

TEMPO  
SCHOOL



*~ Established 1963 ~*

## 2022-23 Alberta Education Results Report

## Accountability

The Alberta Education Assurance Measures for TEMPO School for the 2022-2023 school year was prepared under the direction of the Board in accordance with its responsibilities under the Private Schools Regulation and the Education Grants Regulation. This document was developed in the context of the provincial government's business and fiscal plans.

The Board, to the best of its abilities, will use the results reported in the document to develop the Education Plan due May 31, 2024. The Board is committed to the Assurance Framework and the development of TEMPO School's Education Plan according to locally identified priorities, building a strong engagement process, and identifying linkages between local goals and key system priorities. In this context, the Board will implement the strategies contained within the Education Plan to improve student learning and results through a comprehensive focus on the five domains of the Assurance Framework: student growth and achievement, teacher and leading, learning and supports, governance, and local and societal context.

The Board approved this Alberta Education Assurance Measures for the 2022-2023 school year on November 22, 2023.



November 22, 2023

Wynne Blades, Chair

**Fall 2023 Required Alberta Education Assurance Measures – Overall Summary**

Assurance Domain	Measure	Tempo 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	90.9	92.0	92.0	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	83.3	86.6	87.1	80.3	81.4	82.3	Very High	Declined	Good
	3-year High School Completion	100.0	95.2	97.0	80.7	83.2	82.3	Very High	Maintained	Excellent
	5-year High School Completion	97.5	100.0	96.3	88.6	87.1	86.2	Very High	Maintained	Excellent
	PAT: Acceptable	97.6	94.4	n/a	63.3	64.3	n/a	Very High	n/a	n/a
	PAT: Excellence	58.9	54.7	n/a	16.0	17.7	n/a	Very High	n/a	n/a
	Diploma: Acceptable	89.1	85.9	n/a	80.3	75.2	n/a	Very High	n/a	n/a
Diploma: Excellence	49.3	35.9	n/a	21.2	18.2	n/a	Very High	n/a	n/a	
Teaching & Leading	Education Quality	92.5	94.0	93.8	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	86.3	89.9	89.9	84.7	86.1	86.1	n/a	Declined	n/a
	Access to Supports and Services	78.6	78.1	78.1	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	73.8	83.8	82.8	79.1	78.8	80.3	Low	Declined	Issue

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated 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 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
4. Participation in the Provincial Achievement Tests 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.
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
7. 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.
8. 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.

**HIGH SCHOOL COMPLETION – English as Additional Language**

Measure	2019		2020		2021		2022	
3-Year Completion	n/a	n/a	1	*	n/a	n/a	1	*
5-Year Completion	5	*	4	n/a	n/a	n/a	n/a	n/a

Notes:

1. Insufficient numbers of self-declared FNMI students as representative data for reporting.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

**DIPLOMA EXAMS 2023**

Subject	Measure	TEMPO School		Alberta		TEMPO School English as Additional Language(EAL)	
		#	%	#	%	#	%
English 30-1	Acceptable	24	87.5	31,493	83.7	4	*
	Excellence	24	20.8	31,493	10.5	4	*
Mathematics 30-1	Acceptable	24	95.8	19,763	70.8	4	*
	Excellence	24	62.5	19,763	29.0	4	*
Social Studies 30-1	Acceptable	24	91.7	24,023	83.5	4	*
	Excellence	24	45.8	24,023	15.9	4	*
Biology 30	Acceptable	24	83.3	23,270	82.7	4	*
	Excellence	24	54.2	23,270	32.8	4	*
Chemistry 30	Acceptable	18	94.4	18,364	80.5	2	*
	Excellence	18	72.2	18,364	37.0	2	*
Physics 30	Acceptable	24	83.3	9,241	82.3	4	*
	Excellence	24	45.8	9,241	39.9	4	*

**Notes:**

1. Insufficient numbers of self-declared FNMI students as representative data for reporting.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. suppression is marked with an asterisk (\*).

**LITERACY & NUMERACY ASSESSMENTS Gr. 1-3 January 2023**

Assessments		Grade 1		Grade 2		Grade 3	
		N	%	N	%	N	%
Literacy	LeNS, Castles & Colheart 3 (CC3)	39	97.5*	42	100.0	40	100.0
Numeracy	Provincial Numeracy Screening	39	100.0	42	97.6*	38	97.4

**Notes:**

1. Students received a variety of supports to address the areas of concern in achievement. Strategies to support learner needs to achieve the standard and beyond in literacy and numeracy included daily one-on-one instruction, parent meetings to understand the practice required at home and regular assessments to track progress.
2. Insufficient numbers of self-declared FNMI students as representative data for reporting.

**PROVINCIAL ACHIEVEMENT TEST – PATs - 2023**

Subject	Measure	TEMPO School		Alberta		TEMPO School English as Additional Language(EAL)	
		#	%	#	%	#	%
English 6	Acceptable	43	100.0	52,106	76.2	2	*
	Excellence	43	62.8	52,106	18.4	2	*
Mathematics 6	Acceptable	43	100.0	52,551	65.4	2	*
	Excellence	43	37.2	52,551	15.9	2	*
Science 6	Acceptable	43	97.7	54,859	66.7	2	*
	Excellence	43	60.5	54,859	21.8	2	*
Social Studies 6	Acceptable	43	100.0	57,655	66.2	2	*
	Excellence	43	55.8	57,655	18.0	2	*

Subject	Measure	TEMPO School		Alberta		TEMPO School English as Additional Language(EAL)	
		#	%	#	%	#	%
English 9	Acceptable	41	97.6	56,255	71.4	1	*
	Excellence	41	52.5	56,255	13.4	1	*
Mathematics 9	Acceptable	40	97.5	56,447	54.4	1	*
	Excellence	40	52.5	56,447	13.5	1	*
Science 9	Acceptable	40	100.0	56,311	66.3	1	*
	Excellence	40	70.0	56,311	20.1	1	*
Social Studies 9	Acceptable	40	100.0	56,309	58.4	1	*
	Excellence	40	70.0	56,309	15.9	1	*

**Notes:**

1. Insufficient numbers of self-declared FNMI students as representative data for reporting.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. suppression is marked with an asterisk (\*).

**Measure Evaluation Reference (Required AEAMs)**

**Achievement Evaluation**

Achievement evaluation is based upon a comparison of Current Year data to a set of standards that remain consistent over time. The Standards are calculated by taking the 3-year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
3-year High School Completion	0.00 - 65.95	65.95 - 74.10	74.10 - 84.79	84.79 - 89.00	89.00 - 100.00
5-year High School Completion	0.00 - 72.59	72.59 - 80.82	80.82 - 89.18	89.18 - 91.96	91.96 - 100.00
PAT: Acceptable	0.00 - 62.15	62.15 - 67.21	67.21 - 77.26	77.26 - 82.01	82.01 - 100.00
PAT: Excellence	0.00 - 10.15	10.15 - 13.39	13.39 - 17.84	17.84 - 23.74	23.74 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00

Notes:

- For all measures: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.

**Improvement Table**

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

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

**Overall Evaluation Table**

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

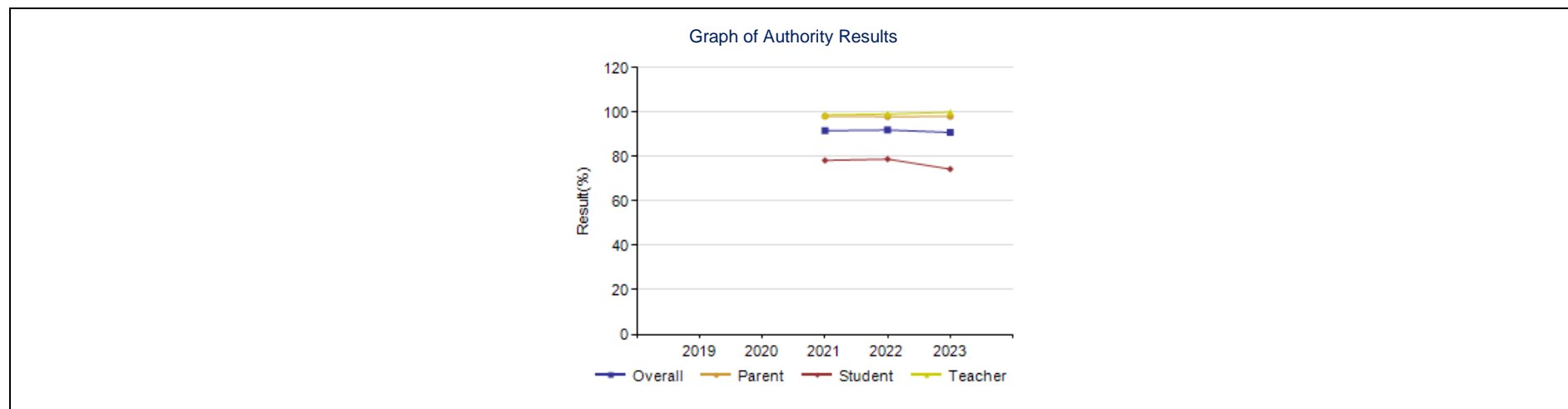
Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable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

The following pages include tables and graphs that provide detailed data for the performance measures. School authorities may use these in their plan/report to meet requirements and/or to provide additional information to help in interpreting the results.

### Student Learning Engagement – Measure Details

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

	Authority										Province												
	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	362	91.7	407	92.0	390	90.9	n/a	Maintained	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	37	98.2	49	98.0	37	98.1	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	30,994	89.0	31,694	88.7	31,862	87.3
Student	n/a	n/a	n/a	n/a	298	78.3	318	78.9	315	74.4	n/a	Declined	n/a	n/a	n/a	n/a	n/a	169,789	71.8	187,102	71.3	193,029	70.9
Teacher	n/a	n/a	n/a	n/a	27	98.8	40	99.2	38	100.0	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	30,173	96.0	30,944	95.5	32,323	95.1



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

TEMPO School – Local Measures	
Local Measure – Spring 2023: Student Survey Results (319 responses) <i>Google Survey</i>	Strongly Agree/Agree
The percentage of students who agree that students are engaged in their learning at school.	64.7%
Local Measure – Spring 2023: Teacher Survey Results (37 responses) <i>Google Survey</i>	Strongly Agree/Agree
The percentage of teachers who agree that students are engaged in their learning at school.	83.7%
Local Measure – Spring 2023: Parent Survey Results (62 responses) <i>Survey Monkey</i>	Strongly Agree/Agree
The percentage of parents who agree that students are engaged in their learning at school.	82.4%

**Comments**

We are pleased that the percentage of teachers and parents who agree that students are taught the attitudes and behaviours that will make them successful remains at a high standard. We continue to note the percentage of teachers, students, and parents expressing satisfaction that students model the characteristics of active citizenship maintains at a level of high quality.

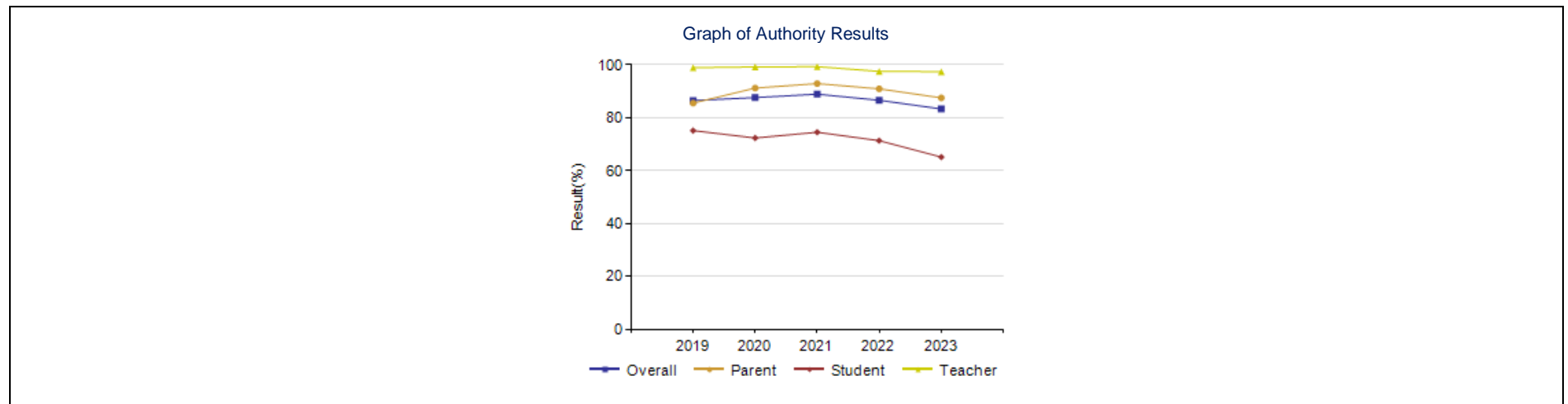
Our English 30-1 Diploma exam results fell in both the Acceptable and Excellence measures. However, we are above the province in the Acceptable standard and are double what the province achieved in Excellence (ref. p. 71). It is encouraging to see TEMPO's Mathematics 30-1 Diploma results at 95.8% of students meeting the Acceptable standard and 62.5% reaching the standard of Excellence. This is a 14.5% increase in the Acceptable standard and a 25% increase in the Excellence measure when compared to 2019 when we had the full complement of Diploma exams before the disruption of the pandemic. Our Mathematics 30-1 Diploma results for 2023 exceed the provincial scores by 25% in the Acceptable level and by 33.5% in the Excellence level. Notably, TEMPO's achievement in the Excellence standard is nearly 30% higher than the province's Mathematics 30-1 Diploma results in 2023 which is significant compared to only a 2.4% difference at this level in 2019 (ref. p. 73). Social Studies 30-1 Diploma results are higher than the results in 2019 for the Acceptable level and a marked 14.5 % increase at the Excellence level of achievement (ref. p. 75). This year, our Biology 30 results in both the Acceptable (83.3%) and Excellence (54.2%) standards declined in comparison to the pre-pandemic results in 2019 where we achieved 100% and 60% respectively. However, we continue to remain 21.4% higher in the Excellence standard than the province in 2023 (ref. p. 77). Achievement on the Chemistry 30 Diploma exam remains high in 2023 in both Acceptable (94.4%) and Excellence (72.2%) areas. Our results in Excellence are almost 10% higher than our results in 2019 and 35.2% higher than the province in the same standard (ref. p.79). Physics 30 results dropped slightly in the Acceptable Standard from the previous three-year average but increased slightly in the Excellence measure. The Physics 30 Diploma results are improving with a marked increase of 14.1% in the Acceptable standard and 22.7% increase in the Excellence in 2023 from 2019 (ref. p.81). We look to have a similar lead from the provincial results as with the other Diploma subjects. It is understood that Physics 30 is a compulsory course component of the TEMPO program and thus, all students take the course and write the Diploma exam.

The PAT results in the Acceptable (97.6%) and Excellence (58.9%) standards for our Grades 6 and 9 students are slightly higher than our 2022 results within 5%, but we are still faintly off our pre-pandemic results in 2019 of 99.0% and 64.8% respectively. Notable are our results in comparison to the province at 34.4% higher in the Acceptable standard and 42.9% higher in the Excellence standard (ref. p. 43). We are pleased to see that 100% of our Grade 6 students achieved the Acceptable standard in English Language Arts, Mathematics and Social Studies (ref. p.45).

As technology is minimally, but purposefully incorporated in the traditional academic program at TEMPO, we are pleased to see that 83% of parents are satisfied with the opportunities their child(ren) has to learn about technology (ref. p. 188). It is reasonable that 42% of students shared that technology was not taught at TEMPO (ref. pp. 202-203). However, as there is a move to digital platforms for provincial testing, TEMPO School will ensure students are well-equipped with the appropriate training and tools needed to support their learning and success. TEMPO School continues to offer computers and coding as after-school programs as it has for many years.

**Citizenship – Measure Details**

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.																							
	Authority										Measure Evaluation			Province									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	385	86.5	384	87.6	363	88.9	408	86.6	391	83.3	Very High	Declined	Good	265,614	82.9	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3
Parent	64	85.5	62	91.2	37	92.9	49	90.9	37	87.5	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	284	75.1	295	72.3	298	74.5	319	71.3	316	65.1	Intermediate	Declined	Issue	197,090	73.5	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3
Teacher	37	98.9	27	99.2	28	99.3	40	97.5	38	97.4	Very High	Maintained	Excellent	33,277	93.2	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3



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

TEMPO School – Local Measures	
<b>Local Measure – Spring 2023: Student Survey Results</b> (319 responses) <i>Google Survey</i>	Strongly Agree/Agree
Percentage of students who are satisfied that students model the characteristics of active citizenship.	68.4%
<b>Local Measure – Spring 2023: Teacher Survey Results</b> (37 responses) <i>Google Survey</i>	Strongly Agree/Agree
Percentage of teachers who are satisfied that students model the characteristics of active citizenship.	99.1%
<b>Local Measure – Spring 2023: Parent Survey Results</b> (62 responses) <i>Survey Monkey</i>	Strongly Agree/Agree
Percentage of parents who are satisfied that students model the characteristics of active citizenship.	89.9%



### Comments

TEMPO continues to emphasize the development in its students of the fundamental attributes of the educated citizen. Staff, parents, and students at TEMPO School model civil behaviour. This is supported actively at the school through a structured homeroom program. We have resumed weekly assemblies and continue a high level of communication with parents through emails, telephone calls, letters, memos and notes in the student agenda.

