

# Northland School Division

## 2023-2024 Annual Education Results Report



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# Our Commitment to System Assurance

## Northland Students Will Thrive

Tansi, Edlánat'e, Hello students, parents/guardians, community members and education partners. It is our pleasure to present the Northland School Division Annual Education Results Report (AERR) for the 2023-2024 School Year.

In the past year, the Northland School Division sought out community voices about the future of learning in our schools. The call from parents, community members, staff, and students was clear: **Our schools must reflect who we are and where we come from.**

The updated 3-Year Education Plan is a direct response to what the Board and Administration heard from communities. Through connections to the land and language, a wide range of holistic learning opportunities, invested staff, and excellent resources, we aim to ensure that every Northland student can thrive in every stage of their learning journey, honoring the spirit intended by all our relations who have come before.

## Engaging Northland Communities

To ensure Northland parents, guardians, communities and education partners are informed and involved in developing plans, programs, and progress through ongoing and effective communication, the following are features of the division's assurance system:

- **Division-Wide Engagements:** During the 2023-2024 school year, the senior administration team visited every Northland community to hear what is working, what needs improvement, and about ways to include the wisdom of the community in the everyday school experience. Take a look here to see [What We Heard](https://www.nsd61.ca/download/444545) across the Division - <https://www.nsd61.ca/download/444545>.
- **School-Based Engagements:** Each school works to establish a school council as per the *School Council Regulation*. Where establishment of a council according to the regulations does not occur, each school must establish a Principal's Advisory Committee as one avenue for members of the school community to give input to the principal on the school's Education Plan and Results.
- **School Councils and Principal Advisory Committees:** As per Section 12 of the *School Council Regulation*, the Board of Trustees of Northland School Division ensures that each School Council and/or Principal's Advisory Committee is invited to engage around and offer input to the school's Education Plan and Results annually.
- **School-Based Reporting:** Each school develops a school-based Education Plan and Report. These documents are guided by the divisional Education Plan but the outcomes, strategies and measures are specific to local contexts and resources. Every school leader develops their school's plan in consultation with staff members, parents and guardians, and community members.

The table below outlines the processes, strategies and local data demonstrating community members were engaged in the last year:

Group	Engagement Event	When and/or How Often	Results
Regular Engagement Activities			
Parents, Guardians and Trustees	School Councils/Principal Advisory Councils (In-person and Online events)	Monthly beginning in September	Communication between community and school administration  Representation at regular meetings of the Board of Trustees
Students	OurSchool Survey	November and April Annually	School leadership teams share the results among staff members  NSD Executive team members review results and develop Education Plan outcomes
Specific Engagement Events in 2023-2024			
Youth Representatives	Youth (and Parent/Guardian) Engagement Event	November 2023	Youth voices pertaining to educational experiences were heard; development of Superintendent's Youth Council
Student, Staff Members, Parents, Guardians and Community	School Community Engagement Events	November 2023 to March 2024	All respondent groups in every community shared their perspectives on Northland education; <a href="#">What We Heard</a> report.
Students, Parents, Guardians and NSD Teaching Staff	Alberta Education Assurance Survey 2023-24	January-February 2024	Annual Education Assurance Report - November 2024

## Sharing Our Results

All Northland School Division reports are always available at <https://www.nsd61.ca/about-us/reports>.

The Annual Education Results Report (AERR) presents a summary of the progress and accomplishments of Northland School Division. This AERR is posted on the NSD website at: <https://www.nsd61.ca/about-us/reports>. Parents, guardians and community members are able to request a printed copy of the AERR at central office or at an NSD school.



For financial reports specifically, please note the comparative information is available in a provincial report <https://www.alberta.ca/k-12-education-financial-statements.aspx>. For further information regarding the financial information for the Northland School Division, please contact Douglas Aird, Secretary-Treasurer, at (780) 624-2060.

## Accountability Statement

The Annual Education Results Report for The Northland School Division for the 2023-2024 school year was prepared under the direction of the Board/Board of Directors in accordance with the responsibilities under the Education Act and the Sustainable Fiscal Planning and Reporting Act.

The Board 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 in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society. This Annual Education Results Report for 2023-2024 was approved by the Board on November 22, 2023.

Thank you for choosing the Northland School Division.

 <p>Tanya Fayant Board Chair Northland School Division</p>	 <p>Cal Johnson Superintendent of Schools/CEO Northland School Division</p>
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# We Are Northland

## Commitment

To inspire students to be the best they can be by providing outstanding holistic educational opportunities, with amazing staff and strong partnerships with families and communities.

## Vision

“Our students love to come to school in Northland”

## By the numbers



Over  
1600  
students



Over 480  
staff

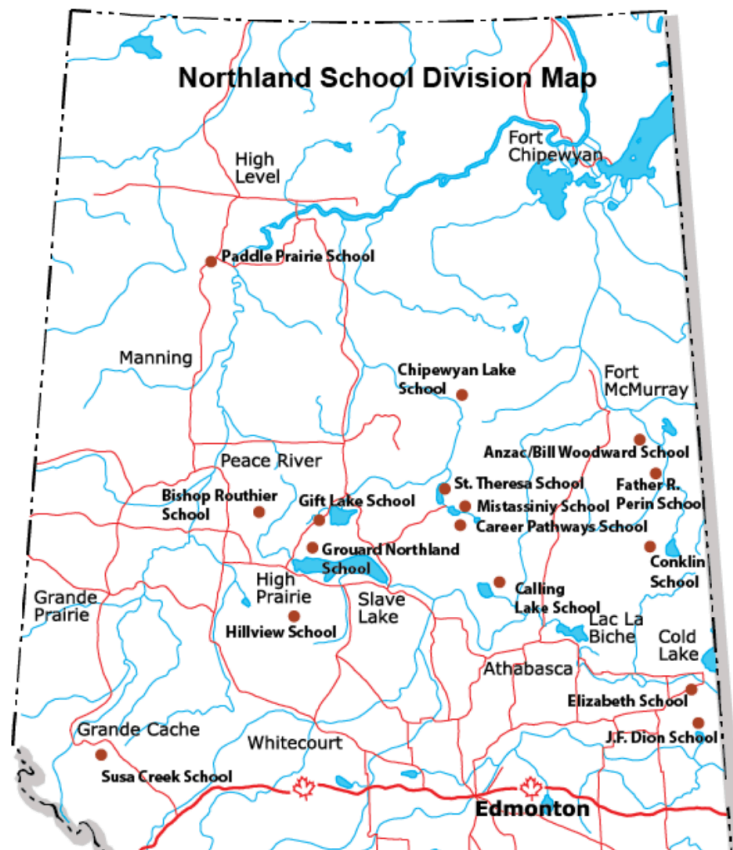


18  
schools

## Other Key Facts

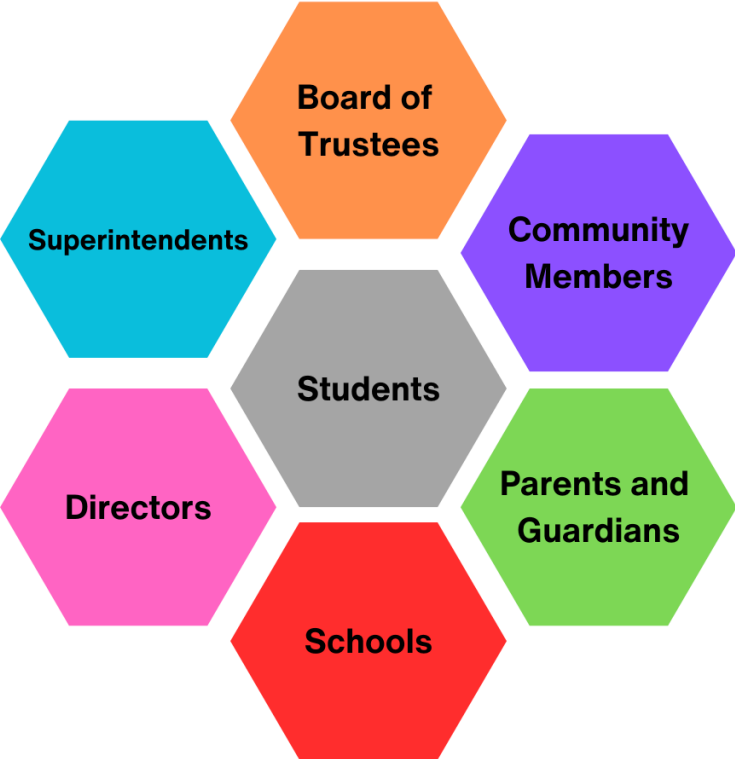
- NSD covers over 288,000 square kilometres.
- Over 90% of NSD students are First Nations and Métis.

## Where Northland schools are located



**Northland**  
SCHOOL DIVISION

At the Northland School Division, our work is guided by our [Education Plan](#). Helping Northland students thrive during their personal learning journey requires support from parents, guardians, community members, education partners and government. It requires a vision of how thriving looks like for each student and a plan for how we get there.



At NSD, students are at the center of all our efforts and decisions. The above visual demonstrates the community of support in place for each Northland student.

## Our Students

In the 2023-2024 school year, NSD served over 1,700 students, including 72 through Northland Online School and 137 enrolled in the outreach program at Career Pathways School.



## Our Schools



Every student is designated an [NSD school](#) based on their home address. NSD also offers Northland Online School and an outreach program, Career Pathways, providing students with alternative pathways to complete high school within their communities. With 18 schools across northern Alberta, each school is led by a principal and supported by central office staff.

NSD schools are welcoming, caring, respectful, and safe environments where students build positive relationships and explore their interests and talents. Each school reflects the unique culture of its community, with students, teachers, parents/guardians, and community members working together to support student success.

In 2023-2024, NSD celebrated a milestone with the new Mistassiniy School, which opened on February 1. The grand opening was celebrated on September 28, 2024.



## Our Board of Trustees

Under the [Northland School Division Act](#), NSD is guided by an elected Board of Trustees. Trustees are elected every four years during the municipal election. The most recent election was held in October 2021. The Board of Trustees define NSD's commitment as "To inspire students to be the best they can be by providing outstanding holistic educational opportunities, with amazing staff and strong partnerships with families and communities."

It is the Board's responsibility to set direction for Northland School Division, then monitor progress toward achieving priorities and outcomes within the [Education Plan](#). This monitoring takes place during regular board meetings.



- Tanya Fayant, Board Chair, Ward 5 - Elizabeth Métis Settlement, Fishing Lake Métis Settlement
- Robin Guild, Vice-Chair, Ward 7 - Wabasca-Desmarais, Chipewyan Lake
- Lorraine McGillivray, Ward 1 Trustee - Paddle Prairie Métis Settlement, Keg River
- Marianne Moberly, Ward 2 Trustee - Susa Creek

- Bonnie Lamouche, Ward 3 Trustee - Gift Lake Métis Settlement, Peavine Métis Settlement
- Jesse Lamouche, Ward 4 Trustee - East Prairie Métis Settlement, Grouard
- Wally Rude, Ward 8 Trustee - Calling Lake
- Aimee McCamon, Ward 9 Trustee - Anzac, Janvier, Conklin

## In Loving Memory of Thomas Auger



Northland School Division was sad to announce the passing of School Board Trustee Thomas Auger. Thomas, who served as Ward 6 Trustee (Demarais, Sandy Lake), passed away on Monday, June 3, 2024.

Thomas was a dedicated public servant. He served as a School Board Trustee with Northland School Division multiple times and as a councillor with the Municipal District of Opportunity. Thomas was instrumental in negotiating for a school to be built in Sandy Lake.

## Superintendent of Schools and CEO



Cal Johnson was appointed the new Superintendent of Schools and Chief Executive Officer (CEO) on March 15, 2024. Mr. Johnson brings 29 years of experience as an educator in three Canadian provinces. Since joining NSD in 2016, he has served as a Principal in Conklin and in Anzac, Associate Superintendent and Acting Superintendent of Schools/CEO. Cal holds a Master's degree from the University of Calgary. He also earned a Bachelor of Physical Education and a Bachelor of Education, both with honours from the University of Manitoba.

## Executive Team



- Cal Johnson, Superintendent of Schools/CEO
- Scott Meunier, Deputy Superintendent
- Mark Owens, Associate Superintendent
- Krista Veitch, Associate Superintendent of Human Resources
- Douglas Aird, Secretary Treasurer

# Northland School Division Education Plan

Following the community engagements detailed above, the Northland School Division Board of Trustees created a new [2024-2027 Education Plan](#).

Because the new plan took effect in May of 2024, this document contains the results pertaining to the **previous** [2022-2025 Education Plan](#). The table below shares the priorities and outcomes targeted by that previous plan and the strategies and measures used to assure quality education across the division are summarized within the Annual Education Results Report below.

