



2022-2023

Annual Education Results Report

for New Humble Community School Association

Fostering the growth of each individual student through innovative academics, stewardship and agricultural literacy.

Site 7 Box 12
RR4, Calmar, AB

TOC 0V0
48469 HWY 795

Ph. 780.985.3211
Email: contact@newhumbleschool.ca

Web: www.newhumbleschool.ca

Table of Contents

Table of Contents.....	P2
Land Acknowledgment.....	P3
Accountability Statement.....	P4
2021-2022 Local and Societal Context.....	P5
(Overview, Vision, Mission, Guiding Principles)	
(Research)	
(Accomplishments)	
(Charter Goals)	
Student Growth & Achievement.....	P15
(Learning)	
(Citizenship)	
(Learning Engagement)	
Teaching and Leading.....	P21
(Education Quality)	
(Teacher Growth and Supervision and Evaluation)	
(Staff Professional Learning)	
Learning Supports.....	P23
(Welcoming, Caring, Respectful and Safe Learning Environment)	
(Access to Supports and Services)	
Governance.....	P25
(Welcoming, Caring, Respectful and Safe Learning Environment)	
(Budget – Actual Comparison)	
(Parental Involvement)	
(Overall Summary & Additional Reports)	

2022-2023 Annual Education Results Report for New Humble Community School Association

Land Acknowledgment

We respectfully acknowledge that we are located on Treaty 6 territory, the traditional homeland for the Metis, Inuit and the ancestral territory and traditional gathering place of the Cree, Blackfoot, Nakoda Sioux, Iroquois, Dene, Ojibwa, Saulteau, Anishinaabe, and many others whose histories, languages, ceremonies, and cultures continue to influence our vibrant community.

It is important to acknowledge the traditional and ancestral Indigenous territories on which we now call home. Through these acknowledgments, we express our gratitude and appreciation to the Indigenous groups who held special relationships with the land including living and working on it for time immemorial.

Treaty 6 was signed in 1876 and encompasses central Alberta and Saskatchewan.



*Spring 2023 NHCS students

Accountability Statement

On behalf of the Board of Directors, administrative staff, teachers and school staff members, students and parents, it is our pleasure to present the New Humble Community School Annual Education Results Report for the 2022-2023 commencement school year.

As part of a continuous improvement cycle, Alberta Education requires school authorities to report results of their planning and instruction by assessing and interpreting the results arising from implementing their education plan and report on their progress toward achieving the outcomes in their plan in their Annual Education Results Report (AERR). In addition, school authorities must also report on their performance and the actions taken to meet their responsibilities in key assurance domains.

The Annual Education Results Report for New Humble Community School Association (NHCSA) for the 2022/2023 school year was prepared under the direction of the Board of Directors in accordance with the responsibilities under the Education Act and the Fiscal Planning and Transparency 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 2022/2023 was approved by the Board on November 28, 2023.

Respectfully Submitted,



Megan Olynyk
Chair, New Humble Community School Association

Local and Societal Context

Overview

New Humble Community School (NHCS) is a publicly funded school located in Leduc County. Through the lens of agriculture, stewardship and experiential learning New Humble offers unique and vibrant learning opportunities. Students develop a strong foundation of compassionate stewardship and continual pursuit of excellence, which they will carry with them as they become responsible and successful members of society. New Humble Community School is proud to be serving students from a variety of areas, both urban and rural. Throughout the year, the number of staff increased to a total of 16, including administration, teaching staff, educational assistants and custodians.

Vision

Fostering the growth of each individual student through innovative academics, stewardship and agricultural literacy.

Mission

To provide our students with a unique educational environment that: expands learning through innovative agricultural and experiential land management education; fosters a joy of learning and instills curiosity and confidence; fully supports and engages their needs, abilities, and growth; develops opportunities for genuine collaboration and self-reflection; and, is guided by compassionate, hands-on, creative educators who will represent and impart these skills and values in all students.

Guiding Principles

At New Humble Community School, we believe: students can use the lens of agriculture, stewardship, and experiential learning to make meaningful connections that lead to success in education and in all areas of life; all students can maximize their diverse abilities and gifts through this comprehensive and specialized approach; teachers with an understanding of agricultural literacy are informed about the complexity and interconnectedness of learning and teaching; teachers will develop and encourage respect, empathy, reciprocity, and cooperation; parents/guardians and community members are integral partners in children's education and all have a role to play in this unique and vibrant school; school administration should monitor and implement the growing weight of evidence about the positive impact of learning outdoors; and, our students will develop the skills, resilience, and values to ensure that they grow to be accountable and contributing citizens of local and global communities.



Image: Grade Four students placing Thank You Farmer highway signage.

Summary of Research

The NHCSA community is fortunate to collaborate and work with University of Alberta (U of A) researcher Dr. Bonnie Stelmach (PhD, MA, BEd). In 2022-2023 Dr. Stelmach completed a pilot study called, Pepper and Triscuit Go to School: Elementary Students' Learning With and From Animals. A pilot study is a small-scale study intended to ascertain whether the research methods are effective, ethics considerations that may arise from the Research Ethics Board at the UofA, or how the study could be refined. Jihoon Jang, a 4th year Elementary Education student assisted with the pilot (February-March), thanks to a Faculty of Education Winter 2023 Undergraduate Research Assistant Grant. During the pilot, Dr. Stelmach and Jihoon conducted classroom/school event observations, 1 focus group with teachers, and individual interviews with 3 teachers, 7 students from K-6, and one parent. Two curricula areas were the focus: Physical Education and Wellness and English Language Arts and Literature.

Although the qualitative data set was small, it is clear that students, teachers, and the parent perceived experiential learning with animals positively influences students' ability to learn and retain conceptually specific information. In terms of life skills, which is also a focus of the study, students demonstrated skills such as:

- engaging in a discussion with adults,
- recalling learning experiences,
- describing specific information about something they learned about,
- expressing their learning through drawings or clay objects,
- making eye contact with adults,
- reading (students read the questions from cards they selected),
- concentrating on a topic for up to 20 minutes,
- advocating for themselves (saying "yes" or "no" when asked after each question if they want to continue),
- demonstrating public courtesy (e.g. saying "hello" when entering the room, saying "thank you" at the end of the interview).

We learned from the pilot that elementary students are very capable. We also learned that English Language Arts is amenable to exploring through an agricultural literacy lens, and Social Studies will be used instead as this curriculum presents more challenges for teachers.

In March 2023, Dr. Stelmach's application to Alberta Education's Research Partnership Program was successful. The \$50,000 grant was supplemented by a Faculty of Education grant of \$5000. The study is called School is Such a Chore! Agriculture as a Lens for Enhancing Learning and Life Skills (2023-2026). Dr. Rae Ann Van Beers is listed as the co-investigator. Data collection will begin in Fall 2023, and will continue until 2025.

Activities undertaken and decisions made about the study based on the pilot include:

- Research Meeting on May 19th with Halea Kohel and Rae Ann Van Beers to discuss plans to move forward.
- Research meeting on June 23 with staff to discuss pilot results and learning. Decisions for refining the study that teachers supported:
 - Focus on Social Studies curriculum and Physical Education and Wellness, but not English Language Arts and Literature

- Engaging Division II students as co-researchers to conduct interviews with Division I students
- Dr. Stelmach submitted to Alberta Education the Quarterly Update, June 30th
- UofA Research Ethics approval was received on September 8th
- Aidan Ritcey, 3rd year Elementary Education student was hired (Jihoon Jang convocated in June). Aidan has completed:
 - Curriculum mapping of the National Agricultural Literacy Outcomes (NALOs), the New Humble Community School tailored agricultural literacy outcomes, with the K-6 Physical Educational and Wellness curriculum
 - Two school visits (Rodeo Day and Research meeting in June)

The Research Partnership Grant will fund the facilitation of a Professional Development Day on October 10th (Carmen Cornelius, retired science teacher and founder of Fearless in the Forest). Carmen will lead teachers through experiential learning linking curriculum and life skills to agricultural literacy and land stewardship.



Image: Students with Triscuit and Pepper

Summary of Accomplishments

- Growth in Student Enrollment
 - Student Enrollment September 2022 commencement with 117 students, marking a notable increase of 28 students compared to the prior year.
- Hiring a New Superintendent:
 - Successfully led the recruitment and selection process for a new Superintendent.
- Research Initiatives:
 - Initiated and oversaw key research projects that contributed valuable insights to inform strategic decision-making and improve educational outcomes.

