

Three Year School Education Plan
HERITAGE CHRISTIAN ACADEMY
2017-2018

*Submitted by Leslie Olson, Principal
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HERITAGE CHRISTIAN ACADEMY MISSION STATEMENT:

“Equipping students for life through quality Christian education that inspires commitment to Jesus Christ, and excellence in academics, moral character and service to others.”

VISION STATEMENT

We envision students being challenged to know Jesus Christ as Savior and Lord.

We envision a community where families and educators work together to develop the God-given potential in each child.

We envision school facilities that provide each child the opportunity to explore their gifts and talents in academic, creative, athletic and technological environments.

We envision programs tailored to individual student needs to build academic success and positive self-esteem.

We envision learning opportunities that provide students with the skills and knowledge that will allow them to actively participate as citizens of a rapidly changing world and to serve others in a variety of ways.

We envision students knowing clearly what they are expected to learn, developing high expectations for themselves and taking responsibility for their learning.

BELIEFS

1. We believe the basic tenets of the Christian faith as outlined in the Apostles' Creed: We believe in God the Father Almighty, maker of heaven and earth; and in Jesus Christ, His only begotten Son, our Lord, who was conceived by the Holy Spirit, born of the Virgin Mary, suffered under Pontius Pilate, was crucified, dead and buried; He descended into hell; the third day He rose again from the dead; He ascended into heaven, and sits at the right hand of God the Father Almighty; from where He shall come to judge the quick and the dead. We believe in the Holy Spirit, the holy Christian church, the communion of saints, the forgiveness of sin, the resurrection of the body, and the life everlasting. Amen.
2. We believe that all persons are made in God's image, and as such, deserve to be treated with love, respect and dignity.
3. We believe that each person has unique gifts and talents which, in collaboration with others, advances the learning of each student.
4. We believe that parents are given the responsibility for the education of their children and the school works closely with the family to achieve this goal.
5. We believe that Christian education requires dedicated and qualified staff, both teachers and support staff, to accomplish our stated mission.
6. We believe that curriculum must be taught from a Biblical world view, relevant to the 21st century, and provide the basic skills and knowledge required by Alberta Education.

7. We believe that Christian education develops the total person; spiritually, academically, socially and physically.

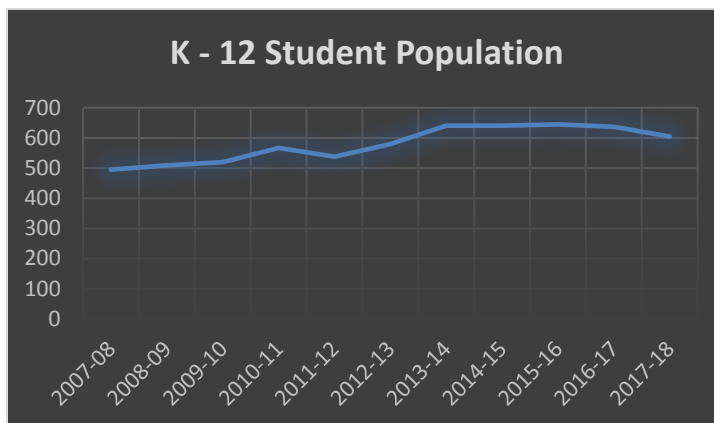
8. We believe our Vision and Belief statements serve to guide decision-making at HCA.

SCHOOL PROFILE:

From its inception in 1979 until June of 2006 Heritage operated as an independent Christian school. In September of 2006 the HCA Society Board of Directors entered into a Master Agreement with the Palliser Regional Schools Board of Trustees and HCA became an Alternative program within the Palliser Regional Schools based out of Lethbridge, Alberta.

HCA Student enrollment:

2007-08	495 students
2008-09	509 students
2009-10	520 students
2010-11	567 students
2011-12	538 students
2012-13	580 students
2013-14	641 students
2014-15	641 students
2015-16	645 students
2016-17	635 students
2017-18	605 students



Our school is located in an industrial park in the north-east quadrant of Calgary. Due to our close proximity to the Calgary airport and McKnight Blvd., we have excellent visibility and access. Our school is large enough to accommodate a 250 seat theatre, 11,000 sq. ft. double gymnasium, cafeteria, library, 29 classrooms, offices and a courtyard on a 9 acre site. We have room in our present facility to house approximately 670 students.

We currently draw students from a wide area in Calgary, but our location in the northeast quadrant of the city means that we have significant numbers of families from multi-ethnic, multicultural backgrounds. This has meant an increase in our English Language Learner population and the need for early literacy and language support is critical to our students' success. In addition to our regular grades, we offer diverse learning programs for students with mild to severe mental and physical challenges. These students are integrated into main stream classes wherever possible and receive more individualized attention to meet their needs.

We are very privileged to have a dedicated and qualified staff that shows a strong sense of commitment to the students and to their peers. They go to great lengths to establish a safe and caring environment at our school. Their excellent work ethic, their strong Christian commitment, and their ability to function as a team are all admirable qualities that are serving to bring their students success.

Our school is large enough to be able to offer many options to our secondary students, and we have several strong programs at HCA. We desire our students to learn the joy of serving others, and we offer many opportunities to do so in the community as well as overseas. Currently we send groups of senior students on international missions on a yearly basis. Our music program is world-class, offering students excellent opportunities in choir and band. Each year our senior music groups travel to competitions regionally or internationally, including Anaheim in 2008, Chicago in 2010, Orlando in 2014, Amsterdam in 2015 and Seattle in 2017. Our athletic program has a very strong reputation in our league, zone and across the province. Other option courses such as drama and art are gaining momentum and we are beginning to offer a variety of others such as media, photography, human performance, creative construction, fashion design, sports medicine, legal studies, and leadership. We are excited to house one of Palliser Regional Schools' two Career and Technologies Studies (CTS) mobile classrooms on our site one semester per school year.

Because we are a Christian school, we place a huge emphasis on our Christian Discipleship and Chapel programs within the school. We teach all subjects from a Christian worldview, and it is our desire that God be placed at the center of all we do. It is exciting to see our students growing spiritually as well as academically in this place. A committee of teachers recently revisited and renewed the curriculum for these classes for Kindergarten to grade 9. A group of high school teachers is currently working on developing and renewing the grades 10 – 12 Bible program. Another committee of teachers has developed a Digital Citizenship curriculum that introduces students to the proper and ethical use of technology in today's world.

PROFESSIONAL DEVELOPMENT PLAN (SITE-BASED DAYS)

August 28 & 29 – Beginning of Year Info/Theme/School Goals Collaboration

August 30th – Opening Day in Vulcan

August 31 – HCA/Society Christian Discipleship Retreat/PD

- A spiritually focused PD Day held at Camp Chestermere and featuring guest speaker

September 1 – Diploma Exam (DIP) and Provincial Achievement Test (PAT) Analysis

- Analysis of last year's results and a discussion around this year's School Goals

October 10 – Division wide Collaboration Groups

October 19 and 20th – ACSI HCA/Society Christian Discipleship Professional Development Day

- ACSI convention – First Alliance Church

November 13 – Division Wide Collaboration Groups

November 24 – K-9 PD Day

- Health Champion Presentation
- Literacy Groups
- Review School Goals and PLC plans
- Review F&P Data
- Another emergent issue/need

February 22nd – 23rd – Teachers Convention

March 9th – K-9 PD Day

- Literacy workshops
- Technology Integration workshops
- School Goals
- Other emergent issues/need

March 12 – Division Wide Collaboration groups

May 14 – Division Wide Collaboration groups in Vulcan

May 22 – K-12 PD Day

- Accountability Pillar Survey results analysis and School Goals discussion/celebration

June 8 – K-9 PD Day

- F&P data analysis and intervention planning
- Technology Integration
- PLC Wrap Up

June 28-29 – Staff Planning and Collaboration Days

ONGOING PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Professional Learning Communities will again be created and teachers will be given the opportunity to select their study focus for the year based on school goals. The Principal and Vice Principals will provide support for each group.