## [2022-2025 Education Plan](#) Priorities and Outcomes

<p><b>Priority 1: Excellence in Learning</b> Students achieve or exceed the standards set by Alberta Education in literacy and numeracy.</p>	<p><b>Outcome 1:</b> Student success is supported by staff who ensure all students feel supported and have a sense of belonging within their schools.</p> <p><b>Outcome 2:</b> The Division uses consistent literacy and numeracy practices to support the growth of educators and student achievement.</p> <p><b>Outcome 3:</b> The Division offers multiple, flexible pathways to high school completion.</p>
<p><b>Priority 2: Excellence in Leadership</b> Through excellent leadership practices, everyone feels welcome and valued.</p>	<p><b>Outcome 1:</b> Division employs a consistent process for reviewing school improvement and assurance.</p> <p><b>Outcome 2:</b> Division and school leadership models a welcoming learning and working environment that fosters a sense of belonging and pride for First Nations and Métis and non First Nations and Métis learners.</p> <p><b>Outcome 3:</b> Finances are well-managed, decisions are supported by facts and stewardship is exemplary.</p>
<p><b>Priority 3: Excellence in Relationships</b> Develop and actively promote healthy relationships with students, parents/guardians, staff, community, and educational partners.</p>	<p><b>Outcome 1:</b> Parents and community members engage in their school community and are involved in their child's education.</p> <p><b>Outcome 2:</b> Parents, guardians, communities and education partners are informed and involved in Division plans, programs, and progress through ongoing and effective communication.</p> <p><b>Outcome 3:</b> Division fosters purposeful and productive working relationships to collaboratively advance division operations to support student learning.</p>

# Annual Education Results Report<sup>1</sup>

## 2023-2024 Results by Assurance Framework Domain

The Northland School Division is committed to sharing results in a timely and transparent manner with all communities. This document is organized into five sections that align with the Alberta Education Assurance Framework Domains. As such, the information is organized as follows:

Domain	Required Alberta Education Assurance Measures (AEAMs)	Local Measures or Component(s)
<b>Local &amp; Societal Context</b>	N/A - There are no provincial measures for this domain.	Attendance Data and High School Credits Earned
<b>Student Growth &amp; Achievement</b>	Provincial Achievement Test (PAT) and Diploma Examinations  High School Completion (3, 4 and 5 years)  Citizenship  Student Learning Engagement	Early Years Literacy and Numeracy Assessments
<b>Teaching and Leading</b>	Education Quality	Professional Learning, Supervision, and Evaluation
<b>Learning Supports</b>	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)  Access to Supports and Services	Continuum of Supports and Services and OurSchool Survey Results
<b>Governance</b>	Parental Involvement	Financial statements, Accountability/Assurance System, and Stakeholder Engagement

<sup>1</sup> For details on how the Alberta Education Assurance Measures (AEAMs) are evaluated, please see [Appendix A](#) below.

# Domain: Local and Societal Context

## Local Measure: Attendance

The Northland School Division has developed a robust set of procedures to track and understand student attendance patterns. Our procedures are designed to support engagement with families of students who are absent from school and to build connections with those families so their children are able to engage.

The division has been working with the Auditor General's office and Alberta Education's Oversight committee over the past several years to develop and implement these procedures. Through our work together, the Oversight Committee has recommended other school divisions contact us about the work we have done, and we were able to share our work on Attendance, Engagement and High School Completion at last year's Attendance and Engagement Virtual Conference.

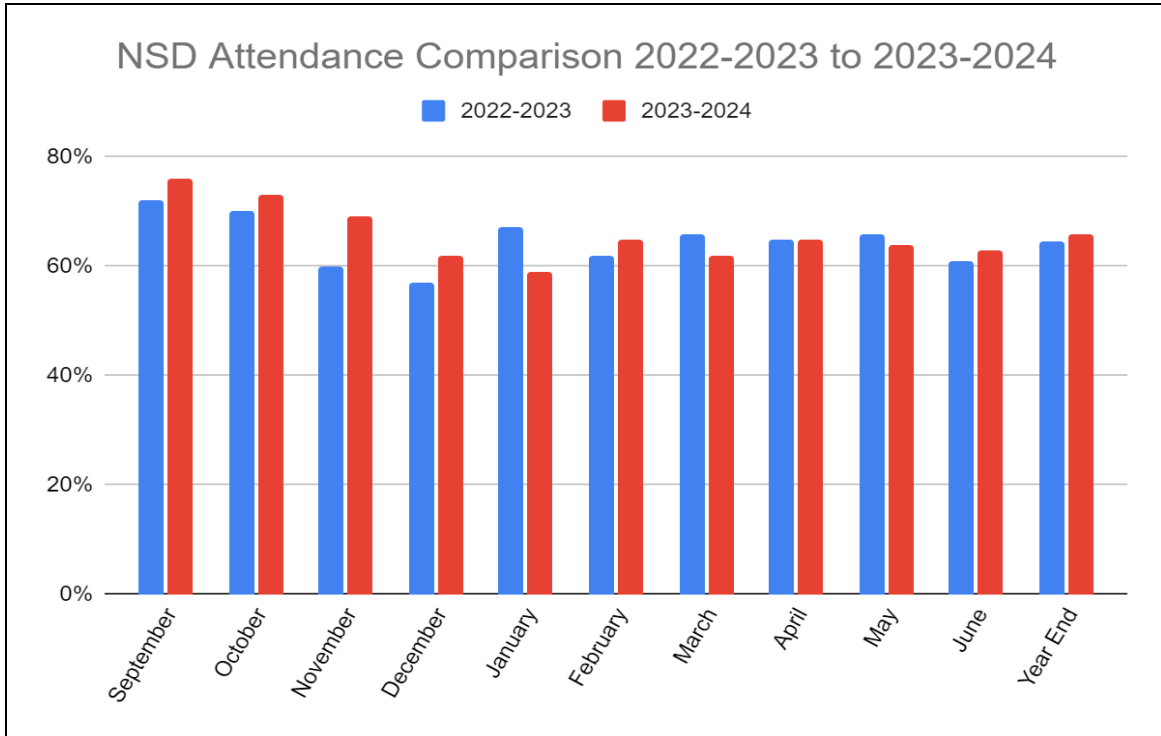
### What We Noticed

Over the last year, we have noticed the following facts about student attendance across the Division:

- Overall division attendance increased 1% over the previous year.
- November 2023 showed a 9% increase in Division-wide attendance.
- 74% of schools showed an increase in attendance in the year between June 2023 to June 2024.

The tables below show monthly attendance rates from 2022-2024:

Month	2022-2023	2023-2024	Difference
September	72%	76%	4%
October	70%	73%	3%
November	60%	69%	9%
December	57%	62%	5%
January	67%	59%	-8%
February	62%	65%	3%
March	66%	62%	-4%
April	65%	65%	0%
May	66%	64%	-2%
June	61%	63%	2%
<b>Year End</b>	<b>65%</b>	<b>66%</b>	<b>1%</b>



### Our Next Steps

[The Northland School Division 2024-2027 Education Plan](#) includes an outcome that the Division-wide student attendance rate remains above 80 percent this year. The plan also targets an increase of 1.5% in each successive year after 2025. The following strategies outlined in the new Education Plan are intended to support the realization of this outcome:

- Strengthening students' access to community programs and services during non-instructional hours,
- Assigning School-Community Liaison Workers within schools to support students to complete high school when they appear to disengage,
- Shifting to a Collaborative Response Model (CRM) to allow for data-driven interventions for students at risk of disengaging from school,
- Establishing administrative procedures guiding student intake to ensure timely assessment of learning needs,
- Offering summer course options for students requiring extra support to get back into school,
- Establishing a Superintendent's Youth Council for gathering and listening to student voices to inform school and system actions.

## Local Measure: High School Credits Earned

The percentage of Northland students completing high school within 3 Years of entering Grade 10 this year is **double the previous three-year average**. This significant improvement is believed to be the result not only of the efforts undertaken to get students to school, but also because of the following initiatives:

- **Career and Technology Studies (CTS) Weeks**
  - These dedicated study periods allow students to take deep dives into a wide range of career- and technology-specific short courses tailored to their personal interests. Students in every corner of the Division earn hundreds of high school credits over a relatively short period. These exceptional learning sprints increase both pathways to graduation student inspiration to explore meaningful careers.
- **Expanded Online School High School Offerings**
  - Physics 20/30 through Online school in an NSD cohort,
  - Forensics 25/35,
  - Technology CTS,
  - CALM cohort for all high school students in Division, and
  - Foods.
- **Expanding Locally Developed Course (LDC) Offerings**
  - Moved from fewer than 20 courses available to 88 courses this past school year.
- **Dual Credit options and partnerships**
  - MacEwan University,
  - Olds College, and
  - Northern Lakes College.

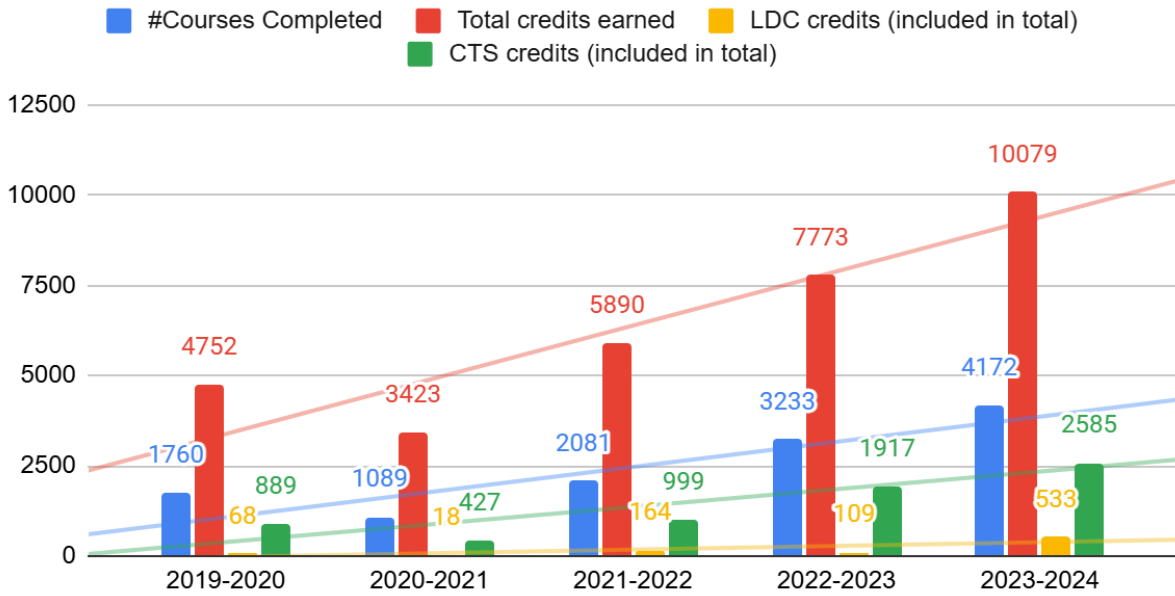
## What We Measured

- Number of high school credits earned (2019-2024)
- Number of LD credits applied to student academic records
- Concurrent enrollments (NSD schools)

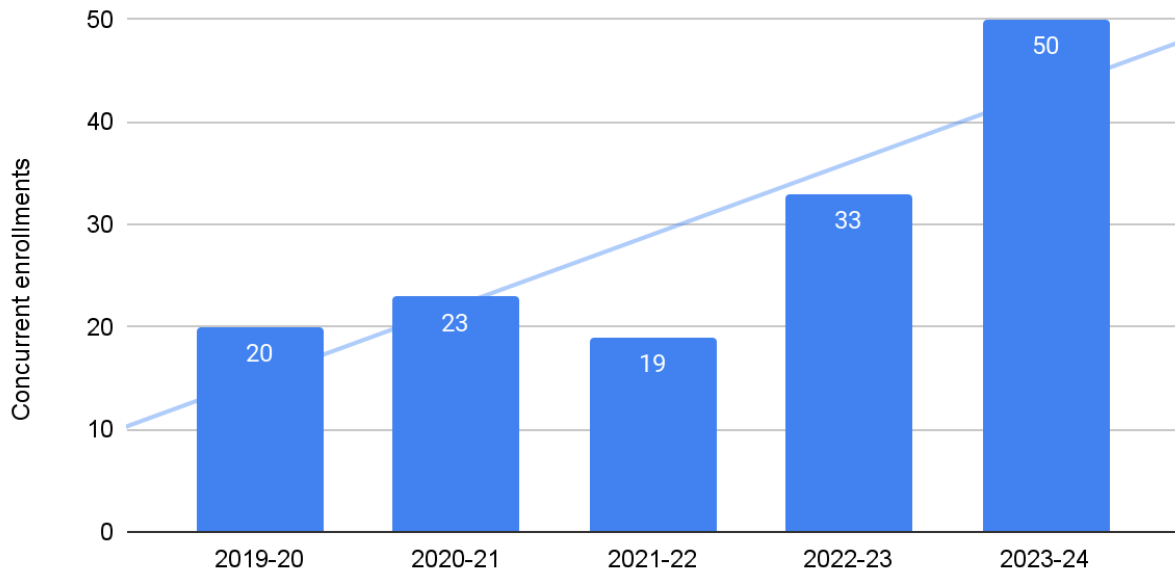




## 2019-2024 High School Courses Completed and Credits Awarded



## Concurrent Enrollments (between High Schools, Career Pathways, and NOS starting in 2021-22)



## What We Noticed

Students show up for hands-on, career-specific options, and opportunities to explore traditional cultural teachings on the land. In addition, we noticed that changing the ways we offered internal concurrent enrollment is correlated with credit completion. The 2019-2021 saw concurrent enrollments between the high schools and Career Pathways (CPS), with the majority coming from Bill Woodward School to Career Pathways. The Northland Online School (NOS) opened in 2021-2022. From that point on, one can see an increase in the number of credits completed. We are taking this as a measure of increased potential pathways to graduation.

## Our Next Steps

It is important to maintain the momentum of increasing high school completion rates. [The Northland School Division 2024-2027 Education Plan](#) identifies the following strategies intended to support Northland families achieve high school graduation:

- Establishing and/or enhancing partnerships with post-secondary and industry in support of program access to dual credit and exploratory pathways opportunities (which may include Collegiate school models where feasible),
- Strengthen students' access to community programs and services during non-instructional hours,
- Implementing system-wide processes, tools, and practices to improve partnership management, and
- Conducting a feasibility study regarding opportunities to establish Collegiate schools.



## Domain: Student Growth and Achievement

### Key Outcome

Students achieve or exceed the standards set by Alberta Education in literacy and numeracy.

