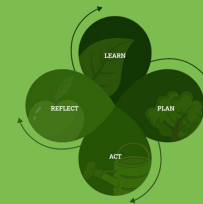


**Alberta Education Results Report**  
**Beacon Hill Public School**  
**Principal**  
**Graham Abbott**  
**Fall 2024**



# Beacon Hill Public School CONTINUOUS IMPROVEMENT CYCLE

*Doing What's Best for Kids*



Beacon Hill School Where Individuals Count!

Beacon Hill Public School is a positive learning environment providing students opportunities to engage in a variety of educational experiences. We believe in:

- Providing a safe and caring school climate as a key to success for staff, students, and parents; Teaching the whole child provides all students rich opportunities to grow;
- Clearly defined behaviour expectations and teaching students behavioural skills necessary for success;
- Effective communication between the school, staff and home;
- Working together as a team that includes students, parents, staff, and community members; Fostering an attitude of lifelong learning;
- Providing opportunities for parents to be partners in their children's education.

Beacon Hill School carries a long tradition of student success and supporting the special needs of each individual student. Our enrollment has grown to 230 students, an increase of 41 students from last year! Our amazing team of 11 ATA (teachers) and 12 CUPE (support staff) assist a diverse population which includes 11 EAL, 25 FNMI and 60 Early Learning students in their daily learning. We offer a variety of curricular and extracurricular programs to students from ECDP to grade 6 which includes Leader In Me School, Apple School promoting Healthy Eating & Active Living, Outdoor Education Club, Robotics, Technology and Multimedia Club, and The Seven Sacred Teachings. We are proud of our school community and the safe and caring environment we all work together to maintain. Beacon Hill Public School is on track for another terrific year, full of classroom learning, Fine Arts activities and events, Extracurricular Sports and Clubs, Robotics, Physical Education opportunities, field trips and outings, and in-school presentations. Our Leader in Me program focus is on involving our students in more leadership activities and roles. Our Parent Council and Parent Plus Association work hard to support the school with involvement in extracurricular activities, fundraising and school events, concerts and assemblies. Parents can and do make a great difference and our students benefit from their efforts! Results from the Alberta Education School Assurance Report, school based data, professional anecdotal data, literacy and numeracy benchmarks, Our School Survey data, Student Learning Assessments (numeracy & literacy), and academic results guide our ongoing school improvement goals as a school community. Our data and goals is shared with School Council for input and the School Growth Plans for 2024-25 were shared at our September School Council meeting. A focus on building community and school culture, and upon improving student achievement (a school wide focus on literacy and numeracy & leadership and character building) is supported by an enthusiastic caring staff, ongoing professional development, Professional Learning Fridays, Collaborative Response and Division staff collaboration.

We are proud of our school community, the safe and caring, and high achieving environment we all work together to maintain.

Graham Abbott

Principal

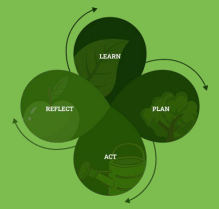
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What's  
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For Kids



# Beacon Hill Public School

## CONTINUOUS IMPROVEMENT CYCLE

*Doing What's Best for Kids*



### FMPSD GOALS

1. High-Quality Learning Opportunities for All
2. Excellence in Student Learning Outcomes
3. Supporting First Nations, Métis and Inuit Students
4. Highly Responsive and Responsible Jurisdiction

### CONTINUOUS IMPROVEMENT CYCLE

1. Learn - Gather, Analyse and Interpret Data
2. Plan - Identify Needs and Strategize to Address
3. Act - Resource and Implement the Plan, Adapt as Needed
4. Reflect - Impact of Plan for Continuous Improvements

## CURRENT STATE

### STRENGTHS

**Strengths identified from school data:** Most recent PAT results were improved from 2022-23 Excellence 9%; Education Quality 88%, School Improvement 86%, WCRSLE 86%, Access to Supports and Services 87%, Citizenship 86%, Safe & Caring 88%, Program Access 82% above or at the provincial average; Work Prep 66%, and Motivated at Schools 83%, Program of Studies 73%, Student Learning Engagement 78%, and Positive Relationships 90%, Positive Behaviors 95% were maintained.

### AREAS FOR GROWTH

**Academic areas of growth:** School wide literacy and numeracy focus (improve reading levels, written skills and mathematics skills & applications). The goal is improved academic achievement over time (increase students Not at Risk by 10% by June 2025).

**Additional goal:** Continue to develop and Implement an Outdoor Learning Program which includes an outdoor classroom, involving our students and teachers in environmental stewardship and outdoor education opportunities, cross curricular instruction, and developing the active citizenship and leadership capacity of our students and staff.

## LOCAL CONTEXT

**School Context:** resourceful, enthusiastic, hard working caring staff; wide range of both curricular and extra curricular offerings; abundance of technological resources for students; a small school culture with an active, involved caring parent community; a continuing school wide focus on improving the literacy and numeracy skills of all students; PD opportunities to develop staff and students' ability to apply Foundational Knowledge about First Nations, Metis, and Inuit peoples with a focus on activities that promote the spirit of reconciliation; Apple School initiatives that promote Wellness and Healthy living; programs and strategies in place that promote positive social-emotional learning, respectful behaviors, and responsible decision making; and the continued development of an Outdoor Learning Space/Classroom.

## STRATEGIES FOR MOVING FORWARD

1. **Professional Learning:** PLFs are focused on supporting staff and students through Collaborative Meetings, LIM Professional Development, PD focused on Literacy and Numeracy initiatives supported by the division office literacy and numeracy coordinators, Mental Health PD & Mindfulness, and the review of PBIS resources & strategies. TQS: Connections - Career Long Learning, Demonstrating a Professional Body of Knowledge, Establishing Inclusive Learning Environments; LQS: Connections - Modelling Commitment to Professional Learning, Leading a Learning Community, Providing Instructional Leadership and Understanding and Responding to the Larger Societal Context.
2. **Material Resources:** Abundance of technology (Chromebooks, iPads, and Laptops); Numeracy resources: Leaps & Bounds for Math, Gimkit, 99 Math. Mathseeds, Mathletics, Math Makes Sense, Mathology, Math Prism, and Equatio, ELK Island Assessment; Literacy Resources: Kahoots, Reading Eggs, UFLI, Leveled Literacy Intervention, Guided Reading, Reading and Writing Strategies - Jennifer Serravallo, Classroom Levelled Books, Lexia, Words Their Way, Library Resources, Precision Reading, Literacy Pull Out, Learning Without Tears, Haggerty, Apple Schools, WITS, PBIS, and Zones of Regulation.
3. **Human Resources:** Dedicated hard working staff, supportive and active parent community, active and engaged student body, and ongoing support from the Apple Schools, and Division Literacy and Numeracy Coordinators and Teachers.

## INDICATORS OF SUCCESS

**Moving To Desired Outcome:** Our School Survey Data percentages are above the provincial average; Improved Assurance Survey results; Lens & CC3 data demonstrate Improved student literacy skills; Numeracy Assessments demonstrate Improved student numeracy skills; improved academic results; Increase in the percentage of staff and students engaged in school-wide leadership roles; and the continued Development and Implementation of an Outdoor Learning Program with increased student and staff involvement in environmental stewardship and conservation activities.





# Beacon Hill Public School

## DESIRED OUTCOME PLANNING

Doing What's Best for Kids



**FMPSPD PRIORITY AREA:** Priority 1: Promote Growth and Success for All Students

**DESIRED OUTCOME: NUMERACY** – Focus on identified gaps in learning and Implement numeracy improvement strategies in all grades. We would expect to see increased instances of students' success in numeracy skills & applications school wide (increase Not At Risk numeracy performance by 10% by June 2025).