Teachers and administrators act as engagement-coaches to model active citizenship and connect students to community and intra-school involvement opportunities. Our local survey data shared that 68.3% of students agreed that TEMPO teachers explain and model good citizenship in school. On the provincial survey, there is a mild decrease in the student, parent and teacher results with satisfaction that students model the characteristics of active citizenship compared to the previous year. The pandemic created conditions that limited student engagement in leadership and volunteer initiatives that support our TEMPO community and our greater community. Students needed to think of alternative ways to engage either individually or as a cohort, in activities and programs with organizations such as Mustard Seed, Sacred Heart, Riverbend Rocks, etc. Many of these programs have resumed since September 2022 and the commitment and engagement to school and community initiatives and supporting others is remarkable.

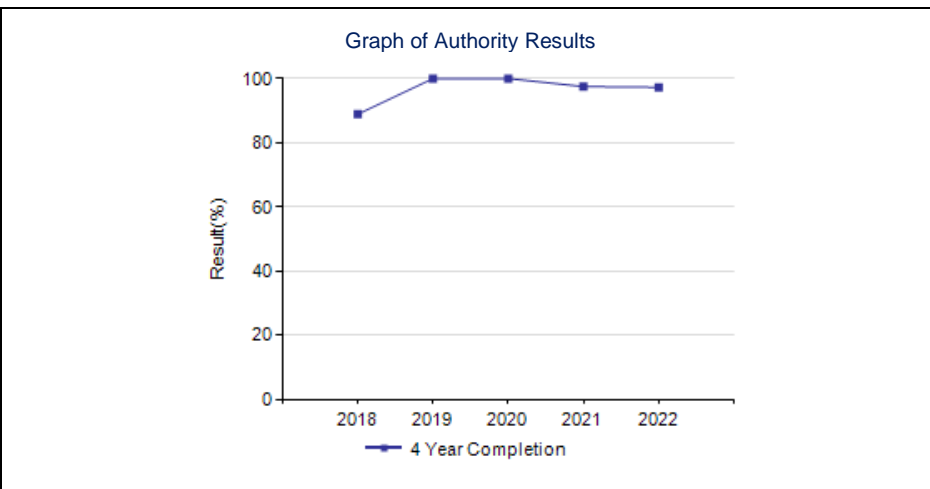
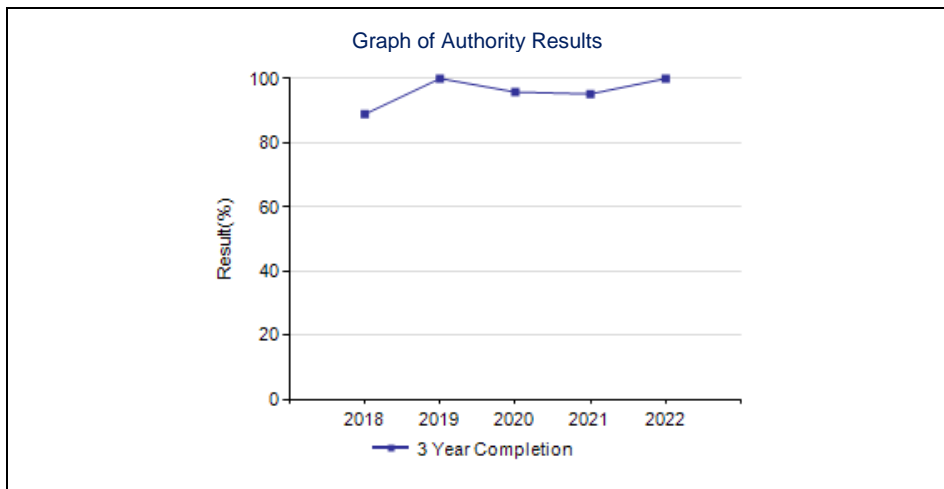
We are proud of the local survey result where 85.4% of parents agree that TEMPO's learning environment is welcome, caring, respectful and safe. It is reassuring that 95.6% of parents of Grades 4 through 12 students were in agreement that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school (ref. pp. 228). However, there is discrepancy with this same sense with the students in Grades 4-12 with the results presenting much lower overall at 74.8% (ref. pp. 229).

We believe it is important for all students to recognize and respect diversity. Although we have no self-identified FNMI students, TEMPO teachers and librarians are careful to infuse Aboriginal perspectives into courses and to choose instructional and learning resources that ensure all students are aware of the importance of the First Nations, Metis and Inuit not only to the development of Canada, but also to the modern nation. Carefully selected and approved FNMI resource materials are shared with students to protect and promote the authenticity of Aboriginal history, perspectives and culture. TEMPO School observes National Truth and Reconciliation Day on September 30<sup>th</sup> as a day of listening and no school.

### High School Completion Rate – Measure Details

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.

	Authority										Measure Evaluation			Province									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
3 Year Completion	9	88.9	14	100.0	33	95.8	22	95.2	27	100.0	Very High	Maintained	Excellent	44,978	79.7	45,354	80.3	46,245	83.4	47,675	83.2	48,340	80.7
4 Year Completion	9	88.9	9	100.0	14	100.0	32	97.5	22	97.3	Very High	Maintained	Excellent	44,994	83.3	44,980	84.0	45,351	85.0	46,242	87.1	47,660	86.5
5 Year Completion	23	100.0	9	88.9	9	100.0	14	100.0	32	97.5	Very High	Maintained	Excellent	44,842	85.2	44,988	85.3	44,972	86.2	45,344	87.1	46,238	88.6

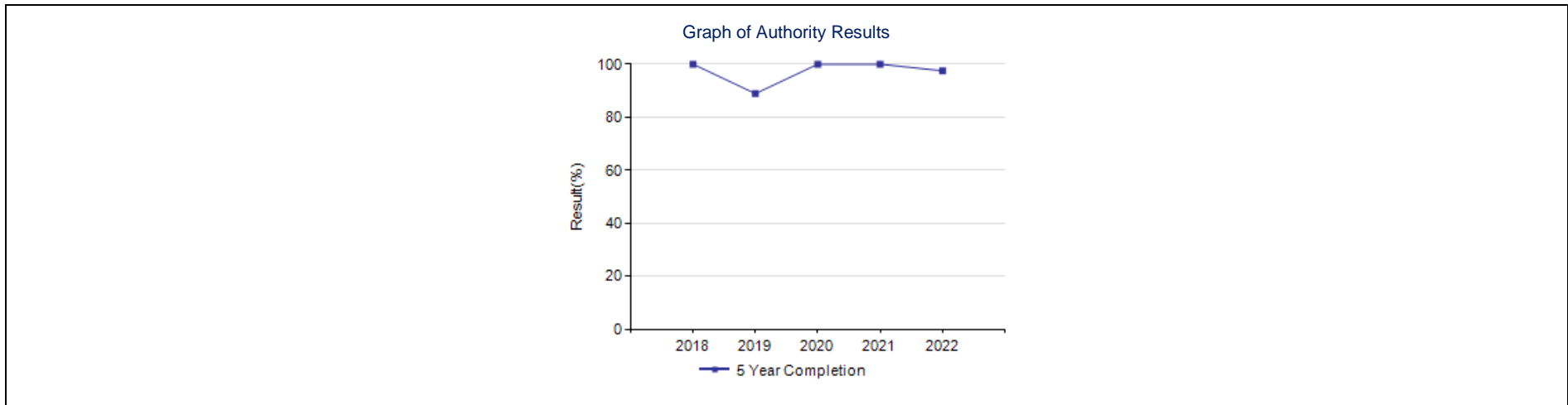


- Notes:
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  2. Participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.

#### Comments

We are extremely pleased with our school’s High School completion rate.

High School Completion Rate – Measure Details



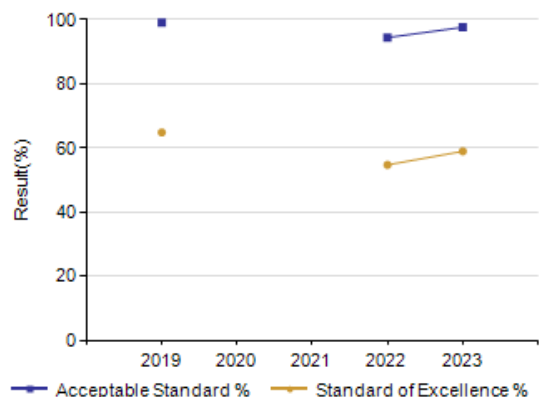
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**Provincial Achievement Test Results – By Number Enrolled Measure History**

PAT Results By Number Enrolled Measure History													
	Tempo School					Measure Evaluation			Alberta				
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall	2019	2020	2021	2022	2023
N	79	n/a	n/a	85	84	n/a	n/a	n/a	104,012	n/a	n/a	109,520	115,580
Acceptable Standard %	99.0	n/a	n/a	94.4	97.6	Very High	n/a	n/a	71.1	n/a	n/a	64.3	63.3
Standard of Excellence %	64.8	n/a	n/a	54.7	58.9	Very High	n/a	n/a	20.8	n/a	n/a	17.7	16.0

Graph of Overall Provincial Achievement Test Results



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
4. Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
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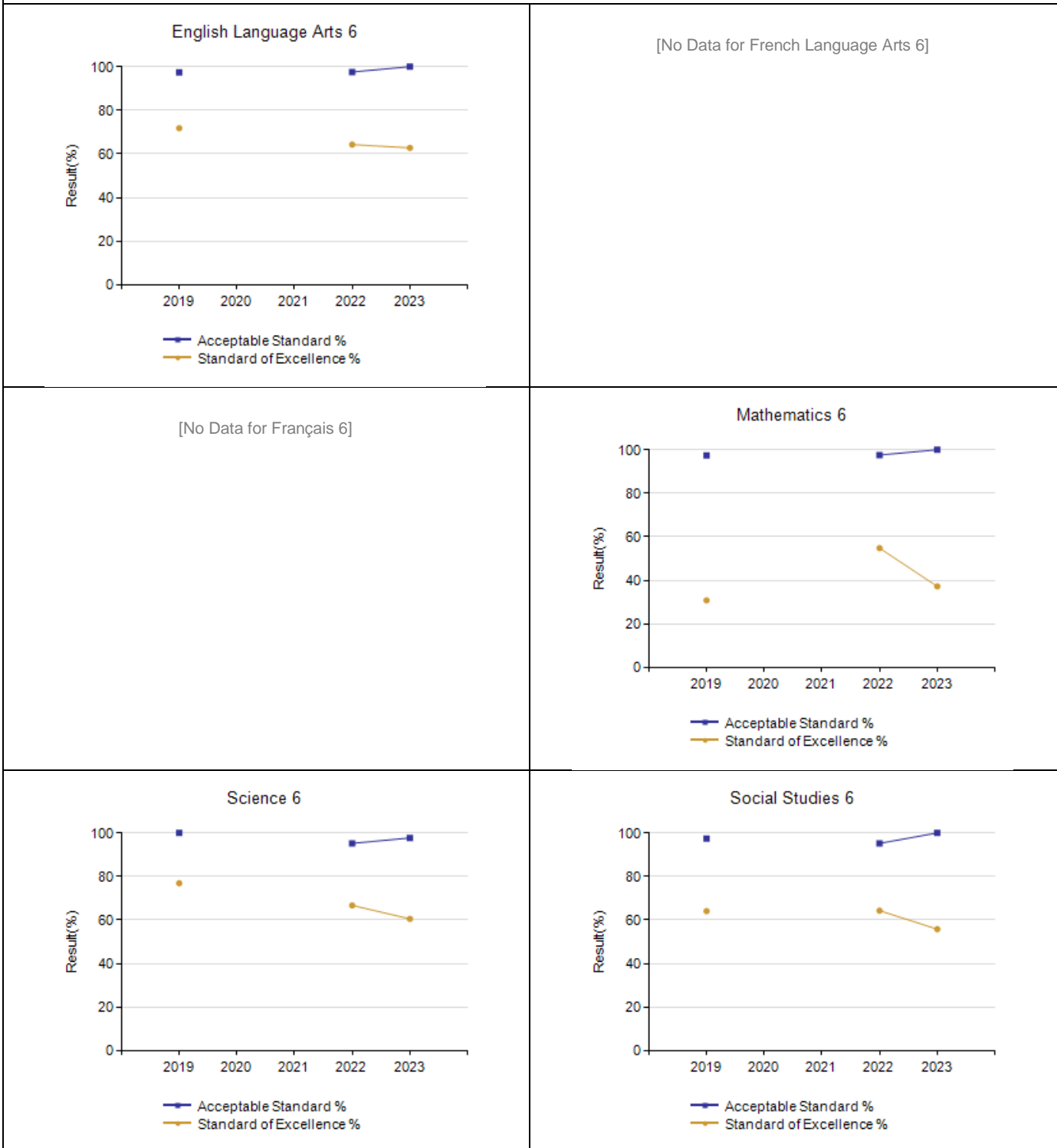
**Provincial Achievement Test Results – Measure Details**

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2019		2020		2021		2022		2023		2023	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	Authority	97.4	71.8	n/a	n/a	n/a	n/a	97.6	64.3	100.0	62.8	100	60
	Province	83.2	17.8	n/a	n/a	n/a	n/a	76.1	18.9	76.2	18.4		
French Language Arts 6 année	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	87.7	15.7	n/a	n/a	n/a	n/a	76.9	10.6	77.6	12.5		
Français 6 année	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	90.3	24.6	n/a	n/a	n/a	n/a	83.0	20.2	78.9	19.4		
Mathematics 6	Authority	97.4	30.8	n/a	n/a	n/a	n/a	97.6	54.8	100.0	37.2	100	60
	Province	72.5	15.0	n/a	n/a	n/a	n/a	64.1	12.6	65.4	15.9		
Science 6	Authority	100.0	76.9	n/a	n/a	n/a	n/a	95.2	66.7	97.7	60.5	100	60
	Province	77.6	28.6	n/a	n/a	n/a	n/a	71.5	23.7	66.7	21.8		
Social Studies 6	Authority	97.4	64.1	n/a	n/a	n/a	n/a	95.2	64.3	100.0	55.8	100	60
	Province	76.2	24.4	n/a	n/a	n/a	n/a	67.8	20.1	66.2	18.0		
English Language Arts 9	Authority	100.0	67.5	n/a	n/a	n/a	n/a	97.7	41.9	97.6	51.2	100	60
	Province	75.1	14.7	n/a	n/a	n/a	n/a	69.6	12.9	71.4	13.4		
K&E English Language Arts 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	57.4	5.4	n/a	n/a	n/a	n/a	50.5	5.0	50.2	5.7		
French Language Arts 9 année	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	82.9	12.3	n/a	n/a	n/a	n/a	73.5	9.9	76.1	10.9		
Français 9 année	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	88.6	26.0	n/a	n/a	n/a	n/a	80.0	25.0	81.6	22.3		
Mathematics 9	Authority	97.5	65.0	n/a	n/a	n/a	n/a	95.3	65.1	95.1	51.2	100	60
	Province	60.0	19.0	n/a	n/a	n/a	n/a	53.0	16.7	54.4	13.5		
K&E Mathematics 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	59.6	13.2	n/a	n/a	n/a	n/a	55.3	11.1	52.7	11.3		
Science 9	Authority	100.0	62.5	n/a	n/a	n/a	n/a	90.7	53.5	97.6	68.3	100	60
	Province	75.2	26.4	n/a	n/a	n/a	n/a	68.0	22.6	66.3	20.1		
K&E Science 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	61.7	10.7	n/a	n/a	n/a	n/a	57.8	11.0	52.9	10.9		
Social Studies 9	Authority	100.0	65.0	n/a	n/a	n/a	n/a	93.0	48.8	97.6	68.3	100	60
	Province	68.7	20.6	n/a	n/a	n/a	n/a	60.8	17.2	58.4	15.9		
K&E Social Studies 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	55.9	15.0	n/a	n/a	n/a	n/a	53.2	14.1	49.6	10.6		

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
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6. 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.