- High School Re-Design/Planning for Experiential Learning week (School Engagement)
- Numeracy – study of best practices
- Literacy – cross curricular study
- Safe & Caring – Discipleship and student engagement

SCHOOL GOALS 2017-2018

Jurisdictional Goal: Literacy for All				
School Goal: Improve literacy rates across the school				
Creating a Sustainable Culture for Literacy	Measures	Action Steps / Strategies	Completed	Principal Comments
<p><i>We will work together to create, build and sustain a literacy-rich environment that leads to school success and promising futures for our students</i></p>	<p><i>Instructional Supervision records</i></p>	Adding Books and Resources (building classroom libraries, levelled books)	On-going	
		Literacy Visuals - classroom and school wide (word walls etc.)	On-going	
		Complete writing scope and sequence - LA/English add to Literacy Handbook	On-going goal to finish spring 2018	
		Work on a fluid Literacy Handbook for HCA	New Initiative	
	<p><i>Anecdotal records</i></p>	<p>Observe the components of balanced literacy in classroom observations and lesson plans. The Scholastic Balanced Literacy Look fors will be one document used as a guideline.</p>	On-going	
		Continue to create an enjoyable reading/writing culture within school:	On-going	
		- Every teacher reading out loud to class		
		- Reading goals/logs		
		- reading and writing stations		
		- reading and writing every day in Elementary		
- Celebrating in class students writing achievements				
- Connect to personal life experiences				

Essentials for Literacy Learning - Student Focus	Measures	Action Steps / Strategies	Completed	Principal Comments
<p><i>We will assure that every student has an equal opportunity for literacy learning</i></p>	<p><i>Instructional supervision records</i></p>	<p>Classroom teachers will employ the following comprehension strategies in their lessons: Self-monitor, analyze, sequence, make connections, predict, infer, evaluate, synthesize</p>	<p>On-going</p>	
	<p><i>F&P Data</i></p>	<p>Grade 1-4, 6 Flex Teachers - Reduces class size for LA and Math from 25:1 to 17:1</p>	<p>On-going New grade 6 class</p>	
	<p><i>Check-in data</i></p>	<p>Literacy Support Blocks - grades 4 - 6 (Teachers have time to implement literacy interventions)</p>	<p>On-going</p>	
	<p><i>PAT/DIP</i></p>	<p>School Wide DEAR time - Reading through the New Testament/Journalling if time</p>	<p>New Initiative</p>	
	<p><i>Writing Samples</i></p>	<p>Teachers will provide evidence of data collection that has driven their class instruction.</p>	<p>On-going</p>	
	<p>Literacy Teams for K-9 meet with administration 3x per year (k-9 PD days) to review reading/writing literacy in the classroom</p>	<p>New Initiative</p>		
	<p>All teachers will include a literacy plan in their long range plans for every subject</p>	<p>Yearly</p>		
	<p>Modeling process and content of writing (<i>I do, we do, you do</i>)</p>	<p>On-going</p>		
	<p>Modeling the difference between revision and editing within written work</p>	<p>On-going</p>		
	<p>Creating student goals for writing and reading</p>	<p>On-going</p>		
	<p>Communicating reading and writing goals/strategies home to parents – agendas, newsletters, website</p>	<p>On-going</p>		
	<p>All English Language Arts classrooms are using a variety of strategies to teach language arts:</p> <ul style="list-style-type: none"> - <i>Moving up</i> - <i>Literacy Place</i> - <i>Guided Reading groups</i> - <i>Balanced Literacy</i> - <i>Writer's Workshop</i> - <i>Word Work (Words Their Way/ Sitton/ Word Wall integration in all subjects)</i> - <i>Context vocabulary</i> 	<p>On-going</p>		

		HCA writing scope and sequence.	Goal to complete and update this year		
		Provide students with a variety of opportunities and methods of writing. (Quick writes, journals, note taking, functional etc.)	On-going		
		Discussion groups and brainstorm to elicit ideas for writing, give students choice to demonstrate writing skills.	On-going		
Assessment for Literacy Learning and Using Data for Decision Making	Measures	Action Steps / Strategies	Completed	Principal Comments	
<i>We will use data to guide us in our decisions about instruction in our school / classroom</i>	<i>F&P Data</i>	Use F&P data to inform instruction and develop interventions for grade 1 -3 and for students who are identified as at risk grades 1 - 9	On-going		
	<i>Data tracking</i>	HCA F & P tracking format - easily viewed and accessible	On-going		
	<i>PAT & DIP Analysis</i>		Developing process for assessment and student support through a student plan and tracking system		On-going
			Look for trends, areas of strength and need		On-going
			Independent Reading with Support		On-going
			Check Ins: 1. ensures students are reading the right book 2. Guides Instruction		On-going
			Regular conferencing and formative assessment of student progress		On-going
Leadership		Action Steps / Strategies	Completed	Principal Comments	
<i>We will build leadership capacity that will support literacy</i>	<i>Professional development opportunities</i>	Involving teachers, parents, Society	On-going		
		Identify leaders. Key points: trust, resources, time, risk	On-going		
	<i>Meeting Minutes</i>	Book studies - provide funds for professional reading	On-going		
		Classroom observations	On-going		
		Professional learning communities	On-going		
		PLC Meeting Notes	On-going		

Professional Learning Support for Staff That Gets Results	Measures	Action Steps / Strategies	Completed	Principal Comments
<i>Structures to support professional learning</i>	<i>Data collected from professional learning communities</i>	Critical analysis of online sources – Digital Citizenship Curriculum	On-going	
		Development of Professional Learning Communities	On-going	
		<i>Variety of Plans proposed by teachers for the year will be used focus on 1 of the 3 school goals</i>		
		<i>Resources and Time provided</i>		
	<i>Instructional supervision records</i>	Professional Development Opportunities: Book Studies, Professional conferences, Professional Reading Readily available	On-going	
	Completion of writing scope and sequence	On-going		
We will support teachers to improve instruction	Measures	Action Steps / Strategies	Completed	Principal Comments
	<i>Instructional supervision records</i>	Provide professional development opportunities (PLCs, Site-Based and Collaborative PD Days)	On-going	
		Collaboratively analyze data (internal and external)	On-going	
		Common and frequent collaboration time	On-going	
	<i>PD records and journals</i>	Modeling reading/writing strategies	On-going	
		Encourage and model frequent self-assessment of practice against literacy strategies included in year plans	On-going	

School Goal: Numeracy				
School Goal: Improve numeracy across the school				
Creating numerical consistency across the grade levels	Measures	Action Steps / Strategies	Completion	Principal Comments
<p><i>We will work together to create, build and sustain a numeracy-rich environment that transfers into the real world and hence leads to school success and promising futures for our students.</i></p>	PAT/DIP	Build mathematical literacy from K-12	On-going	
		- <i>Math Scope and Sequence for Vocabulary - continue to develop and implement vocabulary consistently across the grades</i>		
		- <i>Use consistent mathematical terms and provide synonyms for those terms</i>		
	Anecdotal records	Build on and improve basic numerical foundations: (facts, numerical operations, mental math, etc.)	On-going, intentional	
		- <i>Math Scope and Sequence for Basic Facts - develop a Scope and Sequence for Basic Facts from grades 1 - 12</i>		
		- <i>Use consistent strategies to teach numerical foundations</i>		
	Instructional Supervision records	Develop consistent problem solving strategies across the grades.	Goal to complete by spring	
		- <i>Create a Scope and Sequence for problem solving</i>		
Classroom Assessments: Formative and Summative	Integrate math into various subjects - ex. charts in Social Studies, formulas, percentages, etc.	New Initiative - intentional		
	<i>Create Numeracy Handbook for HCA - Vocab Scope and Sequence, Scope and Sequence for Basic Facts, Best Practices for Problem Solving, Best Practices for Calculator usage, Mental Math strategies</i>	New Initiative		

Professional Learning Support for Staff That Gets Results	Measures	Action Steps / Strategies	Completion	Principal Comments
<i>Structures to support professional learning</i>	<i>Data collected from professional communities</i>	PLC Focus Group Work:	On-going	
		<i>Variety of Plans proposed by teachers for the year will be used</i>		
		Continued development of scope and sequence	On-going	
	<i>Instructional supervision records</i>	Professional Development Opportunities: Book Studies, Professional conferences, Professional Reading Readily available	On-going	
We will support teachers to improve instruction	Measures	Action Steps / Strategies	Completion	Principal Comments
	<i>Instructional supervision records</i>	Provide professional development opportunities (PLCs, Site-Based and Collaborative PD Days)	On-going	
		Collaboratively analyze data (internal and external)	On-going	
	<i>PD records and journals</i>	Common and frequent collaboration time	On-going	
		Modeling problem solving strategies	On-going	