Current State (Baseline Data)	What are the gaps in student learning in relation to the data?	What are the gaps in teacher practice in relation to the data?	Improvement Strategies to Address Gaps in Learning and Teacher Practice (Include Stakeholder Engagement)	How will you know your strategies are working? (Fall/Winter)	Desired Outcome
<p>Grade 1, 2 &amp; 3 Numeracy Assessments: 89 students</p> <p>Total: Not At Risk: 61 - At Risk: 28; Grade 3: Not At Risk: 19 - At Risk 11; Grade 2: Not At Risk: 20 - At Risk 9; Grade 1: Not At Risk: 22 - At Risk 8.</p> <p>Comparing Numbers: Not At Risk 45 At Risk 44; Writing Numbers: Not At Risk 59 At Risk 30; Numbers On Line Task: Not At Risk 70 At Risk 16; Number Facts (add): Not At Risk 52 At Risk 37; Number Facts (sub): Not At Risk 51 At Risk 29; Ordering of Numbers: Not At Risk 65 At Risk 24 Weighted Total Score: Not At Risk 62 At Risk 28</p> <p>Elk Island Assessment: Grade 4/5/6 Universal Supports: 48% Targeted Supports: 10% Intensive Supports: 42%</p>	<p>Areas Identified by teachers as gap area focuses for Numeracy Improvement:</p> <p>Kindergarten : Number Sense Grade 1: Problem Solving &amp; Number Sense. Grade 2: Comparing Numbers, &amp; Skip Counting. Grade 3: Addition &amp; Subtraction &amp; Counting &amp; Comparing Grade 4: Number Sense &amp; Problem Solving Grade 5: Fluency, Number Concepts. Grade 6: Problem Solving, Fluency, &amp; Skill Sets.</p>	<p>Staff will focus on identified grade specific numerical topics and subjects for improvement.</p> <p>Staff will identify common strands of numeracy instruction that students struggle with and teach for improvement.</p> <p>Teachers will become more familiar with aspects of the new Math curriculum.</p> <p>All teachers will have at least one or two grade level focus areas based on data to focus on.</p>	<p>School-wide collaboration on numeracy improvement strategies.</p> <p>Strategies discussed by teachers in collaborative meetings, staff meetings, and teacher during PLFs.</p> <p>Use of Resources: Math Makes Sense, Mathletics, Math Prodigy, Math Prism, Ozmo, Mathseeds, Math Antics, Equatio, Mathology Little Books, Math learning progressions, and 99 Math.</p> <p>Ongoing support from the FMPSPD numeracy coordinator: focus on exploring resources, using manipulatives, games &amp; puzzles, Math Progressions, and Modeling a Growth Mindset in Math.</p> <p>PLF division collaborative meetings are excellent venues for teachers to share resources and teaching strategies.</p>	<p>All teachers will recognize and bring forward evidence of improvement in their identified areas of student learning.</p> <p>Teacher interactions during PLF will provide evidence of teacher growth in analyzing classroom evidence.</p> <p>Classroom assessment and data will demonstrate growth.</p> <p>Every student knows where they are in relation to learning targets and knows what specifically they need to improve.</p>	<p>Assessment and ongoing feedback are woven into the day-to-day fabric of teaching and learning.</p> <p>Teachers in all classes will provide proof of student learning using a variety of assessment data and use specific criteria to monitor and adjust their student's learning performance.</p> <p>Numeracy Assessment: Grade 1, 2 &amp; 3: 70% Not at Risk by June 2025:</p> <p>Numeracy Assessment Grade 4/5/6: Decrease in Intensive Supports 42% to 35% June 2025.</p>





# Beacon Hill Public School

## DESIRED OUTCOME PLANNING

Doing What's Best for Kids



**FMPSD PRIORITY AREA:** Priority 1: Promote Growth and Success for All Students

**DESIRED OUTCOME:** **LITERACY** - To reduce gaps in student literacy achievement through targeted intervention strategies (reduce at risk literacy performance 10% by June 2025).

Current State (Baseline Data)	What are the gaps in student learning in relation to the data?	What are the gaps in teacher practice in relation to the data?	Improvement Strategies to Address Gaps in Learning and Teacher Practice (Include Stakeholder Engagement)	How will you know your strategies are working? (Fall/Winter)	Desired Outcome
40 FNMI students: CC3 Lens At Risk 13 & Not at Risk 27  11 EAL students: CC3 Lens At Risk 4 & Not At Risk 7  LENs Grade 1: At Risk: 10 & Not at Risk: 19 CC3 Grade 2: At Risk: 13 & Not at Risk: 16 CC3 Grade 3: At Risk: 10 & Not at Risk: 20 Grade 1, 2 & 3: 62% Not At Risk  Gr 2 & 3 RW - Regular Word Knowledge: Not At Risk 35 At Risk 24 IR - Irregular Word Knowledge: Not At Risk 35 At Risk 24 Gr 1 Name Accuracy: Not At Risk 20 At Risk 9; Sound Accuracy Not At Risk 18 At Risk 11 New Word: Gr 2 Not at Risk 17 At Risk 12; Gr 3 Not at Risk 18 At Risk 12  Dibels Comprehension Assessment Gr 4/5/6 At Risk 44 Not at Risk 28 Not At Risk by 39%	Gaps in learning identified by teachers as focuses for Literacy Improvement:  Kindergarten: Letter Sounds & Recognition. Grade 1: Letter Recognition & Sounds Grade 2-3: Reading Comprehension, Rhyming, Sentence Structure. Grade 4-5: Punctuation & Spelling, Expanding Details, Fluency & Comprehension. Grade 6: Detailed Writing & Editing; Imagery; Narrative Writing; Fluency & Comprehension.	Teachers should apply strategies to address subject specified areas of need with interventions focusing on phonetics, letter recognition and sounds, reading comprehension, and written work.  Collaborate with division partners to address sequential gaps by subject.  Staff will identify common strands of literacy instruction that students struggle with and teach for improvement.  All teachers will have at least one or two grade level focus areas based on assessment data to teach for improvement.	Staff identified common strands of literacy instruction that students struggle to understand the concepts being taught.  PLF collaborative meetings and staff meetings are excellent venues for teachers to share resources and teaching strategies.  FNMI & EAL students are supported by Lexia, & classroom Literacy interventions.  FMPSD literacy coordinator and teacher provide ongoing support.  School-wide collaborative instructional approach for school improvement.  Teachers collaborate in online meetings and during PLFs.  Reading centers in all classrooms.  Use of Resources: Words their Way, Lexia, Secret Stories, Fast Phonics, Reading Eggs, Guided Reading, Daily 5, Raz Kids, Epic, Tumble Books, & Library Resources, Guided Phonics, Haggerty, UFLI, Learning Without Tears, and Gimkit, New Vision Interactive Boards.	All teachers will have at least one or two improvement strategies they have been focusing on.  All teachers will recognize and bring forward evidence of improvement in their identified areas of student learning.  Observations of teacher interactions during PLF will provide evidence of teacher growth analyzing classroom evidence.  Classroom Assessment and Supervision will demonstrate growth.  Increased reading levels & CC3 results.  Increased motivation and desire to read.  Empowered writers (interested in and motivated to write).	70% of students at norm for CC3 & Lens.  Reduce At Risk Student Numbers by 10% and increase Not at Risk Students from 58% to 65%.  Reading Interventions and Assessment become standard practice of daily teaching and learning.  Teachers in all classes will provide proof of student learning using a variety of assessment data and use specific criteria to monitor and adjust their learning performance.  Every student knows where they are in relation to literacy targets and knows what specifically they need to do to improve.





