	80.3%	81.5%
	Standard of Excellence	5.9%	2.8%	3.2%	18.2%	21.2%	22.6%

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		
		2022	2023	2024	2022	2023	2024
Course	Measure	%	%	%	%	%	%
English Language Arts 6	Acceptable Standard	100.0	100.0	n/a	89.8	90.4	n/a
	Standard of Excellence	0.0	18.2	n/a	22.3	21.9	n/a
Mathematics 6	Acceptable Standard	66.7	100.0	n/a	75.0	77.4	n/a
	Standard of Excellence	22.2	33.3	n/a	14.8	18.8	n/a

Science 6	Acceptable Standard	n/a	100.0	n/a	83.4	79.3	68.8
	Standard of Excellence	n/a	25.0	n/a	27.7	25.9	24.8
Social Studies 6	Acceptable Standard	95.5	n/a	84.6	79.3	78.3	68.5
	Standard of Excellence	50.0	n/a	30.8	23.6	21.3	19.8

PATs (Provincial Achievement Tests) were not administered for ELA 6, Math 6, and Science 6 due to the piloting of the new curriculum. In Social Studies 6, our students scored significantly higher than the provincial average on both the Acceptable Standard and the Standard of Excellence. The shift from traditional classroom instruction to project-based learning may have contributed, as students are actively engaged in their learning through real-world problems that they need to solve.

Grade 9 PATs (Acceptable and Standard of Excellence)

Grade 9 Provincial Achievement Test Results		New Myrnam School			Alberta		
		2022	2023	2024	2022	2023	2024
Course	Measure	%	%	%	%	%	%
English Language Arts 9	Acceptable Standard	*	81.8	58.3	85.4	85.1	69.5
	Standard of Excellence	*	9.1	8.3	15.8	15.9	11.8
Mathematics 9	Acceptable Standard	*	80.0	16.7	63.7	64.7	52.7
	Standard of Excellence	*	0.0	0.0	20.1	16.0	14.0
Science 9	Acceptable Standard	*	81.8	91.7	82.1	78.8	67.6
	Standard of Excellence	*	18.2	0.0	27.3	23.9	20.8
Social Studies 9	Acceptable Standard	*	70.0	63.6	72.8	69.3	60.5
	Standard of Excellence	*	10.0	9.1	20.6	18.9	15.8

In English Language Arts (ELA) 9, students scored below the provincial average. In Math 9, a significantly higher number of students met the acceptable standard compared to the provincial average, although none achieved the standard of excellence. In Science 9, students performed well above the provincial average for the acceptable standard and nearly matched the province's standard of excellence. School-wide energy projects with a strong science focus may be contributing to greater student engagement with the course material. These projects also allow students to apply textbook skills to real-world situations, reinforcing the concepts learned. In Social Studies 9, students scored close to the provincial average.

Grade 12 Diplomas (Acceptable and Standard of Excellence)

- Historically, there have not been enough students taking 30 level math and science courses to collect data from. The number of students enrolling in 30 level science and math courses has increased, which is noteworthy.
- ELA 30-2 and ELA 30-1 was a split class with 2 students taking ELA 30-2. Math 30-2 had 2 students. Social 30-1 and Social 30-2 were both offered in a split classroom during the 2023-2024 school year with 2 and 5 students, respectively. For diploma exams written by fewer than 6 students data is not available.

Grade12 Diploma Examination Results		New Myrnam School		Alberta
		Number of Students	2024 %	2024 %
Course	Measure			
English Language Arts 30-1	Acceptable Standard	6	83.3	84.2
	Standard of Excellence		0.0	10.1
	School Awarded Acceptable Standard		100.0	98.6
	School Awarded Standard of Excellence		66.7	42.1
Math 30-1	Acceptable Standard	6	16.7	75.4
	Standard of Excellence		0.0	34.9
	School Awarded Acceptable Standard		100.0	96.4
	School Awarded Standard of Excellence		66.7	54.8
Chemistry 30	Acceptable Standard	8	50.0	82.9
	Standard of Excellence		0.0	38.0
	School Awarded Acceptable Standard		100.0	97.4
	School Awarded Standard of Excellence		62.5	57.4

Students received an acceptable standard at the school level and on the diploma exam were similar to the provincial average in ELA 30-1. For all three diploma courses, the school awarded standard of excellence was very high compared to the provincial average and the number of students receiving a standard of excellence on the diploma exam.