Jurisdictional Goal: Safe & Caring			
School Goal: Promote Christian character by demonstrating dignity and caring for self and others			
Measures	Action Steps/Strategies	Completion	Principal Comments
<i>Students will be able to understand and express what Revival is and what it means for them personally and collectively</i>	Building Relationships and Community through Christian Discipleship	On-going	
	<i>Emphasis on school theme, "Revival" - 2 Chronicles 7:14 If my people who are called by my name will humble themselves and pray and seek my face and turn from their wicked ways, then I will hear from heaven and heal their land.</i>	Yearly	
	<i>Involve students in self-assessments, surveys and opportunities to share and reflect on their faith and their understanding of "Revival"</i>	Yearly	
	<i>Provide annual survey to students, parents and teachers about Christian Education and character learning to build capacity</i>	Yearly	
	<i>All teachers continue to include Christian Discipleship strategies in year plans</i>	Yearly	
	<i>Bring in apologist for High School Bible classes to help students develop Christian world view and meet the challenges of Post-Secondary.</i>	Yearly	
	<i>Elementary missions week</i>	Yearly	
	<i>Provide opportunities for students to grow spiritually - weekly chapels, Spiritual Emphasis Week, Retreats,</i>	On-going	
	<i>Continue to build school Discipleship Groups</i>	On-going	
	<i>Digital Citizenship Surveys</i>	<i>• Focus group - students and staff met together to work on talking points</i>	
<i>• Discipleship Pastor and admin working together with student leaders</i>			
<i>Create more opportunities for inter-grade Discipleship "Goal:</i>		On-going	
<i>• prayer buddies - cross-graded classroom buddies - buddy devotions with other classes for student engagement, monthly prayer buddies</i>			
	<i>• mentorship, leadership, discipleship groups</i>		

<p><i>Increased involvement in servant-focused initiatives</i></p>	<p><i>Spiritual renewal - intentional devotionals with students. - mindful of devotions to build a spiritual atmosphere</i></p>	<p>On-going</p>
	<p>Safe & Caring Focus</p>	<p>On-going</p>
	<p><i>Emphasis on digital citizenship in health classes - provision of teacher resources, work on updating current curriculum</i></p>	<p>On-going</p>
	<p><i>Begin to develop a scope and sequence to promote self-regulation, resilience and conflict resolution across the grade levels with FSLC support. - Kindness Club (K-3) - Mentorship - Leadership - Health across the grade levels</i></p>	<p>On-going</p>
	<p><i>Revisit Anti-bullying rubric and policy. Update as needed. - Bring in a speaker for students, staff and parents on anti-bullying</i></p>	<p>Revisit and Update</p>
	<p><i>Continue to promote and support the mentorship program for all students in grades 4-12 Buddy devotions with other classes for student engagement</i></p>	<p>On-going</p>
	<p><i>Partner all new students in the school with a returning student</i></p>	<p>Yearly</p>
	<p><i>Encourage students living out their faith through the "iNoticed" card program</i></p>	<p>On-going</p>
	<p>School Community Building</p>	<p>On-going</p>
	<p><i>Develop greater opportunities for building service in the community - local, national, global"</i></p>	<p>On-going</p>
	<p>• Athletics - as part of a team students serve during games and tournaments</p>	
	<p>• Mission teams- SH and JH to plan joint service throughout the year</p>	
	<p>• Homeroom Serve Projects</p>	
	<p><i>Share homeroom serve projects in chapels so we know what is being done & celebrated</i></p>	<p>Yearly</p>
	<p>• Discipleship Group Serve Projects</p>	
<p><i>Family Involvement - prayer initiatives, targeted hang-outs, missions dessert evening, missions movie night, caroling in the cafeteria, school council, Meet the teacher, interviews, Moonlight Jazz, athletics, volunteering and volunteer tea, teacher blessing for grade 9, assemblies, concerts, graduations</i></p>	<p>Yearly</p>	

<i>Pep Rallies for K - 12</i>	K-6 New Initiative	
<i>High School Re-Design</i>	New Initiative	
- <i>Family Time - High School initiative to build connections between students and teachers</i>		
- <i>Experiential learning week, flex blocks, cross-curricular connections, etc.</i>		

Palliser School Goals Principal Reflection Rubric

	Excellent	Proficient	Adequate
Leadership	The principal champions school goals through consistent conversations and actions.	The principal supports school goals through frequent conversations and actions.	The principal acknowledges school goals through occasional conversations and actions.
Instructional Supervision	The principal advances school goals through on-going instructional supervision.	The principal supports school goals through periodic instructional supervision.	The principal acknowledges school goals through minimal instructional supervision.
School Ownership	Staff is engaged in identifying, implementing, and reflecting on school goals. School council is given the opportunity to give feedback about school goals.	Staff is involved in identifying, implementing and reflecting on school goals. School council is informed about school goals.	Staff is given minimal opportunity in identifying, implementing and reflecting on school goals. School council is not consulted .
Measures	Internal and external data measures are purposefully connected to strategies and provide evidence to stakeholders about the status of school goals.	Internal and external data measures are partially connected to strategies and provide information about the status of school goals.	External data measures are superficially connected to strategies and provide little information about the status of school goals.
Strategies	Strategies are specific and are aligned with measures. Staff and administration are accountable for strategies.	Strategies are partially aligned with measures. Staff and administration are partially accountable for strategies.	Strategies are general and not aligned with measures. There is no accountability for strategies.

Combined 2016 Accountability Pillar Overall Summary

Measure Category	Measure	Heritage Christian Academy			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	86.8	91.2	90.6	89.5	89.5	89.3	High	Declined	Acceptable
Student Learning Opportunities	Program of Studies	80.3	81.7	83.2	81.9	81.9	81.5	High	Maintained	Good
	Education Quality	90.7	91.2	91.7	90.1	90.1	89.6	Very High	Maintained	Excellent
	Drop Out Rate	0.3	0.0	0.4	3.0	3.2	3.3	Very High	Maintained	Excellent
	High School Completion Rate (3 yr)	92.6	90.4	91.2	77.9	76.5	76.1	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	90.4	88.3	86.4	73.4	73.6	73.2	Very High	Maintained	Excellent
	PAT: Excellence	28.7	27.7	28.1	19.5	19.4	18.8	Very High	Maintained	Excellent
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	84.3	89.7	90.0	83.0	82.7	83.1	Intermediate	Maintained	Acceptable
	Diploma: Excellence	20.5	16.4	20.9	22.2	21.2	21.5	High	Maintained	Good
	Diploma Exam Participation Rate (4+ Exams)	72.2	76.0	81.8	54.9	54.6	53.1	Very High	Declined	Good
	Rutherford Scholarship Eligibility Rate	73.5	88.1	88.1	62.3	60.8	60.8	n/a	Declined	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	61.0	83.1	76.2	57.9	59.4	59.3	High	Declined	Acceptable
	Work Preparation	93.0	85.6	86.3	82.7	82.6	81.9	Very High	Improved	Excellent
	Citizenship	80.5	86.1	87.1	83.7	83.9	83.6	High	Declined	Acceptable
Parental Involvement	Parental Involvement	87.5	84.7	87.7	81.2	80.9	80.7	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	79.0	86.0	84.5	81.4	81.2	80.2	High	Declined	Acceptable

- Notes:
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 - Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
 - Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
 - Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.
 - Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
 - Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
 - 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 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; and Social Studies 30-2. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
 - Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
 - Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
 - Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.

The following information provides a greater overview and understanding of the Very High, High, Improved, Maintained and Declined sections. It also provides analysis of data with action steps.