# Beacon Hill Public School

## DESIRED OUTCOME PLANNING

Doing What's Best for Kids



**FMPSD PRIORITY AREA:** Priority 2: Maintaining Safe and Caring Learning Environments and Supports

**DESIRED OUTCOME: Leadership** - Develop and implement an Outdoor Learning Program including an outdoor classroom, involving our students and teachers in environmental stewardship and outdoor education opportunities, cross curricular instruction, and developing the active citizenship and leadership capacity of our students and staff.

Current State (Baseline Data)	What are the gaps in student learning in relation to the data?	What are the gaps in teacher practice in relation to the data?	Improvement Strategies to Address Gaps in Learning and Teacher Practice (Include Stakeholder Engagement)	How will you know your strategies are working? (Fall/Winter)	Desired Outcome
<p>Data from school assurance measures report, and Our School Survey: Citizenship 86%, Welcoming, Caring, Respectful, Safe, &amp; Learning Environments 87%</p> <p>Positive Relationships 90%, Positive Behaviors 95%.</p> <p>75% of Students Grade 4 to 6 are participating in extracurricular sports and clubs.</p> <p>Parent participation in School Council &amp; PAC, activities, assemblies, fundraising, and school based events is increasing.</p> <p>Students participation in environmental awareness and activities, Take Me Outside Club, Tower Garden Activities, Recycling, Apple Schools, FNMI (Land Based Learning) and LIM is increasing (70% participation rate in Grades 4 to 6).</p>	<p>Offer more opportunities for students to experience and connect to outdoor learning to help develop more responsible citizens (indicative in survey res</p> <p>Increase opportunities for staff to be involved in environmental leadership and prepare students to be responsible citizens in the community.</p> <p>Increase the number of students recognized for citizenship, positive behaviors, and leadership in monthly assemblies.</p> <p>Increase the number of Roaries awarded to students from 643 to 650.</p> <p>Involve more students in environmental stewardship, outdoor education, Apple Schools, DEI, and FNMI activities.</p> <p>Provide professional development activities: 7 Sacred Teachings, LIM, DEI, Apple Schools activities &amp; resources; Environmental Science; Outdoor Education PD.</p>	<p>Students are taking on leadership roles and participating in activities at a school-wide level.</p> <p>Teachers are developing capacities for outdoor learning including pedagogy and space management.</p> <p>Teacher need quality outdoor resources that will support outdoor learning and be available for easy access to encourage the outdoor space.</p> <p>Teachers, Administration &amp; Support Staff teach and model appropriate behavioral skills and facilitate opportunities for students to take on leadership roles.</p> <p>Understanding of shifting curricular outcomes and how to accomplish these in the outdoor space.</p> <p>Teachers are taking on more school based leadership (Sports, Clubs, ATA &amp; Tech Rep, Robotics, DEI Rep, Apple Schools Health Champion, FNMI liaison, Health &amp; Safety).</p>	<p>School-wide collaboration in LIM, Apple Schools, DEI, FNMI, Outdoor Learning, and Environmental Stewardship initiatives and activities including opportunities for Take Me Outside Professional Development as part of PLF cycle and support from division based coordinators.</p> <p>Opportunities to partner with organizations locally moving forward Outdoor Learning (GEOEC Open Minds, Inside Education, Search and Rescue, etc).</p> <p>Staff model appropriate behaviors, citizenship qualities, and assign/offers leadership roles within the classroom. Incorporate Outdoor Education - Learning habits into classroom instruction.</p> <p>PLF collaborative teacher meetings are excellent venues for teachers to share resources and participate in LIM, Apple Schools, DEI, &amp; FNMI, Outdoor Learning activities.</p> <p>Class level goal setting for lessons outside per month, shifting the culture and developing skills.</p> <p>FNMI, LIM &amp; Apple Schools (healthy moment) are celebrated at every monthly assembly.</p> <p>Developing an Outdoor Learning Space - Classroom Focus on Environmental Awareness; FNMI - Heart Garden; Greenscene, New Science Curriculum; Healthy Living &amp; Eating; Community Restoration &amp; Revitalization; Students taking on Leadership Roles.</p> <p>Students and Staff are using the outside Learning Space as part of classroom instruction.</p>	<p>All teachers are able to recognize &amp; celebrate ongoing student leadership participation.</p> <p>Ongoing classroom assessment will demonstrate character growth.</p> <p>Data driven accomplishments (Roaries, PAT, SLA &amp; Our-SCHOOL Survey).</p> <p>Students actively participate in more school based leadership roles (assemblies, announcements, events, fundraising, reading buddies, environmental awareness, and Outdoor Education).</p> <p>Cross curricular instruction and activities utilizing the Outdoor Learning Center - Space.</p>	<p>Every student can relate to or demonstrate participation in some form of leadership role.</p> <p>All students are recognized in Monthly Assemblies for either leadership, academic achievement, and/or for citizenship and attitude &amp; effort.</p> <p>Student Advisory Teams established.</p> <p>A high level of fundraising involvement and support.</p> <p>Healthy eating, daily physical activities, and robust living habits.</p> <p>Increasing knowledge of Outdoor Learning.</p> <p>Increased awareness of environmental conservation.</p>



# Beacon Hill Public School Assurance Measure Results Summary

Doing What's Best for Kids



## OUR STAKEHOLDERS - STUDENTS, STAFF & PARENTS



**230 STUDENTS**

.03% English Language Learners  
25% Early Childhood Learners  
18% First Nations, Métis, Inuit  
.09% Severe Disabilities



**23 STAFF**

11 ATA Employees  
12 CUPE Employees



**PARENTS**

**64%** of parents are satisfied in their involvement in decisions about their student's education

### RESPONDENTS

57 Students   8 Teachers   11 Parents

### STAKEHOLDER FEEDBACK

- **88%** of stakeholders... satisfied with the Overall Quality of Education of the school.
- **87%** of stakeholders...Satisfied with the Welcoming, Caring, Respectful, and Safe Learning Environments (above the provincial average).
- **86%** of stakeholders...Satisfied with School Improvement (above the provincial average).

### PROGRAM PRIORITIES

- **Priority #1:** Improve Literacy - LENS, CC3, Benchmarking, SLA, Classroom Resources & Strategies.
- **Priority #2:** Improve Numeracy: Elk Island Math Assessment, Math Assessments, & SLA.
- **Priority #3:** Improve Student Character, Citizenship and Leadership Capacity: LIM, CRM, DEI Apple Schools, Outdoor Education, DI & FNMI.

### IMPROVEMENT AREAS

- **Improvement #1: 77%** Student Learning Engagement - the percentage of students engaged in their learning (33% don't like learning LA or Math).
- **Improvement #2: 64%** Lifelong Learning - Students are taught the knowledge and Skills and Attitudes for Learning throughout their lifetime. Increase awareness of preparedness for further education.

## 2023-2024 SCHOOL REPORT CARD

Results of the Alberta Education Assurance Measure completed by our school's parents, students, and staff.

