

**Alberta Education Outcomes**

- Alberta's students are successful.
- First Nations, Metis, and Inuit students in Alberta are successful.
- Alberta's students have access to a variety of learning opportunities to enhance competitiveness in the modern economy.
- Alberta's K-12 education system and workforce are well-managed.

CBE Results Policies

- Results 1: Mission
- Results 2: Academic Success
- Results 3: Citizenship
- Results 4: Personal Development
- Results 5: Character

See the CBE Board of Trustees' [Results Policies](#) for the full and detailed Results statements

North Trail High School

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School Improvement Results Reporting| 2023-24

Each year, schools capture evidence of continuous improvement towards the goals set. In accordance with Alberta Education's Requirements for School Authority Planning and Results Reporting, schools then provide assurance to school communities by communicating student growth and achievement in an annual report that demonstrates improvement results and next steps. These results support continuous improvement of the quality and effectiveness of education programs provided to students while also improving student learning and achievement (Funding Manual for School Authorities 2024-25 School Year p. 196).

This report includes results relative to the goals and outcomes set for the 2023-24 School Development Plan and the school's Assurance Survey results.

Goals and outcomes related to the information shared here are outlined in the 2024-25 School Development Plan which was the inaugural year for North Trail High School. The school opened with approximately 1350 grade 10 and 11 students on August 28, 2023.

School Improvement Results

CBE's Education Plan for 2021-24 prioritized creating strong student achievement and well-being for lifelong success with the following key outcomes:

- Excellence in literacy
- Excellence in mathematics
- Improved achievement and well-being for students who self-identify as Indigenous
- Access to learning opportunities and supports that address diverse learning needs and well-being

Three specific priority areas based on CBE system data that informed the 2021-24 Education Plan and system actions for improvement across the organization were identified.

- Literacy
- Mathematics
- Well-Being

North Trail High School Goals

- Connecting students to their new school community and to ensure that students find a sense of belonging and well-being

Our School Focused on Improving

North Trail High School (NTHS) focused on improving

- Student sense of belonging and well-being
- Student connection to learning tasks
- Student engagement in community

As a newly opened school in August 2023, it was essential to establish a foundation for a hopeful, respectful, and creative learning community. NTHS students had to transition to a new learning community with different dynamics than an established high school. The holistic goal of fostering a sense of belonging was identified in response to data highlighting the need to support students transitioning to NTHS. Consequently, involving both students and staff in shaping a shared sense of identity became essential to the school's successful establishment. This collaborative effort was expected to help students find their place and purpose in the new learning community and enhance their academic success in literacy and mathematics.

To measure NTHS academic, well-being and engagement goals, numerous survey instruments were used. Perception data from OurSCHOOL surveys, CBE Student Surveys, Alberta Education Assurance Measures, and other qualitative and quantitative data was gathered from students, staff, families and the School Council.

What We Measured and Heard

Data was gathered from informal and formal surveys administered during registration, prior to the start of the 2022-23 school year. This supported the process of understanding the learning profile of individual students and the communities they were coming from. In evaluating the SDP goal for the 2023-24 school year NTHS primarily used the following data sources: school attendance; credits completion, course completion rates, along with perception data from the Alberta Education Assurance Measure (AEAM), CBE Survey and OURSchool Survey.

The tables below measure Attendance, Credit Completion and Course Completion rates. We noted the following:

Attendance Data	Baseline Data 2022/23	1 st Sem. 2023/24	2 nd Sem. 2023/24
Students missing more than 10% of their classes	40.77%	28.92%	29.37%
Students missing more than 20% of their classes	15.66%	9.98%	10.53%

Note: Baseline data includes the middle/junior/high schools where students attended during the 2022-23 academic year.