		Results (in percentages)										5 year Average	
		2013		2014		2015		2016		2017		A	E
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	School	100.0	12.5	90.7	2.3	95.3	14.0	87.8	4.9	94.6	8.1	93.7	8.4
	Authority	94.9	11.5	91.7	7.5	90.8	13.0	89.0	12.1	92.7	9.0	91.8	10.62
	Province	85.9	10.4	87.6	11.8	86.5	11.4	86.8	10.7	86.5	11.7	86.7	11.2
English Lang Arts 30-2	School	*	*	*	*	*	*	*	*	*	*		
	Authority	90.0	11.5	95.9	21.3	93.2	6.8	96.2	17.1	93.1	21.6		
	Province	89.4	10.9	89.8	13.1	88.6	11.2	89.1	12.3	89.5	11.4		
Mathematics 30-1	School	82.4	52.9	88.0	44.0	95.2	52.4	77.8	14.8	86.7	40.0	86.0	40.8
	Authority	84.9	40.8	81.4	27.6	79.6	29.0	66.5	27.1	64.2	19.5	75.32	28.8
	Province	80.9	35.9	75.1	27.9	76.1	31.6	70.7	25.9	73.1	30.7	75.18	30.4
Mathematics 30-2	School	100.0	12.5	50.0	0.0	75.0	18.8	93.8	6.3	70.8	12.5	77.9	10.0
	Authority	78.0	13.2	77.8	24.1	74.0	13.0	81.4	12.7	72.3	14.3	76.7	15.5
	Province	69.5	9.7	71.3	15.0	73.9	15.5	75.4	16.8	74.7	15.9	73.0	14.6
Social Studies 30-1	School	91.3	30.4	100.0	15.8	90.0	27.5	97.6	9.5	89.3	14.3	93.64	19.5
	Authority	91.9	16.8	92.6	13.9	93.1	20.2	90.8	16.9	85.5	15.6	90.78	16.7
	Province	85.4	15.2	85.6	14.2	87.1	16.2	84.9	14.3	86.0	14.8	85.8	14.9
Social Studies 30-2 (Average based on last 4 years)	School	*	*	100.0	0.0	100.0	14.3	100.0	22.2	88.2	29.4	97.1	16.5
	Authority	79.9	16.0	90.9	19.4	85.0	7.8	89.8	16.9	90.6	22.6	87.2	16.5
	Province	82.2	13.7	83.9	14.8	81.3	12.5	81.1	13.1	80.6	12.6	81.8	13.3
Biology 30	School	100.0	31.6	91.7	27.8	97.3	29.7	93.5	23.9	80.0	22.9	92.5	27.2
	Authority	90.9	29.1	92.0	30.5	87.1	25.8	88.3	28.8	85.0	28.5	88.7	28.5
	Province	84.4	32.2	85.2	31.8	85.8	33.0	85.1	32.4	84.2	32.3	84.9	32.3
Chemistry 30	School	*	*	71.4	23.8	92.9	50.0	80.0	25.0	81.3	31.3	81.4	26.0
	Authority	79.8	34.7	78.2	27.9	89.5	34.2	78.4	28.6	78.6	24.0	74.3	28.7
	Province	78.8	31.8	81.5	35.2	82.1	34.2	81.5	34.5	83.1	38.6	82.1	35.6
Physics 30 (Average is based on the 4 years completed by all 3 authorities)	School	100.0	28.6	94.4	33.3	n/a	n/a	88.9	55.6	62.5	37.5	86.5	38.8
	Authority	87.5	20.8	90.5	33.3	83.1	28.9	89.7	41.4	85.2	42.0	88.2	34.4
	Province	81.5	30.4	83.2	34.3	83.9	35.8	85.8	39.8	85.7	41.8	84.1	36.8
Science 30	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	65.4	3.8	90.9	9.1	72.2	16.7	68.8	12.5	100.0	13.3		
	Province	84.1	25.8	85.0	25.4	83.9	26.6	84.4	27.6	84.9	28.4		

Notes:
 1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
 2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
 3. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
 Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*)

Interpretation of the Data:

Factors Impacting Data from year to year and for the 2017 year in particular:

Please note we are a Small high school so our numbers do fluctuate from year to year based on # of students in a course, outlier data, class make-up, etc. The 2017 year data is highlighted above along with a 5 year average. Physics 30 this past year had 8 students. Despite these factors students tend to do very well year over year.

Areas of Strength:

Acceptable Standard in 2017 was a definite strength for HCA across the board but most predominantly in English 30-1, Math 30-1 and SS 30-1.

Standard of Excellence in 2017 was a clear strength in Math 30-1 and SS 30-2.

Acceptable Standard – 5 year average is a definite strength for HCA across the board. The averages are typically above the authority and the province with exception of Chemistry 30.

Standard of Excellent – 5 year average is a strength for HCA typically in Math 30-1, SS 30-1, SS 30-2 and Physics 30 though all subjects have maintained quite high standard of excellence averages and very comparable to the authority and the province.

Math 30-1	Math 30-2	SS 30-1	SS 30-2
<i>Relations and functions tended to be a very strong area for students this year. This concept is emphasized throughout the entire year, hence receives lots of review time.</i>	<i>Students did equally well on procedural, conceptual and problem solving questions.</i>	<i>Students are able to determine the central issue within questions with ease.</i>	<i>Standard of excellence on the diploma exam has increased significantly and correlates closely with the school awarded mark. Students excelled on responding to questions focused on the evaluation of given data.</i>
Biology 30	Chemistry 30	Physics 30	English 30-1
<i>Students tended to do well on genetics, population and communities questions. There was a significant amount of emphasis placed on these 2 areas of study and they were the last 2 units of the year – possibly still very fresh in students' minds.</i>	<i>Knowledge questions where basic memory could be employed was a definite area of strength.</i>	<i>Students tended to do well on the wave nature of light and electromagnetism. These topics tend to be stand-alone topics and were taught closer to the beginning of the course.</i>	<i>Students typically do very well on questions that directly relate to the text itself. English 30-2 – very small course - # of students writing is below 8 therefore not included within the data.</i>

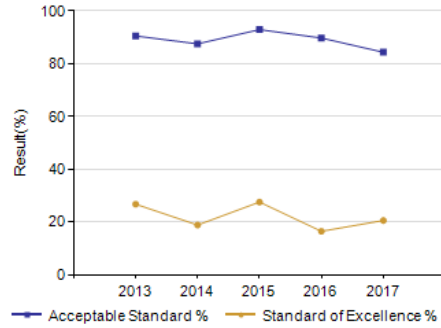
Areas of Focused Improvement for 2018:

Math 30-1	Math 30-2	SS 30-1	SS 30-2
<p><i>When working with relations and functions, students struggled with making connections with graphs and their corresponding equations or points, especially log/exponential and radical functions. These functions require keen attention to detail and are embedded in long sections.</i></p> <p><i>Continue to emphasize basic skills and mental math skills or on paper calculations, and work on making connections in working with graphs and equations. Progress will be monitored through formative and summative assessments.</i></p>	<p><i>Students need to be exposed to a greater variety of questions within each concept.</i></p> <p><i>Students know the concept but need to be already</i></p> <p><i>Students need to be exposed to a greater variety of questions within each concept so that they are able to identify similarities and differences in questioning styles and develop varying approaches to identifying given information and solving problems.</i></p>	<p><i>Students struggled with analysis of the central argument.</i></p> <p><i>A specific look at the 5 curricular goals and making necessary changes to course work.</i></p>	<p><i>Acceptable standard has declined, however analysis of these results needs to take into account the small number of students, which can result in data varying from year to year.</i></p> <p><i>Improvement of results will be based on increasing the students' ability to analyze and answer questions in a thorough manner.</i></p>
Biology 30	Chemistry 30	Physics 30	English 30-1
<p><i>Focused work on success on numerical response questions - one small step missed or one answer out of order causes the whole question to be wrong. Context dependent questions can be challenging due to reading comprehension issues. Students may have the knowledge but can't apply it to the particular situation described in the stem. Calculation questions - difficulty with math or using formulas.</i></p> <p><i>1. Schedule classes in optimal learning times.</i></p> <p><i>2. Numerical response questions and calculation type questions will continue to be practiced and modeled but with greater frequency and intentionality. This</i></p>	<p><i>Questions where students are required to understand processes of reactions in progress were a challenge.. This may be because the processes can change depending on the conditions presented in the scenario, It is therefore not enough to memorize specific scenarios without fully understanding the changing conditions and what they might do.</i></p> <p><i>Understanding process, rather than memorizing specific conditions is going to be emphasized with greater intentionality this year.</i></p> <p><i>Assessed through formative and summative assessments.</i></p>	<p><i>The greatest areas of challenge for students were in the quantum nature of light and the models of the atom. These areas may have been a struggle because they were taught at a time when other school activities might have been a distraction, or at the middle/end of a year long course. They may also have struggled with these topics because they built upon previous knowledge that was needed and students were required to make these connections.</i></p> <p><i>This year the course is scheduled in one semester. This should help with student focus and retention of information. Intentional focus on making connections.</i></p>	<p><i>Encourage and continue to teach Excellence in writing – in particular making connections from text to self to text to world. Will focus on developing higher level thinking questions that draw on students own experiences and allow them to generalize that experience.</i></p> <p><i>Have more one-on-one discussions with struggling students to ensure they understand. Incorporate more generalized conversations. Assess often students learning.</i></p>