- Charter Development:
 - Played a pivotal role in the development and implementation of a comprehensive charter that aligns with the school's mission and vision.
- New Agricultural Initiatives:
 - Spearheaded innovative agricultural programs or initiatives that not only enriched the curriculum but also promoted sustainability and community engagement.
- Charter Amendment:
 - Successfully navigated the charter amendment request and approval to include NHCS grades that can be offered K-12. Started minor charter amendments to ensure that it remains up-to-date and in compliance with relevant regulations.
- FNMI Initiatives (First Nations, Métis, and Inuit):
 - Demonstrated a commitment to reconciliation and cultural diversity by championing and executing initiatives that promote the inclusion and well-being of FNMI students and communities.
- Stakeholder Engagement:
 - Cultivated strong relationships with various stakeholders, including parents, teachers, community members, and local businesses, fostering a collaborative and supportive educational environment.
- Student Satisfaction and Improvement:
 - Implemented strategies and programs aimed at enhancing student satisfaction and achievement, resulting in measurable improvements in academic performance and overall well-being.
- Community Engagement:
 - Volunteering at local fundraisers, school hosted fundraising initiatives for local food banks and support networks.
- Empowering Student Success:
 - Establishing literacy and numeracy teams to mitigate learning loss
- Cultivating Growth:
 - Hosted fundraiser to establish and enhance agriculture facilities on site.
- Outstanding Evaluation Performance
 - Achieved high results in many measured evaluations
- Enhancing Education:
 - Schedule multiple charter specific in school and out of school field trips as well as industry professional guest speakers.
- Strengthening Our Team:
 - Hired additional teacher and educational assistant support as funding would allow.

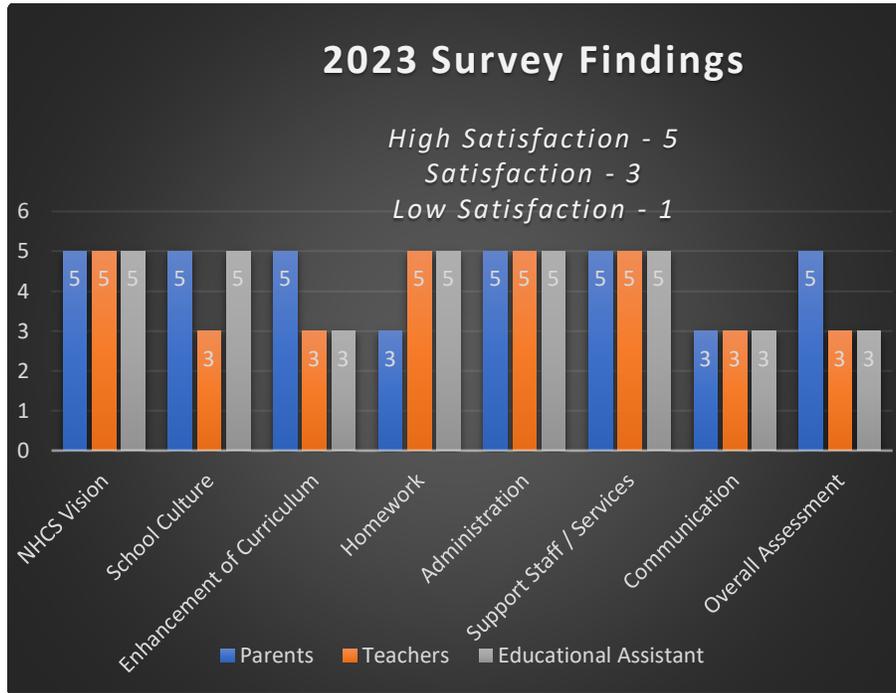


Image(s): Students participating in Agricultural Fun Days

Charter Goals - Summary of Measurable Outcomes

The 2022-2023 school year was the second year of operation for New Humble Community School. Teachers enhanced learning with the guidance of the school charter. The NHCS three-year education plan was developed in May 2022, and was used to support charter goals and outcomes, teacher priorities and results.

Student, parent and staff surveys were completed for the 2022-2023 school year. Items in these surveys included but are not limited to: percentage of parents that understand the charter goals, percentage of students that understand age-appropriate agricultural literacy, percentage of parents that agree their child has learned to set meaningful goals, percentage of teachers who agree they foster development of problem solving through adaptability, resilience and critical thinking. The results from these surveys demonstrate the impact the charter methods of learning have had on students.



The survey provides an opportunity for the New Humble Community School (NHSC) to collect data which will be used by the administration for several purposes:

- to determine whether the mission of NHSC is being met.
- to provide us with feedback about how we may improve different aspects of NHSC.
- to provide information to the Alberta Government regarding our effectiveness as a charter school

NHCS Vision – “Fostering the growth of each individual student through innovative academics, stewardship and agricultural literacy”. Are you satisfied that the school is effectively working towards this vision?

100% of educational assistants surveyed are either very satisfied (80%) or satisfied (20%).

100% of teachers surveyed are either very satisfied (67%) or satisfied (33%).

100% of parents surveyed are either very satisfied (85%) or satisfied (15%).

For the 2022-2023 school year teachers focused on charter specific methods of learning with the charter goals listed below as well as the strategies to implement lessons or programs. Individual student assessment and observations were used.

Charter Goal One - students will recognize and understand agricultural literacy

- Utilizing charter developed tests and teacher observations of comprehension of basic definitions and examples of agricultural literacy for each grade level.
- Student progress reports, which will include examples of both traditional and kinesthetic learning relating to agricultural literacy.

2022-2023 activities included:

- Expert guest speakers on a variety of topics
- In school and out of school field trips i.e North Star Seed Potatoes, Canadian Energy Museum, University of Alberta Botanic Gardens, and Clay for Kids

- Unique facility additions such as additional shelters for the sheep and goats, a pen and shelter for a heifer and bottle calf project, and a crop plot. A memorial gazebo was also added as another area for students to learn. Additional seating such as logged benches and picnic tables for students to learn in alternative environments.
- Agriculture Fun Days occurred every alternating month and also had a different agricultural theme.
- Teachers planned unique charter based tiered lessons and activities that lasted a month long, with each month starting a new project.
- A “Charter Test” was created by teachers and piloted in the Spring of 2023.
- The creation of “NHCS Agriculture Outcomes” in February 2023 which identified learning outcomes specific to our charter in the themes of agriculture, environment, and FNMI.

77% of parents surveyed are very satisfied while 23% are satisfied with their students understanding of agricultural literacy.

100% of teachers surveyed were very satisfied (77%) or satisfied (23%) with their students understanding of agricultural literacy.

Charter Goal Two - students will demonstrate problem solving through adaptability, resilience, and critical thinking

- Students will use learning journals in various ways, such as self-reflection and appraisal of student-led research projects and their own portfolios. These may be based around creating, observing, and improving experiments and projects related to agriculture and environment.
- Teacher observations and inquiries, including in-classroom, outdoor, and in workshops with industry experts.

2022-2023 activities included:

- learning core curricular lessons outside, in structured and unstructured learning areas.
- Teachers created cross curricular learning activities and projects using the NHCS Agriculture Outcomes in conjunction with the Alberta Program of Studies.
- Outdoor Education course taught to the Grade 5/6 class
- Hunters Education was offered to Grade 5/6 class
- Archery skills taught during PE class for all students as well in an after school extracurricular club
- Off Site nature hikes on the land adjacent to our school property

100% of parents surveyed were very satisfied (65%) or satisfied (35%) with their students’ demonstration of problem solving.

84% of teachers surveyed were very satisfied (67%) or satisfied (17%) with their students’ demonstration of problem solving.

Charter Goal Three - students will understand the value of goals and outcomes

- Self-reflection and teacher observations and guidance to help set achievable and challenging goals at the appropriate level, with focus on experiential learning.
- Individual Program Plans (IPP) will be used to help students and families fully engage with this outcome.

2022-2023 activities included but not limited to:

- Kindergarten students learned about life cycles of local berries and made haskap jam with our local haskap producer.
- Grade 1's interviewed family members to inquire information about farming and their families connection to agriculture
- Grade 2's evaluated and documented the basic needs and health of a goat
- Grade 3's investigated how our farm animals hear and then created posters to display their learning.
- Grade 4's completed a research project and presentation on different breeds of cattle. They also made ties to the financial costs to raising cattle.
- Grade 5/6 learned about Bernoulli's Principle through the chickens. Students clipped the chicken's wings to keep the chickens from flying over their enclosures.

100% of Educational Assistants surveyed are satisfied with NHCS and the guidance to help set achievable and challenging goals at the appropriate level, with focus on experiential learning.

93% of grade three to six students feel they learn through hands-on experiential lessons occasionally (39%), most of the time (38%), all of the time (19%).

84% of teachers surveyed were very satisfied (17%) or satisfied (67%) with guidance to set achievable and challenging goals at the appropriate level with focusing on experiential learning.

Charter Goal Four - students will achieve academic success while displaying leadership

- Standardized provincial assessments, rubrics, and samples of student work will be used to evaluate continuous learning of students.
- Teacher observations of regular and inter-class activities and projects will enhance and inspire leadership in students.

2022-2023 activities included

- Our grade 5/6 classes participated in a teacher-led leadership program, where they took on additional tasks and responsibilities about the school ie. morning announcements, setting up the gym for events, etc.
- Hiring grade 4-6 students to complete specific chores in the farmyard and around the school grounds.
- Volunteer initiatives by the grade 4's candy sale to raise money for charity.
- Agriculture Fun Day groups are multi-graded, therefore there is an expectation for the older students to help the younger students with tasks.
- Classroom reading buddies throughout the school grades
- completing class projects to donate as silent auction items for the school fundraiser social

NHCS students continue to thrive academically an above average number of students achieved above acceptable standard in Social, Science and Language Arts Achievement Tests. Alberta Education assurance citizenship measures indicates Very High Achievement.