### Grade 6 Provincial Achievement Tests (PATs)<sup>23</sup>

The following table show the previous 5 years' grade 6 PAT performance data for NSD:

	Northland School Division				
	2020	2021	2022	2023	2024
<b>N</b>	n/a	n/a	140	125	161
<b>Acceptable Standard %</b>	n/a	n/a	28.6	27.2	27.3
<b>Standard of Excellence %</b>	n/a	n/a	1.4	3.2	1.2

### Grade 9 Provincial Achievement Tests (PATs)

The following table show the previous 5 years' Grade 9 PAT performance data for NSD:

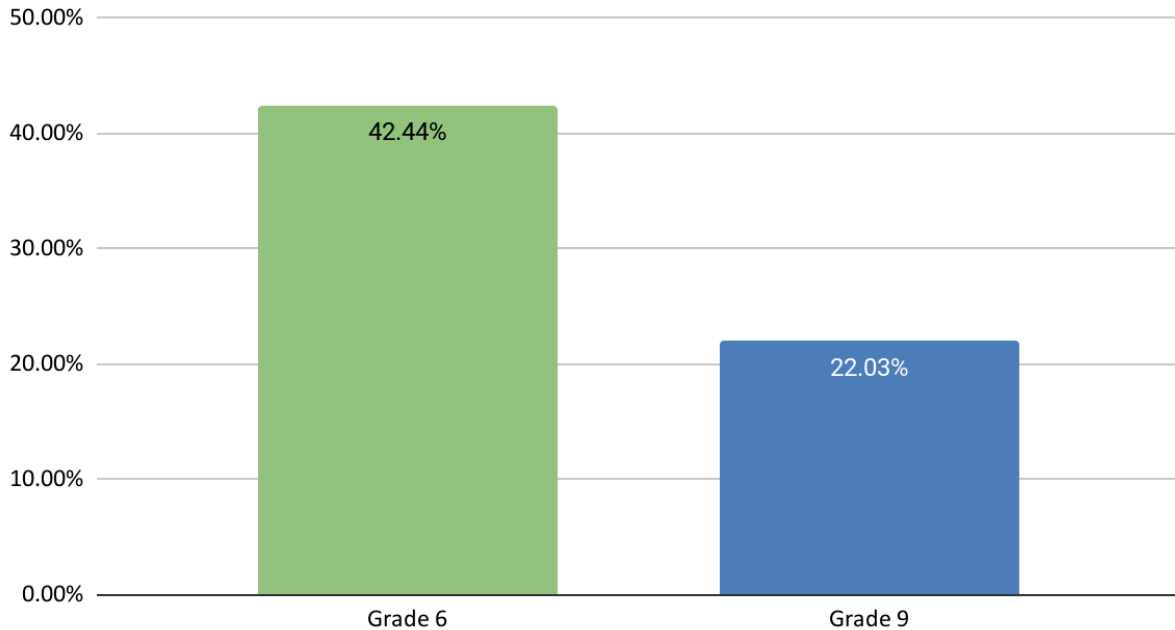
	Northland School Division				
	2020	2021	2022	2023	2024
<b>N</b>	n/a	n/a	102	94	116
<b>Acceptable Standard %</b>	n/a	n/a	13.8	12.0	11.2
<b>Standard of Excellence %</b>	n/a	n/a	0.5	0.5	0.0

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<sup>2</sup> Grade 6 English language arts and literature and math provincial achievement tests were not administered in the 2023/2024 school year. Alberta Education instead offered field testing between April and June 2024. These optional field tests were meant to inform the development of future PATs for Grade 6 English language arts and literature and mathematics that align with the new curriculum in these subjects.

<sup>3</sup> To explore the detailed information overall and specific course results for all students in all categories (Overall, FNMI, and ESL), please see [Appendix B below](#).

## Percent of Actual Writers Achieving Acceptable Standard



- 42% of Grade 6 writers (excluding students who were enrolled but did not write) achieved the Acceptable Standard (50%).
  - Grade 6 writers performed better in Science overall (47%) and have the greatest challenges in Social (38%).
- 22% of Grade 9 writers (excluding students who were enrolled but did not write) achieved the Acceptable Standard (50%).
  - Grade 9 writers performed better in ELA overall (42%) and have the greatest challenges in Math (8%).
- 72% of enrolled Grade 6 writers actually wrote the exams.
- 52% of enrolled Grade 9 writers actually wrote the exams.

### What We Noticed

- The number of Northland Students achieving either the Acceptable or Excellent standard in PATs is low compared to the rest of the province.
- The number of students writing both Grade 6 and Grade 9 PATs is higher than it has been in the last 5 years (where exams were being written):
  - In 2023-2024, 36 more Grade 6 students wrote PATs than the year previous.
  - In 2023-2024, 22 more Grade 9 students wrote PATs than the year previous.

## Our Next Steps

[The Northland School Division 2024-2027 Education Plan](#) identifies the following strategies intended to address the relatively low performance in these two assessment events Northland will:

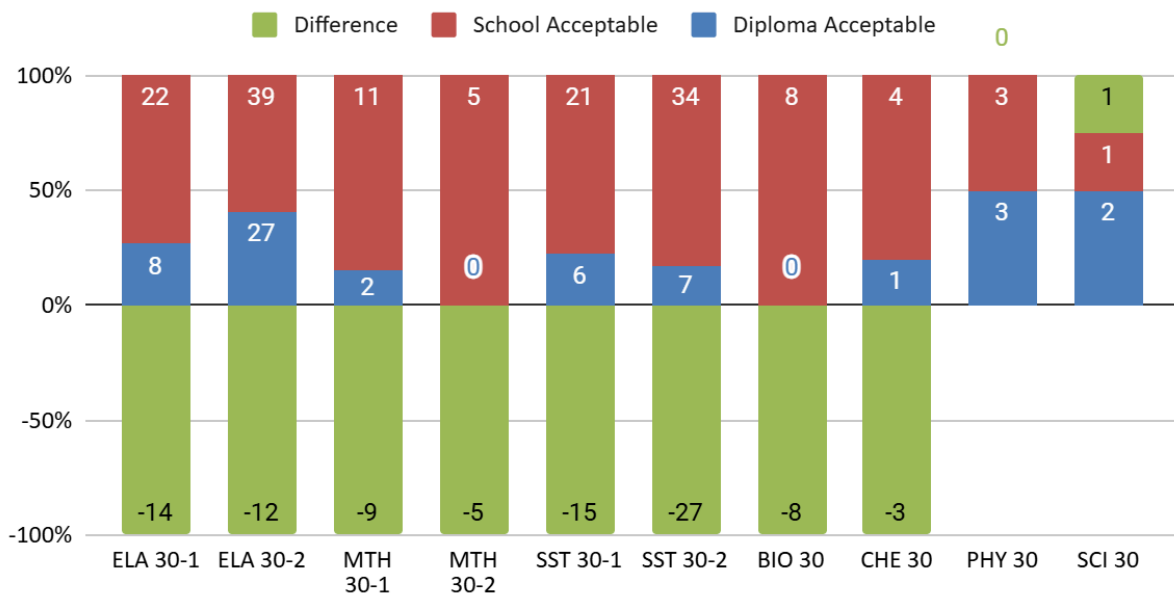
- Identify barriers to exam participation faced by students in writing cohorts,
- Establish attendance-driving events to support student engagement and performance during PAT assessment weeks,
- Support PAT-subject teachers to score the exams after writing to enable instructional remediation,
- Support PAT-subject teachers to use the Digital Assessment Platform (Vretta) in their exam preparation with students (including accessibility tools built into the platform), and
- Support teaching staff to design practice exam items in the style students will encounter when using Alberta Education's incoming Digital Assessment Platform.

## Diploma Examination Results (DIPs)<sup>4</sup>

The following tables show the previous 5 years' DIP performance data for NSD:

	Northland School Division				
	2020	2021	2022	2023	2024
N	n/a	n/a	39	63	85
Acceptable Standard %	n/a	n/a	36.1	36.7	34.8
Standard of Excellence %	n/a	n/a	1.6	0.0	1.2

### Number of Students Achieving Acceptable Performance (50%) on Diplomas VS School-Based Grades



### What we Noticed

- This is the greatest number of diploma writers NSD has produced in the last 5 years.
- There is a significant discrepancy between the number of students who receive a passing school-based grade in a diploma course as well as a passing grade on diploma examinations.

<sup>4</sup> To explore the detailed information overall and specific course results for all students in all Diploma Examinations, please see [Appendix B below](#).

## **Our Next Steps**

While the increase in the number of students writing Diploma Exams is positive, we are concerned about the discrepancy between school-based and diploma exam grades. The following strategies intended to begin to address this issue and to reduce the gaps between school-based and diploma grades:

- Examining our assessment practices in high school to diminish the difference between school-based grades and diploma grades.
- Teaching students explicitly how to navigate and write provincial assessments in the Digital Assessment Platform (Vretta) they will be expected to use.

## High School Completion (3, 4 and 5 years)

This measure shows the high school completion rate of students within three, four, and five years of entering Grade 10.

	Northland School Division										Measure Evaluation		
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
<b>3 Year Completion</b>	100	26.2	106	10.0	100	12.6	92	21.1	85	29.0	Very Low	Improved Significantly	Acceptable
4 Year Completion	87	35.8	103	26.2	106	17.9	90	27.7	88	32.3	Very Low	Improved	Issue
<b>5 Year Completion</b>	90	25.4	84	44.7	101	31.0	92	17.1	88	31.8	Very Low	Maintained	Concern

### What we Noticed

While the overall evaluation of this measure remains acceptable, NSD's increases in high school completion have exceeded pre-pandemic levels.

### Our Next Steps

[The Northland School Division 2024-2027 Education Plan](#) identifies the following strategies intended to support holistic learning for all students in their learning journeys:

- Establishing a High School coordinator/counselor in each school that connects with the Director of High School Completion and Engagement (one block per week). These staff members will support students to identify and plan to achieve their graduation requirements,
- Maintaining a common high school with the option for any Northland student to access any Grade 10 - 12 program of study through The Northland Online School,
- Maintaining the Northland commitment to supporting the Community-Based Teacher Education program which helps members of our communities to become teachers in their own schools,
- Establishing/Enhancing partnerships with post-secondary and industry in support of program access to dual credit and exploratory pathways opportunities,
- Strengthening students' access to community programs and services during non-instructional hours,
- Implementing system-wide processes, tools, and practices to improve partnership management,
- Continuation of high school/post-secondary dual-credit courses supporting pathways into careers identified as community needs (Educational Assistants, Healthcare aides, etc.), and
- Division-Wide Professional Learning Time. This approach is being used to build collective staff efficacy in assessment data analysis across the Division.



## Student Learning Engagement

Student Learning Engagement was added as an provincial Education Assurance Measure during the 2020-2021 school year. This measure shows the percentage of teachers, parents and students who agree that students are engaged in their learning at school.

	Northland School Division										Measure Evaluation		
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	n/a	n/a	603	83.5	870	81.3	872	82.3	665	81.0	n/a	Maintained	n/a
Parent	n/a	n/a	148	90.0	154	81.0	207	85.6	74	85.6	n/a	Maintained	n/a
Student	n/a	n/a	377	69.0	594	67.4	555	66.6	492	65.4	n/a	Maintained	n/a
Teacher	n/a	n/a	78	91.4	122	95.6	110	94.8	99	92.2	n/a	Maintained	n/a

There are fewer than 5 years' worth of data for this measure. As such, the information is contextual and does not currently suggest a trend.

### What we Noticed

Overall respondent satisfaction in this area has been maintained at a high level (within 3% of the Provincial average satisfaction for every respondent group).

### Our Next Steps

[The Northland School Division 2024-2027 Education Plan](#) identifies the following strategies intended to support ever-better student learning engagement:

- Maintaining our Division's monthly attendance and learning success meetings in every school to address engagement issues as early as possible,
- Deploying Learning Coaches to:
  - help teachers applying literacy and numeracy learning interventions for at-risk students,
  - apply flexible division-led teacher support for the implementation of new programs of study (Grades 4-6 ELA and Math, K-3 Science),
  - support First Nations and Métis Language and culture weaving into programs of study in every classroom,
- Adopting the Collaborative Response approach to reframe school-based collection and use of student data to monitor achievement and well-being for all students,
- Engaging veteran principals/consultants as at-elbow mentors supporting principals to engage in instructional leadership,
- Establishing system-wide implementation of NSD Literacy and Numeracy Frameworks (environments, teaching practices, assessment practices), and
- Offer course options in summer for students requiring extra support to succeed.

## Citizenship

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

	Northland School Division										Measure Evaluation		
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	733	69.9	604	77.4	873	74.7	874	76.0	663	74.6	Intermediate	Maintained	Acceptable
Parent	172	70.4	148	80.6	155	72.8	206	75.5	74	77.0	High	Maintained	Good
Student	489	53.2	378	61.5	596	61.1	558	61.2	490	58.9	Low	Maintained	Issue
Teacher	72	86.0	78	90.1	122	90.3	110	91.2	99	87.7	Intermediate	Maintained	Acceptable

## What we Noticed

Overall respondent satisfaction in this area has been maintained at a high level. Specific respondent groups vary significantly in their satisfaction, for example:

- Parent satisfaction has improved while students themselves have decreased in their satisfaction in this measure.
- Teachers have slightly decreased in their level of satisfaction, though it is still high.

Upon closer examination of the detailed responses from students, we noticed the following:

- Students in Grades 4-6 indicated lowest agreement with the following statements:
  - “At school, do most students follow the rules,” - 49%
  - “At school, do most students respect each other,” - 50%
- Students in Grades 7-9 indicates lowest agreement with the following statements:
  - “At school, students follow the rules,” - 34%
  - “At school, students respect each other,” - 41%
- Students in Grades 10-12 also indicated the lowest amount of agreement with this statement:
  - “At school, students follow the rules,” - 49%

## Our Next Steps

[The Northland School Division 2024-2027 Education Plan](#) identifies the following strategies intended to address student beliefs that there is a low amount of respect for rules and/or peers. These strategies are intended to foster connections supporting Truth and Reconciliation (which is taken to be generally supportive of improved outcomes in terms of the Citizenship measure):

- Schools adopting Indigenous Language Signage,
- Establishing an Elder-in-Residence Program for each school,
- Establishing a Superintendent's Youth Council for gathering and listening to student voices to inform school and system actions, and
- Establishing an Elders/Knowledge Keepers Council to identify community members willing to work as knowledge keepers in Northland schools.