Credit Completion Data	Grade 10			Grade 11	
	Sem. 1	Sem. 2	Total	Sem. 1	Sem. 2
Baseline for Incoming Grade 11 students was an average of 31 credits total earned per student in their grade 10 year. This years grade 11 credits earn represent a cumulative measure.	20.69 credits	20.44 credits	41.3 credits	58.77 credits	76.53 credits

Course Completion Rates

Alberta Education Courses	School Year 2023-24	Alberta Education Courses	School Year 2023-24
Overall for All Core Courses Grade 10/11	94.2%	Biology 20	96.1%
English Language Arts 10-1	99.8%	Biology 30	100%
English Language Arts 10-2	95.0%	Chemistry 20	94.0%
English Language Arts 20-1	93.3%	Chemistry 30	97.7%
English Language Arts 20-2	93.2%	Physics 20	96.0%

Mathematics 10 C	98.9%	Science 10	93.0%
Mathematics 10-3	93.95%	Science 24	90.9%
Mathematics 20-1	94.9%	Science 20	97.6%
Mathematics 20-2	92.9%	Social 20-1	98.5%
Mathematics 20-3	86.0%	Social 20-2	96.4%

Note: Baseline data includes the middle/junior/high schools where students attended during the 2022-23 academic year.

Alberta Education Courses	All	EAL	Special Education
Mathematics courses >50%	96.8%	96.0%	91.9%
English Language Arts courses >50%	97.4%	98.6%	95.4%

Attendance data indicates an improvement in semester 1 and semester 2 in comparison to the 2022-2023 baseline data sets. Credit completion data and Course completion rates indicate a high success rate for all students and an area of strength at NTHS.

Belonging and Wellbeing Data (AEAM, CBE Student Survey & OurSCHOOL Survey)

The tables below measure sense of belonging and connectiveness to the new school and connection to the learning tasks. We noted the following:

Student sense of Belonging and Well-being

NTHS focused on improvement in belonging and feeling connected to the new school by looking at the following key areas:	Baseline Data	NTHS 2023-2024	Comparative Difference
"I feel like I belong" Assurance Survey (administer 1x / yr.)	72.7%	71.0%	-1.7 percentage points
"My teachers care about me" Assurance Survey (administer 1x / yr.)	67.8%	72.0%	+4.2 percentage points
"I feel included at school" CBE Survey	64.0%	65.0%	+1.0 percentage points
"There is at least one adult at school who I really connect with" CBE Survey	63.0%	62.1%	-0.9 percentage points
"At school I feel accepted for who I am" OURSchool Survey (administered 2x/yr.)	66.0%	68.0%	+2.0 percentage points
"School is a place where I feel like I belong" OURSchool Survey (administered 2x/yr.)	51.0%	62.0%	+11.0 percentage points

Connection to Learning Tasks

NTHS focused on improvement in respect to Literacy and Mathematics:	Baseline Data *	NTHS 2023-2024	Comparative Difference
"I feel a connection to the texts I read and hear in class"	76.3%	75.2%	-1.1 percentage points
"I know what to do next to improve my reading skills"	73.6%	71.2%	-2.4 percentage points

"The language arts I am learning at school are interesting to me"	57.2%	62.0%	+4.8 percentage points
"The mathematics I am learning at school is interesting to me"	62.2%	60.0%	-2.2 percentage points
"I know what to do next to improve in mathematics"	78.6%	74.9%	-3.7 percentage points

Note: Baseline data includes the middle/junior/high schools where students attended during the 2022-23 academic year.

Belonging and Well-being perception data indicated improvement in the following areas: *My teachers care about me, I feel included at school, At school I feel accepted for who I am, and School is a place where I feel like I belong*. Perception data related to connection to the learning tasks indicated improvement in the following area: *The language arts I am learning at school are interesting to me*. A minimal decline was noted perception data related to the statements: *knowing what to do next to improve my reading skills* and *knowing what to do next to improve in mathematics*.

Additionally, in the CBE Student Survey perception data, 88.42% of students indicated that NTHS is a "place where learning and extra-curricular activities are safe and accessible." Students had an overall feeling that their teachers "care about them" 81.55% and want them to be successful 89.59%. However, data indicates that only 62.01% feel they are connected with at least one adult in the building and that only 50.41% of the students feel their teachers check in on their well-being.