2022 – 2023 Additional Local Context

When grade three to six students asked “what do you like about school at New Humble?” 84% of responses referenced agriculture, 28% referenced teaching and support staff. Additional themes were outdoor education experiences, experiential learning, positive environment, community and volunteers.

Of the grade three to six student surveyed 42% of students feel they are physically active more than two hours per day, 31% between half hour and an hour per day, and 23% between one to two hours per day.

100% of parents surveyed are very satisfied (91%) or satisfied (9%) how NHCS includes parents in school activities.

Effective Teaching Methods

Teachers were surveyed *“what was the most effective teaching method this year and why was it effective?”* a summary of observations is below.

- Interactive journals that helped build student accountability and independence.
- New resources that provided opportunity for more hands-on activities, critical thinking, problem solving.
- Experiential learning with animals to more quickly captivate student interest.
- Prioritize student choice in lessons to increased student investment in learning.
- Scaffold learning through I do, We do, You do to support varied student learning needs.
- Project based hands on learning to experience problem solving, critical thinking, reflection and connecting learning to product.

2022-2023 Parent Comments

“Am very grateful and appreciative for the amount of work, support, positive attitudes and fortitude that is continually shown by our school leaders, teachers, parents, support staff and greater community for the work they’ve done, their vision and push forward to achieve the desired goals. We have a unique and successful program thus far. My kids and family are truly benefiting and gaining a better understanding for the agriculture industry. “

“I absolutely love everything about New Humble. Any time I am pumping up our school to someone they are amazed how we have outdoor classrooms, a barn, a garden, ANIMALS! Everything has been great and wow only 2 years in, I am beyond happy for my child and soon to be other children being able to attend.”

“Connecting the academics to the agriculture has come a long ways. The program evolves as staff evolves. Observed significant gains.”





The collection of photos above and on the previous page provides a glimpse into the charter-specific strategies that were utilized. This includes but is not limited to, experiential learning, educational workshops, multi-grade projects, educational field trips, project-based learning and more.

Following the successful implementation of the 2022-2023 surveys areas in which we have identified a potential opportunity for growth are: inclusion of division one student surveys, inclusion of charter goal reflection in student surveys, inclusion of teacher results and reflection data of charter goal implementation to support the 2023-2024 AERR and the three-year educational plan.

Student Growth & Achievement

Student Learning

Spring 2023 Required Alberta Education Assurance Measures – Overall Summary

Government

Required Alberta Education Assurance Measures - Overall Summary Spring 2023

School: 2356 New Humble Community School

Assurance Domain	Measure	New Humble Community 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	86.8	76.0	76.0	84.4	85.1	85.1	n/a	Improved	n/a
	Citizenship	87.8	92.8	92.8	80.3	81.4	82.3	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	n/a	77.6	n/a	n/a	67.3	n/a	n/a	n/a	n/a
	PAT: Excellence	n/a	20.7	n/a	n/a	18.0	n/a	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	95.4	97.6	97.6	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRESLE)	90.1	89.8	89.8	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	79.0	84.1	84.1	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	93.8	96.6	96.6	79.1	78.8	80.3	Very High	Maintained	Excellent

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Participation in the 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. Caution should be used when interpreting high school completion rate results over time.
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, and 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.
- 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: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- 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.

General Comments:

- The *Funding Manual for School Authorities* indicates data and descriptions to be provided for self-identified First Nations, Metis, and Inuit (FNMI) students and English as a Second Language (ESL) student populations. Due to low numbers of FNMI & ESL students NHCS is not in a position to report this information.

Grade Six English Language Arts Achievement Test – 2022-2023 School Year

Table 2.1
Standards Demonstrated by All Students^a

	School		Province	
	Number	Percent	Number	Percent
Students for Whom Test Results are Available:	14	93.3	43892	84.2
Acceptable Standard ^b	13	86.7	39683	76.2
Standard of Excellence	1	6.7	9601	18.4
Below Acceptable Standard	1	6.7	4209	8.1
Students for Whom Test Results are Not Available: ^c	1	6.7	8214	15.8
Students Absent	0	0.0	3503	6.7
Students Excused	0	0.0	2512	4.8
Students Who Wrote, Results Withheld	0	0.0	10	0.0
Students Who Wrote Only One Part of the Test	1	6.7	2189	4.2
Total Enrollment Reported by Schools, June 2023	15	100.0	52106	100.0

^a Includes all students registered in Grade 6 and ungraded students in year 6 of schooling.

^b Includes students who achieved the Standard of Excellence.

^c It is possible that some of these students, under different circumstances, could have demonstrated the standards on the test.

General Comments:

- One student was identified as *Below Acceptable Standard* due to absenteeism
- Above average number of students achieved “Acceptable Standard”
- Teachers will focus on supporting student ELA skills within written project submissions.
- Based on the results, staff will continue to utilize the numeracy and literacy support team.

Grade Six Mathematics Achievement Test – 2022-2023 School Year

Table 2.1
Standards Demonstrated by All Students^a

	School Authority		Province	
	Number	Percent	Number	Percent
Students for Whom Test Results are Available:	15	100.0	40772	83.8
Acceptable Standard ^b	8	53.3	31335	64.4
Standard of Excellence	0	0.0	7883	15.8
Below Acceptable Standard	7	46.7	9437	19.4
Students for Whom Test Results are Not Available: ^c	0	0.0	7858	18.2
Students Absent	0	0.0	5133	10.6
Students Excused	0	0.0	2720	5.6
Students Who Wrote, Results Withheld	0	0.0	5	0.0
Total Enrollment Reported by Schools, June 2023	15	100.0	48830	100.0

^a Includes all students registered in Grade 6 and ungraded students in year 6 of schooling.

^b Includes students who achieved the Standard of Excellence.

^c It is possible that some of these students, under different circumstances, could have demonstrated the standards on the test.

General Comments:

- Teachers will analyze contributing factors resulting in the change from previous years standard of excellence performance.
- Teachers will focus on growth areas to raise “*Acceptable Stand*” score
- Teachers will be focusing on implementing new strategies to provide students support in Mathematics
- Teachers will analyze the assessment to pinpoint needed skill development so that all NHCS students at least attain the “Acceptable Standard”

Grade Six Science Achievement Test – 2022-2023 School Year

**Table 2.1
Standards Demonstrated by All Students ^a**

	School Authority		Province	
	Number	Percent	Number	Percent
Students for Whom Test Results are Available:	7	100.0	42431	83.5
Acceptable Standard ^b	7	100.0	33902	66.7
Standard of Excellence	0	0.0	11452	22.5
Below Acceptable Standard	0	0.0	8529	16.8
Students for Whom Test Results are Not Available: ^c	0	0.0	8395	16.5
Students Absent	0	0.0	5779	11.4
Students Excused	0	0.0	2615	5.1
Students Who Wrote, Results Withheld	0	0.0	1	0.0
Total Enrollment Reported by Schools, June 2023	7	100.0	50826	100.0

^a Includes all students registered in Grade 6 and ungraded students in year 6 of schooling.

^b Includes students who achieved the Standard of Excellence.

^c It is possible that some of these students, under different circumstances, could have demonstrated the standards on the test.

General Comments:

- Above average number of students achieved “*Acceptable Standard*”!
- No students were “*Below Acceptable Standard*” but develop strategies to achieve “*Standard of Excellence*”
- Teachers will continue to use charter methods to support curriculum and student knowledge retention.

Grade Six Social Studies Achievement Test – 2022-2023 School Year

**Table 2.1
Standards Demonstrated by All Students ^a**

	School Authority		Province	
	Number	Percent	Number	Percent
Students for Whom Test Results are Available:	7	100.0	44823	83.8
Acceptable Standard ^b	6	85.7	35477	66.3
Standard of Excellence	0	0.0	9898	18.5
Below Acceptable Standard	1	14.3	9346	17.5
Students for Whom Test Results are Not Available: ^c	0	0.0	8663	16.2
Students Absent	0	0.0	5823	10.9
Students Excused	0	0.0	2837	5.3
Students Who Wrote, Results Withheld	0	0.0	3	0.0
Total Enrollment Reported by Schools, June 2023	7	100.0	53486	100.0

^a Includes all students registered in Grade 6 and ungraded students in year 6 of schooling.

^b Includes students who achieved the Standard of Excellence.

^c It is possible that some of these students, under different circumstances, could have demonstrated the standards on the test.

General Comments:

- Excellent student performance for “*Acceptable Standard*”, NHCS 86% vs provincial 66%!
- Teachers will determine why NHCS scored “*Below Acceptable Standard*” to improve
- Teachers will continue to use charter methods to support curriculum and student knowledge retention.

Numeracy & Literacy

The Literacy and Numeracy Intervention Program had a direct impact on the students that needed it most. The additional funding provided by Alberta Education provided much needed support and focus from an experienced teacher but resources and manipulatives as well. The literacy and numeracy support team focused on its original proposal including focusing on improving the Grade 2 and Grade 3 reading skill gap, Grade 1 sight words, phonemic and letter knowledge. The literacy and numeracy support team developed learning carts with resources, manipulatives, and structured lessons to better assist the students who required one-on-one support. There were significant amounts of one on one reading and small group support because of the extra funding. The literacy and numeracy funding provided supports in mathematics by acquiring new resources for hands-on learning.