### STUDENT LEARNING AND ENGAGEMENT

2023-2024 School Result - 79 %  
2022-2023 School Result - 88.2 %  
2023-2024 Provincial Result - 83 %

### EDUCATION QUALITY

2023-2024 School Result - 88 %  
2022-2023 School Result - 95.2 %  
2023-2024 Provincial Result - 87 %

### PAT EXCELLENCE

2023-2024 School Result - 9 %  
2022-2023 School Result - 0 %  
2023-2024 Provincial Result - 19%

### PAT ACCEPTABLE

2023-2024 School Result - 37 %  
2022-2023 School Result - 42 %  
2023-2024 Provincial Result - 62%

### CITIZENSHIP

2023-2024 School Result - 86 %  
2022-2023 School Result - 92.1 %  
2023-2024 Provincial Result - 79 %

### PARENTAL INVOLVEMENT

2023-2024 School Result - 76 %  
2022-2023 School Result - 80 %  
2023-2024 Provincial Result - 79 %

### ACCESS TO SUPPORT AND SERVICES

2023-2024 School Result - 87 %  
2022-2023 School Result - 81.4 %  
2023-2024 Provincial Result - 79 %

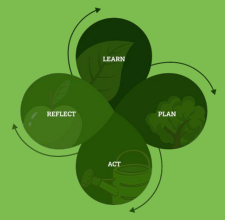
### WELCOMING, CARING, RESPECTFUL AND SAFE LEARNING ENVIRONMENTS

2023-2024 School Result - 87 %  
2022-2023 School Result - 90 %  
2023-2024 Provincial Result - 84 %



# Beacon Hill Public School NARRATIVE OF THE RESULTS

*Doing What's Best for Kids*



## What data did we look at?

- Fall 2024 School Assurance Framework Results
- Fall 2024 and Spring 2024 OurSchool Survey Results.
- Beacon Hill Spring & Fall Literacy Assessments.
- Beacon Hill Spring & Fall Numeracy Assessments.
- Report Card Indicators.
- Student Learning Assessment Results (IPPs and BsPs).

## What did we learn about our students / staff strengths and needs?

### STRENGTHS

- 88% of stakeholders are satisfied with the Overall Quality Of Education of the school.
- 87% of stakeholders are Satisfied with the Welcoming, Caring, Respectful, and Safe Learning Environments of our school (above the provincial average).
- 86% of stakeholders are Satisfied with our School Improvement
- 86% of stakeholders are Satisfied that our students model the characteristics of active Citizenship.
- 88% of stakeholders are Satisfied with the Education Quality of our school (above the provincial average).
- Continue increasing the amount of students in the Not at Risk category in both literacy and numeracy assessments - 19% overall increase in 2023-2024 and set a 10% target for 2024-2025.
- OurSchool Survey results regularly score above the provincial average.

### AREAS FOR GROWTH

- Academic areas of growth: School wide literacy and numeracy focus (improve reading levels, written skills and mathematics skills). The goal is to continue to improve academic achievement over time.
- Increase the percentage of the Students who value being engaged in Learning (value ELA & Math) & opportunities for preparing for Lifelong Learning beyond elementary school.

### Additional goal:

- **Leadership** - Continue to develop and implement an Outdoor Learning Program including an outdoor classroom, involving our students and teachers in environmental stewardship and outdoor education opportunities, cross curricular instruction, and developing the active citizenship and leadership capacity of our students and staff.

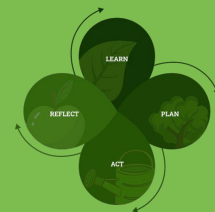




# Beacon Hill Public School

## NARRATIVE OF THE RESULTS

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### Focus Areas:

- Student reading levels are a continuing focus for improvement.
- Continue to increase the percentage of students Not at Risk in Numeracy & Literacy Assessments.
- Student's written skills are a continuing focus for improvement.
- The need for ongoing access to resources and programs for instructional support.
- Improving Numeracy Skills is an area of ongoing school wide goal, supported by Assessment data that identifies areas of improvement and focus.
- Continue to increase the percentage of students Not at Risk.
- Staff mental health and wellness is a continuing focus for ongoing PD.
- Apple Schools health and physical well-being is part PLF professional development and of implementation into regular instruction.
- Continue to promote the school through (Instagram, Twitter, Facebook, Website) with the goal of continuing to increase student enrollment.
- Promote and increase parent participation in assurance surveys.
- Continue to Increase parent/guardian involvement in school based activities.
- ROARIE program: continue to recognize positive behaviors and create active caring citizens - 643 Roaries awarded in 2023-24 - Goal to increase that amount in 2024-25.
- Monthly Assemblies: increase the number of students who are recognized for student achievement, attitude and effort.

### What did we do during 2023-2024 (last year's PLF plan)?

1. Leader In Me - Focus on Leadership and Empowering Instruction.
2. School Teacher Division 1 & 2 collaboration team meetings.
3. Literacy and Numeracy Focus - support from Division Office Literacy and Numeracy Coordinators.
4. Participated in Division Collaborative Groups
5. Reviewed data and worked on updating School Wide Goals.
6. Reviewed Apple School resources and activities for classroom use (Health & PE instruction).
7. Staff Mental Health & Wellness activities and resources with the goal of lessening anxiety and stress.
8. FNMI focuses on Reconciliation and Resources.

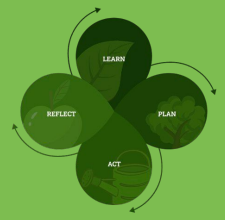
Our weekly PLFs consisted of regular monthly Teacher Division 1 & 2 meetings, LIM Professional Development, PD focused on Literacy and Numeracy initiatives and some PLFs supported by the division office literacy and numeracy coordinators, Indigenous Education Activities and Review of Resources, Apple School resources & activities to promote school wide Health & Wellness, and Mental Health classroom activities beneficial for both staff and their students.

The Teacher Quality Standard Connections of the PLFs were: Career Long Learning, Demonstrating a Professional Body of Knowledge, Establishing Inclusive Learning Environments; Leadership Quality Standards are: Connections - Modelling Commitment to Professional Learning, Leading a Learning Community, Providing Instructional Leadership and Understanding and Responding to the Larger Societal Context.



# Beacon Hill Public School NARRATIVE OF THE RESULTS

*Doing What's Best for Kids*



## Provincial expectation for schools to look at:

### ENGLISH AS AN ADDITIONAL LANGUAGE

- Literacy Assessments Data will be the focus for improving reading and writing skills. Students will be supported with universal and targeted literacy interventions.

### FIRST NATIONS, MÉTIS, INUIT

#### Indigenous Achievement

We continue to prioritize opportunities to develop staff and students' ability to Apply Foundational Knowledge about Indigenous peoples with a focus on activities that promote the spirit of reconciliation.

We have a dedicated Indigenous Liaison on staff and time is allotted each Professional Learning Friday for professional development and resource reviews in addition to the following school wide initiatives:

- Our school is a Downie and Wenjack Legacy School.
- Staff are provided with the resources to support a year-long Cree language based 13 Grandfather Moons study.
- Integrating the 7 Teachings into classroom community and designation of a Sacred 7 Award at each monthly assembly with a school-wide teaching moment.
- Acknowledge students at monthly assemblies for participation and learning in the 7 Sacred Teachings.
- Inclusion of a Land Acknowledgement at all school wide gatherings.
- Participation and recognition of National Day of Truth and Reconciliation, Metis Week, Indigenous Wisdom Week, International Inuit Day, Indigenous Veterans Day, Rock Your Mocs, and other significant days in the calendar year.

As we continue to grow in our knowledge, and build connections with community knowledge keepers and elders, we will seek meaningful opportunities to build relationships with members of Indigenous communities and integrate learning opportunities for our staff and students.

## What do we need to work at - the goals of our 2024-2025 education plan?

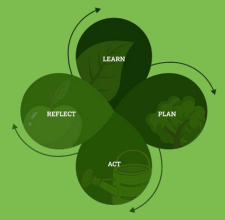
- Explore literacy foundational skills and how these skills directly affect reading comprehension. Moving forward, we will continue to examine data based upon how interventions have been implemented and the success in targeted instruction to close gaps in learning. The goal is to continue to increase the percentage of our students who are Not At Risk in literacy assessments and to improve literacy academic achievement.
- Teachers will focus Literacy interventions upon targeted identified areas of risk. Resources and Interventions: Dawn Reithaug - Comprehension & Vocabulary; Heggerty - Bridging the Gaps; UFLI; Daily 5; Learning Without Tears. Students are supported by literacy interventions in individualized teacher interventions and support from the division literacy coordinator. Lens & CC3 Assessments, and DIBELS Data is a focus for analyzing and improving upon reading and writing skills.
- Teachers have identified Gaps in learning and focus areas for Literacy Improvement: ECDP: Phonics, Letters; Kindergarten: Letter Sounds & Recognition; Grade 1: Letter Recognition & Sounds, Sentence Writing, Group Practice; Grade 2: Phonemic awareness & Phonics; Grade 3: Reading Comprehension Skills, Rhyming, Sentence Structure; Grade 4: Punctuation & Spelling, Reading Comprehension & Fluency, Expanding Details; Grade 5: Writing Organization, Reading Fluency & Comprehension, Morphology & Language Based Fluency Games; Grade 6: Detailed Writing & Editing, Imagery, Narrative Writing, Grammar, and Spelling.