<p><i>correlates with the school goal to increase numeracy skills.</i></p> <p><i>3. Teach strategies for making sense of the context, determining what the question is really asking will be modeled. Literacy skills required (school goal)</i></p> <p><i>Success will be measured with an increase in averages on diploma style tests and next year's final. Student feedback will be monitored with classroom observation and responses to classroom questioning. Formative and Summative assessment practices will be used.</i></p>		<p><i>Assessed through formative and summative assessments</i></p>	
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Subject	Compare current data to provincial results and local targets	Compare narrative writing to functional writing
<p>ELA Writing 30-1</p>	<p><i>For each category of the writing rubrics, they are scored on a scale of 0-5.</i></p> <ul style="list-style-type: none"> <i>- Almost all students were within 2.5-4 on the scales, ranging from limited/satisfactory to proficient, so everything was balanced from understanding and analyzing the text to writing mechanics</i> <i>- Diploma writing scores were generally lower than class writing scores. The limited exam writing time may have affected overall quality.</i> 	<p><i>Students find narrative writing easier but seem to be limited by creativity. In the diploma, however, there is a significantly greater emphasis on functional writing, which most students seem to prefer but there is a degree of difficulty of how to clearly express their understandings.</i></p>

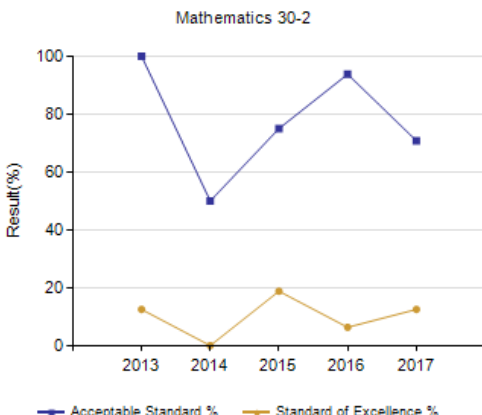
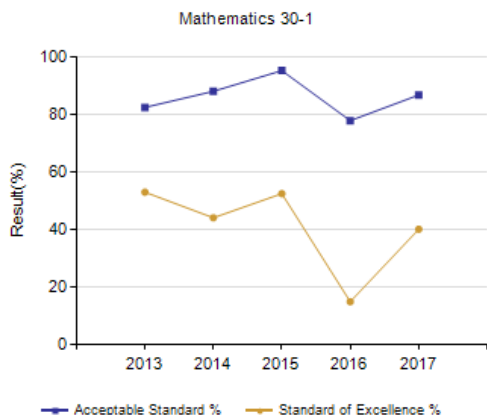
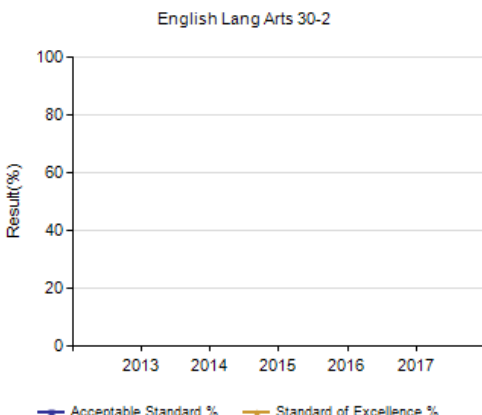
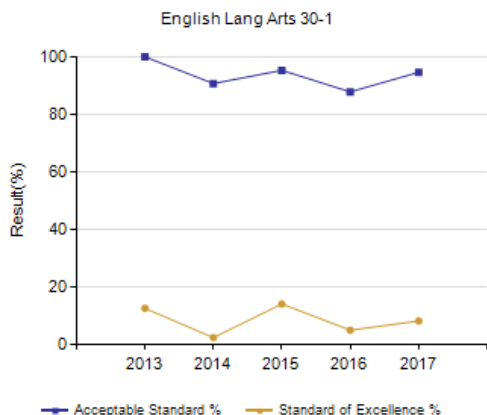
Graph of Diploma Examination Results – Overall



Notes:

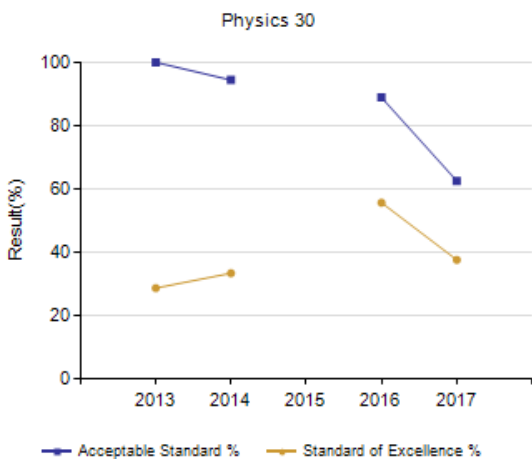
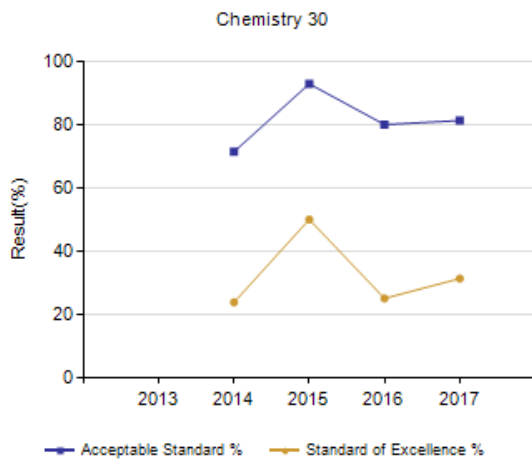
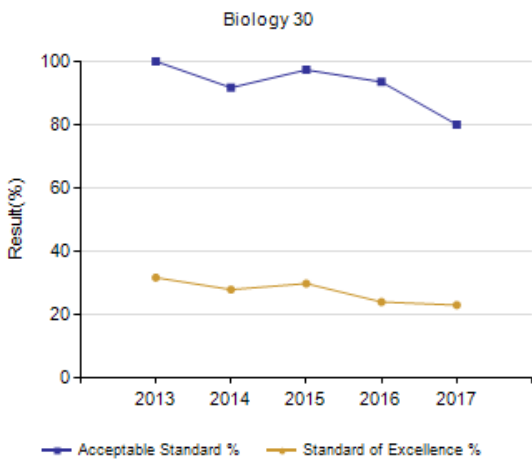
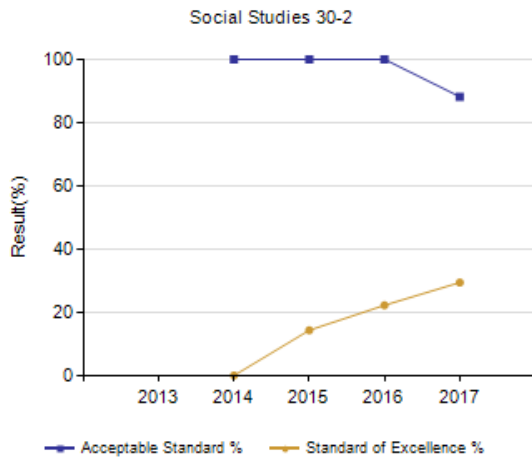
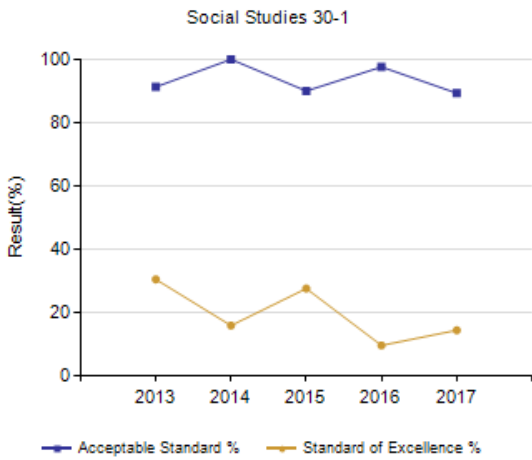
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
3. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

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. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
 3. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Diploma Examination Results by Course



[No Data for Science 30]