Graph of Provincial Achievement Test Results by Course



Notes:

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Graph of Provincial Achievement Test Results by Course

<p><b>English Language Arts 9</b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2019</td> <td>100</td> <td>68</td> </tr> <tr> <td>2020</td> <td>100</td> <td>-</td> </tr> <tr> <td>2021</td> <td>100</td> <td>-</td> </tr> <tr> <td>2022</td> <td>100</td> <td>42</td> </tr> <tr> <td>2023</td> <td>100</td> <td>52</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2019	100	68	2020	100	-	2021	100	-	2022	100	42	2023	100	52	<p>[No Data for English Lang Arts 9 KAE]</p>
Year	Acceptable Standard %	Standard of Excellence %																	
2019	100	68																	
2020	100	-																	
2021	100	-																	
2022	100	42																	
2023	100	52																	
<p>[No Data for French Language Arts 9]</p>	<p>[No Data for Français 9]</p>																		
<p><b>Mathematics 9</b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2019</td> <td>100</td> <td>65</td> </tr> <tr> <td>2020</td> <td>100</td> <td>-</td> </tr> <tr> <td>2021</td> <td>100</td> <td>-</td> </tr> <tr> <td>2022</td> <td>100</td> <td>65</td> </tr> <tr> <td>2023</td> <td>100</td> <td>50</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2019	100	65	2020	100	-	2021	100	-	2022	100	65	2023	100	50	<p>[No Data for Mathematics 9 KAE]</p>
Year	Acceptable Standard %	Standard of Excellence %																	
2019	100	65																	
2020	100	-																	
2021	100	-																	
2022	100	65																	
2023	100	50																	

Notes:

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Graph of Provincial Achievement Test Results by Course

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Year	Acceptable Standard %	Standard of Excellence %											
2019	100	62											
2022	90	53											
2023	98	68											
<p><b>Social Studies 9</b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2019</td> <td>100</td> <td>65</td> </tr> <tr> <td>2022</td> <td>92</td> <td>48</td> </tr> <tr> <td>2023</td> <td>98</td> <td>68</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2019	100	65	2022	92	48	2023	98	68	<p>[No Data for Social Studies 9 KAE]</p>
Year	Acceptable Standard %	Standard of Excellence %											
2019	100	65											
2022	92	48											
2023	98	68											

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PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Course	Measure	Tempo School							Alberta			
		Achievement	Improvement	Overall	2023		Prev 3 Year Average		2023		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	Very High	n/a	n/a	43	100.0	n/a	n/a	52,106	76.2	n/a	n/a
	Standard of Excellence	Very High	n/a	n/a	43	62.8	n/a	n/a	52,106	18.4	n/a	n/a
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,131	77.6	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,131	12.5	n/a	n/a
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	578	78.9	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	578	19.4	n/a	n/a
Mathematics 6	Acceptable Standard	Very High	n/a	n/a	43	100.0	n/a	n/a	52,551	65.4	n/a	n/a
	Standard of Excellence	Very High	n/a	n/a	43	37.2	n/a	n/a	52,551	15.9	n/a	n/a
Science 6	Acceptable Standard	Very High	n/a	n/a	43	97.7	n/a	n/a	54,859	66.7	n/a	n/a
	Standard of Excellence	Very High	n/a	n/a	43	60.5	n/a	n/a	54,859	21.8	n/a	n/a
Social Studies 6	Acceptable Standard	Very High	n/a	n/a	43	100.0	n/a	n/a	57,655	66.2	n/a	n/a
	Standard of Excellence	Very High	n/a	n/a	43	55.8	n/a	n/a	57,655	18.0	n/a	n/a
English Language Arts 9	Acceptable Standard	Very High	n/a	n/a	41	97.6	n/a	n/a	56,255	71.4	n/a	n/a
	Standard of Excellence	Very High	n/a	n/a	41	51.2	n/a	n/a	56,255	13.4	n/a	n/a
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,254	50.2	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,254	5.7	n/a	n/a
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,215	76.1	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,215	10.9	n/a	n/a
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	575	81.6	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	575	22.3	n/a	n/a
Mathematics 9	Acceptable Standard	Very High	n/a	n/a	41	95.1	n/a	n/a	55,447	54.4	n/a	n/a
	Standard of Excellence	Very High	n/a	n/a	41	51.2	n/a	n/a	55,447	13.5	n/a	n/a
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,815	52.7	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,815	11.3	n/a	n/a
Science 9	Acceptable Standard	Very High	n/a	n/a	41	97.6	n/a	n/a	56,311	66.3	n/a	n/a
	Standard of Excellence	Very High	n/a	n/a	41	68.3	n/a	n/a	56,311	20.1	n/a	n/a
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,197	52.9	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,197	10.9	n/a	n/a
Social Studies 9	Acceptable Standard	Very High	n/a	n/a	41	97.6	n/a	n/a	56,309	58.4	n/a	n/a
	Standard of Excellence	Very High	n/a	n/a	41	68.3	n/a	n/a	56,309	15.9	n/a	n/a
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,140	49.6	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,140	10.6	n/a	n/a

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**Measure Evaluation Reference - Achievement Evaluation**

Achievement evaluation is based upon a comparison of Current Year data to a set of standards that remain consistent over time. The Standards are calculated by taking the 3-year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th, and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Language Arts 6	Acceptable Standard	0.00 - 67.95	67.95 - 78.40	78.40 - 86.09	86.09 - 91.37	91.37 - 100.00
	Standard of Excellence	0.00 - 6.83	6.83 - 11.65	11.65 - 17.36	17.36 - 22.46	22.46 - 100.00
French Language Arts 6 année	Acceptable Standard	0.00 - 41.69	41.69 - 73.54	73.54 - 92.32	92.32 - 97.93	97.93 - 100.00
	Standard of Excellence	0.00 - 2.72	2.72 - 8.13	8.13 - 15.29	15.29 - 23.86	23.86 - 100.00
Mathematics 6	Acceptable Standard	0.00 - 63.91	63.91 - 70.73	70.73 - 79.61	79.61 - 88.67	88.67 - 100.00
	Standard of Excellence	0.00 - 8.53	8.53 - 11.31	11.31 - 18.13	18.13 - 25.17	25.17 - 100.00
Science 6	Acceptable Standard	0.00 - 60.36	60.36 - 78.51	78.51 - 86.46	86.46 - 90.64	90.64 - 100.00
	Standard of Excellence	0.00 - 11.74	11.74 - 17.42	17.42 - 25.34	25.34 - 34.31	34.31 - 100.00
Social Studies 6	Acceptable Standard	0.00 - 58.97	58.97 - 68.15	68.15 - 76.62	76.62 - 83.55	83.55 - 100.00
	Standard of Excellence	0.00 - 7.30	7.30 - 12.45	12.45 - 19.08	19.08 - 30.09	30.09 - 100.00
English Language Arts 9	Acceptable Standard	0.00 - 63.55	63.55 - 75.66	75.66 - 83.70	83.70 - 90.27	90.27 - 100.00
	Standard of Excellence	0.00 - 5.96	5.96 - 9.43	9.43 - 14.72	14.72 - 20.46	20.46 - 100.00
K&E English Language Arts 9	Acceptable Standard	0.00 - 29.97	29.97 - 53.86	53.86 - 76.19	76.19 - 91.85	91.85 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 0.30	0.30 - 10.00	10.00 - 20.31	20.31 - 100.00
French Language Arts 9 année	Acceptable Standard	0.00 - 67.59	67.59 - 81.33	81.33 - 92.06	92.06 - 97.26	97.26 - 100.00
	Standard of Excellence	0.00 - 1.67	1.67 - 6.81	6.81 - 17.11	17.11 - 28.68	28.68 - 100.00
Mathematics 9	Acceptable Standard	0.00 - 52.42	52.42 - 60.73	60.73 - 73.88	73.88 - 78.00	78.00 - 100.00
	Standard of Excellence	0.00 - 8.18	8.18 - 12.49	12.49 - 18.10	18.10 - 24.07	24.07 - 100.00
K&E Mathematics 9	Acceptable Standard	0.00 - 28.14	28.14 - 53.85	53.85 - 75.83	75.83 - 94.44	94.44 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 6.07	6.07 - 20.43	20.43 - 31.67	31.67 - 100.00
Science 9	Acceptable Standard	0.00 - 50.57	50.57 - 60.14	60.14 - 72.50	72.50 - 76.89	76.89 - 100.00
	Standard of Excellence	0.00 - 3.39	3.39 - 6.71	6.71 - 11.81	11.81 - 15.85	15.85 - 100.00
K&E Science 9	Acceptable Standard	0.00 - 38.75	38.75 - 59.30	59.30 - 78.33	78.33 - 87.58	87.58 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 7.47	7.47 - 21.41	21.41 - 40.82	40.82 - 100.00
Social Studies 9	Acceptable Standard	0.00 - 56.26	56.26 - 62.27	62.27 - 74.04	74.04 - 79.85	79.85 - 100.00
	Standard of Excellence	0.00 - 10.03	10.03 - 12.78	12.78 - 19.76	19.76 - 24.03	24.03 - 100.00
K&E Social Studies 9	Acceptable Standard	0.00 - 38.79	38.79 - 53.82	53.82 - 72.42	72.42 - 84.88	84.88 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.71	5.71 - 17.19	17.19 - 36.26	36.26 - 100.00

Notes:

1. The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.

**Improvement Table**

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

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

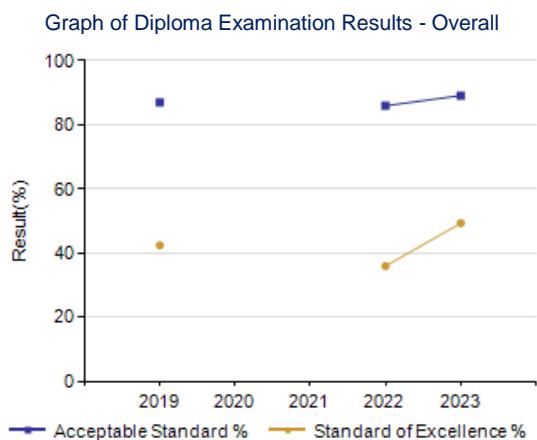
**Overall Evaluation Table**

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

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

**Diploma Examination Results – By Students Writing Measure History**

Diploma Exam Results By Students Writing Measure History													
	Tempo School					Measure Evaluation			Alberta				
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall	2019	2020	2021	2022	2023
N	16	n/a	n/a	26	24	n/a	n/a	n/a	65,117	n/a	n/a	58,444	67,294
Acceptable Standard %	87.0	n/a	n/a	85.9	89.1	Very High	n/a	n/a	83.6	n/a	n/a	75.2	80.3
Standard of Excellence %	42.4	n/a	n/a	35.9	49.3	Very High	n/a	n/a	24.0	n/a	n/a	18.2	21.2



- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
  2. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Exams. The weights are the number of students writing the Diploma Examination 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.
  3. Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
  4. Participation in the Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

**Diploma Examination Results – Measure Details**

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2019		2020		2021		2022		2023		2023	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	Authority	87.5	37.5	n/a	n/a	n/a	n/a	100.0	30.8	87.5	20.8	100	50
	Province	86.8	12.3	n/a	n/a	n/a	n/a	78.8	9.4	83.7	10.5		
English Lang Arts 30-2	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	87.1	12.1	n/a	n/a	n/a	n/a	80.8	12.3	86.2	12.7		
French Language Arts 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	91.5	10.1	n/a	n/a	n/a	n/a	91.9	6.8	93.1	6.1		
Français 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	98.6	29.5	n/a	n/a	n/a	n/a	98.8	44.2	99.2	30.7		
Mathematics 30-1	Authority	81.3	37.5	n/a	n/a	n/a	n/a	n/a	n/a	95.8	62.5	100	50
	Province	77.8	35.1	n/a	n/a	n/a	n/a	63.6	23.0	70.8	29.0		
Mathematics 30-2	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	76.5	16.8	n/a	n/a	n/a	n/a	61.5	11.8	71.1	15.2		
Social Studies 30-1	Authority	87.5	31.3	n/a	n/a	n/a	n/a	n/a	n/a	91.7	45.8	100	50
	Province	86.6	17.0	n/a	n/a	n/a	n/a	81.5	15.8	83.5	15.9		
Social Studies 30-2	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	77.8	12.2	n/a	n/a	n/a	n/a	72.5	13.2	78.1	12.3		
Biology 30	Authority	100.0	60.0	n/a	n/a	n/a	n/a	92.3	50.0	83.3	54.2	100	50
	Province	83.9	35.5	n/a	n/a	n/a	n/a	74.3	25.2	82.7	32.8		
Chemistry 30	Authority	93.8	62.5	n/a	n/a	n/a	n/a	n/a	n/a	94.4	72.2	100	50
	Province	85.7	42.5	n/a	n/a	n/a	n/a	77.1	31.1	80.5	37.0		
Physics 30	Authority	69.2	23.1	n/a	n/a	n/a	n/a	65.4	26.9	83.3	45.8	100	50
	Province	87.5	43.5	n/a	n/a	n/a	n/a	78.5	34.6	82.3	39.9		
Science 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	85.7	31.2	n/a	n/a	n/a	n/a	75.7	17.2	79.4	23.1		

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.
3. Participation in the 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.
4. Participation in the Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. A written-response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.

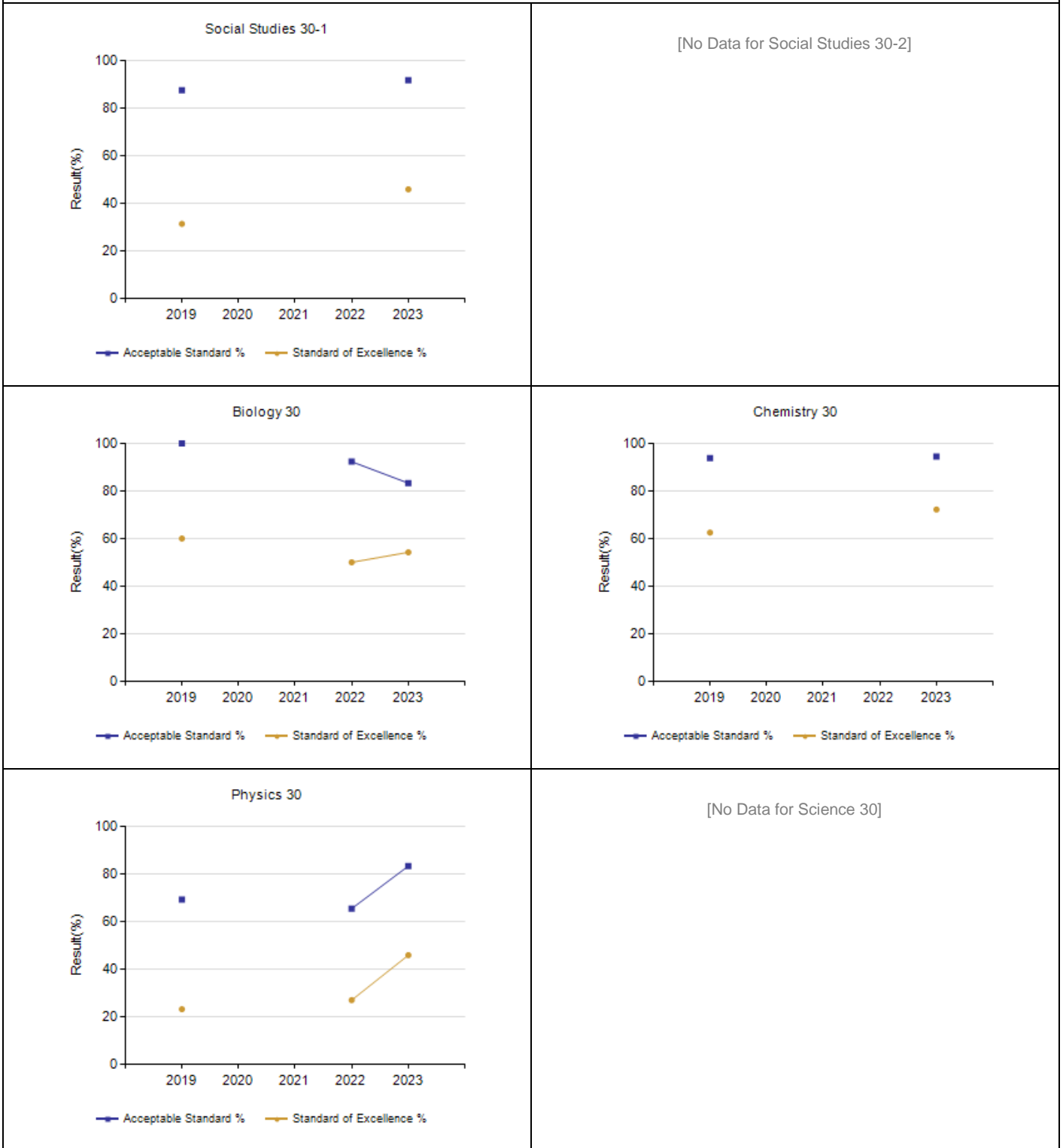
Diploma Examination Results by Course

<table border="1"> <caption>English Lang Arts 30-1 Results</caption> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2019</td> <td>88</td> <td>38</td> </tr> <tr> <td>2022</td> <td>100</td> <td>30</td> </tr> <tr> <td>2023</td> <td>88</td> <td>20</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2019	88	38	2022	100	30	2023	88	20	<p>[No Data for English Lang Arts 30-2]</p>
Year	Acceptable Standard %	Standard of Excellence %											
2019	88	38											
2022	100	30											
2023	88	20											
<p>[No Data for French Lang Arts 30-1]</p>	<p>[No Data for Français 30]</p>												
<table border="1"> <caption>Mathematics 30-1 Results</caption> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2019</td> <td>82</td> <td>38</td> </tr> <tr> <td>2023</td> <td>95</td> <td>62</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2019	82	38	2023	95	62	<p>[No Data for Mathematics 30-2]</p>			
Year	Acceptable Standard %	Standard of Excellence %											
2019	82	38											
2023	95	62											

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
3. Participation in the Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. A written-response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.