2022-2023 NUMERACY AND LITERACY PROGRAM RESULTS									
	Course Grade	Course Name	Subject	Cohort	Task	Students Responses	At-Risk Count	Average Number of Months Behind at Grade Level by at-risk students at time of assessment	Average Number of Months Gained at Grade Level by at-risk students at time of final assessment
January	1	Castles & Coltheart 3 (CC3) Assessment English	Literacy	English	CC3 Overall Performance*	22	5	N/A	
January	1	Castles & Coltheart 3 (CC3) Assessment English	Literacy	English	CC3 Regular Words	22	5	5.5	
June	1	Castles & Coltheart 3 (CC3) Assessment English	Literacy	English	CC3 Regular Words	22	5	5.8	-0.3
January	1	Numeracy Screening Assessments	Numeracy	English	Weighted Total Score Outcome	22	8	6.8	
June	1	Numeracy Screening Assessments	Numeracy	English	Weighted Total Score Outcome	22	11	4.5	2.3
September	2	Castles & Coltheart 3 (CC3) Assessment English	Literacy	English	CC3 Overall Performance*	22	5	N/A	
September	2	Castles & Coltheart 3 (CC3) Assessment English	Literacy	English	CC3 Regular Words	22	6	8.5	
June	2	Castles & Coltheart 3 (CC3) Assessment English	Literacy	English	CC3 Regular Words	22	6	12.7	-4.2
September	2	Numeracy Screening Assessments	Numeracy	English	Weighted Total Score Outcome	22	5	7.7	
June	2	Numeracy Screening Assessments	Numeracy	English	Weighted Total Score Outcome	22	7	8.3	-0.6
September	3	Castles & Coltheart 3 (CC3) Assessment English	Literacy	English	CC3 Overall Performance*	7	3	N/A	
September	3	Castles & Coltheart 3 (CC3) Assessment English	Literacy	English	CC3 Regular Words	7	3	16.9	
June	3	Castles & Coltheart 3 (CC3) Assessment English	Literacy	English	CC3 Regular Words	7	3	12.6	4.3
September	3	Numeracy Screening Assessments	Numeracy	English	Weighted Total Score Outcome	7	0	0	
June	3	Numeracy Screening Assessments	Numeracy	English	Weighted Total Score Outcome	7	0	0	0
September	4	Castles & Coltheart 3 (CC3) Assessment English	Literacy	English	CC3 Overall Performance*	24	7	N/A	
September	4	Castles & Coltheart 3 (CC3) Assessment English	Literacy	English	CC3 Regular Words	24	7	15.4	
June	4	Castles & Coltheart 3 (CC3) Assessment English	Literacy	English	CC3 Regular Words	22	6	20.8	-5.4
September	4	Numeracy Screening Assessments	Numeracy	English	Weighted Total Score Outcome	24	7	10	
June	4	Numeracy Screening Assessments	Numeracy	English	Weighted Total Score Outcome	22	10	9.6	0.4

Student Citizenship



Student Growth and Achievement

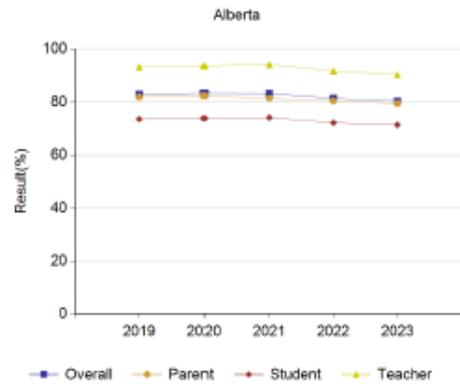
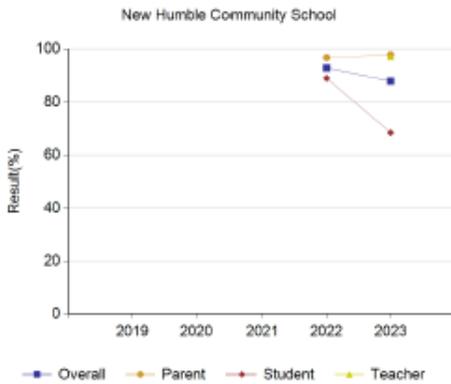
A.6 Citizenship - Measure History

School: 2356 New Humble Community School

Province: Alberta

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

	New Humble Community School										Measure Evaluation			Alberta									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	37	92.8	68	87.8	Very High	Maintained	Excellent	265,614	82.9	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3
Parent	n/a	n/a	n/a	n/a	n/a	n/a	12	96.7	18	97.8	Very High	Maintained	Excellent	35,247	81.9	36,891	82.4	30,905	81.4	31,689	80.4	31,869	79.4
Student	n/a	n/a	n/a	n/a	n/a	n/a	25	88.9	43	68.4	High	Declined	Acceptable	197,090	73.5	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	7	97.1	Very High	n/a	n/a	33,277	93.2	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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.
3. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures in 2020/21. Caution should be used when interpreting trends over time.

General Comments:

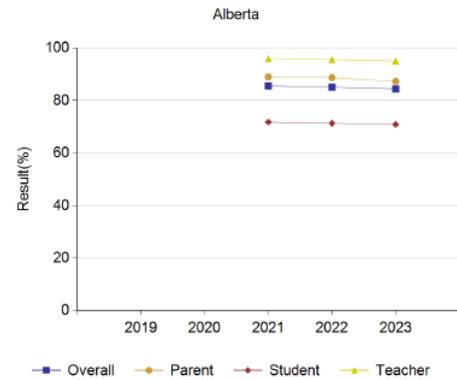
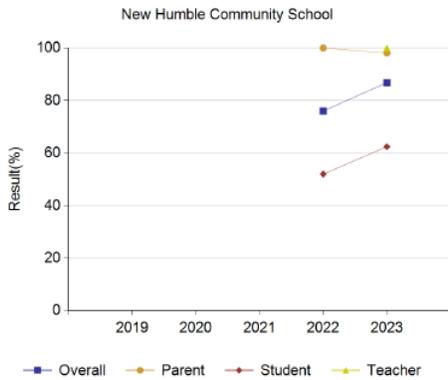
- As measured by Alberta Education, NHCS parents and teachers are very satisfied with their modeling the characteristics of active citizenship
- We will continue to survey our students to see what areas can be improved to increase their knowledge of active citizenship.

Student Learning Engagement

School: 2356 New Humble Community School
 Province: Alberta

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

	New Humble Community School										Measure Evaluation			Alberta										
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023		
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	
Overall	n/a	n/a	n/a	n/a	n/a	n/a	37	76.0	68	86.8	n/a	Improved	n/a	n/a	n/a	n/a	n/a	n/a	230,956	85.6	249,740	85.1	257,214	84.4
Parent	n/a	n/a	n/a	n/a	n/a	n/a	12	100.0	18	98.1	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	n/a	30,994	89.0	31,664	88.7	31,862	87.3
Student	n/a	n/a	n/a	n/a	n/a	n/a	25	52.0	43	62.4	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	n/a	166,789	71.8	187,102	71.3	193,029	70.9
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	7	100.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,173	96.0	30,944	95.5	32,323	95.1



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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.

General Comments:

- More projects were continued from previous year and new ones we added in Spring
- Staff developed hands-on farm management roles for students as well as implemented in-school extracurricular activities
- Teachers will continue to communicate with students about their learning to plan engaging lessons



Teaching and Leading



Teaching & Leading

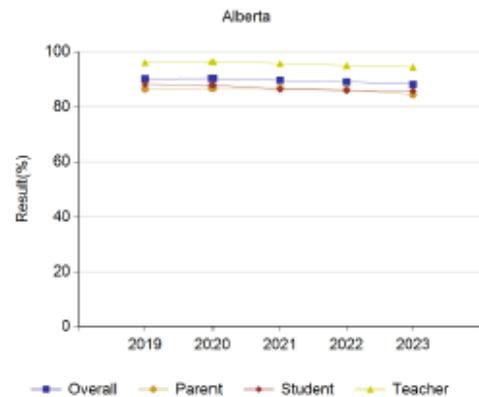
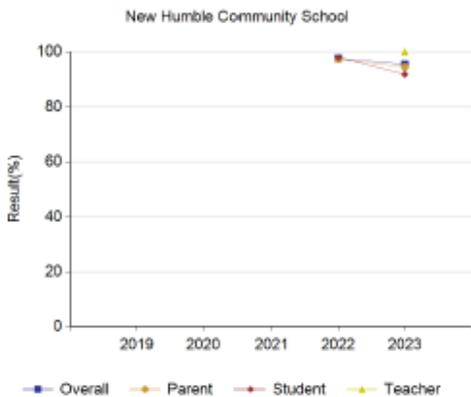
A.4 Education Quality - Measure History

School: 2356 New Humble Community School

Province: Alberta

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	New Humble Community School										Measure Evaluation			Alberta									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	37	97.6	68	95.4	Very High	Maintained	Excellent	265,841	90.2	264,623	90.3	230,814	89.6	249,532	89.0	257,584	88.1
Parent	n/a	n/a	n/a	n/a	n/a	n/a	12	97.2	18	94.4	Very High	Maintained	Excellent	35,262	86.4	36,907	86.7	31,024	86.7	31,728	86.1	31,890	84.4
Student	n/a	n/a	n/a	n/a	n/a	n/a	25	97.9	43	91.8	Very High	Declined	Good	197,282	88.1	193,763	87.8	169,589	86.3	186,834	85.9	193,343	85.7
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	7	100.0	Very High	n/a	n/a	33,297	96.1	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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.