# Beacon Hill Public School

## SUPPORTING DATA

*Doing What's Best for Kids*

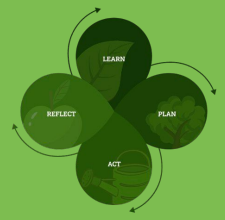


- Our Numeracy goal is to continue to increase the percentage of our students who are Not at Risk in numerical assessments, identify gaps in learning and provide interventions for improvement, and in the longterm to improve numerical academic achievement.
- Division 2 teachers will use the Elk Island Assessment to generate data and plan for instructional strategies to address identified areas of weakness. At risk Division 2 students have participated in small groups with the Division 2 numeracy teacher.
- Teachers have identified gaps in learning and focus areas for Numeracy Improvement: Kindergarten : Number Sense; Grade 1: Problem Solving & Number Sense; Grade 2: Comparing Numbers & Skip Counting; Grade 3: Addition & Subtraction, Number Sense, Counting & Comparing; Grade 4: Number Sense & Problem Solving; Place Value; Grade 5: Fluency, Number Concepts; Grade 6: Multiplication and Subtraction of Decimals; Understanding Place Value; Long Division; Critical Thinking & Problem Solving, Fluency & Skill Sets.
- Teachers will collaborate on numerical improvement strategies based on generated data and work on identified areas of focus, using a wide variety of school based Math Resources and Intervention Strategies with ongoing support from the division numeracy coordinator.

### Supporting Data Specific to School Desired Outcomes/Goals

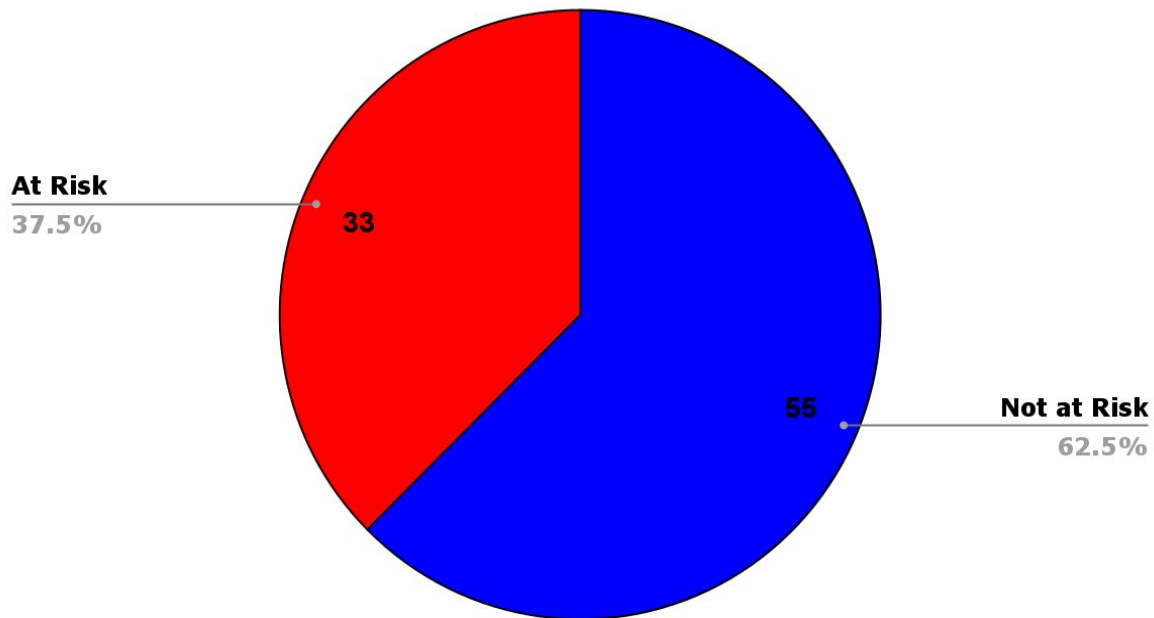
1. Literacy Data, Fall 2024.
2. Numeracy Data, Fall 2024.
3. Our School Survey Data, October 2024.
4. Required Alberta Education Assurance Measures - Overall Summary, Fall 2024.
5. Supplemental Alberta Education Assurance Measures - Overall Summary, Fall 2024.
6. Required Alberta Education Assurance Measures -EAL Overall Summary, Fall 2024.
7. Required Alberta Education Assurance Measures -EAL Overall Summary, Fall 2024.





Div 1 Literacy Assessment:

**CC3 & Lens Overall Performance Grade 1/2/3**



CC3 (Castles & Coltheart Assessments) & LENS

Grade 1: At Risk: 10 (35%) & Not at Risk: 19 (66%) 29 total students

Grade 2: At Risk: 13 (45%) & Not at Risk: 16 (55%) 29 total students Fall 2024 +13% NAR)

Grade 3: At Risk: 10 (34%) & Not at Risk: 20 (66%) 30 total students Fall 2024 (+7% NAR)

Total: At Risk: 33 (37%) Not at Risk: 55 (63%)

Improvement Goal for 2024-25: (70%) Not at Risk

Grade 1 LeNS

Name Accuracy: Not at Risk: 20 (69%) & At Risk: 9 (31%)

Sound Accuracy: Not at Risk: 18 (62%) & At Risk: 11 (38%)

Improvement Goal for 2024-25: (70%) Not at Risk

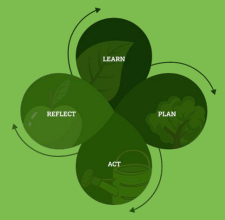
Grade 2 & 3 CC3

RW - Regular Word Knowledge: Not at Risk: 35 (60%) & At Risk: 24 (40%)

IR - Irregular Word Knowledge: Not at Risk: 35 (60%) & At Risk: 24 (40%)

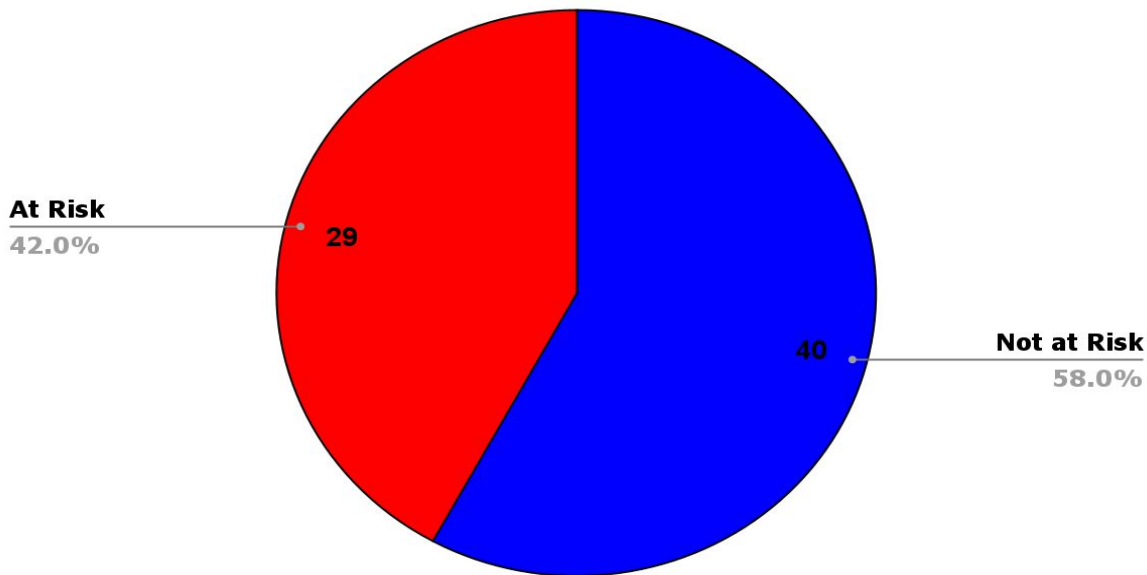
NW: Non Word Knowledge: Not at Risk: 35 (60%) & At Risk: 24 (40%)