Diploma Examination Results by Course



Notes:

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

Diploma Examination Results Course By Course Summary With Measure Evaluation

Course	Measure	Tempo School							Alberta			
		Achievement	Improvement	Overall	2023		Prev 3 Year Average		2023		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	Intermediate	n/a	n/a	24	87.5	n/a	n/a	31,493	83.7	n/a	n/a
	Standard of Excellence	Very High	n/a	n/a	24	20.8	n/a	n/a	31,493	10.5	n/a	n/a
English Lang Arts 30-2	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	17,112	86.2	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	17,112	12.7	n/a	n/a
French Language Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,236	93.1	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,236	6.1	n/a	n/a
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	127	99.2	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	127	30.7	n/a	n/a
Mathematics 30-1	Acceptable Standard	n/a	n/a	n/a	24	95.8	n/a	n/a	19,763	70.8	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	24	62.5	n/a	n/a	19,763	29.0	n/a	n/a
Mathematics 30-2	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	14,418	71.1	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	14,418	15.2	n/a	n/a
Social Studies 30-1	Acceptable Standard	High	n/a	n/a	24	91.7	n/a	n/a	24,023	83.5	n/a	n/a
	Standard of Excellence	Very High	n/a	n/a	24	45.8	n/a	n/a	24,023	15.9	n/a	n/a
Social Studies 30-2	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	21,045	78.1	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	21,045	12.3	n/a	n/a
Biology 30	Acceptable Standard	Intermediate	n/a	n/a	24	83.3	n/a	n/a	23,270	82.7	n/a	n/a
	Standard of Excellence	Very High	n/a	n/a	24	54.2	n/a	n/a	23,270	32.8	n/a	n/a
Chemistry 30	Acceptable Standard	Very High	n/a	n/a	18	94.4	n/a	n/a	18,364	80.5	n/a	n/a
	Standard of Excellence	Very High	n/a	n/a	18	72.2	n/a	n/a	18,364	37.0	n/a	n/a
Physics 30	Acceptable Standard	High	n/a	n/a	24	83.3	n/a	n/a	9,241	82.3	n/a	n/a
	Standard of Excellence	Very High	n/a	n/a	24	45.8	n/a	n/a	9,241	39.9	n/a	n/a
Science 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	8,007	79.4	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	8,007	23.1	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.
3. Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
4. Participation in the Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. A written response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.



**Measure Evaluation Reference - Achievement Evaluation**

Achievement evaluation is based upon a comparison of Current Year data to a set of standards that remain consistent over time. The Standards are calculated by taking the 3-year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th, and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Lang Arts 30-1	Acceptable Standard	0.00 - 81.51	81.51 - 85.05	85.05 - 90.15	90.15 - 94.10	94.10 - 100.00
	Standard of Excellence	0.00 - 2.28	2.28 - 6.43	6.43 - 11.18	11.18 - 15.71	15.71 - 100.00
English Lang Arts 30-2	Acceptable Standard	0.00 - 81.90	81.90 - 88.81	88.81 - 94.35	94.35 - 97.10	97.10 - 100.00
	Standard of Excellence	0.00 - 3.70	3.70 - 8.52	8.52 - 14.55	14.55 - 18.92	18.92 - 100.00
French Language Arts 30-1	Acceptable Standard	0.00 - 78.73	78.73 - 92.86	92.86 - 100.00	100.00 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.21	5.21 - 16.67	16.67 - 23.04	23.04 - 100.00
Social Studies 30-1	Acceptable Standard	0.00 - 69.65	69.65 - 80.38	80.38 - 87.98	87.98 - 95.79	95.79 - 100.00
	Standard of Excellence	0.00 - 2.27	2.27 - 8.63	8.63 - 14.51	14.51 - 19.76	19.76 - 100.00
Social Studies 30-2	Acceptable Standard	0.00 - 71.97	71.97 - 79.85	79.85 - 87.56	87.56 - 91.42	91.42 - 100.00
	Standard of Excellence	0.00 - 3.94	3.94 - 8.65	8.65 - 14.07	14.07 - 23.34	23.34 - 100.00
Biology 30	Acceptable Standard	0.00 - 68.26	68.26 - 79.41	79.41 - 85.59	85.59 - 92.33	92.33 - 100.00
	Standard of Excellence	0.00 - 10.75	10.75 - 21.84	21.84 - 29.26	29.26 - 33.42	33.42 - 100.00
Chemistry 30	Acceptable Standard	0.00 - 58.10	58.10 - 69.51	69.51 - 80.34	80.34 - 84.74	84.74 - 100.00
	Standard of Excellence	0.00 - 11.22	11.22 - 20.47	20.47 - 30.47	30.47 - 35.07	35.07 - 100.00
Physics 30	Acceptable Standard	0.00 - 50.06	50.06 - 71.77	71.77 - 83.00	83.00 - 88.67	88.67 - 100.00
	Standard of Excellence	0.00 - 5.61	5.61 - 18.10	18.10 - 31.88	31.88 - 41.10	41.10 - 100.00
Science 30	Acceptable Standard	0.00 - 64.19	64.19 - 77.66	77.66 - 86.33	86.33 - 98.50	98.50 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 14.69	14.69 - 25.03	25.03 - 38.93	38.93 - 100.00

Notes:

1. The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.

**Improvement Table**

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

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

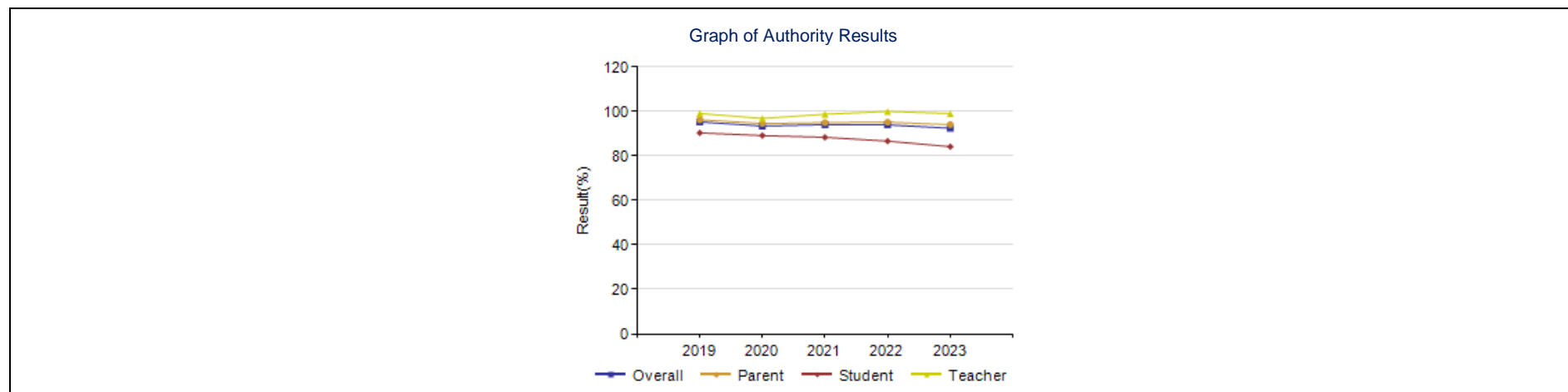
**Overall Evaluation Table**

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

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

### Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.																							
	Authority										Province												
	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	386	95.3	384	93.5	362	94.1	408	94.0	391	92.5	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	64	96.3	62	94.6	37	95.0	49	95.2	37	94.1	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	285	90.4	295	89.2	298	88.4	319	86.7	316	84.2	Intermediate	Declined	Issue	197,282	88.1	193,763	87.8	169,589	86.3	186,834	85.9	193,343	85.7
Teacher	37	99.1	27	96.9	27	98.8	40	100.0	38	99.1	Very High	Maintained	Excellent	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.

<b>Local Measure – Spring 2023: Student Survey Results</b> (319 responses) <i>Google Survey</i>	Strongly Agree/Agree
Percentage of students satisfied with the overall quality of basic education.	58.5%
<b>Local Measure – Spring 2023: Teacher Survey Results</b> (37 responses) <i>Google Survey</i>	Strongly Agree/Agree
Percentage of teachers satisfied with the overall quality of basic education.	100%
<b>Local Measure – Spring 2023: Parent Survey Results</b> (62 responses) <i>Survey Monkey</i>	Strongly Agree/Agree
Percentage of parents satisfied with the overall quality of basic education.	95.1%

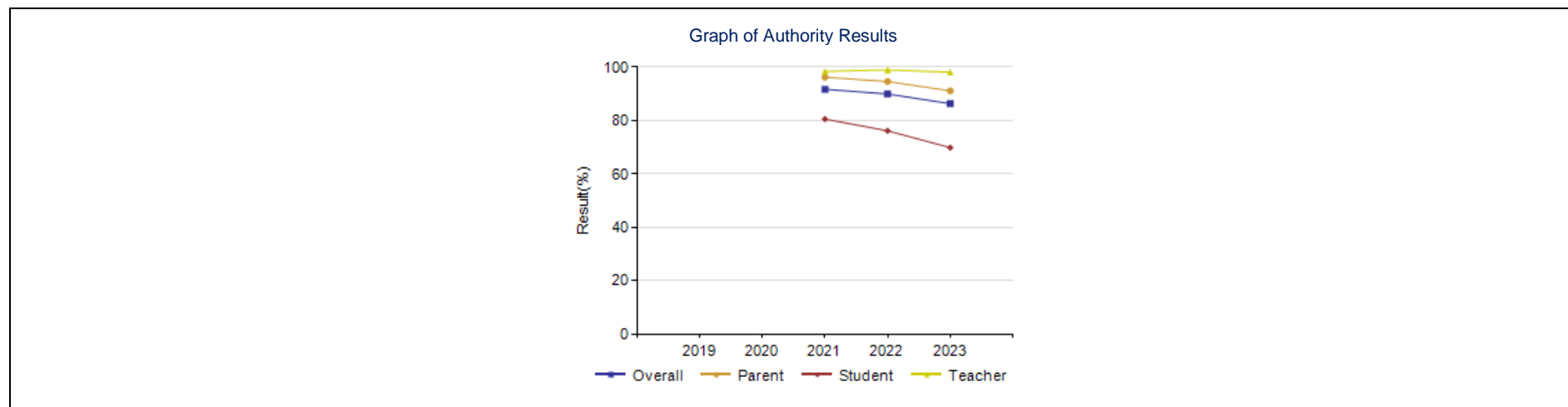
#### Comments

We are extremely pleased with 2023 results of the 92.5% average rating of students, teachers and parents' satisfaction with the overall quality of basic education at TEMPO. However, the local survey had an 8.0% lower overall satisfaction rate last year with students, teachers and parents. We may improve the way in which we celebrate our successes to help students see that TEMPO does provide students with an excellent overall quality basic education.

**Welcoming, Caring, Respectful and Safe Learning Environments – Measure Details**

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

	Authority										Province													
	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	363	91.7	409	89.9	391	86.3	n/a	Declined	n/a	n/a	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	37	96.2	49	94.6	37	91.1	n/a	Maintained	n/a	n/a	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	298	80.5	320	76.1	316	69.8	n/a	Declined	n/a	n/a	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	28	98.4	40	98.9	38	98.1	n/a	Maintained	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:
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
  - 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.

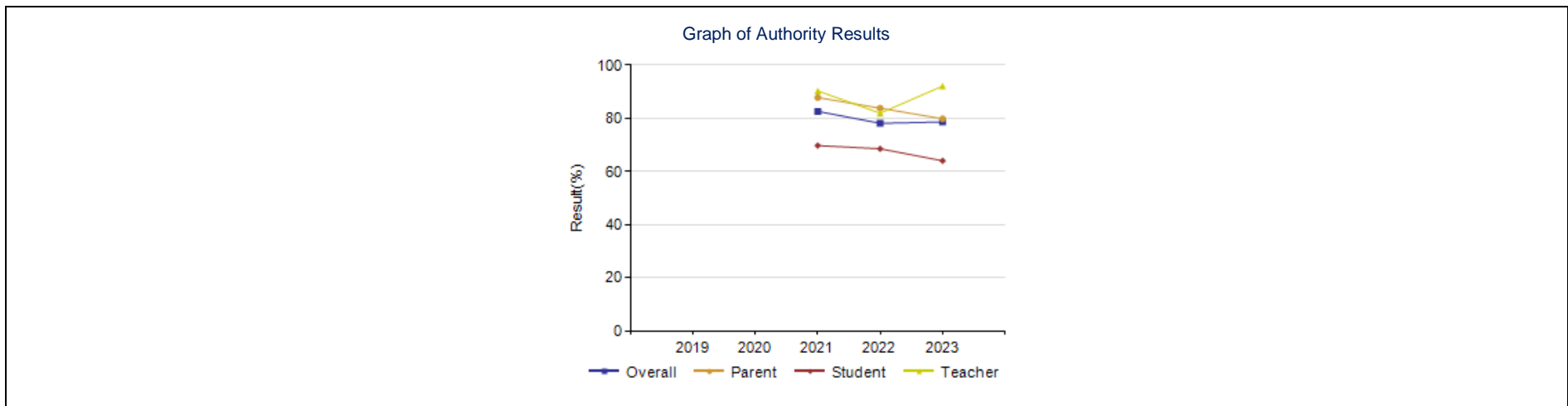
<b>Local Measure – Spring 2023: Student Survey Results</b> (319 responses) <i>Google Survey</i>	Strongly Agree/Agree
The percentage of students who agree that their learning environments are welcoming, caring, respectful and safe.	64.8%
<b>Local Measure – Spring 2023: Teacher Survey Results</b> (37 responses) <i>Google Survey</i>	Strongly Agree/Agree
The percentage of teachers agree that their learning environments are welcoming, caring, respectful and safe.	96.0%
<b>Local Measure – Spring 2023: Parent Survey Results</b> (62 responses) <i>Survey Monkey</i>	Strongly Agree/Agree
The percentage of parents who agree that their learning environments are welcoming, caring, respectful and safe.	85.4%

**Comments**  
 We are pleased with the overall results of 86.3% of students, parents and teachers who feel welcome, respected and safe at TEMPO. We recognize the issue with the decline in student results in this area will look at strategies to support their feeling of a welcoming, caring, respectful and safe learning environment.

**Access to Supports & Services – Measure Details**

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

	Authority										Measure Evaluation			Province									
	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	363	82.6	407	78.1	391	78.6	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	37	87.8	49	83.8	37	79.8	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	298	69.7	318	68.5	316	64.0	n/a	Declined	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	28	90.3	40	81.9	38	92.1	n/a	Improved	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.

<b>Local Measure – Spring 2023: Student Survey Results</b> (319 responses) <i>Google Survey</i>	Strongly Agree/Agree
The percentage of students who agree that students have access to the appropriate supports and services at school.	61.3%
<b>Local Measure – Spring 2023: Teacher Survey Results</b> (37 responses) <i>Google Survey</i>	Strongly Agree/Agree
The percentage of teachers who agree that students have access to the appropriate supports and services at school.	94.6%
<b>Local Measure – Spring 2023: Parent Survey Results</b> (62 responses) <i>Survey Monkey</i>	Strongly Agree/Agree
The percentage of parents who agree that students have access to the appropriate supports and services at school.	85.6%

**Comments**

The Head of Upper School meets with all parents of students in grades nine through twelve as part of a graduation counselling process. The structure of those conversations allows parents to provide input into the structure, composition, and timing of programs at TEMPO. We restructured our intake process for new students to ensure that parents feel that they are aligned to TEMPO's philosophy. As TEMPO was founded on the principle of parental involvement, we continue to work actively with parents and community stakeholders to ensure our graduates are ethical, educated citizens who are ready to work in Alberta's emerging economies.