- Notes:
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*). Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. 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	Heritage Christian Academy							Alberta			
		Achievement	Improvement	Overall	2017		Prev 3 Year Average		2017		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	Very High	Maintained	Excellent	37	94.6	42	91.3	30,150	86.5	28,895	87.0
	Standard of Excellence	Intermediate	Maintained	Acceptable	37	8.1	42	7.1	30,150	11.7	28,895	11.3
English Lang Arts 30-2	Acceptable Standard	*	*	*	5	*	n/a	n/a	16,797	89.5	16,361	89.2
	Standard of Excellence	*	*	*	5	*	n/a	n/a	16,797	11.4	16,361	12.2
French Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,375	94.7	1,256	95.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,375	9.4	1,256	11.0
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	156	98.1	140	98.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	156	18.6	140	22.2
Mathematics 30-1	Acceptable Standard	n/a	n/a	n/a	15	86.7	24	87.0	20,371	73.1	20,934	74.0
	Standard of Excellence	n/a	n/a	n/a	15	40.0	24	37.1	20,371	30.7	20,934	28.5
Mathematics 30-2	Acceptable Standard	n/a	n/a	n/a	24	70.8	17	72.9	14,327	74.7	12,738	73.6
	Standard of Excellence	n/a	n/a	n/a	24	12.5	17	8.3	14,327	15.9	12,738	15.8
Social Studies 30-1	Acceptable Standard	High	Declined	Acceptable	28	89.3	40	95.9	22,249	86.0	21,875	85.9
	Standard of Excellence	Intermediate	Maintained	Acceptable	28	14.3	40	17.6	22,249	14.8	21,875	14.9
Social Studies 30-2	Acceptable Standard	High	Maintained	Good	17	88.2	8	100.0	20,054	80.6	19,579	82.1
	Standard of Excellence	Very High	Maintained	Excellent	17	29.4	8	12.2	20,054	12.6	19,579	13.5
Biology 30	Acceptable Standard	Intermediate	Declined	Issue	35	80.0	40	94.1	22,993	84.2	21,843	85.4
	Standard of Excellence	Intermediate	Maintained	Acceptable	35	22.9	40	27.1	22,993	32.3	21,843	32.4
Chemistry 30	Acceptable Standard	High	Maintained	Good	16	81.3	18	81.4	18,751	83.1	19,161	81.7
	Standard of Excellence	High	Maintained	Good	16	31.3	18	32.9	18,751	38.6	19,161	34.6
Physics 30	Acceptable Standard	Low	Declined	Issue	8	62.5	14	91.7	9,952	85.7	10,553	84.3
	Standard of Excellence	High	Maintained	Good	8	37.5	14	44.4	9,952	41.8	10,553	36.6
Science 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,323	84.9	7,914	84.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,323	28.4	7,914	26.6

- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. 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. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
 4. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Diploma Exam Mark vs School Awarded Mark Discrepancy Analysis

Exam	Sitting	# of students	HCA School Mark	Province School Mark	HCA Exam Mark	Province Exam Mark	School Mark/Exam Discrepancy
Biology 30	June	35	73.50%	76.40%	65.80%	68.20%	+7.70%
Chemistry 30	June	16	85.20%	77.40%	65.50%	69.90%	+19.70%
English 30-1	January	37	77.60%	73.00%	65.70%	63.40%	+11.90%
English 30-2	January	5	67.20%	66.60%	71.40%	65.70%	- 4.20%
Social Studies 30-1	June	28	77.50%	75.20%	67.80%	65.30%	+9.70%
Social Studies 30-2	June	17	70.10%	66.90%	71.80%	62.30%	- 1.70%
Mathematics 30-1	January	15	74.60%	77.10%	69.80%	63.60%	+4.30%
Mathematics 30-2	January	24	70.50%	69.40%	58.80%	58.80%	+11.70%
Physics 30	January	8	75.10%	78.80%	63.50%	70.70%	+11.60%

Areas of strength:

- English 30-1, Math 30-1, Math 30-2, and Social 30-2 results all strong

Areas of growth:

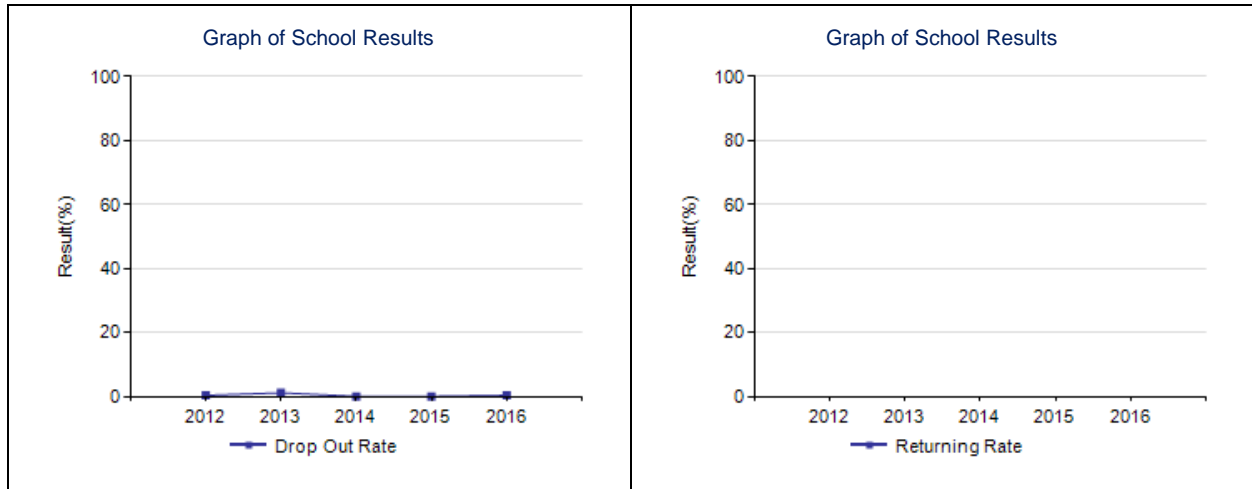
- Standard of excellence is below provincial average in Biology 30, Chemistry 30 and Math 30-2
- Acceptable Standard for Social 30-1, Biology 30 and Physics 30 has declined.

The plan:

- Continue to work on informing students and parents which stream is appropriate for them to be in in English, Math and Social
- Continue to look for ways to enrich learning for students approaching Standard of Excellence
- Continue to encourage teachers to be nominated to mark diploma exams and to become item writers for diploma exams
- Refer to the action plan for each Diploma courses – p. 21 – p. 22

Drop Out Rate – Measure Details

Drop Out Rate - annual dropout rate of students aged 14 to 18															
	School					Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Drop Out Rate	0.3	1.1	0.0	0.0	0.3	2.6	2.2	2.6	3.1	3.7	3.6	3.3	3.5	3.2	3.0
Returning Rate	*	*	*	n/a	n/a	23.2	12.4	20.5	7.2	8.2	22.8	20.7	20.9	18.2	18.9

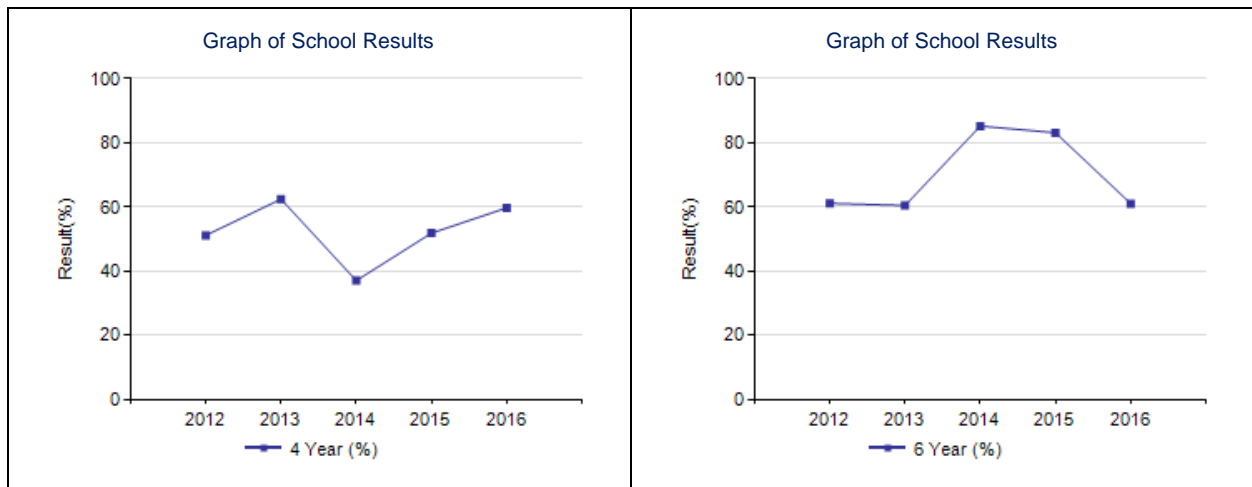


Notes:

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

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.															
	School					Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
4 Year Rate	51.1	62.4	37.0	51.8	59.7	44.6	47.6	45.7	43.7	44.1	39.4	39.7	38.3	37.0	37.0
6 Year Rate	61.1	60.4	85.2	83.1	61.0	67.6	66.8	67.3	64.2	65.2	59.3	59.0	59.7	59.4	57.9



Notes:

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

Analysis:

Our drop out rate is very close to 0% or is 0% every year. The transition rate tends to fluctuate year over year but within 4 years of entering grade 10 on average 60% of our students attend post-secondary institutions in Alberta. We have quite a number of students attending institutions outside of Alberta and who are enrolled in Biblical Studies programs. We are working on a method of tracking this information for ourselves.

