

Charlotte Small Elementary School-4103  
Wild Rose School Division  
2022-2023 Annual Education Results Report



**“Where Every Child Can Dream, Believe and Achieve”**

**Our mission is to enhance children’s learning and personal growth  
in a safe, positive and engaging environment**

**Values**

**Kindness**

**Integrity**

**Well-being**

**Sportsmanship**

**Citizenship**

**Differentiation**

**Academic Achievement**

## School Profile

Charlotte Small Elementary School, located in the community of Condor, serves approximately 260 students from the areas of Leslieville, Withrow, Alhambra, Evergreen and Condor. This school has close ties to the local community and is proud to be a place where parents and volunteers work together to provide a place of excellent learning and growth for our children. We host an annual community Penny Carnival, Turkey Trot, Terry Fox Christmas concert, school sports tournaments and a track and field event that are all open to community members.

We have one or two classes of each of the grades from full day kindergarten to grade six and, in the 2022-23 school year, are also offering a full day pre-k program for four year olds. We have approximately 25 staff members dedicated to the children in this community as well as an active school council that meets on a regular basis with the goal of enhancing student learning and experiences.

Students are provided a balanced program that focuses on academics, athletics, wellness and social-emotional learning. Teachers use data to design developmentally-appropriate and engaging learning experiences. Our older students have the opportunity to join extracurricular athletic teams. In addition to teachers, our support staff is student-focused and is dedicated to ensuring the entire team of adults work together to provide a safe and caring learning environment.

Thanks in large part to the dedication and fundraising support of our Parent Council and local business donations our students are able to take part in many enrichment activities and field trips each school year.



Assurance Domain	Measure	Charlotte Small Elementary Sch			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>	84.5	79.8	79.8	84.4	85.1	85.1	n/a	Maintained	n/a
	<a href="#">Citizenship</a>	81.5	83.9	83.1	80.3	81.4	82.3	Very High	Maintained	Excellent
	<a href="#">3-year High School Completion</a>	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	<a href="#">5-year High School Completion</a>	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	<a href="#">PAT: Acceptable</a>	62.5	78.8	n/a	63.3	64.3	n/a	Low	n/a	n/a
	<a href="#">PAT: Excellence</a>	8.3	15.2	n/a	16.0	17.7	n/a	Very Low	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	80.3	75.2	n/a	n/a	n/a	n/a
	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	21.2	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	<a href="#">Education Quality</a>	92.0	89.9	88.0	88.1	89.0	89.7	Very High	Improved	Excellent
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	85.0	85.0	85.0	84.7	86.1	86.1	n/a	Maintained	n/a
	<a href="#">Access to Supports and Services</a>	80.5	76.6	76.6	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	<a href="#">Parental Involvement</a>	79.3	68.4	74.4	79.1	78.8	80.3	High	Maintained	Good

### **Analysis of Results 2022-23 Education Results**

Last year, our plan for growth and improvement focused on the inquiry question “How can explicit and targeted instruction be incorporated through the lens of a new curriculum?” We committed to focusing on teaching curriculum outcomes through collaboration with colleagues, data integration and experimentation with various pedagogical approaches, especially in the area of targeted instruction for intervention. This included a focused support for both staff and students to increase understanding of First Nation, Metis and Inuit culture and history. We were fortunate to have several different elders and First Nation groups present to our students to share their history and experiences.

Teachers were able to work alongside teachers and curriculum leaders at division sponsored professional learning opportunities as they worked through the new curriculum. Many teachers also completed independent professional learning that focused on research-based instruction, especially in the areas of literacy and numeracy. Our school based professional learning days had staff working together to increase overall staff efficacy.

As a result of this work, there was increased use of experiential and social constructivist approaches to increasing student knowledge. The new curriculum and associated new resources have served as a foundation to new ways of student learning and engagement. Teachers continue to delve deeper into knowledge about brain development and awareness of trauma and how it impacts student wellness and learning.

Overall, we are very satisfied with the results of our school year last year. As a school, we place very high emphasis on creating a safe, caring and welcoming learning environment and take great pride in the assurance results that indicate we are meeting our goals in this area. We have been focusing on increasing parent engagement for several years and are seeing the results of this work also. Although the table above shows Low and Very Low PAT results, the results were severely skewed due to the fact several of our students were unable to attend their Science and Social exams due to calendar conflicts. Our students' last official day of school in Wild Rose School Division was June 23; however the provincial achievement tests for social and science were set by the government for June 26 and 27th. In fact, all (100%) Charlotte Small students who wrote the Language Arts achievement test met the acceptable or excellence criteria while 84.2% of students provincially achieved those results. Provincially, 19.4% of students in the province were below the acceptable standard in math, but in our school, of those who wrote, only 12.5% did not meet the acceptable standard of achievement. Similarly, in science, 16.8% of students were below the acceptable standard; however, all but one student were above the acceptable standard in our school. In Social studies, fifteen out of sixteen students who wrote the exam, scored at the acceptable or level of excellence on the achievement exam.

Although Charlotte Small School Results are above the provincial average in most of the indicators, we will continue our work towards continuous improvement, especially in the areas of parent involvement and student achievement.

The results of the Assurance Survey Results and detailed Provincial Achievement Test were shared with the school council in October and recorded in minutes that are available on our school website for all parents. Staff had the opportunity to view the data at teacher meetings and a summary of results was sent to all staff members.