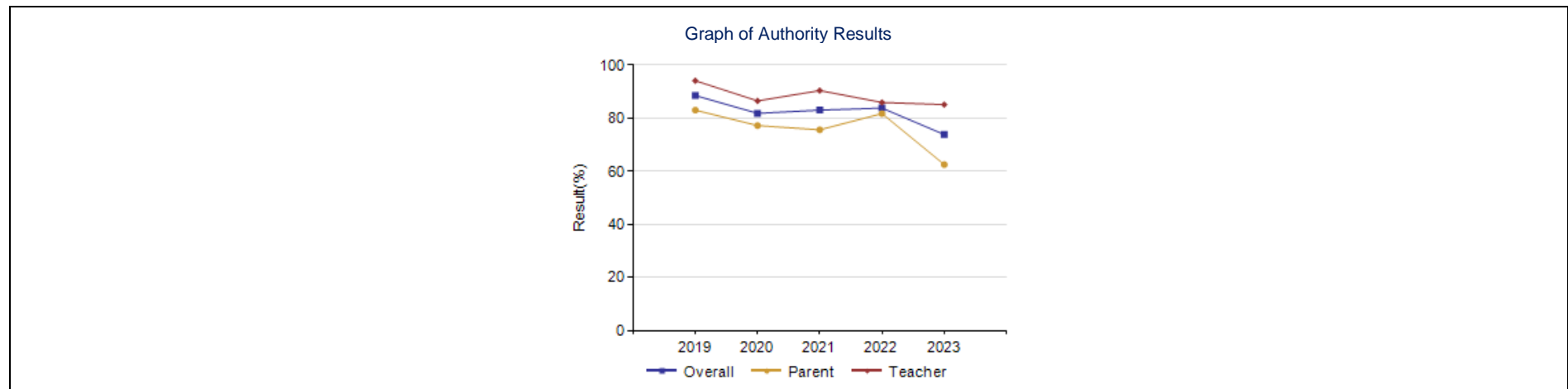
We continue to provide speech and language screening for all kindergarten students and new students from grades one through six with our in-house speech and language pathologist. Students continue to access appropriate treatment for speech and language throughout kindergarten through grade six.

Students who identify as EAL have access to various supports whether in the classroom or a more individualized support to address their needs. Assessments are conducted by a cohort of professional staff led by an administrator at the end of the school year to determine whether students have reached new benchmarks over the course of the year.

Throughout grades one and two, students receive support in literacy through the Early Literacy program until they meet the acceptable achievement for their grade level.

**Parental Involvement – Measure Details**

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.																							
	Authority										Measure Evaluation			Province									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	101	88.5	88	81.8	64	83.0	89	83.8	73	73.8	Low	Declined	Issue	68,116	81.3	70,377	81.8	60,919	79.5	62,412	78.8	63,935	79.1
Parent	64	83.0	61	77.2	36	75.6	49	81.7	35	62.5	Low	Declined	Issue	34,944	73.6	36,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5
Teacher	37	94.1	27	86.5	28	90.4	40	85.9	38	85.1	Low	Maintained	Issue	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.

**Comments**

Parents are welcomed and engaged at TEMPO. Although during the pandemic, we had to be more careful. This year was particularly challenging with the pandemic conditions improving and restrictions lifting, the school needed to maintain a safe learning environment for students while bridging a warm and welcoming extension to parents and families. The decline in results, specifically with parents, would reflect this challenge to remain safe while creating an open and inviting atmosphere. Towards the latter part of the school year, we were able to provide a more relaxed and open atmosphere for our families to engage and be present at the school. We were relieved to return to our natural manner of interacting with our families at the school without the pandemic restrictions. This is very important to all TEMPO stakeholders.

While parents have not been traditionally directly involved in the governance of the school, through Parent Advisory Council, parents communicate their views and thoughts about the school regularly to members of the Board of Directors, school administration, and teachers. Parents choose TEMPO School as an alternative and indicate on other survey measures that they are pleased with the education their children receive at TEMPO. Parent Advisory Council works with school administration to look at issues of concern to parents.

**Fall 2023 Required Alberta Education Assurance Measures – Overall Summary**

Measure	Tempo 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)	0.0	n/a	100.0	3.5	n/a	56.6	n/a	n/a	n/a
Drop Out Rate	0.5	0.0	0.5	2.5	2.3	2.5	Very High	Maintained	Excellent
In-Service Jurisdiction Needs	78.7	77.0	76.8	82.2	83.7	84.3	Low	Maintained	Issue
Lifelong Learning	93.0	92.1	91.9	80.4	81.0	76.8	Very High	Maintained	Excellent
Program of Studies	67.5	63.9	61.0	82.9	82.9	82.6	Low	Improved	Acceptable
Program of Studies - At Risk Students	76.3	77.0	78.6	81.2	81.9	83.4	Very Low	Maintained	Concern
Rutherford Scholarship Eligibility Rate	100.0	100.0	100.0	71.9	70.2	68.3	Very High	Maintained	Excellent
Safe and Caring	89.2	91.1	91.3	87.5	88.8	89.1	Very High	Maintained	Excellent
Satisfaction with Program Access	75.1	72.8	72.7	72.9	72.6	73.9	Intermediate	Maintained	Acceptable
School Improvement	78.5	78.9	78.0	75.2	74.2	77.9	High	Maintained	Good
Transition Rate (6 yr)	100.0	100.0	96.1	59.7	60.3	60.2	Very High	Maintained	Excellent
Work Preparation	97.2	93.4	94.4	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 6. 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.



**Comments**

We are well aware that there were challenges beyond the scope of what schools could offer throughout the pandemic, and we learning about our school's specific needs post-pandemic. Our efforts in school improvement have come to fruition despite the pandemic conditions. The results for the program of studies have been a misunderstood area on the survey tool. TEMPO is a unique, independent program, which parents personally seek for their child's education. We continue to bring clarification to this area with our existing and potential clientele.

Many of these measures have increased slightly from the previous year's results, and we are improving from nearly all of the previous three-year averages. It is reasonable that the limiting pandemic conditions would have affected accessibility, engagement, and provision of many services and supports that would have regularly been available. These limitations were magnified by the increased need and urgency for services and supports during the last two years. We noticed a significant need for student mental health, and socio-emotional support as students returned to their regular schooling and activities. We continue to implement the mental health program, *Open Parachute*, for kindergarten through Grade 12 with parent support programming as well. Notable, is that all parent respondents being very satisfied, annually since 2019, that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning. We also recognize lower results in many aspects of schooling with our Grades 7-9 students' opinions and perceptions. Behaviourally, these ages present the most challenges with self-regulating, responsibility, and making good choices. There is an overall lack of awareness for personal space and respectful interaction and discourse. It is understandable that students are simply out of practice from the last two years with the heavy influence of digital platforms, extensive social distancing, and significant reliance on oneself in many aspects of their lives.

We continue to analyze our achievement test and Diploma exam preparation practices to ensure that our results continue to improve. We review our strategies to understand and continue with this marked improvement. Especially important in this regard is ensuring continuity as senior teachers retire. We understand the importance of mentoring and invest resources into preparing and supporting our new and beginning teachers. We are pleased to see that our post-secondary transition rates resume 100%. Previously, our results have been adversely affected as students who graduate from TEMPO sometimes attend post-secondary school outside the province or country and thus, are not well represented in the provincial accountability data. We recognize that a significant number of our students are EAL and require additional support with English language knowledge and skills. We are also aware of the vibrant student life and culture that we are known for is beginning to bloom once again. We aspire to

keep balance with a rigorous academic program as well as to ensure that our students are engaging with deliberate attention to wellness, school and community engagement for a well-rounded citizen. Attention to balance comes in the form of shifting event dates to avoid distractions with important assessment such as graduation and the diploma schedule.

Teachers in the Lower, Middle, and Upper Schools meet and work collaboratively to analyze the results of previous years' provincial assessments. Under the guidance of their respective Heads of School, teachers working in departmental and cross-curricular groups, work together to identify new resources and strategies that will provide the opportunity to improve student achievement across multiple perspectives.

TEMPO continues a formal mentorship program for new staff that includes assigning experienced TEMPO teachers to mentor new staff regarding TEMPO culture, programs of study, and the development of learning and teaching resources and assessments suited to TEMPO.

All students and their parents in grades nine through twelve receive counselling that includes high school graduation requirements, high school credit review and post-secondary program advice. Throughout the year, speakers from a variety of disciplines and post-secondary institutions provide orientations for students in grades nine through twelve. The Upper School administrator regularly shares postings, advertisements and information on diverse learning experiences to encourage students to consider a host of educational opportunities. We continue to improve our communications and post-secondary planning with our grades nine through twelve.

The student population at TEMPO School is comprised of more than 20% self-identified English second-language learners. Teachers, in the primary grades and especially kindergarten, work diligently to mitigate students' English language deficiencies. In the relaxed setting of the TEMPO kindergarten classroom, the ECS teachers explore and discover the many challenges for children who are English language learners. TEMPO's systematic phonics instruction largely supports EAL students; however, it is just one component of literacy. For students who are English language learners, TEMPO provides screening for speech and language conducted by a registered speech language pathologist to identify those students who require supplementary English language assistance. TEMPO provides EAL students with the opportunity to achieve their academic learning potential through EAL program planning and instructional supports developed, monitored and evaluated using Alberta Education EAL

Benchmarks, and conducted by a cohort of professional staff led by an administrator. We are very happy to report that many of our students receiving the EAL treatment at TEMPO have successfully achieved the benchmarks set by Alberta Education. We are confident in the programming and efforts to assist EAL learners as our English achievement continuously improves representative in the increased number of students earning honours in grades five through twelve. Our EAL results on the PATs last year were 94.9% in the Acceptable standard and 20.5% in the Excellence standard. We did not have any EAL results for PATS in 2022-23 (ref. p. 2, EAL).

TEMPO continues to seek English writing professional development opportunities to provide our English teachers with writing workshops throughout the grades to learn how to address writing with EAL students appropriately, how to engage students to share their ideas, and how to use a variety of approaches to increase creative flow in writing.

Throughout grades one and two, students who require support in literacy will be provided access to an Early Literacy program until they meet the acceptable achievement for their grade level.

### Measure Evaluation Reference (Supplemental AEAMs)

#### Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards that remain consistent over time. The Standards are calculated by taking the 3-year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
4-year High School Completion	0.00 - 71.57	71.57 - 78.63	78.63 - 87.93	87.93 - 91.45	91.45 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 36.23	36.23 - 41.92	41.92 - 58.66	58.66 - 71.19	71.19 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
In-Service Jurisdiction Needs	0.00 - 76.10	76.10 - 82.23	82.23 - 88.14	88.14 - 91.80	91.80 - 100.00
Lifelong Learning	0.00 - 62.64	62.64 - 67.96	67.96 - 75.71	75.71 - 82.44	82.44 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Program of Studies - At Risk Students	0.00 - 79.62	79.62 - 83.27	83.27 - 86.63	86.63 - 90.44	90.44 - 100.00
Rutherford Scholarship Eligibility Rate	0.00 - 47.98	47.98 - 55.78	55.78 - 68.95	68.95 - 74.96	74.96 - 100.00
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Satisfaction with Program Access	0.00 - 63.98	63.98 - 72.31	72.31 - 77.46	77.46 - 82.95	82.95 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00
Transition Rate (4 yr)	0.00 - 21.98	21.98 - 30.52	30.52 - 44.34	44.34 - 61.50	61.50 - 100.00
Transition Rate (6 yr)	0.00 - 35.49	35.49 - 49.47	49.47 - 62.88	62.88 - 72.76	72.76 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00

Notes:

- For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- Drop Out Rate measure: As "Drop Out Rate" is inverse to most measures (i.e., lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

#### Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

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

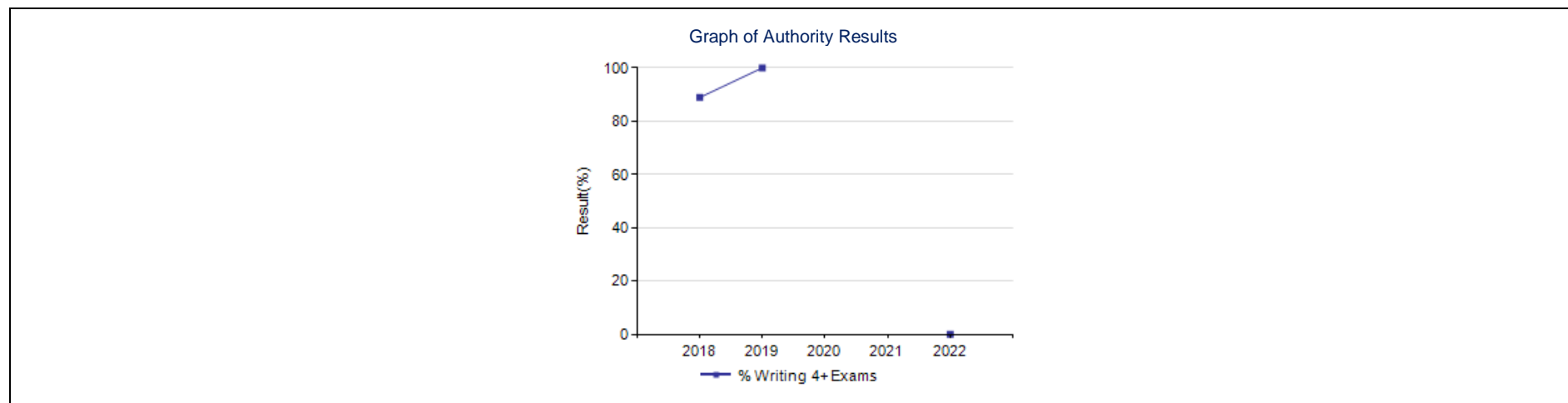
**Overall Evaluation Table**

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

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

Diploma Examination Participation Rate – Measure Details

Percentage of students writing 0 to 6 or more Diploma Examinations by the end of their 3rd year of high school.													
	Authority					Measure Evaluation			Province				
	2018	2019	2020	2021	2022	Achievement	Improvement	Overall	2018	2019	2020	2021	2022
<b>N</b>	<b>9</b>	<b>14</b>	<b>33</b>	<b>22</b>	<b>27</b>	n/a	n/a	n/a	<b>44,978</b>	<b>45,354</b>	<b>46,245</b>	<b>47,675</b>	<b>48,340</b>
% Writing 0 Exams	11.1	0.0	n/a	n/a	0.0	n/a	n/a	n/a	13.9	13.9	n/a	n/a	20.9
% Writing 1+ Exams	88.9	100.0	n/a	n/a	100.0	n/a	n/a	n/a	86.1	86.1	n/a	n/a	79.1
% Writing 2+ Exams	88.9	100.0	n/a	n/a	100.0	n/a	n/a	n/a	83.3	83.3	n/a	n/a	54.4
% Writing 3+ Exams	88.9	100.0	n/a	n/a	100.0	n/a	n/a	n/a	67.1	67.1	n/a	n/a	20.0
<b>% Writing 4+ Exams</b>	<b>88.9</b>	<b>100.0</b>	<b>n/a</b>	<b>n/a</b>	<b>0.0</b>	n/a	n/a	n/a	<b>56.6</b>	<b>56.6</b>	<b>n/a</b>	<b>n/a</b>	<b>3.5</b>
% Writing 5+ Exams	88.9	92.9	n/a	n/a	0.0	n/a	n/a	n/a	38.8	38.3	n/a	n/a	0.5
% Writing 6+ Exams	88.9	78.6	n/a	n/a	0.0	n/a	n/a	n/a	14.3	13.7	n/a	n/a	0.0



- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
  2. Participation in the Diploma Examinations 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.