## Local Component: Early Years Literacy & Numeracy Assessments

All school divisions in Alberta have conducted annual assessments literacy and numeracy skills as a way to measure the long-term impacts of learning disruptions like the COVID-19 pandemic and seasonal natural disasters (i.e. Wildfires). The Northland School Division is implementing the Alberta Education approved Castles and Coltheart 3 (CC3) assessment for reading comprehension and department-designed assessments for numeracy. This table shows NSD results for the 2023-2024 school year:

NSD Early Years Literacy & Numeracy Assessment Results: 2023-2024						
	Total Students Assessed September 2023	Total Students at Risk by September 2023	Total Students at Risk by June 2024	Average Number of Months Behind After Initial Assessment	Average Number of Months Behind After Final Assessment	Average Number of Months Gained
Grade 1 CC3	95	44	22	5.5	6.3	-0.8
Grade 1 Numeracy	93	41	26	9.0	7.4	1.6
Grade 2 CC3 Overall	97	68	52	9.0	14.2	-5.2
Grade 2 Numeracy	113	55	42	10 <sup>5</sup>	8.3	1.7
Grade 3 CC3 Overall	74	41	32	16.9	21.1	-4.2
Grade 3 Numeracy	69	28	22	10+	8.5	1.5

<sup>5</sup> 10+ Means the data show a regression of at least 10 months, or one school year.

## What we Noticed

The data show the long-term impacts of learning disruptions like the COVID-19 pandemic and seasonal natural disasters. Based on the results of the Early Years literacy and numeracy assessments, we noticed the following:

- The comprehensive work undertaken as part of the Math Minds project over the previous 3 years has supported positive numeracy outcomes for our early learners, and
- The regressions in literacy performance are greatest for students who were in Grade 3 in the last school year (current Grade 4 students). This cohort of Northland students appear to have been the most heavily impacted by the learning disruptions of the last 2-3 years.

## Our Next Steps

[The Northland School Division 2024-2027 Education Plan](#) identifies the following strategies intended to address early years' literacy and numeracy results:

- Establishing comprehensive literacy and numeracy frameworks to guide reading, writing and numeracy teaching and assessment at every grade level across the Division,
- Enhancing system and school-based collection and use of student data to monitor achievement and well-being for all students,
- Maintaining teacher access to experts in numeracy instruction through the Math Minds project with the University of Calgary.
- Maintaining the following supportive resources for all NSD teachers:
  - access to literacy and numeracy specialists who serve as learning coaches to provide at-elbow support for classroom teachers. These division-wide supports offer teachers guidance and modeling of promising practices required to address the learning disruptions experienced by students in recent years,
  - access to adaptive assessment and intervention tools for literacy (MyLexia) and numeracy (Symphony Math). Teachers use these tools to identify individual student learning gaps and to apply targeted instructional interventions regularly, and
  - access to shared knowledge about current promising practices being used elsewhere in the Division.

# Domain: Teaching and Leading

## Key Outcome

Through excellent leadership practices, everyone feels welcome and valued.

## Education Quality

Education Quality shows teacher, parent and student satisfaction with the overall quality of basic education. This year’s results in this measure demonstrate:

	Northland School Division										Measure Evaluation		
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	734	81.0	605	83.2	873	82.3	876	83.6	670	80.9	Very Low	Declined	Concern
Parent	172	79.8	148	85.7	155	78.4	207	82.7	75	77.8	Intermediate	Maintained	Acceptable
Student	490	78.6	379	80.0	596	77.4	559	78.7	496	76.6	Very Low	Maintained	Concern
Teacher	72	84.7	78	83.7	122	91.1	110	89.3	99	88.3	Very Low	Maintained	Concern

## What we Noticed

The declining satisfaction in this measure is a concern to The Northland School Division. Previous analyses have indicated NSD performance in this measure has increased steadily since 2019. Upon closer examination of the survey responses, we noticed the following:

- Parent respondents showed the greatest decline in satisfaction, specifically indicating the lowest agreement with the following statement:
  - “Your child finds school work challenging,” - 55% (a decline of 18% from the previous year).
  - “Your child is learning what they need to know,” - 77%
- There were also 132 fewer parent respondents this year than there were in the previous survey events.

## Our Next Steps

[The Northland School Division 2024-2027 Education Plan](#) identifies the following strategies intended to build connections between the school and community, with a focus on inviting the families of students to participate in and be aware of the learning going on in classrooms:

- Establishing an Indigenous Elders and Knowledge Keepers’ Advisory council to advance strategic actions in support of Indigenous student achievement and well-being,
- Offering learning opportunities to connect Elders, Knowledge Keepers and Indigenous educators with NSD staff members and students,
- Making community liaison workers available for all schools to grow connections between school and community, and
- Applying the NSD Community Engagement Framework as part of the process of continuous improvement.

## Local Component: Teacher Growth, Supervision and Evaluation Procedure

NSD implements [Administrative Procedure 422](#) that specifies the local policy related to teacher growth, supervision and evaluation. This procedure applies to all teachers employed by NSD.

The procedure requires teachers to develop and submit professional growth plans:

- Reflecting goals and objectives based on an assessment of learning needs by the individual teacher,
- Showing a demonstrable relationship to the Teaching Quality Standard, and
- Considering the education plans of the school, the Division and the Government.

This document also lays out mechanisms for the supervision and evaluation of teachers in NSD.

## Our Next Steps

[The Northland School Division 2024-2027 Education Plan](#) identifies the following strategies intended to support Northland staff members in their efforts toward continuous improvement:

- Using multiple sources of Division data to drive awareness of key issues addressed in school-based professional learning,
- Training all staff to use properly use technologies required to deliver programming
- Communicate Division commitment to support staff members to earn Teaching, Leadership and Superintendent Leadership Quality Standards (TQS, LQS, and SLQS)
- Enhancing support for the development of Indigenous school and system leaders, and
- Co-developing a plan with the local Alberta Teachers Association to support the recruitment and retention of excellent staff members across the Division.

# Domain: Learning Supports

## Key Outcome

Develop and actively promote healthy relationships with students, parents/guardians, staff, community, and educational partners.

## Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)

This measure shows the percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe. The WCRSLE measure was added as an provincial Education Assurance Measure during the 2020-2021 school year.

	Northland School Division										Measure Evaluation		
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	n/a	n/a	604	82.1	874	78.6	875	79.0	666	78.5	n/a	Maintained	n/a
Parent	n/a	n/a	148	83.7	155	75.8	207	79.1	74	81.8	n/a	Maintained	n/a
Student	n/a	n/a	378	68.8	597	67.1	558	63.5	493	63.2	n/a	Maintained	n/a
Teacher	n/a	n/a	78	93.7	122	92.8	110	94.4	99	90.5	n/a	Maintained	n/a

There are fewer than 5 years’ worth of data for this measure. As such, the information is contextual and does not currently suggest a trend.

## Local Component: OurSchool Survey Results

NSD uses The Learning Bar’s *OurSchool* survey annually to survey student opinion related to this measure. The information from this survey event is available to each school and contributes to the development of local outcomes, strategies and success measures.

This chart provides highlights based on data from 582 students in 16 **ELEMENTARY** schools that participated in the survey between November 2, 2023 and May 31, 2024.

Grade 4-6 Students who report they:	2024 NSD (%)	2024 Canadian norm (%)
Experience bullying	47	30
Feel supported	66	63
Feel safe at school	50	62
Appreciate their teachers	76	80



This report provides highlights based on data from 349 students in 13 **SECONDARY** schools that participated in the survey between November 2, 2023 and May 31, 2024.

<b>Grade 7-12 Students who report they:</b>	<b>2024 NSD (%)</b>	<b>2024 Canadian norm (%)</b>
<b>Sense of Belonging</b>	<b>44</b>	62
<b>Feel supported</b>	<b>35</b>	31
<b>Appreciate their teachers</b>	<b>59</b>	64

### What we Noticed

Student satisfaction, feelings of safety, and mutual respectfulness are concerning. Upon closer examination of the provincial student survey responses, we noticed:

- Grade 4-6 students had the lowest agreement with the statement:
  - “At school, do most students respect each other,” - 50%
- Grade 7-9 students had the lowest agreement with the statements:
  - “At school, I feel like I belong,” - 46%
  - “At school, students care about each other,” - 46%
  - “Other students treat me well,” - 49% (18% decline from previous year)
- Grade 10-12 students had the lowest agreement with the statements:
  - “At school, students care about each other,” - 47%
- Teacher satisfaction shows the greatest single-year decline in this measure. Upon closer examination of the survey responses, we noticed:
  - All teachers had the lowest amount of agreement with the statement:
    - “Students at your school respect each other,” - 83%
- The results of the OurSchool survey reinforce the issues we notice in the provincial data.

### Our Next Steps

It is important for NSD to take action to improve student and staff satisfaction with the welcoming, caring, respectfulness, and safety of their learning and working environments.

[The Northland School Division 2024-2027 Education Plan](#) identifies the following strategies intended to improve outcomes in these areas:

- Establishing a Division-wide committee to develop a student well-being framework,
- Shifting to a Collaborative Response Model (CRM) to increase universal and some targeted responses to student needs at the school level,
- Enhancing system-wide support for certificated staff members to create and implement meaningful Individualized Program Plan (IPP) goals, supports, and accommodations.
- Supporting Northland staff members to become certified in the wide range of restorative practices used in a number of communities to ensure respectful conflict resolution, and
- Maintaining school-based activities to support welcoming, caring, respectful, and safe learning environments across the division, such as Pink Shirt Day, Anti-Bullying Campaigns, and Social-Emotional Learning (such as Zones of Regulation).

## Access to Supports and Services

Access to Supports and Services shows the percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school. This measure was added as a provincial Education Assurance Measure in 2020-2021.

	Northland School Division										Measure Evaluation		
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	n/a	n/a	602	77.8	870	76.6	871	78.7	661	80.2	n/a	Improved	n/a
Parent	n/a	n/a	147	83.4	155	72.9	207	79.1	73	82.9	n/a	Improved	n/a
Student	n/a	n/a	378	72.9	593	71.7	554	70.3	489	72.4	n/a	Maintained	n/a
Teacher	n/a	n/a	77	77.2	122	85.1	110	86.6	99	85.2	n/a	Maintained	n/a

There are fewer than 5 years’ worth of data for this measure. As such, the information is contextual and does not currently suggest a trend.

### What we Noticed

This year’s overall satisfaction with access to supports and services is 2% higher than the previous 3-year average.

### Our Next Steps

[The Northland School Division 2024-2027 Education Plan](#) identifies the following strategies intended to drive towards ever-improving satisfaction with access to supports and services:

- Strengthening and refining the use of technology and tools to support effective operations and advance teaching practice,
- Applying the Collaborative Response Model to support data-driven conversations about how best to support students who are most at risk of disengaging from school,
- Maintaining access to the robust continuum of supports and services ranging from universal to individual.

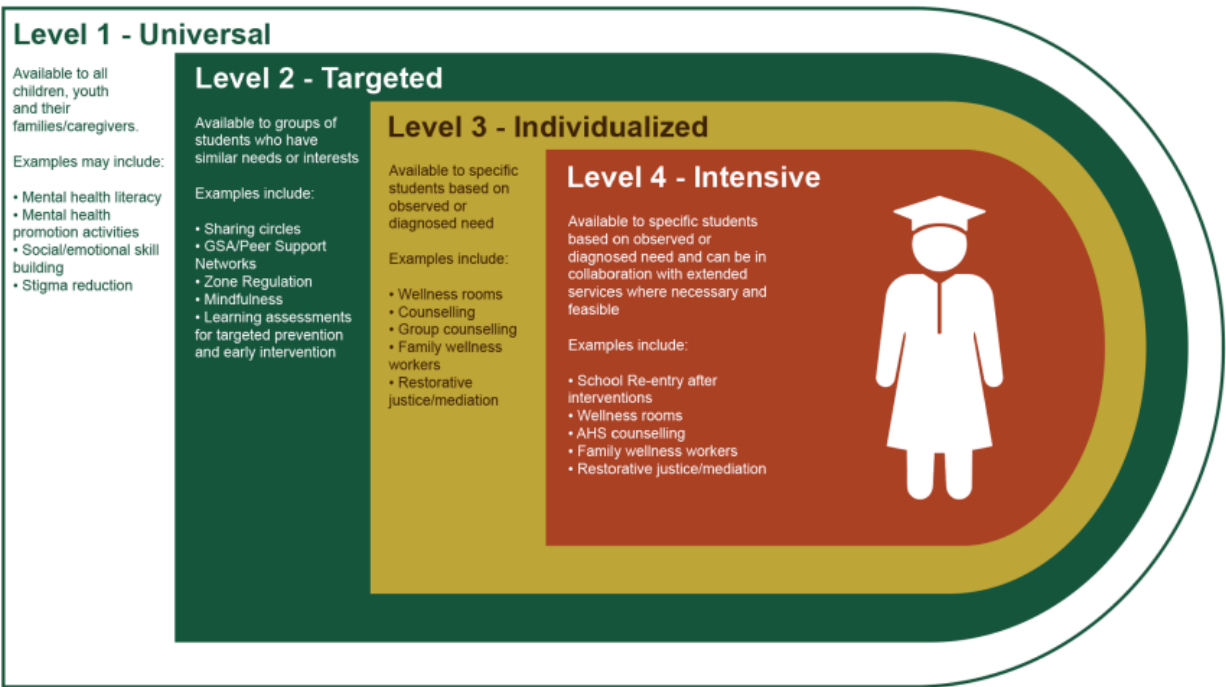
## **Local Component: Continuum of Supports and Services**

Students of Northland School Division enjoy timely access to a broad continuum of supports and services to help them succeed in school. Universalized supports are in place in every school in the form of well-trained and supported staff members who can respond to observed student needs in every classroom. In addition to these supports and services, more targeted interventions for students include:

- Family Wellness Workers, Speech & Language Pathologists, Occupational Therapists, autism experts, Fetal Alcohol Spectrum success coaches, and Educational Psychologists.
- A Cross-Functional Team for student and staff support. Working as a team, centrally-dispatched professionals can be available to students or staff members in person and remotely to help students across the division be successful in their learning. These team members include:
  - A Supervisor of Student Services to help manage any students whose needs require enhanced programming, and
  - Pedagogical Supervisors to support teaching staff members applying differentiated and technology-supported instructional strategies.