One possible explanation of this result is that students who struggle with test anxiety can demonstrate their learning in alternate ways which are not assessed on the diploma exams. Another factor is the instructional reading level of NMS students. (See the in the chart “Average GE and IRL Scores 2024-2025 School Year” in the Growth in Reading section below.) Class average instructional reading levels (IRL) for grade 6, 9 and 12 students is well below expectations. As PAT and diploma exams are heavy reading exams, a low IRL impacts students’ ability to decipher what they are being asked in these

questions. Future Education Plans will assess best practices and implement strategies to improve student reading which is predicted to improve overall PAT and diploma test scores.

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		
	2021	2022	2023	2021	2022	2023
3 Year	*	100.0%	61.3%	83.2%	80.7%	80.4%
4 Year	100.0%	*	100.0%	87.1%	86.5%	85.1%
5 Year	74.5%	100.0%	*	87.1%	88.6%	88.1%

In 2023, 100% of our students completed high school within four years, a remarkable achievement compared to the provincial average of 85.1%. Despite the relatively small sample size, the data illustrating that individualized programming plays a critical role in helping our students not only graduate but do so promptly.

NMS has leveraged CTEC to provide engaging, project-based work for students, making their learning experience meaningful and ensuring they persist in their high school education until they earn their diplomas. Additionally, students have diverse opportunities to complete their high school education through access to Myrnam Outreach and Homeschool Center programs.

Summer School initiatives encouraged students who were behind in credits to continue working toward their diplomas. Grade 9 students enrolled in the Google Productivity Pro course during summer school, allowing them to practice skills applicable to other courses and earn credits toward their high school diplomas.

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 PATs 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 FNMI students.

Student Learning Engagement

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

	New Myrnam School			Alberta
	2022	2023	2024	2024
Overall	80.7%	80.7%	85.6%	83.7%
Parent	85.1%	85.1%	97.4%	86.7%
Student	66.0%	66.0%	66.4%	69.3%
Teacher	90.9%	90.9%	92.9%	95.1%

Percentage of students at each grade interval who agree that they are engaged in their learning at school.

	New Myrnam School		
	2022	2023	2024
Student Grade 4-6	64.6%	60.5%	65.4%
Student Grade 7-9	71.3%	61.7%	62.0%
Student Grade 10-12	83.4%	75.8%	71.9%

NMS Attendance Data

Grade	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	Avg.
K	96%	93%	83%	98%	93%	83%	95%	96%	95%	90%	92%
1	88%	87%	85%	86%	63%	75%	80%	83%	79%	79%	80%
2	94%	98%	91%	97%	81%	93%	95%	92%	93%	95%	93%
3	97%	83%	92%	96%	84%	93%	93%	80%	88%	89%	89%
4	82%	81%	82%	65%	73%	57%	69%	76%	75%	66%	73%
5	86%	84%	91%	84%	77%	76%	88%	92%	84%	85%	85%
6	88%	82%	91%	88%	82%	79%	76%	97%	87%	86%	86%
7	91%	86%	88%	87%	74%	84%	85%	87%	88%	96%	87%
8	86%	91%	86%	81%	74%	75%	73%	87%	79%	94%	83%
9	86%	85%	83%	81%	70%	80%	80%	81%	78%	81%	80%
10	89%	80%	87%	90%	84%	80%	80%	81%	73%	83%	82%
11	86%	79%	81%	79%	78%	82%	76%	84%	74%	78%	80%
12	86%	83%	74%	66%	75%	68%	74%	60%	63%	74%	75%
Combi ned	88%	86%	85%	83%	75%	79%	80%	84%	81%	88%	83%

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. There is an increased report of engagement as students get into junior high, which is where these projects really take off during CTF. The NMS staff also

wonder if younger students know what it means to be engaged in learning; what it looks like, sounds like, feels like. This is going to be a discussion moving forward with students of all ages. Staff wondered if students knowing what engaged learning looks like might help them know how to be more engaged students so they are more ready to learn.

In consultation with staff, the 2024-2025 Education Plan focused on student wellness in two ways: living active lifestyles and creating an environment where students had more opportunities to build relationships. We learn and grow through connections with others. This is a building block step to increasing student reports of engagement in their learning.

Student engagement impacts all other aspects of student learning. Engaged students are predicted to be absent fewer days and will put more effort into their academic courses leading to improved outcomes in 30 level courses.

Parents agree or strongly agree that their child is learning useful literacy and numeracy skills. 8% disagreed that their child was learning what they need to know. There is a public thirst for our students to be engaged in real world learning problems and practice skills which they will need in their day to day lives including financial literacy, digital citizenship, and general knowledge needed to run a home. The 2024-2025 Education Plan has a goal titled 21st Century Learning where the focus is on engaging students in that learning.