Improvement Goal for 2024-25: (70%) Not at Risk



Div 2 Literacy Assessment:

**Dibels Comprehensive Assessment Grade 4/5/6**



Dibels Comprehensive Assessment

Grade 4: At Risk: 21 & Not at Risk: 6 (27 students)

Grade 5: At Risk: 17 & Not at Risk: 8 (25 students)

Grade 6: At Risk: 6 & Not at Risk: 14 (20 students)

Total: At Risk: 44 (61%) Not at Risk: 28 (39%)

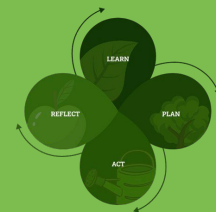
Improvement Goals for 2024-25:

Grade 4/5 (50%) Not at Risk: Grade 6 (80%) Not at Risk

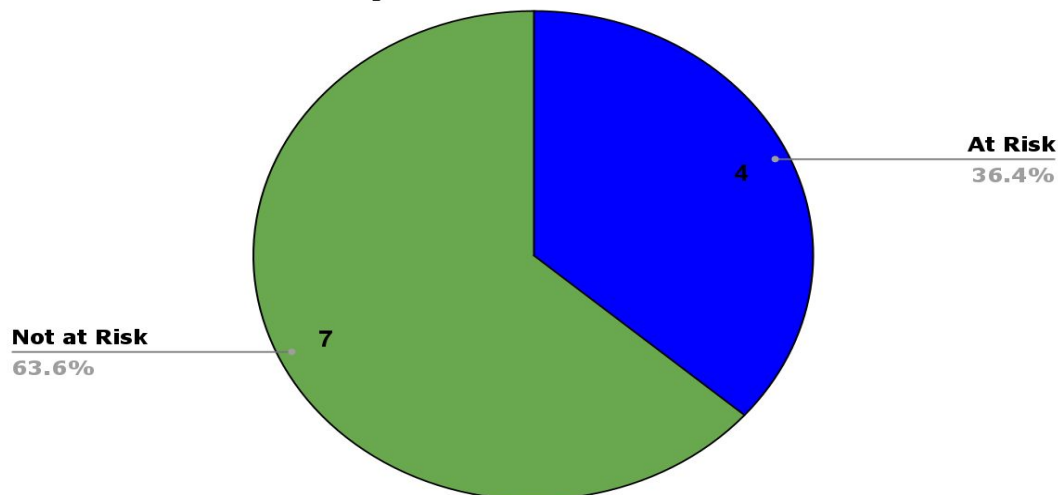
Fall 2024 (GR 5 +8%) & (Gr 6 +10%)

# SUPPORTING DATA

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## EAL 2024 Literacy Assessments

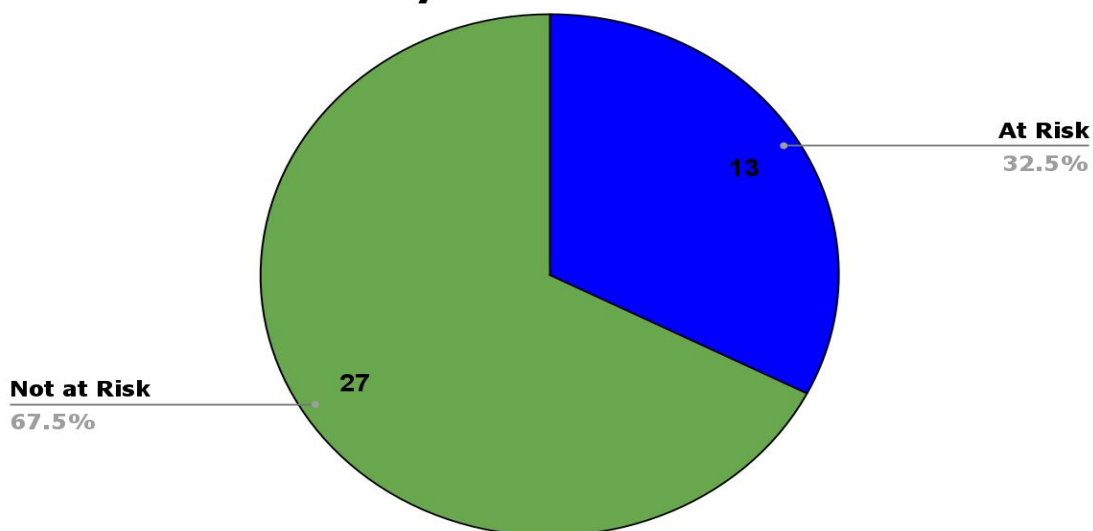


CC3 (Castles & Coltheart Assessments) & LENS

EAL: At Risk: 4 (36%) & Not at Risk: 7 (64%)

Improvement Goal for 2024-25: EAL 70% Not at Risk

## FNMI 2024 Literacy Assessments

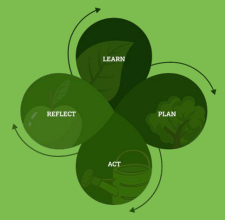


CC3 (Castles & Coltheart Assessments) & LENS

FNMI: At Risk: 13 (32%) & Not at Risk: 27 (68%)

Improvement Goal for 2024-25: FNMI 70% Not at Risk

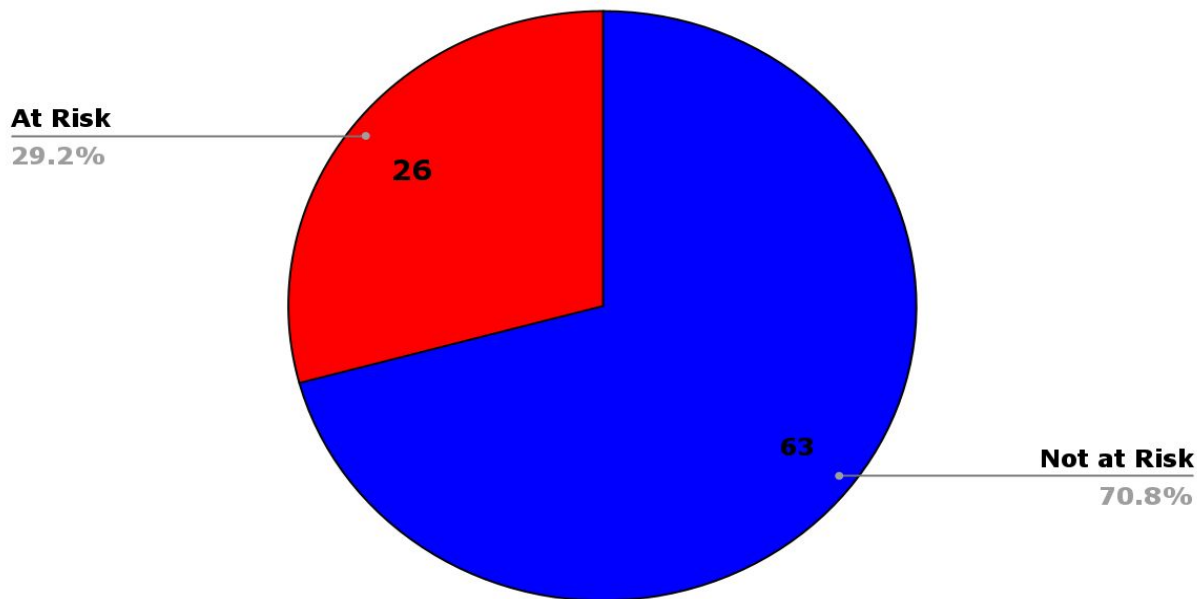




### Numeracy Data

#### Div 1 Numeracy Assessments

### Fall 2024 Grade 1/2/3 Numeracy Assessment



#### Alberta Education Numeracy Assessment

- 29% of students in Div 1 are flagged At Risk Fall 2024 (+1%)
- 71% of students in Div 1 are flagged Not At Risk Fall 2024 (+1%)
- 6 Div 1 students At Risk in Spring 2024 now Not At Risk