On the Alberta Education Assurance Measures (AEAM) NTHS outperformed the province in the Diploma Acceptable average by 15 percentage points and within the category of Diploma Excellence by 45.5 percentage points. Data results in the measure of Citizenship indicated a gap from the provincial average of -11.9 percentage points. Specifically, showing respect to each other and feeling safe on the way to and from school was highlighted as an area of need. In the category of measuring Welcoming, Caring Respectful and Safe Learning Environments a difference of -7.9 percentage points was noted from the provincial average.

Analysis and Interpretation

What We Noticed	Celebrations	Areas for Growth
NTHS had a high percentage of students successfully attending classes, completing learning activities and courses compared to the provincial average. Students missing more than 10% and more than 20% of their classes decreased from baseline data from the 2022-2023 school year.	Academics: Grade 11 Advanced Placement student cohort wrote first diploma exams (Math, Sciences) in schools' history on June 2024. Results were very high with both the acceptable standard (96.5%) and the standard of excellence (68.1%) compared to provincial average. Cultural Diversity & Inclusion:	Citizenship - Engaging students in active positive choices in our learning community. NTHS AEAM result was 67.5% compared to provincial average of 79.4%. Welcoming, Safe & Caring: - Although solid numbers indicate that students find staff to be welcoming and

Students significantly outperformed the provincial average with the percentage of students achieving the Diploma acceptable and excellence level.	▪ From the OurSCHOOL survey, the greatest percentage point gain (11 percentage points) from the baseline measure indicated students feel school is a place where they belong. ▪ Monthly recognition of student cultures through student lead activities highlighted the strength of the school's diversity ▪ Student voice was celebrated through the student led Nighthawk Newspaper. This highlighted stories of belonging and promoted community building.	caring, student respect for each other is lower than the provincial average. NTHS scored a 76.1% compared to provincial average of 84.0%. ▪ Even though OurSCHOOL survey's greatest percentage point gain was noted, in the statement "students feel school is a place where they belong", only 62% students agree with the statement. Academic Learning: ▪ Creating resilient learners by increasing student agency through assessment practices where students are actively involved in understanding what they need to do next to improve their learning. ▪ Improving learning tasks to represent student voice.
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Required Alberta Education Assurance Measures (AEAM) Overall Summary

The Alberta Education Assurance Measure Results Report evaluates school improvement by comparing the current year result with the school's previous three-year average for each unique measure, to determine the extent of improvement or change. The required measures for assurance are:

- Provincial Achievement Test (gr. 6, 9) and Diploma Examination (gr. 12) results
- High School Completion results
- Alberta Education Assurance Survey measures:
 - Citizenship
 - Student Learning Engagement
 - Education Quality
 - Welcoming, Caring, Respectful and Safe Learning Environment
 - Access to Supports and Services
 - Parent Involvement

Assurance Domain	Measure	North Trail High School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	83.4	n/a	n/a	83.7	84.4	84.8	n/a	n/a	n/a
	Citizenship	67.5	n/a	n/a	79.4	80.3	80.9	Low	n/a	n/a
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	n/a	n/a	n/a	68.5	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	19.8	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	*	n/a	n/a	62.5	62.6	62.6	*	n/a	n/a
	PAT9: Excellence	*	n/a	n/a	15.4	15.5	15.5	*	n/a	n/a
	Diploma: Acceptable	96.5	n/a	n/a	81.5	80.3	80.3	Very High	n/a	n/a
	Diploma: Excellence	68.1	n/a	n/a	22.6	21.2	21.2	Very High	n/a	n/a
Teaching & Leading	Education Quality	85.2	n/a	n/a	87.6	88.1	88.6	Intermediate	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	76.1	n/a	n/a	84.0	84.7	85.4	n/a	n/a	n/a
	Access to Supports and Services	81.2	n/a	n/a	79.9	80.6	81.1	n/a	n/a	n/a
Governance	Parental Involvement	75.1	n/a	n/a	79.5	79.1	78.9	Intermediate	n/a	n/a

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
- Aggregated Grade 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).
- 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), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
- Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 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.
- Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Beginning in 2022/23, results for the Grade 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.
- Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

Note | The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.