Additional supports include:

- School Food Services (SFS): SFS offers nutritious lunchtime meals to nineteen NSD schools at a cost of less than \$5 per day per child. Twenty four cooks, with support from one operations manager and one program consultant provide meals to registered students.
- Breakfast Club of Canada support for breakfast and snack programs in 8 schools, with a plan to expand across the entire division.
- School bus transportation is available for all students to and from school, regardless of the distance they live from the school.



*Illustration demonstrating the NSD continuum of supports and services available to our students.*

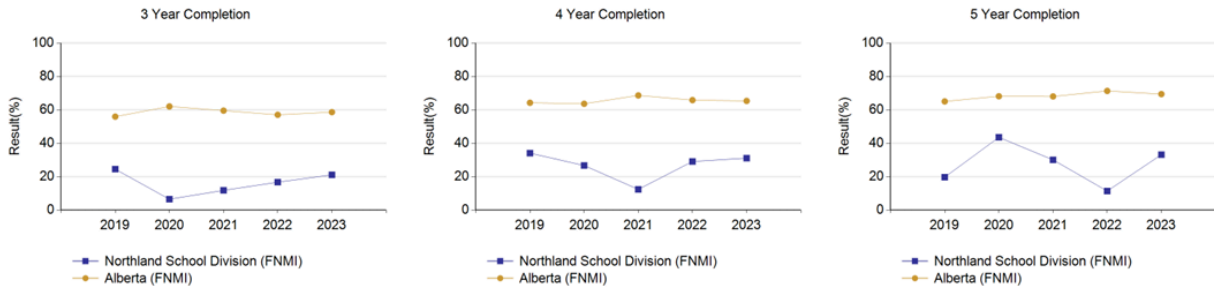
## Local Component: First Nations, Métis and Inuit Student Success

All school authorities are responsible for:

- improving education outcomes for First Nations, Métis and Inuit students through system, program and instructional supports;
- addressing the systemic education gap for self-identified First Nations, Métis and Inuit students; and
- supporting the implementation of Truth and Reconciliation Commission recommendations.

	Northland School Division (FNMI)										Measure Evaluation		
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
<b>3 Year Completion</b>	82	24.4	80	6.4	70	11.7	73	16.6	58	21.0	Very Low	Improved	Issue
<b>4 Year Completion</b>	64	34.0	74	26.6	68	12.3	67	29.0	72	31.0	Very Low	Improved	Issue
<b>5 Year Completion</b>	69	19.6	58	43.5	62	30.0	65	11.3	68	33.1	Very Low	Maintained	Concern

The graphs below illustrate the FNMI student high school completion rates within 3, 4 and 5 years of entering grade 10:



### **What we Noticed:**

The NSD 3, 4, and 5 year High School Completion for First Nations, Métis and Inuit students has returned to pre-pandemic values.

### **Our Next Steps**

[The Northland School Division 2024-2027 Education Plan](#) identifies the following strategies intended to support improved outcomes for First Nations, Métis and Inuit students:

- Increasing the Division-wide human resources dedicated to supporting schools to apply foundational knowledge about First Nations, Métis and Inuit for the benefit of all students,
- Every school identifying a specific commitment to the implementation of the Truth and Reconciliation Commission Calls to Action,
- Providing professional learning to support NSD staff to acquire and apply foundational knowledge about First Nations, Métis and Inuit for the benefit of all students (specifically in the area of developing an awareness of Wahkohtowin, or the interconnectedness of relationships between people and the environment),
- Every school identifying a commitment to teach from the land,
- Every school identifying a commitment to infusing Indigenous language learning in the learning space,
- Schools adopting Indigenous Language Signage,
- Establishing the previously described Elder-in-Residence Program within each school, and
- Establishing an Education Service Agreement with Rupertsland Institute to co-develop enhancements that infuse Métis cultural elements within programs of study.

# Domain: Governance

## Parental Involvement

Parental Involvement is the percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	Northland School Division										Measure Evaluation		
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	239	69.8	223	75.7	275	74.0	312	80.5	172	78.5	Intermediate	Maintained	Acceptable
Parent	167	67.7	146	80.1	154	70.3	202	78.4	73	82.5	Very High	Improved	Excellent
Teacher	72	72.0	77	71.3	121	77.7	110	82.7	99	74.4	Very Low	Declined	Concern

### What we Noticed

Parental Involvement responses show an intriguing difference between parental and teacher satisfaction.

- While parental satisfaction is the highest it has been in five years, teacher satisfaction with parental involvement has declined by 9%.
- Upon closer examination of the teacher survey responses, we noticed the following:
  - All teachers have the lowest agreement that parents are:
    - "...involved in decisions about their children's overall education," - 59% (10% lower than the previous year)
    - "...involved in decisions about your school," - 70% (4% lower than the previous year)

### Our Next Steps

[The Northland School Division 2024-2027 Education Plan](#) identifies the following strategies intended to support the families of students to engage with the learning environment on a more regular basis:

- Greater efforts to invite parents, guardians, and extended family members to attend and participate in School Council and Principal Advisory Committees,
- Making Community Liaison Workers available for all schools to grow connections between school and community,
- Establishing an Indigenous Elders and Knowledge Keepers' Advisory council to advance strategic actions in support of Indigenous student achievement and well-being,
- Offering learning opportunities to connect Elders, Knowledge Keepers and Indigenous educators with NSD staff members and students, and
- Applying the NSD Community Engagement Framework as part of the process of continuous improvement.

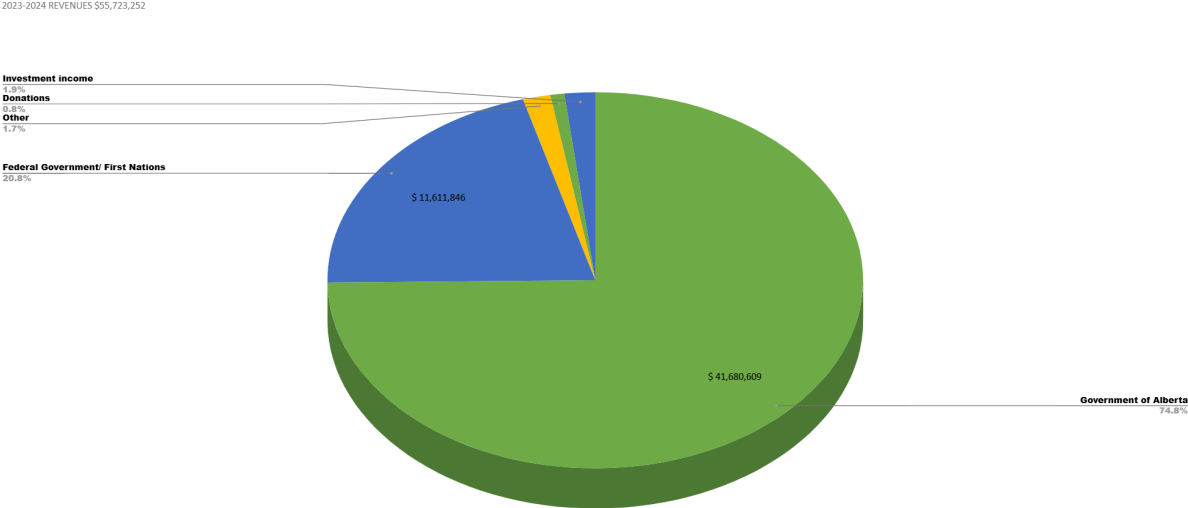
# Summary of Financial Results

## Budget to Actual Results 2023-24 (preliminary)

The overall financial position of NSD has continued strong this year, with financial results on target with our plan. The budget planned for a \$0.5M shortfall and additional spending of \$1.2M out of accumulated reserves to reduce financial reserves to be below the provincial limit. The actual result achieved was a shortfall of \$1.2M. This is less than the \$1.7M in total planned. This variance is due to the fact that expenses were slightly lower than anticipated, with spending continuing to be somewhat constrained by staffing vacancies.

### Revenues

Revenues of \$55.7M were \$0.7M below budget. This was primarily from enrollment below plan offset by the addition of “Jordan’s Principle” staff (which are approved and paid by Canada separately), increased investment income and other revenue.

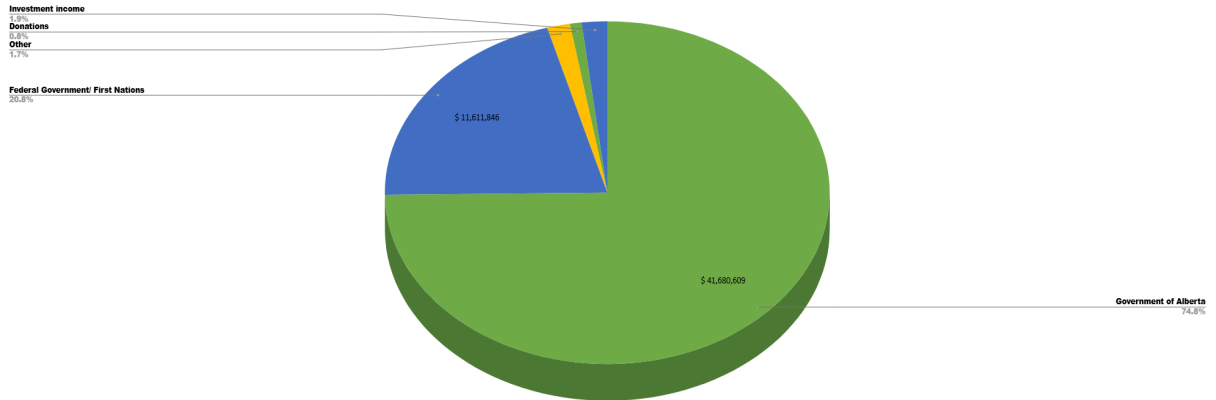




## Expenses

Expenses were \$0.2M lower than budgeted with variances in Operations and Maintenance, Systems Administration and External Services due to cost pressures.

2023-2024 REVENUES \$55,723,252



## **Budget 2024-2025**

### **Summary**

The budget was prepared in May based on the Education Plan and the financial management/planning cycle. Operating plans have been adjusted quarterly to recognize the final audited results, distribution of students and available resources.

### **Enrolment**

Enrolment was forecast to be 1,737 students, up slightly from the 1658 forecast last year. The mix is holding steady with the percentage of federal students at 26% compared to 24% previously.

### **Revenues, Expenses and Surplus**

Based on the dynamic state of the operational environment the pandemic shortened our planning and budgeting horizon, and built flexibility, capacity and a greater use of technology into operations.

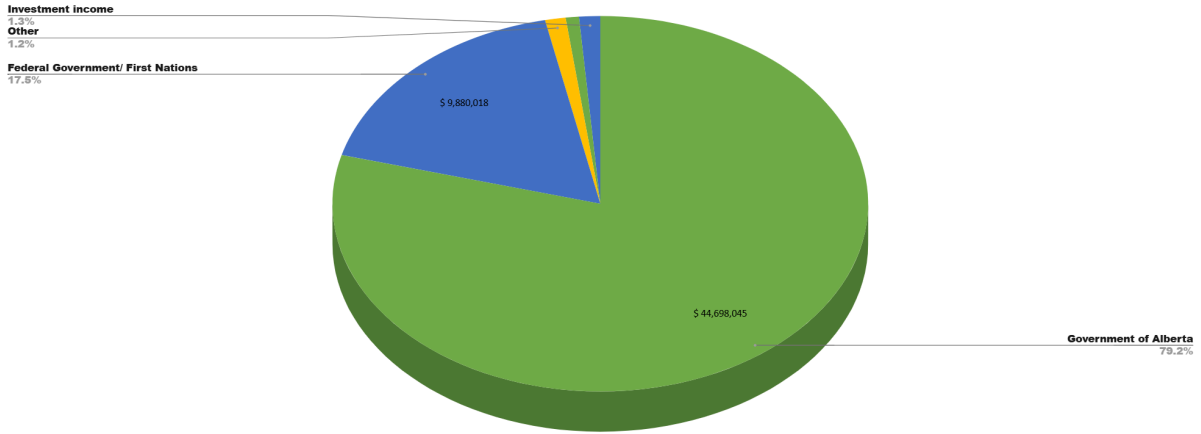
The budget planned a small shortfall of \$.3M (0.5%) based on a small increase in enrollment and expenses. The intent is to add significantly to the supports and services in our classrooms to boost learning, growth and achievement, this has included the addition of 30 Education Assistants (EA's) and 30 Jordans Principle (federally funded) EA's. Key changes included a continued reduction in travel across the division, and investments in learning (literacy, numeracy), professional learning and technology. The School Food Services hot lunch program continues, funded by Board resources..

### **Budgeted Revenue**

Revenue was budgeted to total \$57.1M. All revenues are dependent on enrollment. Forecasts were built based on the most current information. There is some contingency as several newer grants (Transportation and Enrollment Growth for example) will be calculated during the year, based on current data.

Provincial grants are based on the final enrollment data (as at September 30, 2024), eligibility, sampling and resolution of any questions. The Division is funded primarily for division-wide program totals (ie Services and Supports), rather than on a per student basis.

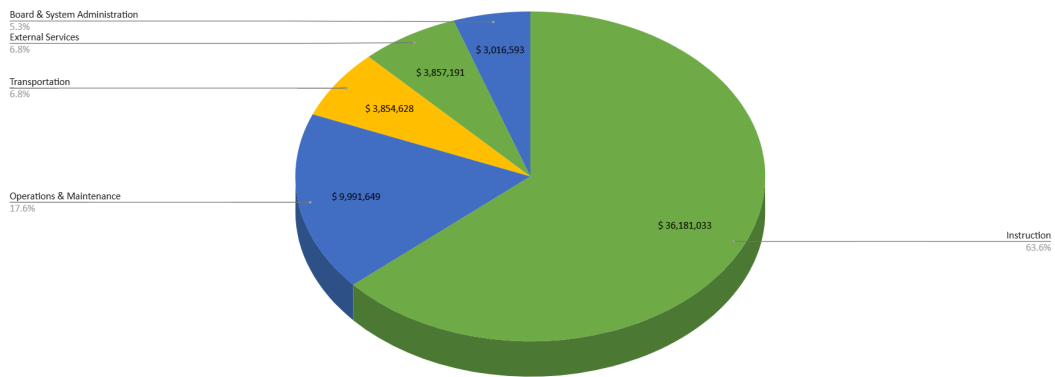
2023-24 Budget Revenues



### Budgeted Expenses

Expenses were budgeted to total \$57.3M. The expense increase was based primarily on increased services and support for students, cost controls in effect and ongoing financial diligence. Challenges include funding inflation and supply chain challenges. Operating costs are being closely monitored.