Rutherford Eligibility Rate – Measure Details

Percentage of Grade 12 students eligible for a Rutherford Scholarship.															
	School					Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	88.1	73.5	n/a	n/a	n/a	76.1	74.9	n/a	n/a	n/a	60.8	62.3

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
2012	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2013	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2014	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2015	42	33	78.6	36	85.7	24	57.1	37	88.1
2016	49	35	71.4	36	73.5	19	38.8	36	73.5

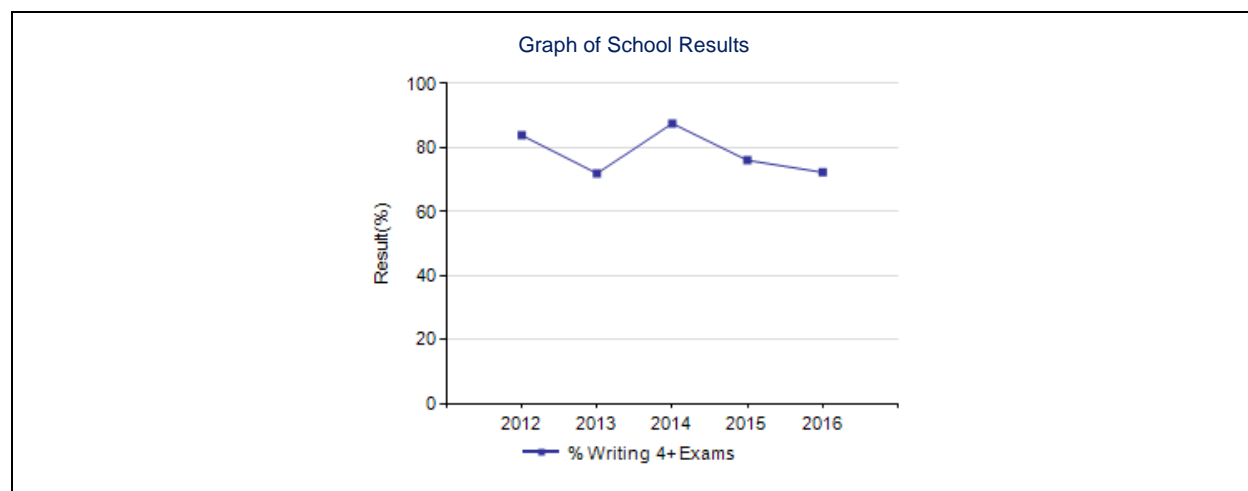
Analysis:

Student Rutherford eligibility remains high in comparison to the province. A decline from last year can be in part contributed to the smaller number of students in our school population.

Diploma Examination Participation Rate – Measure Details

Diploma examination participation rate: Percentage of students writing 0 to 6 or more Diploma Examinations by the end of their 3rd year of high school.

	School					Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
% Writing 0 Exams	2.2	9.4	2.5	9.6	9.3	10.1	11.6	13.7	10.7	12.9	16.5	16.6	15.7	15.7	15.0
% Writing 1+ Exams	97.8	90.6	97.5	90.4	90.7	89.9	88.4	86.3	89.3	87.1	83.5	83.4	84.3	84.3	85.0
% Writing 2+ Exams	94.3	87.5	97.5	90.4	90.7	87.4	87.4	84.8	88.3	84.6	80.5	80.3	81.4	81.2	81.9
% Writing 3+ Exams	90.8	81.3	92.5	82.2	83.3	75.6	75.1	70.3	72.0	71.1	66.8	63.3	65.0	64.7	65.2
% Writing 4+ Exams	83.8	71.9	87.5	76.0	72.2	60.7	55.2	60.3	58.1	59.6	55.9	50.1	54.4	54.6	54.9
% Writing 5+ Exams	55.9	18.8	42.5	37.0	35.2	38.3	27.5	32.5	36.2	35.5	37.5	31.5	36.3	37.1	37.5
% Writing 6+ Exams	14.0	3.1	5.0	10.3	11.1	12.1	9.3	9.8	10.8	9.9	14.3	11.4	13.1	13.8	13.6



Analysis:

We have a high Diploma Exam participation rate. We do fluctuate from year to year but overall, our students work toward gaining courses that allow them to maintain open doors for post-secondary plans. 72.2% of our students write 4 or more exams.

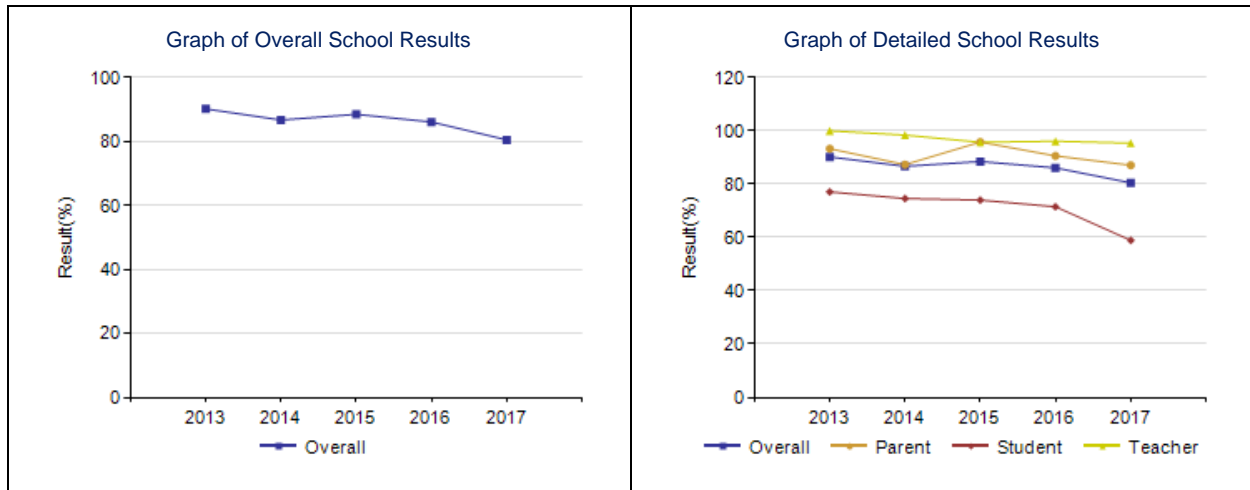
Percentage of students writing 1 or more Diploma Examinations by the end of their 3rd year of high school, by course and subject.															
	School					Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
English Language Arts 30-1	83.3	78.1	97.5	81.6	81.5	59.7	57.6	56.5	59.3	61.6	54.7	53.9	54.0	53.2	53.9
English Language Arts 30-2	10.0	9.4	0.0	8.2	7.4	27.2	30.3	27.8	28.3	22.3	25.9	27.1	28.0	28.7	28.7
Total of 1 or more English Diploma Exams	93.3	87.5	97.5	89.8	88.9	85.4	86.6	83.5	87.3	83.2	78.6	78.7	79.7	79.5	80.0
Social Studies 30-1	80.0	78.1	82.5	77.6	74.1	50.5	50.4	47.1	47.0	45.7	47.6	45.8	45.1	43.5	45.1
Social Studies 30-2	10.0	12.5	12.5	12.2	14.8	36.6	35.7	35.7	41.3	38.4	31.9	33.7	35.2	36.7	35.8
Total of 1 or more Social Diploma Exams	90.0	90.6	95.0	89.8	88.9	87.1	86.1	82.8	88.3	83.9	78.7	78.8	79.6	79.5	80.2
Pure Mathematics 30	73.3	0.0	0.0	0.0	0.0	48.0	1.7	0.0	0.0	0.0	42.2	7.2	0.1	0.0	0.0
Applied Mathematics 30	6.7	0.0	0.0	0.0	0.0	22.8	0.5	0.0	0.0	0.0	19.5	0.2	0.0	0.0	0.0
Mathematics 30-1	n/a	53.1	52.5	44.9	46.3	n/a	32.8	40.5	43.0	41.8	n/a	29.7	37.3	37.1	36.4
Mathematics 30-2	n/a	25.0	40.0	26.5	27.8	n/a	22.6	24.6	23.0	23.4	n/a	16.7	21.4	22.4	23.6
Total of 1 or more Math Diploma Exams	80.0	78.1	92.5	71.4	74.1	70.8	57.1	64.8	65.3	64.3	61.1	52.1	57.0	57.6	58.3
Biology 30	76.7	62.5	72.5	69.4	77.8	48.3	49.1	47.1	45.0	48.9	42.8	42.2	41.4	40.6	40.7
Chemistry 30	50.0	6.3	47.5	28.6	37.0	41.8	35.7	35.2	40.0	41.1	36.5	31.5	34.7	35.7	35.5
Physics 30	26.7	28.1	17.5	34.7	16.7	20.0	16.9	19.2	22.3	19.1	20.2	17.3	20.0	19.9	19.3
Science 30	0.0	0.0	0.0	0.0	0.0	4.2	6.2	5.3	4.5	4.3	10.3	9.8	12.8	14.1	15.7
Total of 1 or more Science Diploma Exams	86.7	75.0	90.0	81.6	83.3	63.9	63.3	64.1	63.8	67.0	59.2	57.3	59.4	59.8	60.5
Français 30-1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.3	0.3	0.3	0.2	0.3
French Language Arts 30	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.6	2.7	2.7	2.8	2.8
Total of 1 or more French Diploma Exams	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.9	3.0	2.9	3.0	3.1