The number of parents completing the survey went from 4 in 2021 to 9 in 2022 and is holding steady at more than 10 respondents. 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		
	2022	2023	2024
Overall	89.1%	91.1%	85.0%
Parent	93.3%	92.1%	92.1%
Student	81.5%	83.1%	79.5%
Teacher	92.6%	98.2%	83.3%

The majority of parents, students, and teachers at NMS agree that students have access to the appropriate support and services at school. Parent and student respondents agree at a fairly consistent high percentage. Concerning is the sudden drop in teachers agreeing that students have access to the appropriate supports and services.

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

Students achieving at or above grade level on the STAR reading test by grade.

	New Myrnam School Results		
	2021-2022	2022-2023	2023-2024
Grade 2	33%	80%	60%
Grade 3	33%	83%	80%
Grade 4	63%	63%	50%
Grade 5	54%	50%	38%
Grade 6	45%	66%	63%
Grade 7	54%	27%	50%
Grade 8	72%	50%	31%
Grade 9	57%	69%	30%
Grade 10		80%	77%
Grade 11			66%
Grade 12			

Average GE and IRL Scores 2024-2025 School Year

	Number of Students	GE Score	IRL
Grade 7	5	6.2	5.8
Grade 10	12	6.1	5.4
Post Grade 12	8	10.9	10.5

GE - Grade Equivalent

IRL - Instructional Reading Level

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 in elementary grades and beyond. 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 instead sets 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 and staff will work on building a renewed relationship with Indigenous Peoples based on respect, understanding, and partnership.
- This divisional goal will be encompassed into a goal of becoming more culturally aware and showing tribute to the German Mennonite culture which is more prominent in the Myrnam community.

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.

	New Myrnam School		
	2022	2023	2024
Overall	92.2%	90.0%	89.6%
Parent	92.6%	85.1%	93.6%
Student	88.8%	89.5%	83.7%
Teacher	95.4%	95.5%	91.7%

Overall, NMS parents, students and teachers are very satisfied with the quality of basic education with a notable increase in the parent percentage.

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		
	2022	2023	2024
Overall	83.9%	85.8%	90.5%
Parent	88.9%	86.7%	100.0%
Student	82.9%	80.8%	81.5%
Teacher	80.0%	90.0%	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 with a notable increase in the parent percentage.

Implications for the Education Plan

NMS staff are proud to see that our parents believe we have maintained a high standard of academic achievement over the last three years. There is a high expectation on teachers to collaborate effectively and

improve teaching practices where necessary. The 2024-2025 Education Plan shows teachers plan to engage in impactful professional development to continue offering a high quality education to NMS students.

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		
	2022	2023	2024
Overall	89.7%	91.2%	83.4%
Parent	97.7%	84.2%	84.6%
Teacher	81.8%	98.2%	82.2%

NMS parents and teachers are satisfied with the amount of parental involvement influencing their child's education, though teacher satisfaction has fluctuated wildly in the last three years.

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, high school homeroom teachers, and admin about concerns or programming at any time. This is a good relationship the school will continue to build with parents.

NMS staff will enter into discussions about where parental involvement can be increased within the school. Students are more likely to see success when strong bridges exist between home and 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		
	2022	2023	2024
Overall	93.1%	84.5%	79.9%
Parent	97.8%	80.0%	80.0%
Student	83.3%	79.1%	71.0%
Teacher	98.1%	94.5%	88.0%

NMS staff, students, and parents are overall 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		
	2022	2023	2024
Overall	91.9%	86.8%	81.7%
Parent	97.2%	82.8%	84.6%
Student	81.0%	78.8%	70.0%
Teacher	97.4%	98.7%	89.9%

Embracing students into the welcoming, caring, respectful and safe learning environment is the keystone to ensuring students are in an environment conducive to learning. Decreases in the number of teachers and students who agree that learning environments are welcoming, caring, respectful and safe are concerning.

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		
	2022	2023	2024
Overall	93.6%	89.7%	84.9%
Parent	100.0%	87.5%	87.7%
Student	84.3%	83.4%	75.1%
Teacher	96.4%	98.1%	91.8%

Implications for Education Plan

The 2024-2025 Education Plan's number one goal is fostering healthy learning environments with three associated outcomes which address concerns around safe and caring schools and ensuring students are treating each other with respect.

- Outcome 1: Purposeful Technology Education
- Outcome 2: Provide More Opportunities for Students to Build Relationships With Each Other
- Outcome 3: Living Active Lifestyles

These outcomes ensure students are taken care of physically, their attention can be focused on the course work instead of being pulled by personal mobile devices, and that students are given the opportunities to learn how to build stronger relationships with their classmates and staff. These outcomes will be multi-year in focus to build a solid culture of respect and caring for each other as a part of the school community. Therefore, mental and physical health and wellness of students and staff will continue to be a focus of the 2025-2026 Education Plan.