**Diploma Examination Participation Rate – Measure Details**

Percentage of students writing 1 or more Diploma Examinations by the end of their 3rd year of high school, by course and subject.										
	Authority					Province				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
<b>N</b>	<b>9</b>	<b>14</b>	<b>33</b>	<b>22</b>	<b>27</b>	<b>44,978</b>	<b>45,354</b>	<b>46,245</b>	<b>47,675</b>	<b>48,340</b>
English Language Arts 30-1	88.9	100.0	n/a	n/a	100.0	56.6	55.9	n/a	n/a	27.7
English Language Arts 30-2	0.0	0.0	n/a	n/a	0.0	27.9	29.0	n/a	n/a	13.3
<b>Total of 1 or more English Diploma Exams</b>	<b>88.9</b>	<b>100.0</b>	<b>n/a</b>	<b>n/a</b>	<b>100.0</b>	<b>81.5</b>	<b>81.7</b>	<b>n/a</b>	<b>n/a</b>	<b>40.5</b>
Social Studies 30-1	88.9	100.0	n/a	n/a	3.7	45.2	44.3	n/a	n/a	22.5
Social Studies 30-2	0.0	0.0	n/a	n/a	0.0	37.3	38.0	n/a	n/a	17.4
<b>Total of 1 or more Social Diploma Exams</b>	<b>88.9</b>	<b>100.0</b>	<b>n/a</b>	<b>n/a</b>	<b>3.7</b>	<b>81.8</b>	<b>81.7</b>	<b>n/a</b>	<b>n/a</b>	<b>39.8</b>
Mathematics 30-1	88.9	100.0	n/a	n/a	3.7	36.7	35.4	n/a	n/a	10.9
Mathematics 30-2	0.0	0.0	n/a	n/a	0.0	25.0	26.1	n/a	n/a	12.1
<b>Total of 1 or more Math Diploma Exams</b>	<b>88.9</b>	<b>100.0</b>	<b>n/a</b>	<b>n/a</b>	<b>3.7</b>	<b>59.6</b>	<b>59.3</b>	<b>n/a</b>	<b>n/a</b>	<b>22.9</b>
Biology 30	88.9	92.9	n/a	n/a	92.6	42.9	42.4	n/a	n/a	18.0
Chemistry 30	88.9	100.0	n/a	n/a	3.7	36.0	35.2	n/a	n/a	15.6
Physics 30	88.9	78.6	n/a	n/a	96.3	18.8	17.7	n/a	n/a	9.0
Science 30	0.0	0.0	n/a	n/a	0.0	17.1	18.2	n/a	n/a	7.9
<b>Total of 1 or more Science Diploma Exams</b>	<b>88.9</b>	<b>100.0</b>	<b>n/a</b>	<b>n/a</b>	<b>100.0</b>	<b>62.1</b>	<b>62.1</b>	<b>n/a</b>	<b>n/a</b>	<b>41.4</b>
Français 30-1	0.0	0.0	n/a	n/a	0.0	0.3	0.3	n/a	n/a	0.1
French Language Arts 30	0.0	0.0	n/a	n/a	0.0	2.7	2.6	n/a	n/a	1.3
<b>Total of 1 or more French Diploma Exams</b>	<b>0.0</b>	<b>0.0</b>	<b>n/a</b>	<b>n/a</b>	<b>0.0</b>	<b>3.0</b>	<b>2.9</b>	<b>n/a</b>	<b>n/a</b>	<b>1.5</b>

Notes:

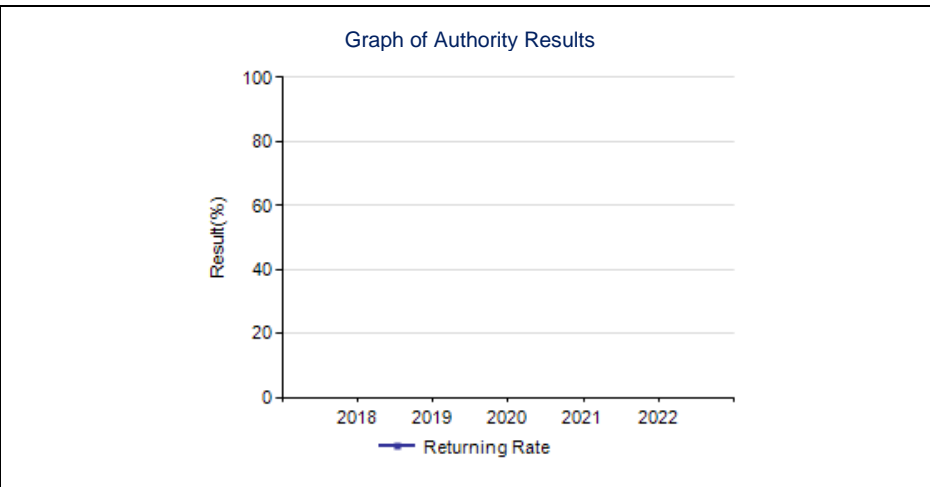
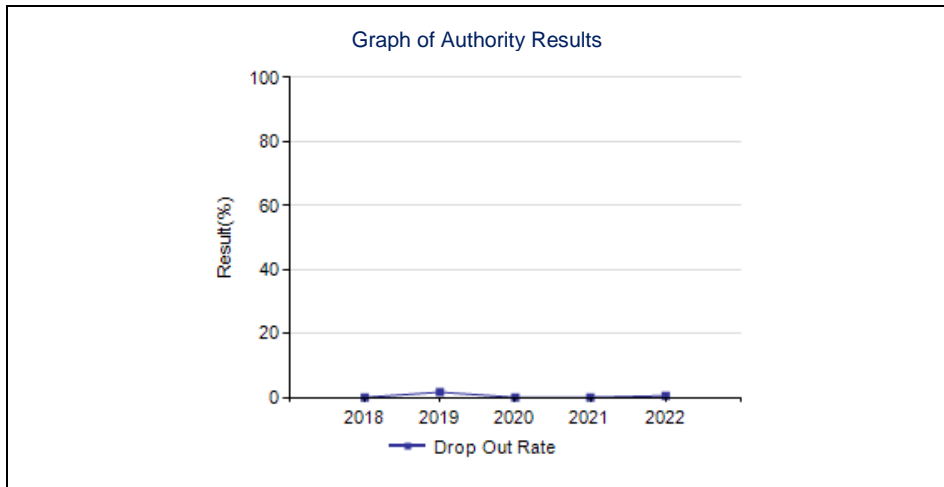
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Participation in the Diploma Examinations was impacted by the fires in 2018/19, and the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when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

**Comments**

The 2022 results reflect one student who re-wrote two Diploma exams through another school.

**Drop Out Rate – Measure Details**

Drop Out Rate - annual dropout rate of students aged 14 to 18																							
	Authority										Measure Evaluation			Province									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Drop Out Rate	44	0.0	79	1.6	98	0.0	102	0.0	106	0.5	Very High	Maintained	Excellent	182,832	2.6	184,812	2.7	186,228	2.6	189,713	2.3	191,156	2.5
Returning Rate	n/a	n/a	n/a	n/a	2	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	6,800	22.7	6,750	18.2	6,720	18.1	6,408	17.3	5,940	17.2



- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
  2. Starting in 2018/19, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

**Comments**

TEMPO School invests significant time in academic counseling with students and parents. Students and their parents meet with the Head of Upper School to plan for their post-secondary goals in grade nine. Throughout the next three years, the student, parents and school work closely together to ensure the student is on the right path to meet the post-secondary entrance goals as best possible.

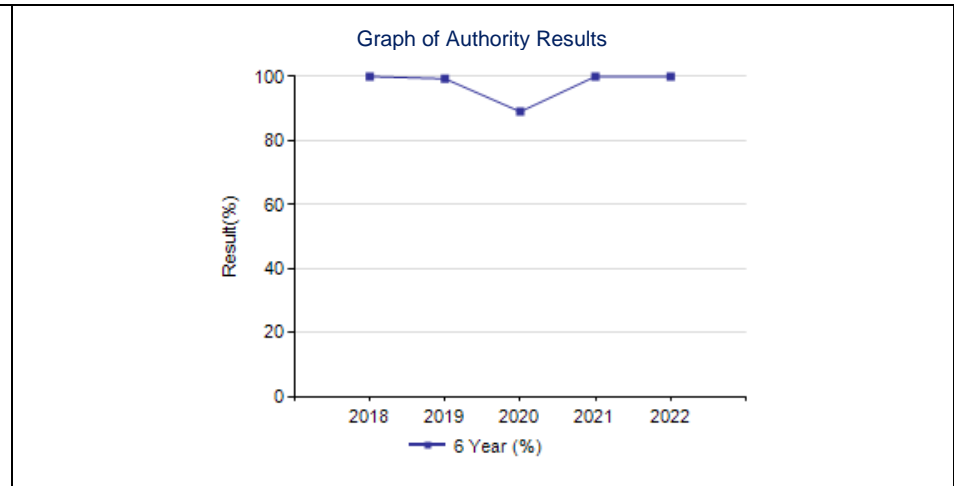
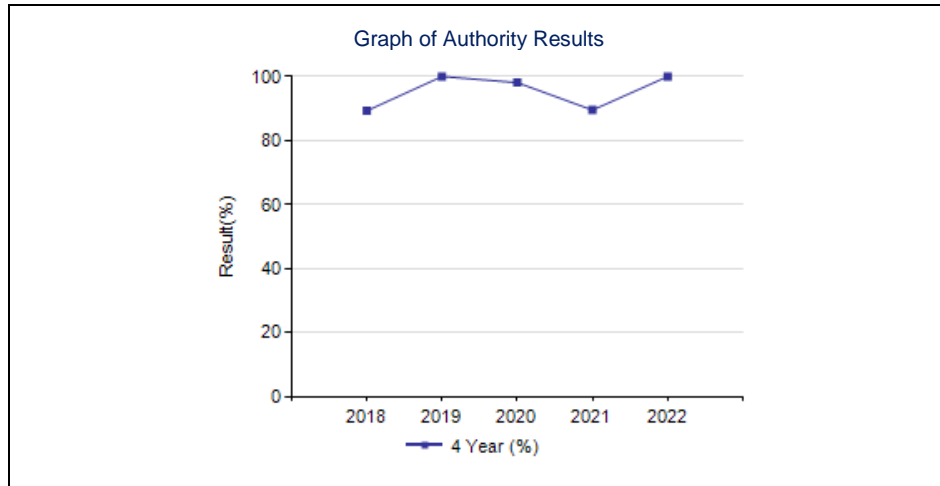
With all stakeholders working in the same direction, it would be expected that the drop-out rate would be zero or very low.



**High School to Post-secondary Transition Rate – Measure Details**

High school to post-secondary transition rate of students within four and six years of entering Grade 10.

	Authority										Measure Evaluation			Province									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
4 Year Rate	9	89.3	9	100.0	14	98.1	32	89.5	22	100.0	Very High	Maintained	Excellent	44,994	40.2	44,980	40.9	45,351	40.5	46,242	41.2	47,660	40.2
6 Year Rate	17	100.0	23	99.3	9	89.0	9	100.0	14	100.0	Very High	Maintained	Excellent	43,728	59.1	44,832	60.3	44,983	60.0	44,966	60.3	45,342	59.7



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

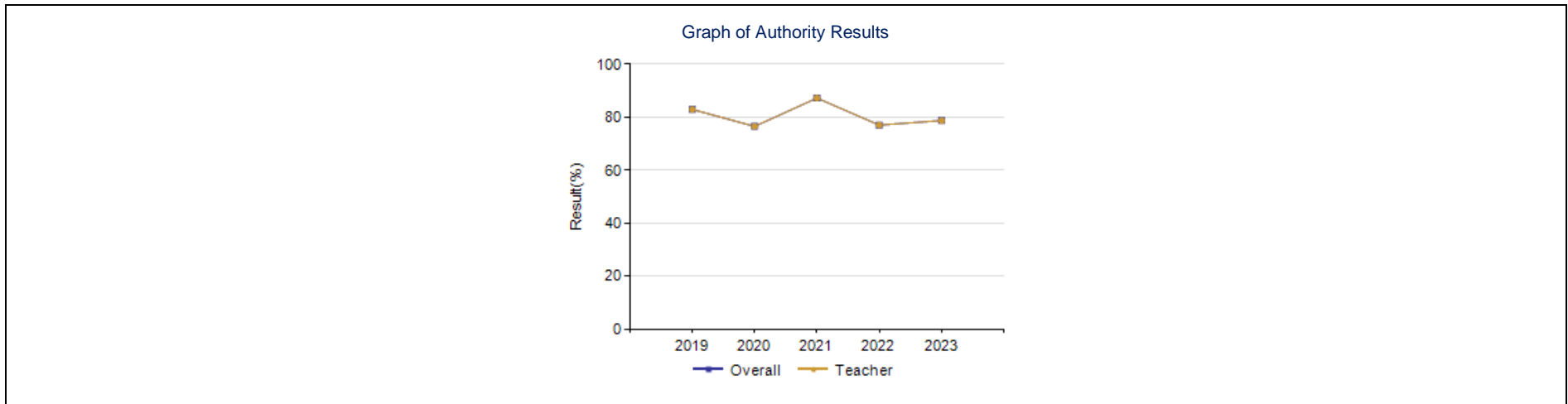
**Comments**

As a preparatory school for post-secondary, TEMPO aspires for excellence in transitioning from high school into post-secondary. In unique circumstances, a student will choose to take a 'gap year' that spans longer than one or two years or a student may change their mind about post-secondary. Unfortunately, there are instances where health or family matters require a student to postpone post-secondary entry until a later date.

**In-Service Jurisdiction Needs– Measure Details**

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.

	Authority										Measure Evaluation			Province									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	37	82.9	27	76.5	26	87.2	38	77.0	36	78.7	Low	Maintained	Issue	33,074	85.2	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2
Teacher	37	82.9	27	76.5	26	87.2	38	77.0	36	78.7	Low	Maintained	Issue	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.

**Comments**

TEMPO is a low-tech school with lecture style instruction using the chalkboard. We are delighted to return to our traditional teaching methodology while incorporating technology as appropriate and required. The steep learning curve of moving immediately to a digital platform to instruct students initially during the pandemic and then nimbly managing the hybrid instruction in the classroom is a testament to our teachers having to learn an inordinate amount with little time to prepare.

TEMPO School was underway with the development and implementation of new student information systems when struck by the pandemic. Unfortunately, out of necessity due to product and service failure, we needed to switch mid-year to a different student information system. We provided continuous support in the form of workshops for teachers and staff to transition to the new system. This year was challenging for TEMPO staff as we continued to be under development with our new student information system. As a

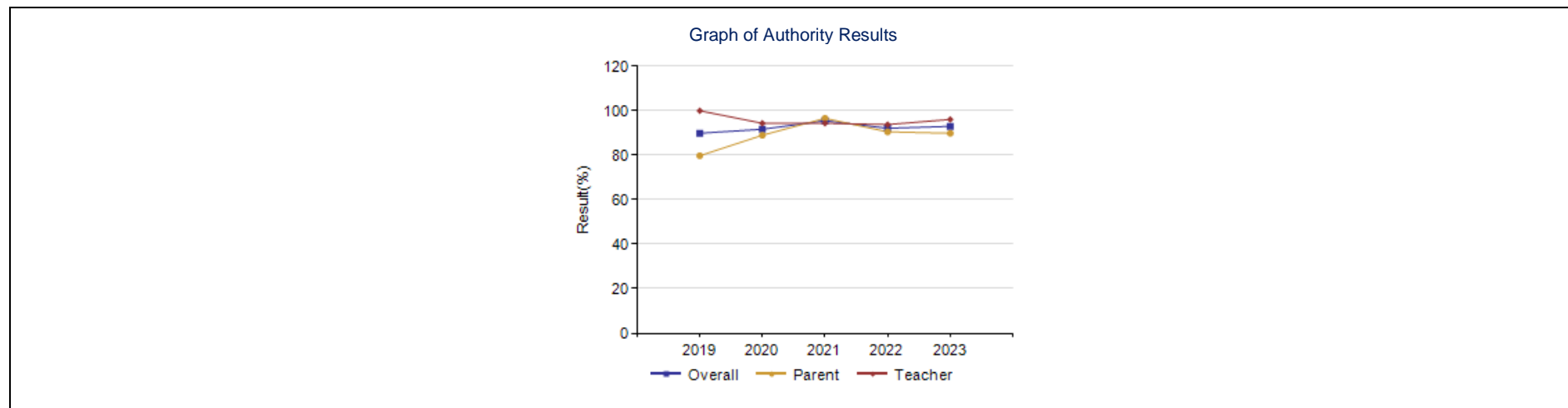
standalone K-12 school, there is complexity in many aspects of the scheduling and operations. The TEMPO staff was well committed to the transition through the reporting periods although the technology posed puzzling complications often.

TEMPO invests in its faculty with a variety of professional development opportunities whether it is to support new curriculum, instructional strategies, classroom management, leadership or a host of other aspects in the education profession. We have guest speakers who visit the school to work with students and staff.

It is important to note that amidst the pandemic, the new curriculum for kindergarten through grade six was underway with planning, professional development and engagement. With the extreme learning of how to live, teach and manoeuver through a pandemic without a guidebook on how to do so, teachers were committed to professional development every day of the pandemic. The continued implementation of the new provincial curriculum in addition to the pandemic conditions was additional work that needed to be competently undertaken. It is understandable that so much professional development in an already stressful and out of the ordinary situation could leave anyone feeling underprepared without enough time to learn and implement to the standard to which one is accustomed.

**Lifelong Learning – Measure Details**

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.																							
	Authority										Measure Evaluation			Province									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	99	89.9	88	91.7	62	95.5	88	92.1	75	93.0	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	62	79.8	61	89.0	35	96.6	48	90.5	37	89.9	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	37	100.0	27	94.4	27	94.4	40	93.8	38	96.1	Very High	Maintained	Excellent	33,067	78.8	33,728	80.6	29,785	88.9	30,508	87.4	31,651	87.3



- Notes:
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  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.

**Comments**

TEMPO is pleased that the percentage of teachers and parents expressing satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning remains very high.