General Comments:

- As outlined in the Alberta Education graph above, parents and students are very satisfied with the overall quality of basic education provided at NHCS
- With the support of the education plan, it will be important for teachers to continue to communicate clearly with students and parents our strategies to improve education

Teacher Growth and Supervision and Evaluation

General Comments:

- Supports for teaching and leadership quality are provided through professional learning, supervision and evaluation
- All teachers developed their individual Growth Plans and presented them to their principal
- The principal reviewed these individual Growth Plans and provided ideas of how to support their individual growth journeys
- Teachers were provided with professional development time during professional development days and monetary assistance in pursuing their growth initiatives throughout the school year
- The principal evaluated each teacher and provided each with written documentation of their evaluation
- The superintendent met with the school principal after talking with teachers about their observations

- The superintendent provided Teacher Qualification Services with the necessary documentation for granting a "Permanent Professional Certificate" to the teacher who had accrued the necessary instructional time



Image: Staff Professional Development Day

Staff Professional Learning

General Comments:

- Professional Learning and Development focused on charter measurable goals, curriculum, school systems
- Teachers, through collaboration, wrote outcomes for Agricultural Literacy outcomes specific to our school environment
- The NHCSA provides the services of a Board committee to work collaboratively with NHCS staff in developing learning activities focused on achieving the NHCSA Charter Goals and Outcomes
- Teachers worked collaboratively with our research partner Dr. Bonnie Stelmach to develop and implement a pilot study that correlated with animals and their effect of learning.
- Teachers participated in many Inside Education professional learning opportunities both virtually and in person.



Image: Staff Professional Development Day

Learning Supports

Welcoming, Caring, Respectful and Safe Learning Environment



Learning Supports

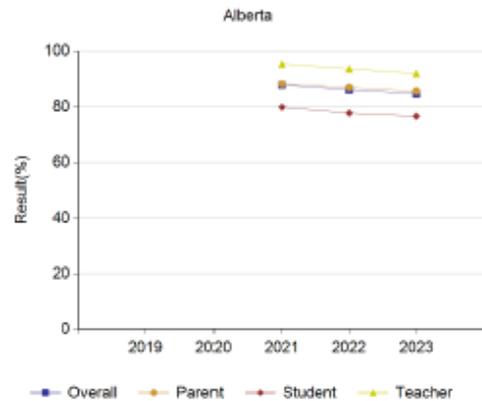
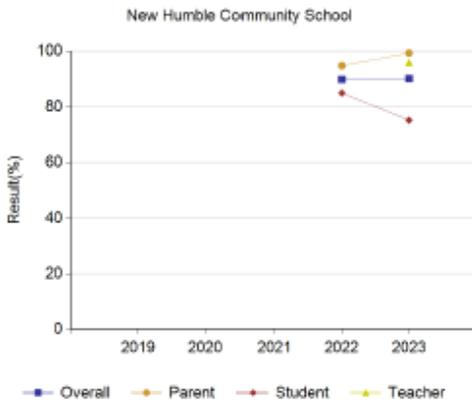
W.1 Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) - Measure History

School: 2356 New Humble Community School

Province: Alberta

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

	New Humble Community School										Measure Evaluation			Alberta									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%		
Overall	n/a	n/a	n/a	n/a	n/a	n/a	37	89.8	68	90.1	n/a	Maintained	n/a	n/a	n/a	n/a	231,091	87.8	249,941	86.1	257,391	84.7	
Parent	n/a	n/a	n/a	n/a	n/a	n/a	12	94.7	18	99.3	n/a	Maintained	n/a	n/a	n/a	n/a	30,980	88.2	31,715	86.9	31,885	85.6	
Student	n/a	n/a	n/a	n/a	n/a	n/a	25	84.9	43	75.2	n/a	Maintained	n/a	n/a	n/a	n/a	169,900	79.8	187,258	77.7	193,156	76.6	
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	7	95.9	n/a	n/a	n/a	n/a	n/a	n/a	30,211	95.3	30,968	93.6	32,350	92.0	



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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.

General Comments:

- The graph above demonstrates that all stakeholders agree that their learning environments are welcoming, caring, respectful and safe
- The NHCSA Board prides itself in positively supporting a community/school partnership by spending a lot of energy and time promoting this Charter school in both the community and within the school
- The NHCSA deliberately involves parents and the community in determining how the NHCS can continue being a unifying community hub of activities supporting both student learning and community needs

Access to Supports and Services



Learning Supports

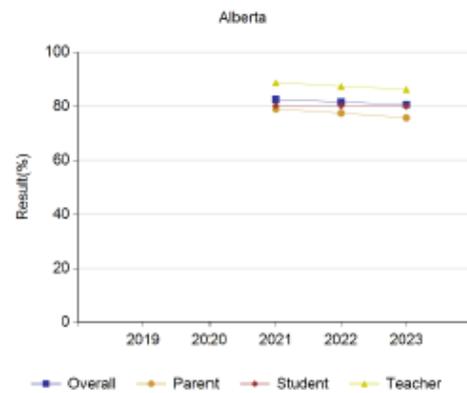
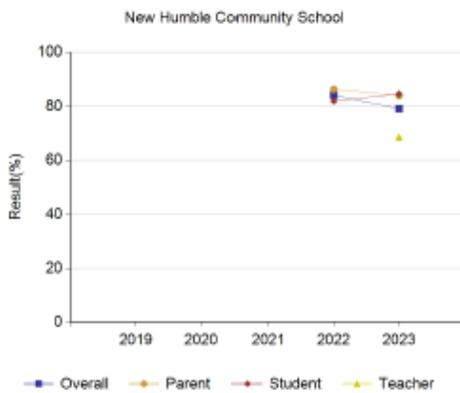
H.1 Access to Supports and Services - Measure History

School: 2356 New Humble Community School

Province: Alberta

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

	New Humble Community School										Measure Evaluation			Alberta									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	37	84.1	68	79.0	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	230,761	82.6	249,570	81.6	256,994	80.6
Parent	n/a	n/a	n/a	n/a	n/a	n/a	12	86.2	18	83.9	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	30,936	78.9	31,684	77.4	31,847	75.7
Student	n/a	n/a	n/a	n/a	n/a	n/a	25	81.9	43	84.5	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	169,631	80.2	186,935	80.1	192,805	79.9
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	7	68.6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,194	88.7	30,951	87.3	32,342	86.2



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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.

General Comments:

- The graph above presents positive feedback to having access to appropriate supports and services at the school.
- With increased learning supports resources, the NHCSA Board
 - Increased the number of full-time educational assistants
 - Hired additional teaching staff to support the classrooms
 - Invested in tools for staff to utilize supporting the students

NHCS has been forming connections with fellow Charter schools to share educational resources, supports such as IT services, and mentorship opportunities.

Governance

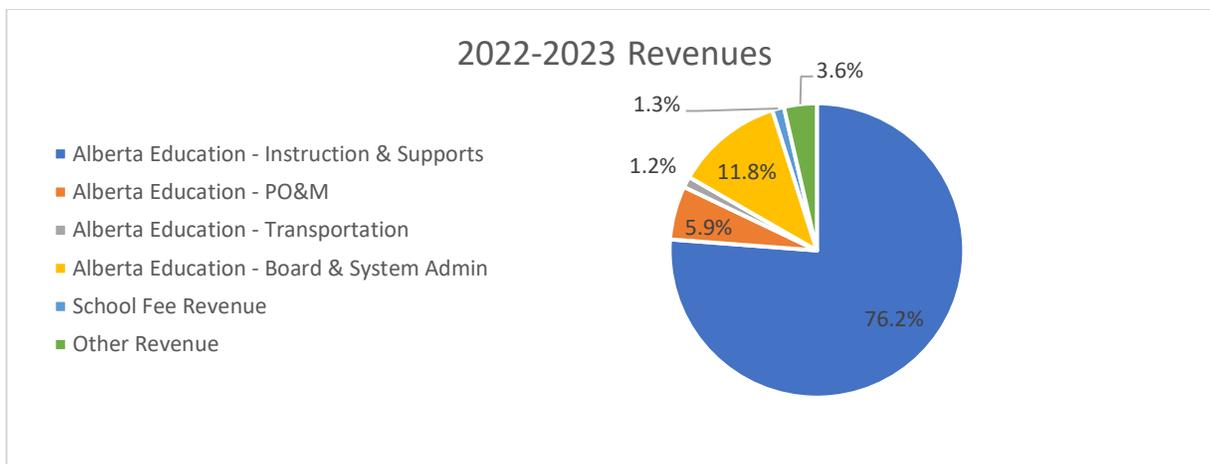
Budget – Actual Comparison

The figures below represent a summary of revenues and expenses for the 2022-2023 school year. This was the second year of operation for New Humble Community School Association. The projected funding prior to commencement and the year end total revenue changed significantly. The variance can be explained by additional grants mid-year from Alberta Education, as well as increased field trips and additional fundraising. NHCSA Audited Financial Statements and additional information can be found at <http://newhumblecg.wixsite.com/website/board>