2023-2024 Budget Expenses



Schools

Funding and staffing for schools is being increased in line with the plan, local enrollment and the division's goals to put funds in the classroom first to accelerate and support student learning.

### **External Services**

School Food Services continues as a division priority. Housing teachers in remote sites is also a Board-funded necessity.

### **Capital Reserves and Capital Projects**

The division is excited to have completed a new school at Mistassiniy and renovations across 6 other schools. The balance of capital reserves represents the accumulation of surpluses and deficits from previous years as well as accounting for school generated funds and amortization. These surplus funds are held in unrestricted surplus and capital reserves to provide flexibility to fund capital and operating priorities as well as emergent issues.

# Appendix A - Detailed Alberta Education Assurance Measure Summaries

## What Information is Summarized?

Every year, all Alberta school divisions summarize their achievement in a number of measures indicating the quality of education. There are four kinds of information summarized in each division:

1. The Alberta Education Measure Results (General)
2. The Alberta Education Measure Results (First Nations, Métis and Inuit)
3. The Alberta Education Measure Results (English as a Second Language - where applicable)
4. Measure Results for Local Components

## Achievement Evaluation

Measure evaluations receive a designation indicating performance relative to standards set by Alberta Education. The designation for each measure falls into one of five statuses from Very Low to Very High. Each measure has its own specifically normed range that separates statuses and allows for an achievement evaluation.

Measure	Very Low	Low	Intermediate	High	Very High
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
3-year High School Completion	0.00 - 65.95	65.95 - 74.10	74.10 - 84.79	84.79 - 89.00	89.00 - 100.00
5-year High School Completion	0.00 - 72.59	72.59 - 80.82	80.82 - 89.18	89.18 - 91.96	91.96 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00

## Improvement Table

When compared to previous years, it is possible to evaluate whether change is statistically significant. When the achievement evaluation is combined with the level of significance, the measure is assigned an overall rating. These ratings range from Declined Significantly to Improved Significantly (see below).

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

## Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

## Overall Summary - October 2024 Required Alberta Education Assurance Measures (AEAMs)

The summaries below show the amount of change in available data over the last 3 years at Northland School Division.

Assurance Domain	Measure	Northland 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	<a href="#">Student Learning Engagement</a>	81.0	82.3	81.8	83.7	84.4	84.8	n/a	Maintained	n/a
	<a href="#">Citizenship</a>	74.6	76.0	75.4	79.4	80.3	80.9	Intermediate	Maintained	Acceptable
	<a href="#">3-year High School Completion</a>	29.0	21.1	14.5	80.4	80.7	82.4	Very Low	Improved Significantly	Acceptable
	<a href="#">5-year High School Completion</a>	31.8	17.1	30.9	88.1	88.6	87.3	Very Low	Maintained	Concern
	<a href="#">PAT6: Acceptable</a>	27.3	27.2	n/a	68.5	66.2	66.2	Very Low	n/a	n/a
	<a href="#">PAT6: Excellence</a>	1.2	3.2	n/a	19.8	18.0	18.0	Very Low	n/a	n/a
	<a href="#">PAT9: Acceptable</a>	11.2	12.0	n/a	62.5	62.6	62.6	Very Low	n/a	n/a
	<a href="#">PAT9: Excellence</a>	0.0	0.5	n/a	15.4	15.5	15.5	Very Low	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	34.8	36.7	36.7	81.5	80.3	80.3	Very Low	Maintained	Concern
	<a href="#">Diploma: Excellence</a>	1.2	0.0	0.0	22.6	21.2	21.2	Very Low	Maintained	Concern
Teaching & Leading	<a href="#">Education Quality</a>	80.9	83.6	82.9	87.6	88.1	88.6	Very Low	Declined	Concern
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	78.5	79.0	78.8	84.0	84.7	85.4	n/a	Maintained	n/a
	<a href="#">Access to Supports and Services</a>	80.2	78.7	77.6	79.9	80.6	81.1	n/a	Improved	n/a
Governance	<a href="#">Parental Involvement</a>	78.5	80.5	77.3	79.5	79.1	78.9	Intermediate	Maintained	Acceptable

## Supplemental Measure Performance - November 2024

Measure	Northland 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
<a href="#">Diploma Exam Participation Rate (4+ Exams)</a>	12.1	0.0	n/a	52.7	3.5	n/a	Very Low	n/a	n/a
<a href="#">Drop Out Rate</a>	9.2	10.2	10.9	2.5	2.5	2.4	Low	Maintained	Issue
<a href="#">In-Service Jurisdiction Needs</a>	78.8	82.0	82.9	81.1	82.2	83.0	Low	Maintained	Issue
<a href="#">Lifelong Learning</a>	80.8	78.4	77.0	79.9	80.4	80.7	High	Maintained	Good
<a href="#">Program of Studies</a>	72.9	74.7	71.2	82.8	82.9	82.9	Intermediate	Maintained	Acceptable
<a href="#">Program of Studies - At Risk Students</a>	81.3	79.2	78.7	80.6	81.2	81.5	Low	Improved	Acceptable
<a href="#">Rutherford Scholarship Eligibility Rate</a>	36.0	38.6	37.3	70.7	71.9	70.0	Very Low	Maintained	Concern
<a href="#">Safe and Caring</a>	82.3	81.6	81.9	87.1	87.5	88.1	Intermediate	Maintained	Acceptable
<a href="#">Satisfaction with Program Access</a>	68.4	68.7	66.6	71.9	72.9	72.7	Low	Maintained	Issue
<a href="#">School Improvement</a>	79.3	74.7	73.4	76.8	75.2	74.7	High	Improved Significantly	Good
<a href="#">Transition Rate (6 yr)</a>	10.8	14.8	14.2	60.1	59.7	60.0	Very Low	Maintained	Concern
<a href="#">Work Preparation</a>	86.9	80.6	82.4	82.8	83.1	84.0	Very High	Improved	Excellent

These results support the claim that Northland is maintaining improvements. Here are the key trends from these data:

- Our High School Completion is improving for 3, 4, and 5 Years
- Parents reported increased satisfaction in the following areas:
- Access to Supports and Services - 4%
- Parental Involvement - 5%
- Lifelong Learning - 7%
- School Improvement - 10%
- Satisfaction with Program Access - 7%
- Work Preparation - 9%

Here are the key issues emerging from these data:

- Parent responses to the surveys have dropped. This is an engagement opportunity.
  - We had approximately 130 fewer parent respondents this year.
  - Students report the lowest WCRSLE satisfaction in 4 years (63%).
  - Teachers are the least satisfied with parental involvement they have been in 3 years (-9% in the past year).

## Notes for all results contained in this AERR:

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 the 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.



# Appendix B - Detailed Results for FNMI, EAL, and All Examinations

## High School Completion: FNMI and English as an Additional Language (EAL)

This is the overall summary for High School Completion of respondents identifying as First Nations, Métis and Inuit:

Assurance Domain	Measure	Northland School Division (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	<a href="#">Student Learning Engagement</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">Citizenship</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">3-year High School Completion</a>	21.0	16.6	11.6	58.6	57.0	59.5	Very Low	Improved	Issue
	<a href="#">5-year High School Completion</a>	33.1	11.3	28.3	69.4	71.3	69.1	Very Low	Maintained	Concern
	<a href="#">PAT6: Acceptable</a>	25.6	30.6	n/a	48.7	45.3	45.3	Very Low	n/a	n/a
	<a href="#">PAT6: Excellence</a>	1.7	2.4	n/a	7.3	6.5	6.5	Very Low	n/a	n/a
	<a href="#">PAT9: Acceptable</a>	8.8	7.7	n/a	41.4	39.4	39.4	Very Low	n/a	n/a
	<a href="#">PAT9: Excellence</a>	0.0	0.8	n/a	6.1	5.3	5.3	Very Low	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	33.6	34.3	34.3	76.9	74.8	74.8	Very Low	Maintained	Concern
	<a href="#">Diploma: Excellence</a>	0.9	0.0	0.0	11.8	11.3	11.3	Very Low	Maintained	Concern
Teaching & Leading	<a href="#">Education Quality</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">Access to Supports and Services</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	<a href="#">Parental Involvement</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

This is the overall summary for for High School Completion of respondents representing English as an Additional (EAL) Language learners:

Assurance Domain	Measure	Northland School Division (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	<a href="#">Student Learning Engagement</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">Citizenship</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">3-year High School Completion</a>	*	25.5	12.5	72.0	72.8	76.7	*	*	*
	<a href="#">5-year High School Completion</a>	36.6	8.4	30.0	88.1	88.7	87.2	Very Low	Maintained	Concern
	<a href="#">PAT6: Acceptable</a>	42.9	26.5	n/a	64.6	65.4	65.4	Very Low	n/a	n/a
	<a href="#">PAT6: Excellence</a>	0.0	0.0	n/a	16.5	15.7	15.7	Very Low	n/a	n/a
	<a href="#">PAT9: Acceptable</a>	*	14.3	n/a	52.7	55.3	55.3	*	n/a	n/a
	<a href="#">PAT9: Excellence</a>	*	0.0	n/a	10.1	11.0	11.0	*	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	25.0	11.1	11.1	66.3	67.1	67.1	Very Low	Maintained	Concern
	<a href="#">Diploma: Excellence</a>	0.0	0.0	0.0	14.0	13.8	13.8	Very Low	Maintained	Concern
Teaching & Leading	<a href="#">Education Quality</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">Access to Supports and Services</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	<a href="#">Parental Involvement</a>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

## **PAT Results - All students, all subjects**

All school authorities must report the percentage of students who achieved the Acceptable Standard and the percentage of students who achieved the Standard of Excellence on Provincial Achievement Tests (based on cohort):

- Overall and specific course results for all students;
- Overall and specific course results for self-identified First Nations, Métis and Inuit students; and
- Overall and specific course results for students who require and receive English language supports (codes 301/303).

Please note:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. 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: Social Studies (Grades 6).
3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
4. Participation in the Provincial Achievement Tests was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. 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.

## Overall - Acceptable/Excellence by Exam

		Northland School Division		Alberta	
		2024	2021 - 2023 Avg	2024	2021 - 2023 Avg
French Language Arts 6 année	Number Writing	n/a	n/a	1,638	2,923
	Acceptable Standard %	n/a	n/a	79.8	83.1
	Standard of Excellence %	n/a	n/a	10.6	13.3
Français 6 année	Number Writing	n/a	n/a	439	507
	Acceptable Standard %	n/a	n/a	92.3	89.9
	Standard of Excellence %	n/a	n/a	21.2	22.1
Science 6	Number Writing	118	n/a	45,578	46,184
	Acceptable Standard %	46.6	n/a	81.2	79.3
	Standard of Excellence %	3.4	n/a	29.3	25.9
Social Studies 6	Number Writing	115	n/a	52,610	48,742
	Acceptable Standard %	38.3	n/a	79.2	78.3
	Standard of Excellence %	1.7	n/a	22.8	21.3
English Language Arts 9	Number Writing	57	n/a	48,994	47,191
	Acceptable Standard %	42.1	n/a	83.8	85.1
	Standard of Excellence %	0.0	n/a	14.2	15.9
K&E English Language Arts 9	Number Writing	0	n/a	1,052	883
	Acceptable Standard %	*	n/a	69.0	71.2
	Standard of Excellence %	*	n/a	7.8	8.0
French Language Arts 9 année	Number Writing	n/a	n/a	3,110	3,027
	Acceptable Standard %	n/a	n/a	81.5	80.8
	Standard of Excellence %	n/a	n/a	11.3	11.5
Français 9 année	Number Writing	n/a	n/a	579	541
	Acceptable Standard %	n/a	n/a	88.3	86.7
	Standard of Excellence %	n/a	n/a	20.9	23.7
Mathematics 9	Number Writing	64	n/a	49,797	46,587
	Acceptable Standard %	7.8	n/a	62.0	64.7
	Standard of Excellence %	0.0	n/a	16.5	16.0
K&E Mathematics 9	Number Writing	0	n/a	1,584	1,480
	Acceptable Standard %	*	n/a	64.8	64.7
	Standard of Excellence %	*	n/a	12.3	13.9
Science 9	Number Writing	58	n/a	50,395	47,397
	Acceptable Standard %	17.2	n/a	79.2	78.8
	Standard of Excellence %	0.0	n/a	24.4	23.9