Comparing Numbers: Not at Risk: 45 At Risk: 44

Writing Numbers: Not at Risk: 59 At Risk: 30

Numbers On Line Task: Not at Risk: 70 At Risk: 16

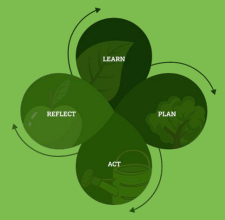
Number Facts (Add): Not at Risk: 52 At Risk: 37

Number Facts (Sub): Not at Risk: 54 At Risk: 35

Ordering of Numbers: Not at Risk: 65 At Risk: 24

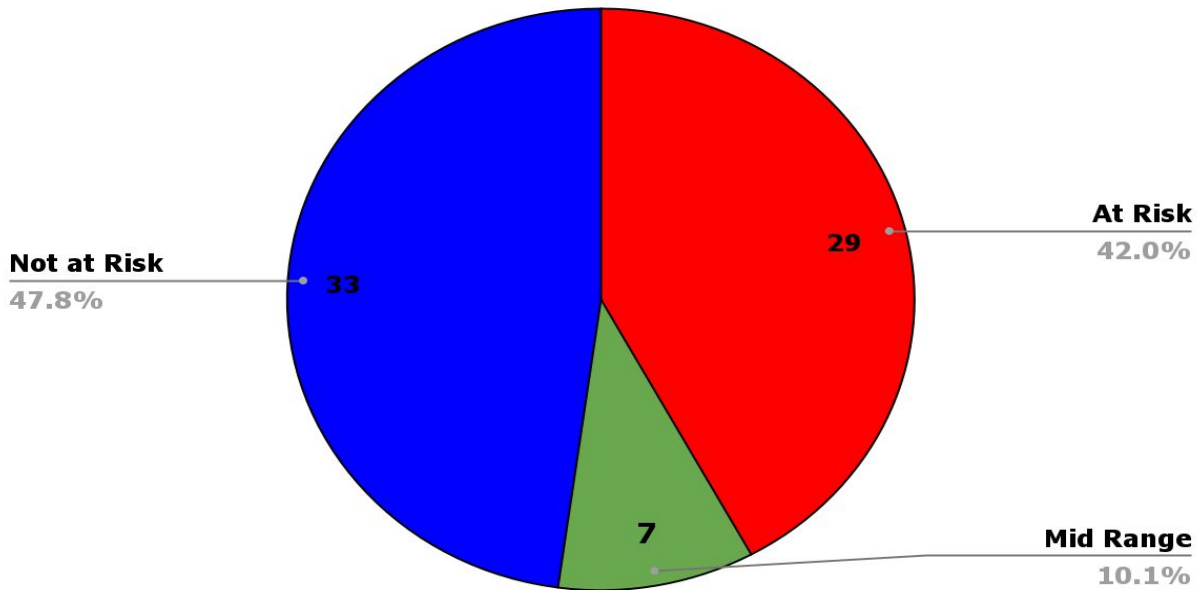
Weighted Total Score: Not at Risk: 62 At Risk: 27

Improvement Goal for 2024-25: 80% Not at Risk



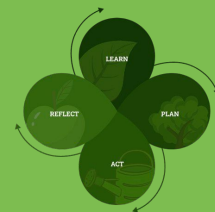
Div 2 Numeracy Assessments:

**Grade 4/5/6 Elk Island Numeracy Assessment**



Elk Island Public School Math Assessment

- 10% of our Division 2 students require Targeted Supports (to develop grade appropriate numeracy skills.
- 42% of our Division 2 students require Intensive Individual Intervention (At Risk) to develop grade appropriate numeracy skills; a significant portion of this resides at the Grade 4 & 5 level.
- 48% of our Division 2 students require Universal Supports (Not at Risk) to maintain and improve grade appropriate numeracy skills.
- Improvement Goal for 2024-25: 60% Not at Risk Fall 2024 (+15%)



### (Our SCHOOL Survey)

### Report on Student Outcomes and School Climate

### Grade 4, 5 & 6: Fall 2023, Spring 2024, Fall 2024

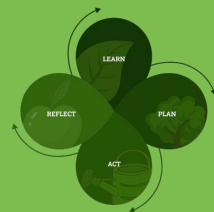
- Students with a Positive Sense of Belonging: **School 81% & 80% & 77% Canadian Norm 72%**  
Students are encouraged to take on leadership roles and all students are encouraged to take part in and help organize school events (cross grade reading buddies, Green Team, PALs, teaming up for special class projects and events, Leader In Me, and extracurricular activities).
- Students with Positive Relationships: **School 83% & 80% & 80%- Canadian Norm 80%**  
At Beacon Hill Public School we teach and reward positive behaviors (ROARIES) and work on building responsible, respectful and ready citizens (Anti-Bullying & Pink Shirt Day) and we use Buddy Benches at recess to encourage inclusion, and build friendships.
- Students Value School Outcomes: **School 98% & 85% & 96% - Canadian Norm 91%**  
Students are encouraged and supported to do their best and achieve excellence. Student Achievement is rewarded at Monthly Assemblies. Beacon Hill Public School teachers relate outcomes to real world experiences and use a wide range of instructional methods.
- Students with Positive Homework Behaviors: **School 72% - Canadian Norm 66%**  
Students use an agenda to list homework and track completion of assigned work. Students use technology outside of school to extend learning (Mathletics, online spelling lists, Reading Eggs, Seesaw and Google classroom).
- Students with Positive Behavior at School: **School 100% & 94% & 94%- Canadian Norm 90%**  
We value, teach and reward positive behaviors utilizing Positive Behavioral Integration and Strategies, the WITS Program, Anti-Bullying assemblies, and ROARIES.
- Students who are Interested and Motivated: **School 96% & 78% & 83%- Canadian Norm 78%**  
At Beacon Hill Public School we offer a wide range of subjects and students are motivated to be successful in their studies through the use of multiple approaches to teaching supported by technology and hands-on learning activities.
- Positive Learning Climate: **School 76% & 66% & 72% - Canadian Norm 66%**  
At Beacon Hill Public School there are clear rules and expectations for classroom behavior, and our teachers model, teach and reward positive behaviors. Students receive ROARIES for positive behaviors and are regularly recognized at monthly assemblies. Students are assigned leadership roles.
- Students with Moderate or High Levels of Anxiety: **School 28% & 39% & 35% - Canadian Norm 29%**  
This is an area of focus that we are continuing to work on improvement strategies (Zones of Regulation in all classes. Mindfulness, WITS).
- Advocacy at School: **School 87% & 76% & 72% - Canadian Norm 63%**  
High levels of support and caring staff, and the support of a full time school counselor & LAC.
- Positive Teacher-Student relations: **School 89% & 82% & 85%- Canadian Norm 81%**  
A caring dedicated staff in a community oriented school culture.
- Feel Safe attending this school: **School 85% & 85% & 77% - Canadian Norm 62%**  
A school climate that values respect, responsibility and teaches positive behavior.
- Expectations for Success: **School 83% & 78% & 83%- Canadian Norm 82%**  
The school staff emphasize the academic skills and hold high expectations for all students to succeed.