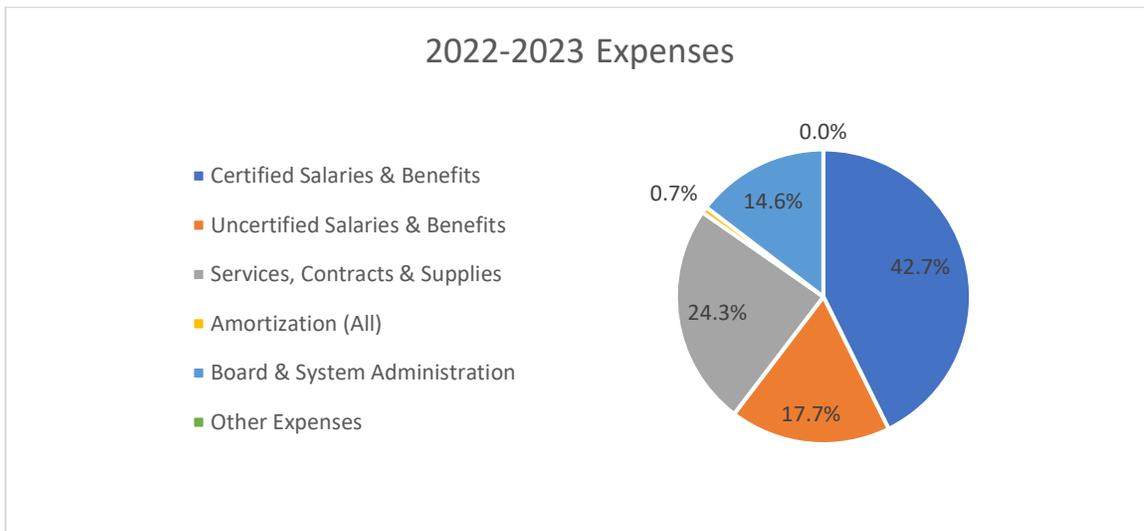
For more information, please contact NHCSA Secretary-Treasurer Jennie Schipperheijn at jennie.schipperheijn@newhumbleschool.ca or 780-985-3211.

The provincial roll up of AFS information can be found at <http://www.alberta.ca/k-12-education-financial-statements.aspx>

Revenue	Projected Value (May 2022)	Projected % of Total	Actual Values	Actual % of Total
Alberta Education - Instruction & Supports	\$ 1,130,998.00	76.7%	\$ 1,291,998.00	76.2%
Alberta Education - PO&M	\$ 90,092.00	6.1%	\$ 99,962.00	5.9%
Alberta Education - Transportation	\$ 19,876.00	1.3%	\$ 19,876.00	1.2%
Alberta Education - Board & System Admin	\$ 200,000.00	13.6%	\$ 200,000.00	11.8%
School Fee Revenue	\$ 3,450.00	0.2%	\$ 22,974.00	1.3%
Other Revenue	\$ 30,235.00	2.1%	\$ 61,149.00	3.6%
Total Revenue	\$ 1,474,651.00	100.0%	\$ 1,695,689.00	100.0%
Variance	\$ 221,038.00			



Expenses	Projected Value (May 2022)	Projected % of Total	Actual Values	Actual % of Total
Certified Salaries & Benefits	\$ 649,691.00	44.36%	\$ 618,326.00	42.70%
Uncertified Salaries & Benefits	\$ 211,827.00	14.46%	\$ 255,763.00	17.66%
Services, Contracts & Supplies	\$ 414,828.00	28.32%	\$ 352,421.00	24.34%
Amortization (All)	\$ 0.00	0.00%	\$ 10,075.00	0.70%
Board & System Administration	\$ 187,500.00	12.80%	\$ 211,371.00	14.60%
Other Expenses	\$ 800.00	0.05%	\$ 0.00	0.00%
Total Expenses	\$ 1,464,646.00	100.0%	\$ 1,447,956.00	100.0%
Net Expenses (Deficit)	\$ 247,733.00			



Parental Involvement



Governance

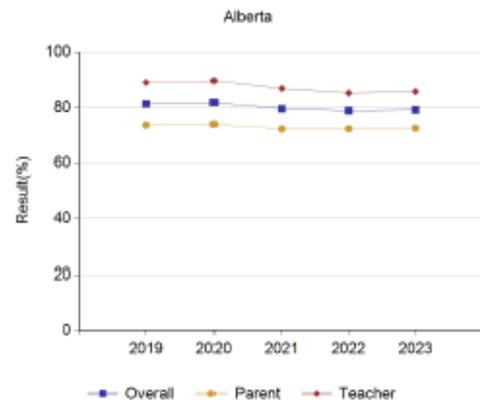
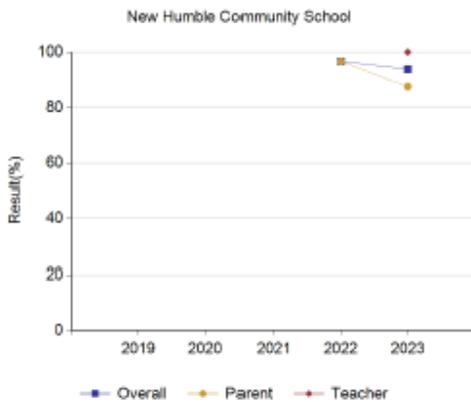
C.1 Parental Involvement - Measure History

School: 2356 New Humble Community School

Province: Alberta

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	New Humble Community School										Measure Evaluation			Alberta									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	12	96.6	25	93.8	Very High	Maintained	Excellent	68,116	81.3	70,377	81.8	60,919	79.5	62,412	78.8	63,935	79.1
Parent	n/a	n/a	n/a	n/a	n/a	n/a	12	96.6	18	87.5	Very High	Maintained	Excellent	34,944	73.6	36,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	7	100.0	Very High	n/a	n/a	33,172	89.0	33,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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.

General Comments:

- The NHCSA Board believes in involving parents and the community in providing input and feedback on decision making for the NHCS as is shown in the graph above
- NHCS encourages all parents to be actively involved in their child's learning both at home and in school through many in school field trips and volunteer opportunities.

Overall Summary & Additional Reports



Supplemental Alberta Education Assurance Measures - Overall Summary Spring 2023

School: 2356 New Humble Community School

Measure	New Humble Community School			Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	3.5	n/a	56.6	n/a	n/a	n/a
Drop Out Rate	n/a	n/a	n/a	2.6	2.3	2.5	n/a	n/a	n/a
In-Service Jurisdiction Needs	77.8	n/a	n/a	82.2	83.7	84.3	Low	n/a	n/a
Lifelong Learning	88.1	80.0	80.0	80.4	81.0	76.8	Very High	Maintained	Excellent
Program of Studies	70.2	87.7	87.7	82.8	82.9	82.6	Low	Declined	Issue
Program of Studies - At Risk Students	77.2	81.0	81.0	81.2	81.9	83.4	Very Low	Maintained	Concern
Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	71.8	70.2	68.3	n/a	n/a	n/a
Safe and Caring	82.4	91.1	91.1	87.6	88.8	89.1	Very High	Maintained	Excellent
Satisfaction with Program Access	81.2	76.9	76.9	72.8	72.6	73.9	Very Low	Declined	Concern
School Improvement	81.0	88.9	88.9	76.2	74.2	77.9	Very High	Maintained	Excellent
Transition Rate (6 yr)	n/a	n/a	n/a	68.7	60.3	60.2	n/a	n/a	n/a
Work Preparation	88.8	100.0	100.0	83.1	84.9	84.5	Very High	Maintained	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 5. Suppression is marked with an asterisk (*).
2. Participation in the Diploma Exams was impacted by the fires in 2018/19, and the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.

General Comments:

- The two main areas identified for improvement at NHCS are related to having proper support for Program Access and Program of Studies - At Risk Students. The detailed reports below indicate teachers and students have identified specific areas of improvement. This will be a priority to review and revisit to increase the satisfaction moving forward.
- A physical education teacher has been hired to improve program access for the 2023/2024 school year.
- Additional funding and developing professional partnerships have been initiated to address these improvements for the 2023-2024 school year.



Image: NHCS staff Halloween 2023



Image: A group of 2023 Hand in Hand Humble Fundraiser Volunteers

Additional Reports:

Program of Studies



A.1b Program of Studies

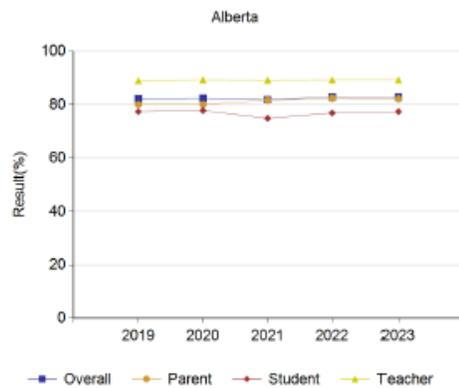
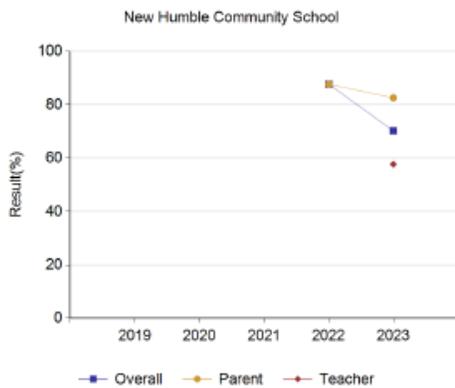
Measure History

School: 2356 New Humble Community School

Province: Alberta

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.