As technology plays a significant role in our lives, parents and teachers have the challenge of creating the balance for our youth with our awareness of screen time. TEMPO’s traditional approach to education focuses heavily on the mental capabilities of the student without reliance on technology. The understanding that technology is a tool to assist comes into play when the students are capable on their own to understand and manage the content and computation. TEMPO continues to offer Computer Club for grades one through four as an after-school program as it has for over a decade. In addition, TEMPO offers after-school programs for grades five through eight to explore coding.

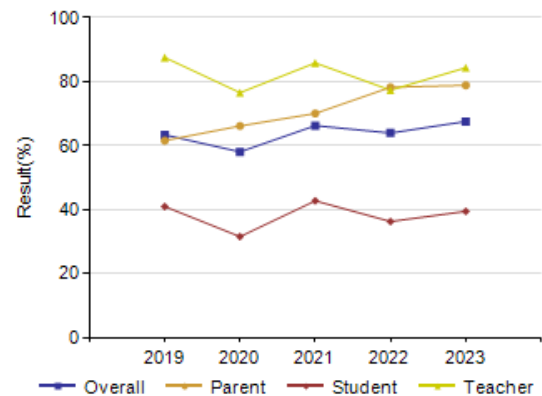
TEMPO continues introducing and preparing the Upper School students to the post-secondary system. We invite guest speakers into the Upper School and encompass some of the Middle School grades as well. Some of these speakers are parents, while other guest speakers are alumni or post-secondary facilitators.

**Program of Studies – Measure Details**

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.

	Authority										Measure Evaluation			Province									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	277	63.3	277	58.0	255	66.2	288	63.9	274	67.5	Low	Improved	Acceptable	181,846	82.2	184,393	82.4	157,680	81.9	172,339	82.9	179,589	82.9
Parent	64	61.5	62	66.1	37	70.0	49	78.2	37	78.8	High	Maintained	Good	35,252	80.1	36,901	80.1	30,817	81.7	31,625	82.4	31,780	82.2
Student	176	40.9	188	31.5	190	42.7	199	36.2	199	39.4	Very Low	Improved	Issue	113,304	77.4	113,541	77.8	96,676	74.9	109,776	76.9	115,487	77.4
Teacher	37	87.5	27	76.5	28	85.8	40	77.3	38	84.3	Intermediate	Maintained	Acceptable	33,290	89.1	33,951	89.3	30,187	89.2	30,938	89.3	32,322	89.3

Graph of Authority Results



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.

<b>Local Measure – Spring 2023: Student Survey Results</b> (319 responses) <i>Google Survey</i>	Strongly Agree/Agree
Percentage of students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	70.1%
<b>Local Measure – Spring 2023: Teacher Survey Results</b> (37 responses) <i>Google Survey</i>	Strongly Agree/Agree
Percentage of teachers satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	90.5%
<b>Local Measure – Spring 2023: Parent Survey Results</b> (62 responses) <i>Survey Monkey</i>	Strongly Agree/Agree
Percentage of parents satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	84.7%

**Comments**

We are pleased to see continued overall satisfaction in the local survey reflecting the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.

TEMPO concentrates its efforts on the intellectual development of its students. Our school's history has been one of pursuing this goal by cultivating the habits and disciplines that form the foundation upon which the edifice of subsequent knowledge and skills can be constructed. TEMPO concentrates on the traditional, academic disciplines. A concomitant of this emphasis is a correspondingly reduced emphasis of other aspects of education. Our achievement is distinctly low in a few of these measures because we are deliberately not attempting to realize these measures. We are very pleased with the three-year rolling average survey results indicating 94.7% (ref. p. 84) of parents are satisfied with the overall quality of education at TEMPO School. Furthermore, these results have been consistent at the level of excellence since 2019 in the current results report.

There was a slight increase of 3.9 % from last year in the perspective of students satisfied with the opportunity to receive a broad program of studies including fine arts, career, technology, and health and physical education this year, which is reasonable with the challenging conditions of the pandemic (ref. p. 207).

An important commonality in parent and student responses about the Program of Studies details is that although the results regularly present around 57.6% over three years, the popular response is "Don't Know" rather than a commitment to "Dissatisfied" or "Very Dissatisfied" (ref. p182). Communication about programming is important for a thorough understanding and appreciation of a family's educational choice and pursuit for their child and family.

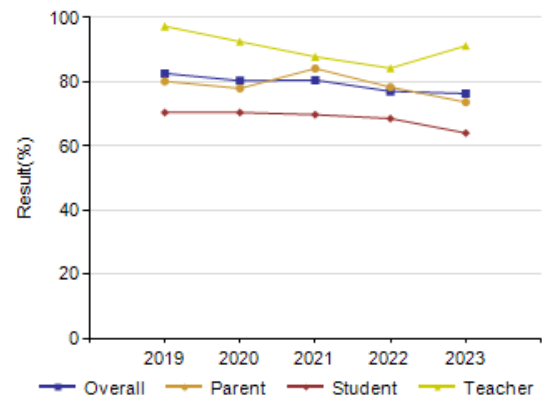
TEMPO School steadily increased enrolment throughout the pandemic. TEMPO experienced significant increase in enrollment for three consecutive years at 4.3%, 13.7% and 8.5% respectively. With such a significant increase in enrollment of nearly one quarter of the student population from 2019 through 2022, it is understandable that new students and parents to TEMPO may not fully comprehend the uniqueness of their choice in the TEMPO offerings. The distance imposed by the pandemic limited the regular interactions of families at the school with the learning community. Our return to being able to work closely with parents and meet regularly is supporting families as we work together for their child(ren)'s success.

TEMPO continues to offer more than 45 after-school programs in which more than 500 students from K-12 enroll. The after-school programs are extremely popular and support the regular, prescribed program offered at TEMPO School and over the rolling three-year average has contributed to improved satisfaction across stakeholders.

**Program of Studies - At Risk Students – Measure Details**

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.																							
	Authority										Measure Evaluation			Province									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	385	82.6	385	80.3	363	80.5	407	77.0	391	76.3	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	64	80.1	62	77.9	37	84.1	49	78.3	37	73.6	Low	Maintained	Issue	35,184	77.8	36,846	78.1	30,874	76.7	31,643	75.3	31,805	73.7
Student	284	70.4	296	70.4	298	69.7	318	68.5	316	64.0	Very Low	Declined	Concern	196,933	81.9	193,409	82.2	169,631	80.2	186,935	80.1	192,805	79.9
Teacher	37	97.3	27	92.5	28	87.8	40	84.2	38	91.2	Low	Maintained	Issue	33,245	94.5	33,910	94.4	30,181	91.2	30,946	90.3	32,322	89.9

Graph of Authority Results



Notes:

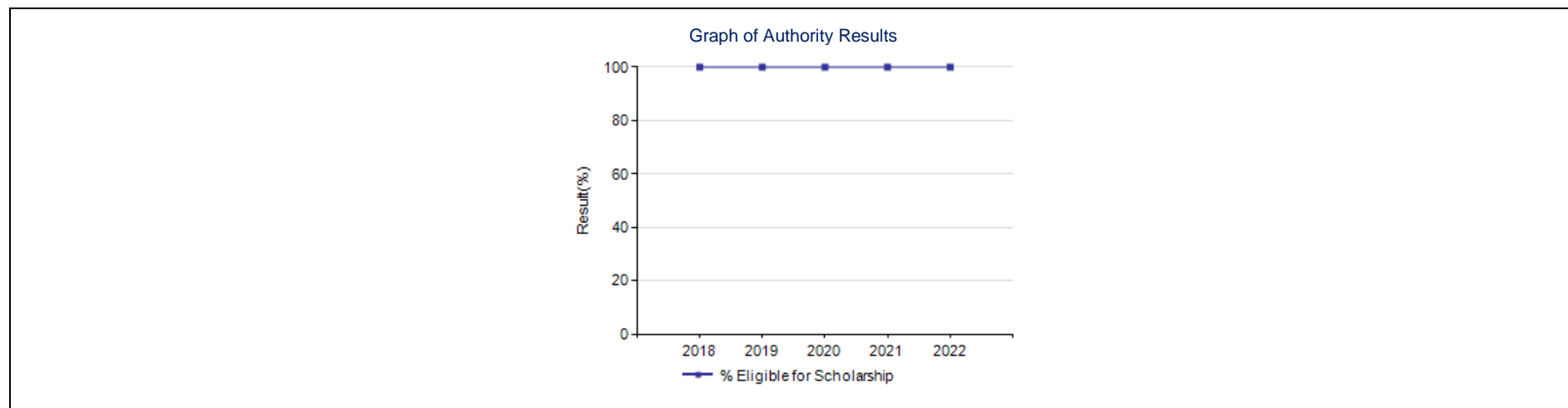
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.



### Rutherford Eligibility Rate – Measure Details

Percentage of Grade 12 students eligible for a Rutherford Scholarship.																							
	Authority										Measure Evaluation			Province									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Rutherford Scholarship Eligibility Rate	8	100.0	15	100.0	31	100.0	21	100.0	26	100.0	Very High	Maintained	Excellent	60,559	64.8	58,970	66.6	59,357	68.0	58,631	70.2	57,307	71.9

Rutherford eligibility rate details.									
Reporting School Year	Total Students	Grade 10 Rutherford		Grade 11 Rutherford		Grade 12 Rutherford		Overall	
		Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible
2018	8	8	100.0	8	100.0	8	100.0	8	100.0
2019	15	14	93.3	15	100.0	14	93.3	15	100.0
2020	31	30	96.8	31	100.0	31	100.0	31	100.0
2021	21	19	90.5	20	95.2	20	95.2	21	100.0
2022	26	26	100.0	26	100.0	26	100.0	26	100.0



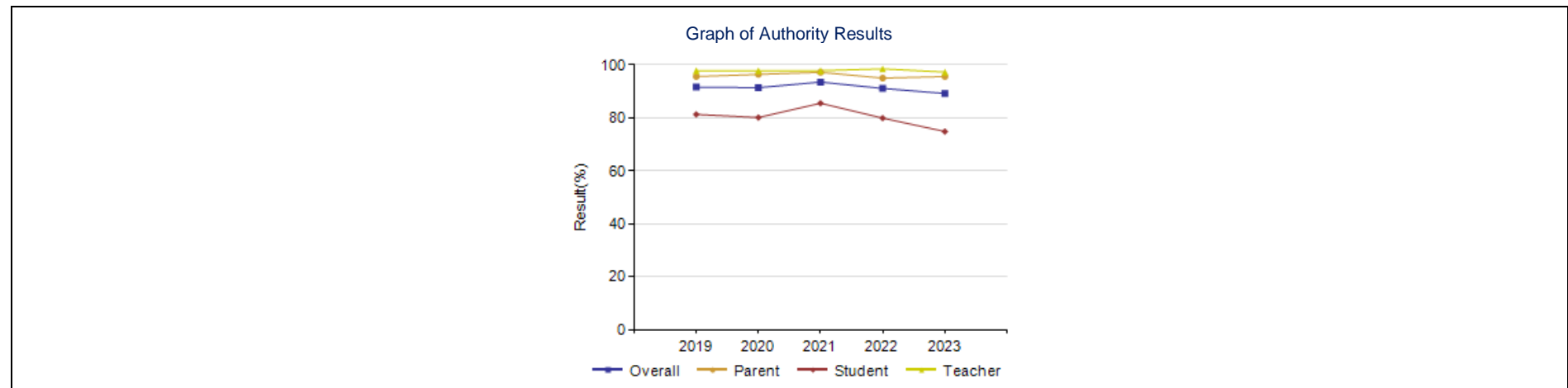
- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
  2. Starting in 2018/19, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.
  3. Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.

**Comments**

TEMPO is proud of the perpetual rate of 100% on a three-year average of students who are eligible for the Rutherford Scholarship. This is consistently over one-third higher than the provincial three-year rate.

**Safe and Caring – Measure Details**

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.																							
	Authority										Measure Evaluation			Province									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	385	91.6	385	91.4	363	93.5	408	91.1	391	89.2	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	64	95.6	62	96.4	37	97.2	49	95.0	37	95.6	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	284	81.3	296	80.1	298	85.5	319	79.9	316	74.8	Intermediate	Declined	Issue	196,856	82.3	193,364	82.6	169,813	84.0	187,165	82.5	193,049	81.5
Teacher	37	97.8	27	97.8	28	97.8	40	98.5	38	97.3	Very High	Maintained	Excellent	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.

**Comments**

As can be seen by the data, parents, students, and teachers perceive TEMPO to be a safe and caring school. Though we are pleased with these important and favourable perceptions, we aspire to make steady improvement.

We are surrounded by digital platforms and students are beginning to develop their personal identity. Students' interaction and connectivity with these platforms pose challenges. Parents, teachers, and students need to be equipped to develop into responsible digital citizens. The interconnectivity and speed of digital communication is an issue in schools.

We will continue to follow our founding principles and work with parents and other stakeholders to create a safe, respectful school environment where all are treated fairly. Rather than wait for scheduled parent-student-teacher conferences, all parties are empowered to deal with day-to-day issues immediately by creating real-time opportunities for dialogue.

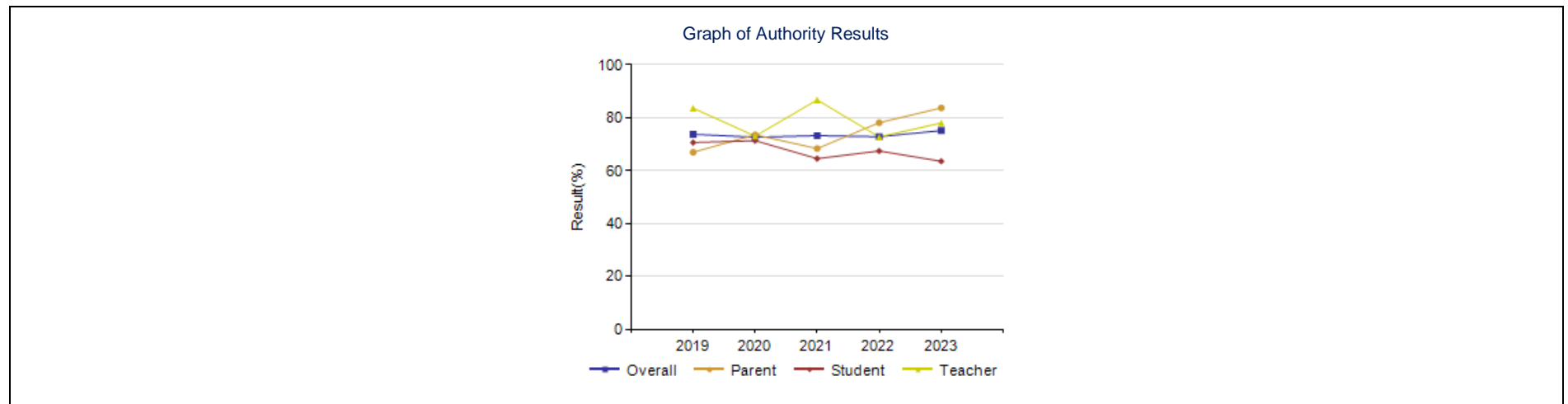
We all play an important role in working together to help our youth with the technological and social media driven society. Parents and students have shared concerns about the effects of social media at TEMPO with regard to the well-being of students and our school culture.

TEMPO commits to active parking patrol to ensure students transition to and from their vehicles to the school safely. We have increased our parking patrol supervisors to include two teachers during drop-off and pick-up when there is high-volume traffic. Any students waiting for siblings enrolled in after-school programs will continue to attend supervision after-school to ensure they are accounted for at all times. Supervision after-school care is available for students in kindergarten through grade nine.

Students and staff absences due to illness over the last three years has increased. We established a supervised make-up assessment after-school program so that the students would not continue to miss instruction upon their return from being absent. This service supports the students catching up and not missing more instruction to write assessments in class. As well, it supports the teachers with supervision of the assessments, especially with multiple student absences. Parents understand the protocol and are relieved that their child is catching up and not missing further instruction or class.

**Satisfaction with Program Access – Measure Details**

Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.																							
	Authority										Measure Evaluation			Province									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	382	73.7	383	72.6	360	73.2	400	72.8	387	75.1	Intermediate	Maintained	Acceptable	263,978	73.1	262,662	75.2	228,281	71.8	247,744	72.6	255,597	72.9
Parent	62	66.9	60	73.5	35	68.3	45	78.1	35	83.7	Very High	Maintained	Excellent	34,371	61.1	35,963	68.4	29,417	65.7	30,664	67.4	31,117	68.4
Student	283	70.6	296	71.3	298	64.5	316	67.4	314	63.5	Very Low	Declined	Concern	196,411	78.8	192,861	79.0	168,839	71.9	186,237	73.5	192,269	74.3
Teacher	37	83.6	27	73.0	27	86.7	39	72.7	38	78.0	Intermediate	Maintained	Acceptable	33,196	79.3	33,838	78.1	30,025	77.8	30,843	77.0	32,211	76.0



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

**Comments**

We are pleased to see that parents and teachers are satisfied with the accessibility, effectiveness and efficiency of programs and services for students in their community. However, the student results have declined 3.9% this year, which is 10.8% lower than the province, which saw a very slight increase. It would be understandable that students may be spending more time on their academics to avoid any deficits from the interruption of the pandemic and thus they spend less time engaging in their community. Perhaps, some of the programs that were once available in their community are no longer in existence or are limited post-pandemic.