\*All categories are at or above the provincial average.



# SUPPORTING DATA

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## Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 1843 Beacon Hill School

Assurance Domain	Measure	Beacon Hill 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	77.7	88.2	86.0	83.7	84.4	84.8	n/a	Declined	n/a
	Citizenship	85.4	92.1	91.5	79.4	80.3	80.9	Very High	Declined	Good
	Junior High School Completion	n/a	n/a	n/a	85.4	80.7	82.4	n/a	n/a	n/a
	Junior High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PATR, Acceptable	36.4	41.7	41.7	98.5	86.2	86.2	Very Low	Maintained	Concern
	PATR, Excellence	9.1	0.0	0.0	19.8	10.0	19.0	Low	Improved	Acceptable
	PATR, Acceptable	n/a	n/a	n/a	82.6	62.6	62.6	n/a	n/a	n/a
	PATR, Excellence	n/a	n/a	n/a	15.4	15.5	15.5	n/a	n/a	n/a
	Diploma, Acceptable	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
	Diploma, Excellence	n/a	n/a	n/a	21.2	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	87.5	86.2	85.6	87.6	88.1	88.6	High	Declined	Acceptable
Learning Supports	Welcome, Caring, Respectful and Safe Learning Environments (MCRS, E)	86.1	80.9	80.5	84.6	84.7	85.4	n/a	Declined	n/a
	Access to Supports and Services	86.8	81.4	80.6	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	78.7	80.0	77.5	79.5	79.1	78.6	Intermediate	Maintained	Acceptable

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
- Caution should be used when interpreting high school completion rate results over time, as participation in the 2018/19 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.
- Aggregated Grade 9 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 9 course. Courses included: Social Studies (Grade 9), French (2nd level), French Language Arts (2nd level), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
- 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), French (2nd level), French Language Arts (2nd level), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
- Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2018/19, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
- 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.
- Beginning in 2022/23, results for the Grade 9 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.
- 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 Exams for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, French Language Arts 30-2, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

Report Generated: Oct 12, 2024  
Locked with Suppression for Fall 2024

Report Version 1.0  
Data Current as of Oct 04, 2024

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## Supplemental Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 1843 Beacon Hill School

Measure	Beacon Hill 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
Diploma Exam Participation Rate (Gr. Exams)	n/a	n/a	n/a	62.7	3.5	n/a	n/a	n/a	n/a
Drop Out Rate	n/a	n/a	n/a	2.6	2.5	2.4	n/a	n/a	n/a
In-Service Jurisdiction Needs	83.3	100.0	95.6	81.1	82.2	83.0	Intermediate	Maintained	Acceptable
Lifelong Learning	63.5	77.8	77.2	79.9	80.4	80.7	Low	Maintained	Issue
Program of Studies	72.2	74.5	77.3	82.8	82.9	82.9	Low	Maintained	Issue
Program of Studies - At Risk Students	83.6	82.8	84.0	80.6	81.2	81.5	Intermediate	Maintained	Acceptable
Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	79.7	71.9	78.0	n/a	n/a	n/a
Safe and Caring	87.6	91.4	94.1	87.1	87.5	88.1	High	Declined	Acceptable
Satisfaction with Program Access	81.9	89.9	70.5	71.9	72.9	72.7	High	Improved	Good
School Improvement	86.1	89.1	83.3	76.6	75.2	74.7	Very High	Maintained	Excellent
Transition Rate (L to L)	n/a	n/a	n/a	66.1	58.7	60.0	n/a	n/a	n/a
Work Satisfaction	66.7	100.0	89.7	82.8	83.1	84.0	Very Low	Declined	Concern

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
- Participation in the Diploma Exams was impacted by the fires in 2018/19 and 2022/23, and the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.

Report Generated: Oct 12, 2024  
Locked with Suppression for Fall 2024

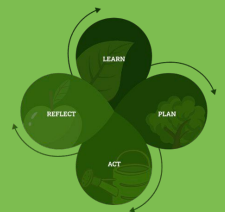
Report Version 1.0  
Data Current as of Oct 04, 2024

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# SUPPORTING DATA

## Doing What's Best for Kids



### Required Alberta Education Assurance Measures - Overall Summary Fall 2024

School: 1843 Beacon Hill School (FNMI)

Assurance Domain	Measure	Beacon Hill School (FNMI)			Alberta (FNMI)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Junior High School Completion	n/a	n/a	n/a	68.6	57.0	68.6	n/a	n/a	n/a
	Senior High School Completion	n/a	n/a	n/a	69.4	71.3	69.1	n/a	n/a	n/a
	PATs: Acceptable	*	*	n/a	48.7	45.3	45.3	*	n/a	n/a
	PATs: Excellence	*	*	n/a	7.3	6.5	6.5	*	n/a	n/a
	PATs: Acceptable	n/a	n/a	n/a	41.4	38.4	39.4	n/a	n/a	n/a
	PATs: Excellence	n/a	n/a	n/a	6.1	5.3	5.3	n/a	n/a	n/a
Teaching & Leading	Diploma: Acceptable	n/a	n/a	n/a	78.9	74.6	74.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	11.3	11.3	11.3	n/a	n/a	n/a
Learning Supports	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Welcoming, Caring, Respectful and Safe Learning Environments (WCRESLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

- Notes:
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
  - 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.
  - Aggregated Grade 9 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 9 course. Courses included: English Language Arts (Grades 9, 9 KAC), French (de arrete), French Language Arts (de arrete), Mathematics (Grades 9, 9 KAC), Science (Grades 9, 9 KAC), Social Studies (Grades 9, 9 KAC).
  - 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 KAC), French (de arrete), French Language Arts (de arrete), Mathematics (Grades 9, 9 KAC), Science (Grades 9, 9 KAC), Social Studies (Grades 9, 9 KAC).
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  - 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, Franais 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.



### Required Alberta Education Assurance Measures - Overall Summary Fall 2024

School: 1843 Beacon Hill School (EAL)

Assurance Domain	Measure	Beacon Hill School (EAL)			Alberta (EAL)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Junior High School Completion	n/a	n/a	n/a	72.0	72.0	70.7	n/a	n/a	n/a
	Senior High School Completion	n/a	n/a	n/a	88.1	88.7	87.2	n/a	n/a	n/a
	PATs: Acceptable	*	n/a	n/a	64.6	65.4	65.4	*	n/a	n/a
	PATs: Excellence	*	n/a	n/a	16.5	15.7	15.7	*	n/a	n/a
	PATs: Acceptable	n/a	n/a	n/a	62.7	65.0	66.3	n/a	n/a	n/a
	PATs: Excellence	n/a	n/a	n/a	16.1	11.0	11.0	n/a	n/a	n/a
Teaching & Leading	Diploma: Acceptable	n/a	n/a	n/a	66.3	67.1	67.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	14.0	13.0	13.0	n/a	n/a	n/a
Learning Supports	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Welcoming, Caring, Respectful and Safe Learning Environments (WCRESLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

- Notes:
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
  - 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.
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  - 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 KAC), French (de arrete), French Language Arts (de arrete), Mathematics (Grades 9, 9 KAC), Science (Grades 9, 9 KAC), Social Studies (Grades 9, 9 KAC).
  - 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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  - Beginning in 2022/23, results for the Grade 9 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.
  - 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, Franais 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.