	New Humble Community School										Measure Evaluation			Alberta									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	11	87.7	25	70.2	Low	Declined	Issue	181,846	82.2	184,393	82.4	157,680	81.9	172,339	82.9	179,589	82.9
Parent	n/a	n/a	n/a	n/a	n/a	n/a	11	87.7	18	82.6	Very High	Maintained	Excellent	35,252	80.1	36,901	80.1	30,817	81.7	31,625	82.4	31,780	82.2
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	113,304	77.4	113,541	77.8	96,676	74.9	109,776	76.3	115,487	77.4
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	7	57.7	Very Low	n/a	n/a	33,290	89.1	33,951	89.3	30,187	89.2	30,938	89.3	32,322	89.3



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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.

Program of Studies: At Risk Students



B.3 Program of Studies - At Risk Students

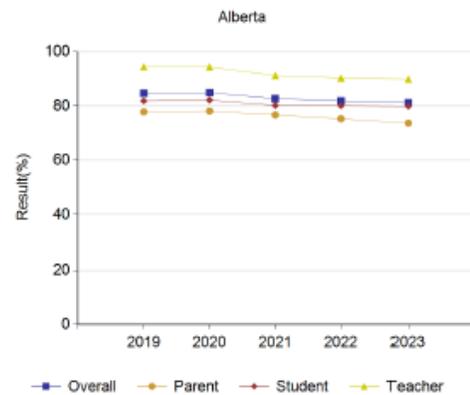
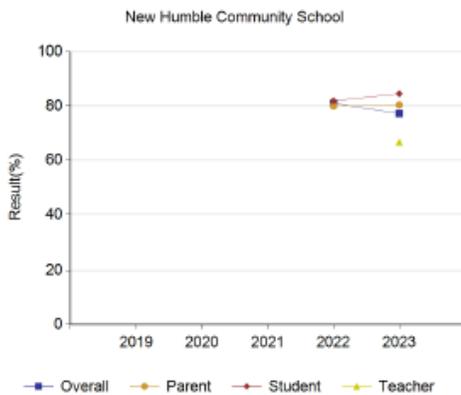
Measure History

School: 2356 New Humble Community School

Province: Alberta

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.

	New Humble Community School										Alberta												
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	37	81.0	68	77.2	Very Low	Maintained	Concern	265,362	84.7	264,165	84.9	230,686	82.7	249,524	81.9	256,932	81.2
Parent	n/a	n/a	n/a	n/a	n/a	n/a	12	80.0	18	80.4	Intermediate	Maintained	Acceptable	35,184	77.8	36,846	78.1	30,874	76.7	31,643	75.3	31,805	73.7
Student	n/a	n/a	n/a	n/a	n/a	n/a	25	81.9	43	84.5	Intermediate	Maintained	Acceptable	196,933	81.9	193,409	82.2	169,631	80.2	186,935	80.1	192,805	79.9
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	7	66.7	Very Low	n/a	n/a	33,245	94.5	33,910	94.4	30,181	91.2	30,946	90.3	32,322	89.9



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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.

Satisfaction with Program Access



B.2 Satisfaction with Program Access

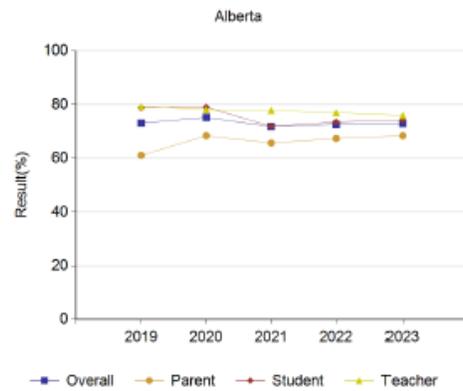
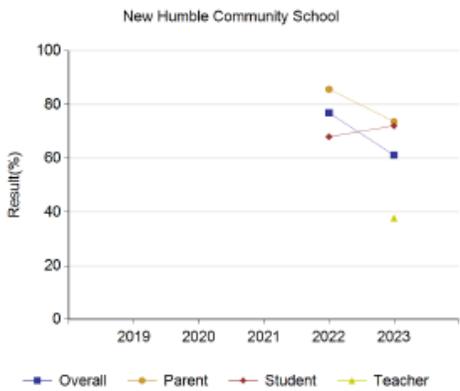
Measure History

School: 2356 New Humble Community School

Province: Alberta

Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.

	New Humble Community School										Measure Evaluation			Alberta									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	36	76.9	68	61.2	Very Low	Declined	Concern	263,978	73.1	262,662	75.2	228,281	71.8	247,744	72.6	255,597	72.9
Parent	n/a	n/a	n/a	n/a	n/a	n/a	11	85.7	18	73.7	High	Maintained	Good	34,371	61.1	35,963	68.4	29,417	65.7	30,664	67.4	31,117	68.4
Student	n/a	n/a	n/a	n/a	n/a	n/a	25	68.0	43	72.1	Low	Maintained	Issue	196,411	78.8	192,861	79.0	168,839	71.9	186,237	73.5	192,269	74.3
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	7	37.8	Very Low	n/a	n/a	33,196	79.3	33,838	78.1	30,025	77.8	30,843	77.0	32,211	76.0



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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.

Lifelong Learning



A.7 Lifelong Learning

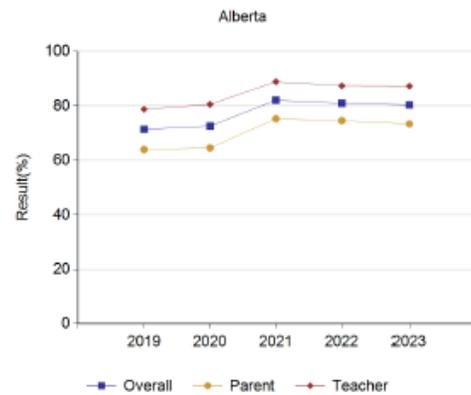
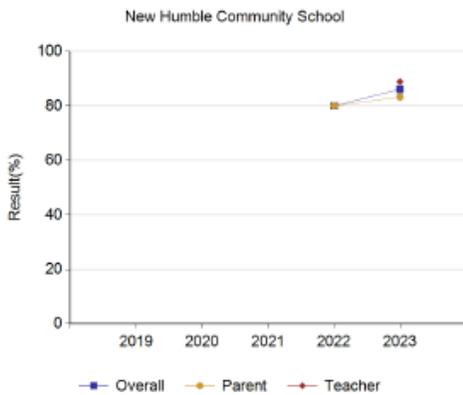
Measure History

School: 2356 New Humble Community School

Province: Alberta

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

	New Humble Community School										Measure Evaluation			Alberta									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	11	80.0	22	86.1	Very High	Maintained	Excellent	66,943	71.4	69,182	72.6	59,478	82.1	60,822	81.0	62,032	80.4
Parent	n/a	n/a	n/a	n/a	n/a	n/a	11	80.0	16	83.3	Very High	Maintained	Excellent	33,876	64.0	35,454	64.6	29,693	75.3	30,314	74.6	30,381	73.4
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	6	88.9	High	n/a	n/a	33,067	78.8	33,728	80.6	29,785	88.9	30,508	87.4	31,651	87.3



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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.
3. A "N/A" response was added to the AEA survey in 2020/21, allowing respondents to clearly indicate when a question was not applicable. Unlike "Don't Know", a response of "N/A" does not count towards the total number of responses in the survey result. Caution should be used when interpreting trends over time.

General Comments:

- The satisfaction levels among parents and teachers regarding students' demonstration of knowledge, skills, and attitudes for lifelong learning were exceptionally high.

Safe and Caring



B.4 Safe and Caring

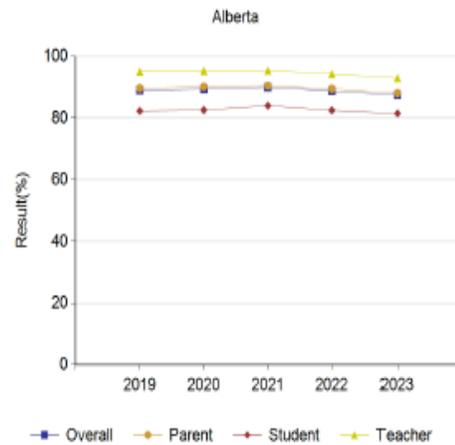
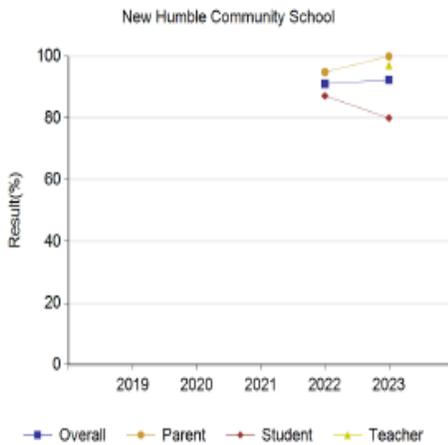
Measure History

School: 2356 New Humble Community School

Province: Alberta

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

	New Humble Community School										Measure Evaluation			Alberta									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	37	91.1	68	92.4	Very High	Maintained	Excellent	265,382	89.0	264,204	89.4	230,987	90.0	249,835	88.8	257,278	87.5
Parent	n/a	n/a	n/a	n/a	n/a	n/a	12	94.9	18	100.0	Very High	Maintained	Excellent	35,247	89.7	36,899	90.2	30,969	90.5	31,707	89.5	31,879	88.1
Student	n/a	n/a	n/a	n/a	n/a	n/a	25	87.2	43	80.0	High	Maintained	Good	196,856	82.3	193,364	82.6	169,813	84.0	187,165	82.5	193,049	81.5
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	7	97.1	Very High	n/a	n/a	33,279	95.1	33,941	95.3	30,205	95.4	30,963	94.3	32,350	93.0



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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.