Our class size is small by design allowing teachers to work with their students. Teachers have regular communication with parents through the “agenda”.

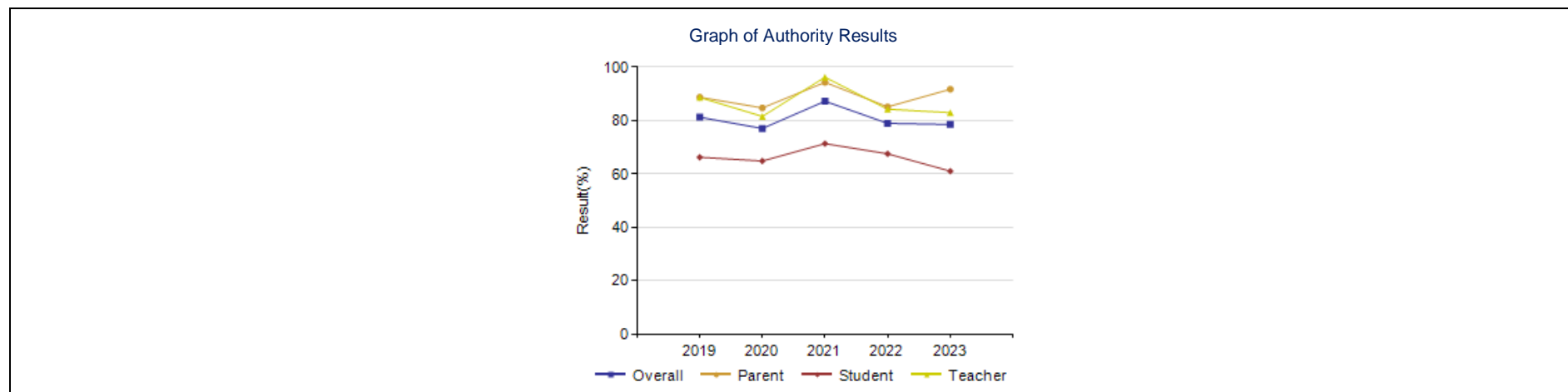
Our on-site Speech and Language Pathologist continues to screen and test all kindergarten students and new students up to grade five.

Upper School students have the benefit of a variety of university orientations at the school early in the school year to become acquainted with program requirements and post-secondary options.

TEMPO School infused the mental health and well-being program *Open Parachute* into the regular program. This program has approximately thirty lessons for each grade level kindergarten through grade twelve. Parent resources are shared with families in our efforts to work together to help our youth build courage to move through their feelings, make sound and thoughtful decisions and respect self and others.

**School Improvement – Measure Details**

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.																							
	Authority										Measure Evaluation			Province									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	379	81.2	381	77.0	351	87.2	403	78.9	381	78.5	High	Maintained	Good	263,364	81.0	262,079	81.5	224,041	81.4	243,980	74.2	251,355	75.2
Parent	62	88.7	59	84.7	35	94.3	47	85.1	36	91.7	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	282	66.2	295	64.8	290	71.3	318	67.5	310	61.0	Very Low	Declined	Concern	196,592	79.4	192,917	79.6	167,992	79.1	185,107	76.3	191,142	75.0
Teacher	35	88.6	27	81.5	26	96.2	38	84.2	35	82.9	High	Maintained	Good	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.

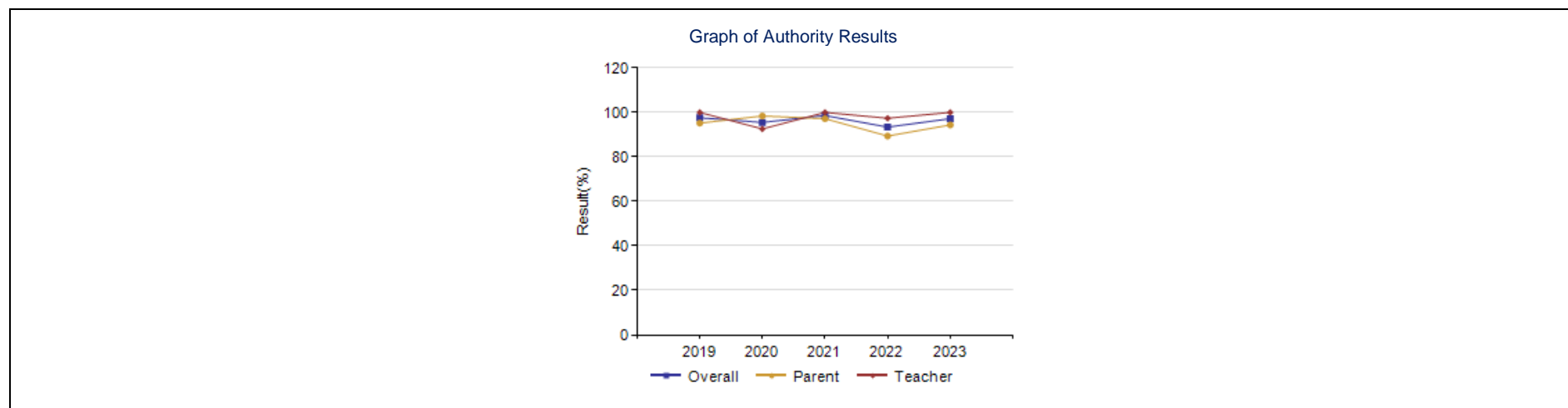
**Comments**

Resuming our pre-pandemic routines after fastidiously adapting to a global pandemic situation, while remaining steadfast with our traditional schooling and methodology may be the reason for maintaining 86.7% three-year average in parent views of school improvement, and an overall parent, student and teacher opinion of 78.6% three-year average of school improvement (ref. p. 263).

It is understandable that due to social distancing for a prolonged duration and with an influence of social media, socio-emotional aspects of growth development may be at a deficit for some students for their age. We will continue to support this aspect of learning with time, exposure, experience, practice, support, trial and error.

**Work Preparation – Measure Details**

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.																							
	Authority										Measure Evaluation			Province									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	99	97.6	88	95.5	63	98.6	86	93.4	74	97.2	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	62	95.2	61	98.4	36	97.2	47	89.4	36	94.4	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	37	100.0	27	92.6	27	100.0	39	97.4	38	100.0	Very High	Improved	Excellent	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.

**Comments**

We are pleased to see the increase in number of parents and teachers who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school. It is understandable that parents and teachers would be witnessing deficiencies in social and emotional development post-pandemic. TEMPO infused mental health and well-being instruction into the regular program to support students, parents and teachers for the past two years. We believe these excellent results will continue as TEMPO School is committed to continuous improvement to provide students, teachers and parents with a well-supported learning network while continuing to hold fast to the TEMPO School philosophy and methodology with deliberate attention to students learning and balancing academics, self-efficacy and citizenship.

Local Measure – Spring 2023: Parent Survey Results <i>Survey Monkey</i>	Results
18. What is TEMPO's greatest strength? (51 responses)	- Traditional academic schooling 43% - High quality, caring staff 43% - Effective communication 11%
19. How might we improve going forward? (42 responses)	- Satisfied 12% - Increase Parent-Teacher Communication 19% - More technology learning 17%
20. Do you have any other information that you would like to provide to us? (24 responses)	- Satisfied 33%

**Comments**

Our school community is supportive and respectful of the traditional academic schooling, which they deliberately selected as their educational choice for their child. In making this informed decision, the parents understand that TEMPO School offers a specific program and schooling program. It is integral that all faculty and staff uphold the TEMPO philosophy, rigor and traditional approach to schooling to align with the vision, mission and values of the school. The school was established in a time when trends in education were shifting foundational approaches to education. Preserving the philosophy and tradition of TEMPO School is challenging during regular changes in education and was even more so during catastrophic events such as the COVID-19 pandemic.

We are pleased that our parents continue to be satisfied with the traditional, academic schooling experience at TEMPO School and continue their active engagement and support post-pandemic.

We gathered local survey results in the spring of 2023. It is reasonable that as we return to our pre-pandemic routines and activities, those areas for needing improvement would include engagement and interaction with the school and teachers with specific attention to areas where students are experiencing a deficit. The TEMPO School board of governors, administration and staff value parent input and continue to make improvements as our society evolves, while we remain strongly tethered to the TEMPO philosophy and methodology.



Private School Authority Code: 9059  
 School Code: 7951  
**STATEMENT OF FINANCIAL POSITION**  
 as at August 31  
 (in dollars)

	AFS 2023	AFS 2022 (NOTE 1)
<b>ASSETS</b>		
<b>Current assets</b>		
Cash and cash equivalents	\$7,934,453	\$6,470,071
Accounts receivable (net after allowances)		
Province of Alberta	\$0	\$0
Federal Government and/or First Nations	\$0	\$0
Other accounts receivable	\$1,367	\$1,159
Prepaid expenses	\$25,351	\$32,835
Other current assets	\$0	\$0
<b>Total current assets</b>	<b>\$7,961,171</b>	<b>\$6,504,065</b>
<b>School generated assets</b>	<b>Note</b>	<b>Note</b>
Trust assets	\$0	\$0
Other assets	\$0	\$0
<b>Capital assets</b>	<b>Note</b>	<b>Note</b>
Land at cost	\$24,027	\$24,027
Buildings at cost	\$3,238,192	
Less: accumulated amortization	\$1,699,538	\$1,739,310
Leasehold improvements at cost	\$0	
Less: accumulated amortization	\$0	\$0
Equipment at cost	\$1,286,300	
Less: accumulated amortization	\$836,848	\$449,452
Vehicles at cost	\$0	\$407,717
Less: accumulated amortization	\$0	\$0
<b>Total capital assets</b>	<b>Note 5</b>	<b>Note 5</b>
<b>TOTAL ASSETS</b>	<b>\$10,124,188</b>	<b>\$2,153,017</b>
		<b>\$8,675,119</b>
<b>LIABILITIES</b>		
<b>Current liabilities</b>		
Bank indebtedness	Note	\$0
Accounts payable and accrued liabilities	Note	\$0
Province of Alberta	Note	\$0
Federal Government and/or First Nations	Note	\$0
Other payables and accrued liabilities	Note	\$82,744
Capital payables	Note	\$0
Deferred contributions	Note 6	\$1,315,628
Deferred capital allocations	Note	\$0
Current portion of long term debt	Note	\$0
<b>Total current liabilities</b>		<b>\$1,378,372</b>
<b>School generated liabilities</b>	<b>Note</b>	<b>Note</b>
Trust liabilities	Note	\$0
Other liabilities	Note	\$0
Long term debt	Note	\$0
Debentures & Bonds	Note	\$0
Capital loans	Note	\$0
Capital leases	Note	\$0
Mortgages	Note	\$0
Other loans	Note	\$0
Less: Current portion of long term debt	Note	\$0
Unamortized capital allocations	Note 7	\$67,594
<b>Total long term liabilities</b>		<b>\$72,208</b>
<b>TOTAL LIABILITIES</b>		<b>\$1,382,989</b>
<b>NET ASSETS</b>		
Unrestricted net assets	\$3,888,643	\$2,806,235
Operating reserves	\$1,347,078	\$1,193,525
<b>Total accumulated surplus (deficit) from operations</b>	<b>\$5,235,721</b>	<b>\$3,999,760</b>
Investment in capital assets	\$2,095,423	\$2,098,845
Capital reserves	\$1,347,078	\$1,193,525
<b>Total capital funds</b>	<b>\$3,442,501</b>	<b>\$3,292,370</b>
<b>Total net assets</b>	<b>\$8,678,222</b>	<b>\$7,292,130</b>
<b>TOTAL LIABILITIES AND NET ASSETS</b>	<b>\$10,124,188</b>	<b>\$8,675,119</b>

Note: \* Audited Financial Statements (AFS) as submitted to Alberta Education pursuant to Section 29 of the Education Act; Private Schools Regulation, Alberta Regulation 127/2022 or as restated.  
 Input "(Restated)" in 2022 column heading where not taken from the finalized 2021/2022 Audited Financial Statements.  
 Classification: Protected A

Private School Authority Code: 9059  
 School Code: 7951

**STATEMENT OF OPERATIONS**  
 for the Year Ended August 31

(In dollars)

	AFS 2023	Budget 2023 (NOTE *)	AFS 2022 (NOTE *)
		x	x
<b>REVENUES</b>			
Alberta Education (excluding Home Education)	\$2,625,801	\$2,549,455	\$2,458,483
Alberta Education - Home Education	\$0	\$0	\$0
<b>Total Alberta Education Revenues</b>	<b>\$2,625,801</b>	<b>\$2,549,455</b>	<b>\$2,458,483</b>
Other Government of Alberta	\$0	\$0	\$0
Federal Government and/or First Nations	\$0	\$0	\$12,789
Other Alberta school authorities	\$0	\$0	\$0
Instructional fees/Tuition fees	\$3,799,420	\$3,784,156	\$3,568,019
Non-instructional fees (O&M, Transportation, Admin, etc.)	\$0	\$0	\$0
Other sales and services	\$261,139	\$150,500	\$158,295
Interest on investments	\$1,094	\$40,000	\$1,182
Gifts and donations	\$74,295	\$3,000	\$78,702
Amortization of capital allocations	\$4,614	\$0	\$5,006
Other	\$321,637	\$226,200	\$273,944
<b>Total Revenues</b>	<b>\$7,088,000</b>	<b>\$6,733,311</b>	<b>\$6,556,400</b>
<b>EXPENSES</b>			
Home Education	\$0	\$0	\$0
Instruction - ECS	\$337,766	\$274,347	\$226,393
Instruction - Grades 1 to 12	\$3,761,056	\$4,686,128	\$3,631,742
Operations and maintenance	\$439,719	\$237,560	\$717,182
Transportation	\$0	\$0	\$0
Board and System Administration	\$1,163,367	\$261,926	\$1,355,979
External services	\$0	\$0	\$10,891
<b>Total Expenses</b>	<b>\$5,701,908</b>	<b>\$5,459,961</b>	<b>\$5,942,187</b>
<b>SURPLUS (DEFICIT) OF REVENUES OVER EXPENSES</b>	<b>\$1,386,092</b>	<b>\$1,273,350</b>	<b>\$614,213</b>
		x	x
	\$1,386,092		\$614,213

Note: \* Input "(Restated) in Budget 2023 and/or AFS 2022 column headings where comparatives are not taken from the respective finalized 2022/2023 Budget Report and/or finalized 2021/2022 Audited Financial Statements.

**Budget Summary**

Classification: Protected A

Page 3

**Capital and Facilities Projects**

TEMPO did the following improvements this past year:

1. upgrade washrooms in middle school
2. exterior lighting for drop
3. general repairs to building
4. interior painting

TEMPO plans for the following improvements next year:

1. refurbish TEMPO signs
2. junior library upgrade
3. large interior painting projects

**Summary of Facility and Capital Plans**

As our original building nears 50 years of age, we will continue to plan for the necessary maintenance and upgrades to provide a positive learning and teaching environments.

#### Parental Involvement

For over 60 years, TEMPO has relied on parents to be engaged in the learning community. If children are to be the center of all decisions related to learning and the education system, surely parents are in the best position to know their personal interests and strengths and to encourage their development as engaged individuals.

TEMPO is dependent on parents to contribute to the emotional, intellectual, physical, social, and spiritual development of their children as we develop collaborative educational competencies that reflect best practice.

TEMPO is committed to timely communication as an important contributor to learner success. If students are to achieve excellence, all stakeholders must work together to share responsibility and accountability for results. Communication is conducted in real-time to ensure meaningful dialogue and results.

#### Timelines and Communication

As required, TEMPO posts its plans and reports, including Audited Financial Statements, Alberta Education Assurance Measures, and Three-year Education Plans on its website at <http://www.temposchool.org/learn-about-tempo-school>.

Important information is regularly uploaded to the website and e-mailed directly to parents.

TEMPO produces regular communication that includes important events and dates, key messages for parents, and celebrations of student life at TEMPO.

#### Whistleblower Protection

Section 32 of the *Public Interest Disclosure Act* (2013) requires that school authorities include their annual report of disclosures in their Alberta Education Assurance Measures or combined Three-Year Education Plan.

There were no disclosures to report at TEMPO School for the 2022-2023 school year.