## Overall - Course by Course Summary by Enrolled with Measure Evaluation

Course		Northland School Division							Alberta			
		Achievement	Improvement	Overall	2024		Prev 3 Year Average		2024		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
<a href="#">French Language Arts 6 année</a>	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,870	69.9	3,131	77.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,870	9.3	3,131	12.5
<a href="#">Français 6 année</a>	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	504	80.4	578	78.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	504	18.5	578	19.4
<a href="#">Science 6</a>	Acceptable Standard	Very Low	n/a	n/a	161	34.2	n/a	n/a	53,806	68.8	54,859	66.7
	Standard of Excellence	Very Low	n/a	n/a	161	2.5	n/a	n/a	53,806	24.8	54,859	21.8
<a href="#">Social Studies 6</a>	Acceptable Standard	Very Low	n/a	n/a	161	27.3	n/a	n/a	60,804	68.5	57,655	66.2
	Standard of Excellence	Very Low	n/a	n/a	161	1.2	n/a	n/a	60,804	19.8	57,655	18.0
<a href="#">English Language Arts 9</a>	Acceptable Standard	Very Low	n/a	n/a	115	20.9	n/a	n/a	59,096	69.5	56,255	71.4
	Standard of Excellence	Very Low	n/a	n/a	115	0.0	n/a	n/a	59,096	11.8	56,255	13.4
<a href="#">K&amp;E English Language Arts 9</a>	Acceptable Standard	*	*	*	1	*	n/a	n/a	1,465	49.6	1,254	50.2
	Standard of Excellence	*	*	*	1	*	n/a	n/a	1,465	5.6	1,254	5.7
<a href="#">French Language Arts 9 année</a>	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,308	76.6	3,215	76.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,308	10.6	3,215	10.9
<a href="#">Français 9 année</a>	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	615	83.1	575	81.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	615	19.7	575	22.3
<a href="#">Mathematics 9</a>	Acceptable Standard	Very Low	n/a	n/a	115	4.3	n/a	n/a	58,577	52.7	55,447	54.4
	Standard of Excellence	Very Low	n/a	n/a	115	0.0	n/a	n/a	58,577	14.0	55,447	13.5
<a href="#">K&amp;E Mathematics 9</a>	Acceptable Standard	*	*	*	1	*	n/a	n/a	1,967	52.2	1,815	52.7
	Standard of Excellence	*	*	*	1	*	n/a	n/a	1,967	9.9	1,815	11.3
<a href="#">Science 9</a>	Acceptable Standard	Very Low	n/a	n/a	115	8.7	n/a	n/a	59,072	67.6	56,311	66.3
	Standard of Excellence	Very Low	n/a	n/a	115	0.0	n/a	n/a	59,072	20.8	56,311	20.1
<a href="#">K&amp;E Science 9</a>	Acceptable Standard	*	*	*	1	*	n/a	n/a	1,411	52.3	1,197	52.9
	Standard of Excellence	*	*	*	1	*	n/a	n/a	1,411	8.9	1,197	10.9
<a href="#">Social Studies 9</a>	Acceptable Standard	Very Low	n/a	n/a	114	11.4	n/a	n/a	59,125	60.5	56,309	58.4
	Standard of Excellence	Very Low	n/a	n/a	114	0.0	n/a	n/a	59,125	15.8	56,309	15.9
<a href="#">K&amp;E Social Studies 9</a>	Acceptable Standard	*	*	*	2	*	n/a	n/a	1,351	50.4	1,140	49.6
	Standard of Excellence	*	*	*	2	*	n/a	n/a	1,351	11.3	1,140	10.6

## FNMI Students - Acceptable/Excellence

		Northland School Division (FNMI)		Alberta (FNMI)	
		2024	2021 - 2023 Avg	2024	2021 - 2023 Avg
French Language Arts 6 année	Number Writing	n/a	n/a	82	119
	Acceptable Standard %	n/a	n/a	70.7	73.1
	Standard of Excellence %	n/a	n/a	3.7	5.9
Français 6 année	Number Writing	n/a	n/a	10	15
	Acceptable Standard %	n/a	n/a	80.0	86.7
	Standard of Excellence %	n/a	n/a	0.0	33.3
Science 6	Number Writing	82	n/a	2,960	3,009
	Acceptable Standard %	47.6	n/a	66.8	61.0
	Standard of Excellence %	3.7	n/a	15.9	11.9
Social Studies 6	Number Writing	81	n/a	3,647	3,279
	Acceptable Standard %	37.0	n/a	60.9	59.8
	Standard of Excellence %	2.5	n/a	9.1	8.6
English Language Arts 9	Number Writing	41	n/a	3,144	3,039
	Acceptable Standard %	36.6	n/a	70.3	70.8
	Standard of Excellence %	0.0	n/a	6.6	6.4
K&E English Language Arts 9	Number Writing	0	n/a	249	191
	Acceptable Standard %	*	n/a	66.7	68.1
	Standard of Excellence %	*	n/a	7.6	5.8
French Language Arts 9 année	Number Writing	n/a	n/a	141	126
	Acceptable Standard %	n/a	n/a	72.3	70.6
	Standard of Excellence %	n/a	n/a	6.4	4.8
Français 9 année	Number Writing	n/a	n/a	23	20
	Acceptable Standard %	n/a	n/a	82.6	75.0
	Standard of Excellence %	n/a	n/a	13.0	10.0
Mathematics 9	Number Writing	47	n/a	3,208	2,897
	Acceptable Standard %	4.3	n/a	39.0	41.5
	Standard of Excellence %	0.0	n/a	6.5	5.5
K&E Mathematics 9	Number Writing	0	n/a	359	341
	Acceptable Standard %	*	n/a	59.1	63.0
	Standard of Excellence %	*	n/a	8.4	14.4
Science 9	Number Writing	39	n/a	3,300	3,096
	Acceptable Standard %	15.4	n/a	62.5	59.6
	Standard of Excellence %	0.0	n/a	11.6	10.0

## FNMI Students - Course Summary by Enrolled with Measure Evaluation

Course		Measure		Northland School Division (FNMI)						Alberta (FNMI)				
				Achievement	Improvement	Overall	2024		Prev 3 Year Average		2024		Prev 3 Year Average	
							N	%	N	%	N	%	N	%
<a href="#">French Language Arts 6 année</a>	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	102	56.9	132	65.9		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	102	2.9	132	5.3		
<a href="#">Français 6 année</a>	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	14	57.1	16	81.3		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	14	0.0	16	31.3		
<a href="#">Science 6</a>	Acceptable Standard	Very Low	n/a	n/a	117	33.3	n/a	n/a	3,851	51.4	3,990	46.0		
	Standard of Excellence	Very Low	n/a	n/a	117	2.6	n/a	n/a	3,851	12.3	3,990	9.0		
<a href="#">Social Studies 6</a>	Acceptable Standard	Very Low	n/a	n/a	117	25.6	n/a	n/a	4,556	48.7	4,332	45.3		
	Standard of Excellence	Very Low	n/a	n/a	117	1.7	n/a	n/a	4,556	7.3	4,332	6.5		
<a href="#">English Language Arts 9</a>	Acceptable Standard	Very Low	n/a	n/a	84	17.9	n/a	n/a	4,465	49.5	4,375	49.2		
	Standard of Excellence	Very Low	n/a	n/a	84	0.0	n/a	n/a	4,465	4.7	4,375	4.4		
<a href="#">K&amp;E English Language Arts 9</a>	Acceptable Standard	*	*	*	1	*	n/a	n/a	388	42.8	297	43.8		
	Standard of Excellence	*	*	*	1	*	n/a	n/a	388	4.9	297	3.7		
<a href="#">French Language Arts 9 année</a>	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	160	63.8	136	65.4		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	160	5.6	136	4.4		
<a href="#">Français 9 année</a>	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	24	79.2	20	75.0		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	24	12.5	20	10.0		
<a href="#">Mathematics 9</a>	Acceptable Standard	Very Low	n/a	n/a	84	2.4	n/a	n/a	4,361	28.7	4,197	28.7		
	Standard of Excellence	Very Low	n/a	n/a	84	0.0	n/a	n/a	4,361	4.8	4,197	3.8		
<a href="#">K&amp;E Mathematics 9</a>	Acceptable Standard	*	*	*	1	*	n/a	n/a	485	43.7	440	48.9		
	Standard of Excellence	*	*	*	1	*	n/a	n/a	485	6.2	440	11.1		
<a href="#">Science 9</a>	Acceptable Standard	Very Low	n/a	n/a	84	7.1	n/a	n/a	4,477	46.0	4,380	42.1		
	Standard of Excellence	Very Low	n/a	n/a	84	0.0	n/a	n/a	4,477	8.5	4,380	7.1		
<a href="#">K&amp;E Science 9</a>	Acceptable Standard	*	*	*	1	*	n/a	n/a	373	46.6	281	48.4		
	Standard of Excellence	*	*	*	1	*	n/a	n/a	373	7.2	281	8.2		
<a href="#">Social Studies 9</a>	Acceptable Standard	Very Low	n/a	n/a	84	8.3	n/a	n/a	4,498	39.0	4,393	34.1		
	Standard of Excellence	Very Low	n/a	n/a	84	0.0	n/a	n/a	4,498	6.3	4,393	4.9		
<a href="#">K&amp;E Social Studies 9</a>	Acceptable Standard	*	*	*	1	*	n/a	n/a	351	46.2	262	45.4		
	Standard of Excellence	*	*	*	1	*	n/a	n/a	351	9.4	262	7.3		

## EAL Students - Acceptable/Excellence

		Northland School Division (EAL)		Alberta (EAL)	
		2024	2021 - 2023 Avg	2024	2021 - 2023 Avg
French Language Arts 6 année	Number Writing	n/a	n/a	96	176
	Acceptable Standard %	n/a	n/a	85.4	80.7
	Standard of Excellence %	n/a	n/a	14.6	14.8
Français 6 année	Number Writing	n/a	n/a	66	66
	Acceptable Standard %	n/a	n/a	87.9	78.8
	Standard of Excellence %	n/a	n/a	13.6	12.1
Science 6	Number Writing	33	n/a	8,963	8,640
	Acceptable Standard %	57.6	n/a	73.4	72.9
	Standard of Excellence %	3.0	n/a	21.2	19.4
Social Studies 6	Number Writing	31	n/a	9,950	8,955
	Acceptable Standard %	48.4	n/a	73.3	73.8
	Standard of Excellence %	0.0	n/a	18.7	17.7
English Language Arts 9	Number Writing	2	n/a	5,951	5,908
	Acceptable Standard %	*	n/a	69.3	73.4
	Standard of Excellence %	*	n/a	6.5	7.8
K&E English Language Arts 9	Number Writing	n/a	n/a	119	100
	Acceptable Standard %	n/a	n/a	58.8	52.0
	Standard of Excellence %	n/a	n/a	5.0	2.0
French Language Arts 9 année	Number Writing	n/a	n/a	161	187
	Acceptable Standard %	n/a	n/a	73.3	73.8
	Standard of Excellence %	n/a	n/a	9.9	11.8
Français 9 année	Number Writing	n/a	n/a	69	77
	Acceptable Standard %	n/a	n/a	69.6	70.1
	Standard of Excellence %	n/a	n/a	8.7	13.0
Mathematics 9	Number Writing	2	n/a	6,132	5,968
	Acceptable Standard %	*	n/a	54.9	58.1
	Standard of Excellence %	*	n/a	13.5	13.9
K&E Mathematics 9	Number Writing	n/a	n/a	176	143
	Acceptable Standard %	n/a	n/a	55.7	49.0
	Standard of Excellence %	n/a	n/a	13.6	7.0
Science 9	Number Writing	1	n/a	6,147	5,971
	Acceptable Standard %	*	n/a	67.9	69.4
	Standard of Excellence %	*	n/a	16.7	17.5

## EAL Students - Course Summary by Enrolled with Measure Evaluation

Course	Measure	Northland School Division (EAL)						Alberta (EAL)				
		Achievement	Improvement	Overall	2024		Prev 3 Year Average		2024		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
<a href="#">French Language Arts 6 année</a>	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	110	74.5	188	75.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	110	12.7	188	13.8
<a href="#">Français 6 année</a>	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	77	75.3	79	65.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	77	11.7	79	10.1
<a href="#">Science 6</a>	Acceptable Standard	Very Low	n/a	n/a	35	54.3	n/a	n/a	10,323	63.8	9,728	64.7
	Standard of Excellence	Very Low	n/a	n/a	35	2.9	n/a	n/a	10,323	18.4	9,728	17.2
<a href="#">Social Studies 6</a>	Acceptable Standard	Very Low	n/a	n/a	35	42.9	n/a	n/a	11,278	64.6	10,098	65.4
	Standard of Excellence	Very Low	n/a	n/a	35	0.0	n/a	n/a	11,278	16.5	10,098	15.7
<a href="#">English Language Arts 9</a>	Acceptable Standard	*	*	*	3	*	n/a	n/a	7,249	56.9	6,969	62.2
	Standard of Excellence	*	*	*	3	*	n/a	n/a	7,249	5.4	6,969	6.6
<a href="#">K&amp;E English Language Arts 9</a>	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	150	46.7	149	34.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	150	4.0	149	1.3
<a href="#">French Language Arts 9 année</a>	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	174	67.8	194	71.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	174	9.2	194	11.3
<a href="#">Français 9 année</a>	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	79	60.8	84	64.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	79	7.6	84	11.9
<a href="#">Mathematics 9</a>	Acceptable Standard	*	*	*	3	*	n/a	n/a	7,201	46.7	6,930	50.1
	Standard of Excellence	*	*	*	3	*	n/a	n/a	7,201	11.5	6,930	12.0
<a href="#">K&amp;E Mathematics 9</a>	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	197	49.7	177	39.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	197	12.2	177	5.6
<a href="#">Science 9</a>	Acceptable Standard	*	*	*	3	*	n/a	n/a	7,236	57.7	6,975	59.4
	Standard of Excellence	*	*	*	3	*	n/a	n/a	7,236	14.2	6,975	15.0
<a href="#">K&amp;E Science 9</a>	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	146	41.1	151	33.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	146	5.5	151	3.3
<a href="#">Social Studies 9</a>	Acceptable Standard	*	*	*	3	*	n/a	n/a	7,249	49.4	6,983	50.4
	Standard of Excellence	*	*	*	3	*	n/a	n/a	7,249	9.6	6,983	11.0
<a href="#">K&amp;E Social Studies 9</a>	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	135	44.4	137	39.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	135	7.4	137	1.5



## Diploma Results - All students, all subjects

All school authorities are responsible to report the percentage of students who achieved the Acceptable Standard and the percentage of students who achieved the Standard of Excellence on Diploma Examinations.

- Overall and specific course results for all students;
- Overall and specific course results for self-identified First Nations, Métis and Inuit students; and
- Overall and specific course results for students who require and receive English language supports (codes 301/303).