General Comments:

- Overall, parents, students, and teachers attained notably elevated scores in terms of students' sense of safety at school, their understanding of the importance of caring for others, and their lessons in respect.

School Improvement



E.2 School Improvement

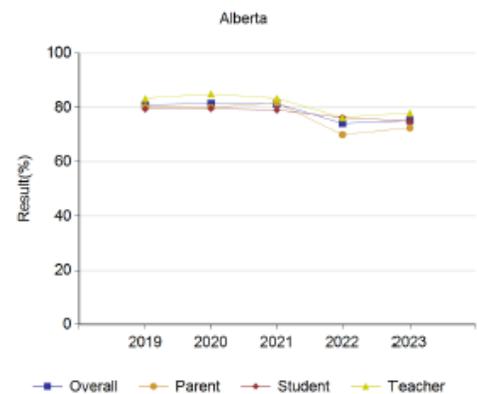
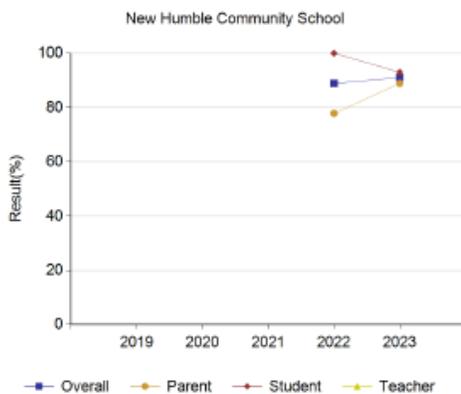
Measure History

School: 2356 New Humble Community School

Province: Alberta

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

	New Humble Community School										Measure Evaluation			Alberta									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	31	88.9	61	91.0	Very High	Maintained	Excellent	263,364	81.0	262,079	81.5	224,041	81.4	243,980	74.2	251,355	75.2
Parent	n/a	n/a	n/a	n/a	n/a	n/a	9	77.8	18	88.9	Very High	Maintained	Excellent	34,159	80.3	35,896	80.0	28,016	81.7	30,147	70.0	30,371	72.5
Student	n/a	n/a	n/a	n/a	n/a	n/a	22	100.0	43	93.0	Very High	Declined	Good	196,592	79.4	192,917	79.6	167,992	79.1	185,107	76.3	191,142	75.0
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	5	*	*	*	*	32,613	83.4	33,266	85.0	28,033	83.4	28,726	76.3	29,842	78.0



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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.

General Comments:

- Percentage of parents and students reporting whether their schools in the respective jurisdiction showed improvement or remained consistent over the last three years.
- In general, parents and students managed to sustain their ratings, with a minor decline observed among the students.

Work Preparation



A.8 Work Preparation

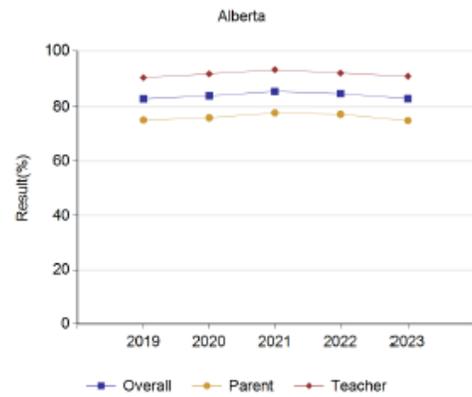
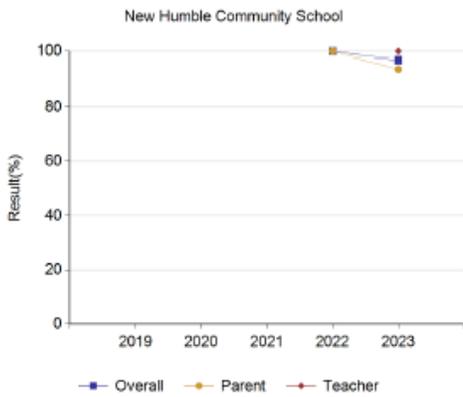
Measure History

School: 2356 New Humble Community School

Province: Alberta

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.

	New Humble Community School										Measure Evaluation			Alberta									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	11	100.0	22	96.9	Very High	Maintained	Excellent	66,088	83.0	68,221	84.1	58,109	85.7	59,488	84.9	60,705	83.1
Parent	n/a	n/a	n/a	n/a	n/a	n/a	11	100.0	16	93.8	Very High	Maintained	Excellent	33,423	75.2	34,944	76.0	28,862	77.8	29,553	77.3	29,674	75.0
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	6	100.0	Very High	n/a	n/a	32,665	90.8	33,277	92.2	29,247	93.7	29,935	92.5	31,031	91.3



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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.

General Comments:

- Both parents and teachers have provided positive ratings regarding the teaching of attitudes and behaviors that prepare students for success beyond their school years.

In- Service Jurisdiction Needs



D.6 In-Service Jurisdiction Needs

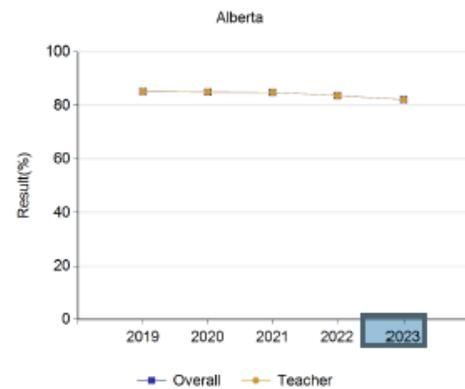
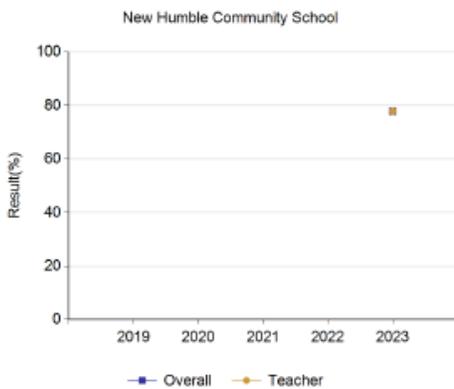
Measure History

School: 2356 New Humble Community School

Province: Alberta

The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.

	New Humble Community School										Measure Evaluation			Alberta											
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023			
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%		
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	6	77.8	Low	n/a	n/a	33,074	85.2	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	6	77.8	Low	n/a	n/a	33,074	85.2	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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.

Additional Reports General Comments:

- Parents appear to be very satisfied that students are demonstrating the skills, and attitudes necessary for lifelong learning
- The NHCS charter appears to be what appeals most to parents in the New Humble community
- Results support that parents and students feel safe at school and are learning the importance of caring for others
- Teacher concerns with the program of studies, at risk students and program access will be addressed in more detail through surveys and feedback during the 2023-2024 school year. This information will help develop Education Plan priorities.

Stakeholder Engagement

New Humble Community School Association established the NHCS School Council. Parents and other stakeholders were engaged through meetings and emails, which offered opportunities to review and provide feedback on staff and board updates. Stakeholder engagement and updates were also facilitated through the school website, blog, social media pages, monthly community newsletters, school email newsletters, board meetings, committee meetings, open house events and other community events.

AERRs and other assurance documents are reviewed with School Council and published on our website. Stakeholders have the opportunity to provide feedback on outcomes and strategies of the reports. The feedback on the AERR this year will guide the future development of NHCS AERR reports.

As NHCS enters the third year of operation, student, parent and staff surveys, specific school council engagement topics and review of outcomes and reports will be some of the strategies to ensure stakeholder engagement.

Accountability/Assurance System

New Humble Community School Association's AERR reports will be a combination of continuous improvement and evidence-based content as a result of the three-year education plan, survey results and Alberta Education domains of assurance measures. NHCSA's Board continues to use evidence to guide all decision making: this includes the evidence of important feedback from the community, staff and parents. Administration will work directly with NHCSA Board to ensure that all Alberta Education and Board required content is clearly formatted prior to submission of documents.

Whistleblower Protection

New Humble Community School did not receive any disclosures pursuant to Section 32 of the Public Interest Disclosure Act (2013) during the 2022/2023 school term.

Annual Education Results Report can be found at <http://newhumblecg.wixsite.com/website/board>