### Overall - Acceptable/Excellence

	Northland School Division					Measure Evaluation		
	2020	2021	2022	2023	2024	Achievement	Improvement	Overall
N	n/a	n/a	39	63	85	n/a	n/a	n/a
Acceptable Standard %	n/a	n/a	36.1	36.7	34.8	Very Low	Maintained	Concern
Standard of Excellence %	n/a	n/a	1.6	0.0	1.2	Very Low	Maintained	Concern

## Overall - Course By Course Details

### English Lang Arts 30-1

	Northland School Division				
	2020	2021	2022	2023	2024
Students Writing	n/a	n/a	7	12	22
<b>Diploma Examination Acceptable Standard (%)</b>	<b>n/a</b>	<b>n/a</b>	<b>28.6</b>	<b>66.7</b>	<b>36.4</b>
<b>Diploma Examination Standard of Excellence (%)</b>	<b>n/a</b>	<b>n/a</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>
School Awarded Acceptable Standard (%)	n/a	n/a	71.4	100.0	100.0
School Awarded Standard of Excellence (%)	n/a	n/a	28.6	41.7	40.9

### English Lang Arts 30-2

	Northland School Division				
	2020	2021	2022	2023	2024
Students Writing	n/a	n/a	13	24	40
<b>Diploma Examination Acceptable Standard (%)</b>	<b>n/a</b>	<b>n/a</b>	<b>76.9</b>	<b>62.5</b>	<b>67.5</b>
<b>Diploma Examination Standard of Excellence (%)</b>	<b>n/a</b>	<b>n/a</b>	<b>0.0</b>	<b>0.0</b>	<b>2.5</b>
School Awarded Acceptable Standard (%)	n/a	n/a	92.3	87.5	97.5
School Awarded Standard of Excellence (%)	n/a	n/a	38.5	8.3	37.5

### Mathematics 30-1

	Northland School Division				
	2020	2021	2022	2023	2024
Students Writing	n/a	n/a	8	13	18
<b>Diploma Examination Acceptable Standard (%)</b>	<b>n/a</b>	<b>n/a</b>	<b>12.5</b>	<b>0.0</b>	<b>11.1</b>
<b>Diploma Examination Standard of Excellence (%)</b>	<b>n/a</b>	<b>n/a</b>	<b>0.0</b>	<b>0.0</b>	<b>5.6</b>
School Awarded Acceptable Standard (%)	n/a	n/a	100.0	100.0	66.7
School Awarded Standard of Excellence (%)	n/a	n/a	75.0	15.4	16.7

### Mathematics 30-2

	Northland School Division				
	2020	2021	2022	2023	2024
Students Writing	n/a	n/a	3	5	5
<b>Diploma Examination Acceptable Standard (%)</b>	<b>n/a</b>	<b>n/a</b>	<b>*</b>	<b>*</b>	<b>*</b>
<b>Diploma Examination Standard of Excellence (%)</b>	<b>n/a</b>	<b>n/a</b>	<b>*</b>	<b>*</b>	<b>*</b>
School Awarded Acceptable Standard (%)	n/a	n/a	*	*	*
School Awarded Standard of Excellence (%)	n/a	n/a	*	*	*

### Social Studies 30-1

	Northland School Division				
	2020	2021	2022	2023	2024
Students Writing	n/a	n/a	6	8	21
Diploma Examination Acceptable Standard (%)	n/a	n/a	33.3	50.0	28.6
Diploma Examination Standard of Excellence (%)	n/a	n/a	0.0	0.0	0.0
School Awarded Acceptable Standard (%)	n/a	n/a	100.0	100.0	100.0
School Awarded Standard of Excellence (%)	n/a	n/a	50.0	37.5	23.8

### Social Studies 30-2

	Northland School Division				
	2020	2021	2022	2023	2024
Students Writing	n/a	n/a	15	29	34
Diploma Examination Acceptable Standard (%)	n/a	n/a	20.0	48.3	20.6
Diploma Examination Standard of Excellence (%)	n/a	n/a	0.0	0.0	0.0
School Awarded Acceptable Standard (%)	n/a	n/a	80.0	89.7	100.0
School Awarded Standard of Excellence (%)	n/a	n/a	6.7	6.9	29.4

### Biology 30

	Northland School Division				
	2020	2021	2022	2023	2024
Students Writing	n/a	n/a	4	21	12
Diploma Examination Acceptable Standard (%)	n/a	n/a	*	14.3	0.0
Diploma Examination Standard of Excellence (%)	n/a	n/a	*	0.0	0.0
School Awarded Acceptable Standard (%)	n/a	n/a	*	100.0	66.7
School Awarded Standard of Excellence (%)	n/a	n/a	*	28.6	8.3

### Chemistry 30

	Northland School Division				
	2020	2021	2022	2023	2024
Students Writing	n/a	n/a	n/a	6	4
Diploma Examination Acceptable Standard (%)	n/a	n/a	n/a	0.0	*
Diploma Examination Standard of Excellence (%)	n/a	n/a	n/a	0.0	*
School Awarded Acceptable Standard (%)	n/a	n/a	n/a	100.0	*
School Awarded Standard of Excellence (%)	n/a	n/a	n/a	0.0	*

## Physics 30

	Northland School Division				
	2020	2021	2022	2023	2024
Students Writing	n/a	n/a	4	n/a	3
<b>Diploma Examination Acceptable Standard (%)</b>	n/a	n/a	*	n/a	*
<b>Diploma Examination Standard of Excellence (%)</b>	n/a	n/a	*	n/a	*
School Awarded Acceptable Standard (%)	n/a	n/a	*	n/a	*
School Awarded Standard of Excellence (%)	n/a	n/a	*	n/a	*

## Science 30

	Northland School Division				
	2020	2021	2022	2023	2024
Students Writing	n/a	n/a	1	2	2
<b>Diploma Examination Acceptable Standard (%)</b>	n/a	n/a	*	*	*
<b>Diploma Examination Standard of Excellence (%)</b>	n/a	n/a	*	*	*
School Awarded Acceptable Standard (%)	n/a	n/a	*	*	*
School Awarded Standard of Excellence (%)	n/a	n/a	*	*	*

## FNMI Students - Acceptable/Excellence

	Northland School Division (FNMI)					Measure Evaluation		
	2020	2021	2022	2023	2024	Achievement	Improvement	Overall
N	n/a	n/a	27	40	64	n/a	n/a	n/a
Acceptable Standard %	n/a	n/a	35.1	34.3	33.6	Very Low	Maintained	Concern
Standard of Excellence %	n/a	n/a	0.0	0.0	0.9	Very Low	Maintained	Concern

## FNMI Students - Course by Course Detail

		2020	2021	2022	2023	2024
English Lang Arts 30-1	Students Writing	n/a	n/a	5	5	13
	Diploma Examination Acceptable Standard	n/a	n/a	*	*	38.5
	Diploma Examination Standard of Excellence	n/a	n/a	*	*	0.0
	School Awarded Acceptable Standard	n/a	n/a	*	*	100.0
	School Awarded Standard of Excellence	n/a	n/a	*	*	23.1
English Lang Arts 30-2	Students Writing	n/a	n/a	11	16	33
	Diploma Examination Acceptable Standard	n/a	n/a	72.7	56.3	63.6
	Diploma Examination Standard of Excellence	n/a	n/a	0.0	0.0	3.0
	School Awarded Acceptable Standard	n/a	n/a	90.9	87.5	100.0
	School Awarded Standard of Excellence	n/a	n/a	36.4	6.3	39.4
Mathematics 30-1	Students Writing	n/a	n/a	1	5	9
	Diploma Examination Acceptable Standard	n/a	n/a	*	*	0.0
	Diploma Examination Standard of Excellence	n/a	n/a	*	*	0.0
	School Awarded Acceptable Standard	n/a	n/a	*	*	55.6
	School Awarded Standard of Excellence	n/a	n/a	*	*	11.1
Mathematics 30-2	Students Writing	n/a	n/a	2	5	3
	Diploma Examination Acceptable Standard	n/a	n/a	*	*	*
	Diploma Examination Standard of Excellence	n/a	n/a	*	*	*
	School Awarded Acceptable Standard	n/a	n/a	*	*	*
	School Awarded Standard of Excellence	n/a	n/a	*	*	*
Social Studies 30-1	Students Writing	n/a	n/a	3	3	13
	Diploma Examination Acceptable Standard	n/a	n/a	*	*	23.1
	Diploma Examination Standard of Excellence	n/a	n/a	*	*	0.0
	School Awarded Acceptable Standard	n/a	n/a	*	*	100.0
	School Awarded Standard of Excellence	n/a	n/a	*	*	15.4

Social Studies 30-2	Students Writing	n/a	n/a	12	20	31
	Diploma Examination Acceptable Standard	n/a	n/a	25.0	50.0	22.6
	Diploma Examination Standard of Excellence	n/a	n/a	0.0	0.0	0.0
	School Awarded Acceptable Standard	n/a	n/a	83.3	90.0	100.0
	School Awarded Standard of Excellence	n/a	n/a	8.3	5.0	25.8
Biology 30	Students Writing	n/a	n/a	2	9	6
	Diploma Examination Acceptable Standard	n/a	n/a	*	11.1	0.0
	Diploma Examination Standard of Excellence	n/a	n/a	*	0.0	0.0
	School Awarded Acceptable Standard	n/a	n/a	*	100.0	66.7
	School Awarded Standard of Excellence	n/a	n/a	*	0.0	16.7
Chemistry 30	Students Writing	n/a	n/a	n/a	2	1
	Diploma Examination Acceptable Standard	n/a	n/a	n/a	*	*
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	*	*
	School Awarded Acceptable Standard	n/a	n/a	n/a	*	*
	School Awarded Standard of Excellence	n/a	n/a	n/a	*	*
Physics 30	Students Writing	n/a	n/a	n/a	n/a	n/a
	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a
	School Awarded Acceptable Standard	n/a	n/a	n/a	n/a	n/a
	School Awarded Standard of Excellence	n/a	n/a	n/a	n/a	n/a
Science 30	Students Writing	n/a	n/a	1	2	1
	Diploma Examination Acceptable Standard	n/a	n/a	*	*	*
	Diploma Examination Standard of Excellence	n/a	n/a	*	*	*
	School Awarded Acceptable Standard	n/a	n/a	*	*	*
	School Awarded Standard of Excellence	n/a	n/a	*	*	*

## EAL Students - Acceptable/Excellence

	Northland School Division (EAL)					Measure Evaluation		
	2020	2021	2022	2023	2024	Achievement	Improvement	Overall
N	n/a	n/a	12	10	6	n/a	n/a	n/a
Acceptable Standard %	n/a	n/a	33.3	11.1	25.0	Very Low	Maintained	Concern
Standard of Excellence %	n/a	n/a	0.0	0.0	0.0	Very Low	Maintained	Concern

## EAL Students - Course by Course Detail

		2020	2021	2022	2023	2024
English Lang Arts 30-1	Students Writing	n/a	n/a	1	2	2
	Diploma Examination Acceptable Standard	n/a	n/a	*	*	*
	Diploma Examination Standard of Excellence	n/a	n/a	*	*	*
	School Awarded Acceptable Standard	n/a	n/a	*	*	*
	School Awarded Standard of Excellence	n/a	n/a	*	*	*
English Lang Arts 30-2	Students Writing	n/a	n/a	4	1	3
	Diploma Examination Acceptable Standard	n/a	n/a	*	*	*
	Diploma Examination Standard of Excellence	n/a	n/a	*	*	*
	School Awarded Acceptable Standard	n/a	n/a	*	*	*
	School Awarded Standard of Excellence	n/a	n/a	*	*	*
Mathematics 30-1	Students Writing	n/a	n/a	2	1	1
	Diploma Examination Acceptable Standard	n/a	n/a	*	*	*
	Diploma Examination Standard of Excellence	n/a	n/a	*	*	*
	School Awarded Acceptable Standard	n/a	n/a	*	*	*
	School Awarded Standard of Excellence	n/a	n/a	*	*	*
Mathematics 30-2	Students Writing	n/a	n/a	2	3	2
	Diploma Examination Acceptable Standard	n/a	n/a	*	*	*
	Diploma Examination Standard of Excellence	n/a	n/a	*	*	*
	School Awarded Acceptable Standard	n/a	n/a	*	*	*
	School Awarded Standard of Excellence	n/a	n/a	*	*	*
Social Studies 30-1	Students Writing	n/a	n/a	1	2	3
	Diploma Examination Acceptable Standard	n/a	n/a	*	*	*
	Diploma Examination Standard of Excellence	n/a	n/a	*	*	*
	School Awarded Acceptable Standard	n/a	n/a	*	*	*
	School Awarded Standard of Excellence	n/a	n/a	*	*	*

Social Studies 30-2	Students Writing	n/a	n/a	5	2	1
	Diploma Examination Acceptable Standard	n/a	n/a	*	*	*
	Diploma Examination Standard of Excellence	n/a	n/a	*	*	*
	School Awarded Acceptable Standard	n/a	n/a	*	*	*
	School Awarded Standard of Excellence	n/a	n/a	*	*	*
Biology 30	Students Writing	n/a	n/a	2	7	n/a
	Diploma Examination Acceptable Standard	n/a	n/a	*	14.3	n/a
	Diploma Examination Standard of Excellence	n/a	n/a	*	0.0	n/a
	School Awarded Acceptable Standard	n/a	n/a	*	100.0	n/a
	School Awarded Standard of Excellence	n/a	n/a	*	14.3	n/a
Chemistry 30	Students Writing	n/a	n/a	n/a	n/a	n/a
	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a
	School Awarded Acceptable Standard	n/a	n/a	n/a	n/a	n/a
	School Awarded Standard of Excellence	n/a	n/a	n/a	n/a	n/a
Physics 30	Students Writing	n/a	n/a	1	n/a	n/a
	Diploma Examination Acceptable Standard	n/a	n/a	*	n/a	n/a
	Diploma Examination Standard of Excellence	n/a	n/a	*	n/a	n/a
	School Awarded Acceptable Standard	n/a	n/a	*	n/a	n/a
	School Awarded Standard of Excellence	n/a	n/a	*	n/a	n/a
Science 30	Students Writing	n/a	n/a	n/a	n/a	n/a
	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a
	School Awarded Acceptable Standard	n/a	n/a	n/a	n/a	n/a
	School Awarded Standard of Excellence	n/a	n/a	n/a	n/a	n/a





# Northland

## SCHOOL DIVISION

*"Our students love to come to school in Northland"*