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
3. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.

Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	90.2	86.7	88.5	86.1	80.5	87.5	88.9	88.6	87.1	86.9	83.4	83.4	83.5	83.9	83.7
Teacher	100.0	98.4	95.7	96.1	95.4	97.9	96.8	95.8	94.8	94.8	93.6	93.8	94.2	94.5	94.0
Parent	93.3	87.3	95.8	90.6	87.1	84.5	89.3	89.7	87.9	88.6	80.3	81.9	82.1	82.9	82.7
Student	77.1	74.6	74.0	71.5	58.9	80.0	80.7	80.3	78.5	77.3	76.2	74.5	74.2	74.5	74.4



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

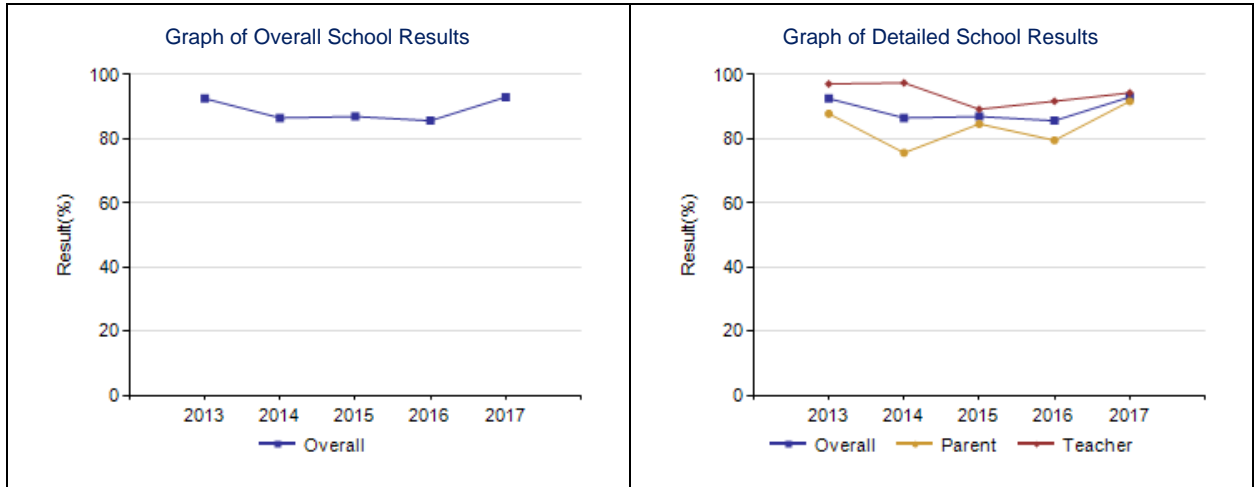
Analysis:

- “Don’t know responses:
 - high percentage from grade 4 in this category
 - Grade 7 -9 had as high as 17%
 - Grade 10-12 had as high as 25%
 - Need to work on ensuring students understand the questions and respond clearly.
- “Respect each other, get involved and help each other more”
 - Students in grade 7-9 and 10-12 however did respond that students need to respect each other, get involved and help each other more.
 - We have intentionally incorporated strategic plans to address this – Middle School community building events, leadership opportunities, High-School ReDesign and much more.
- Teachers and parents
 - Feel students are good citizens for the most part.
 - We will be looking at strategies to close the gap between student responses and adult responses.

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.

	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	92.5	86.5	86.9	85.6	93.0	87.5	90.8	88.3	88.9	86.3	80.3	81.2	82.0	82.6	82.7
Teacher	97.1	97.4	89.2	91.7	94.3	95.1	94.6	92.2	93.4	91.6	89.4	89.3	89.7	90.5	90.4
Parent	87.8	75.6	84.6	79.5	91.7	79.9	87.0	84.5	84.4	80.9	71.1	73.1	74.2	74.8	75.1



Notes:

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

Analysis:

This measure tends to remain quite high. Teachers and Parents alike feel the school works on developing attitudes and behaviours in students that will help them be successful.

Provincial Achievement Test Results – Measure Details

		Results (in percentages)									
		2013		2014		2015		2016		2017	
		A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	97.6	11.9	98.1	30.8	91.7	33.3	91.8	40.8	96.3	37.0
	Authority	91.9	27.4	93.5	28.7	92.2	36.0	92.2	34.8	90.0	30.5
	Province	82.5	16.3	81.9	17.6	82.8	19.5	82.9	20.4	82.5	18.9
Mathematics 6	School	73.8	2.4	82.7	19.2	81.3	27.1	87.8	24.5	83.3	14.8
	Authority	85.1	24.4	86.6	23.4	83.8	26.9	82.9	25.4	79.5	19.8
	Province	73.0	16.4	73.5	15.4	73.2	14.1	72.2	14.0	69.4	12.6
Science 6	School	92.9	28.6	86.5	26.9	87.5	31.3	91.8	40.8	90.7	42.6
	Authority	86.7	38.4	85.6	33.8	87.1	38.6	86.6	38.3	84.1	38.5
	Province	77.5	25.9	75.9	24.9	76.3	25.3	78.0	27.1	76.9	29.0
Social Studies 6	School	90.5	19.0	80.8	11.5	79.2	18.8	87.8	32.7	92.6	24.1
	Authority	82.6	34.9	82.8	25.6	78.7	33.4	78.0	34.7	80.1	31.7
	Province	72.7	19.0	70.4	16.6	69.8	18.1	71.4	22.0	72.9	21.7
English Language Arts 9	School	100.0	21.1	88.7	26.4	94.2	26.9	93.3	20.0	92.2	9.8
	Authority	81.3	15.7	87.9	22.7	81.9	17.6	88.0	25.2	88.1	21.5
	Province	76.7	14.8	76.3	15.0	75.6	14.4	77.0	15.2	76.8	14.9
English Lang Arts 9 KAE	School	n/a	n/a	*	*	n/a	n/a	n/a	n/a	*	*
	Authority	85.0	15.0	80.8	0.0	62.1	10.3	64.3	19.0	79.2	12.5
	Province	62.4	4.3	62.8	3.5	63.0	4.5	59.8	6.2	58.8	5.9
Mathematics 9	School	84.2	31.6	67.9	15.1	86.5	28.8	76.7	11.6	98.1	32.1
	Authority	70.1	17.2	78.4	25.5	71.5	22.0	78.7	23.2	80.1	28.0
	Province	66.8	18.3	67.1	17.3	65.3	17.9	67.8	17.5	67.2	19.0
Mathematics 9 KAE	School	n/a	n/a	*	*	n/a	n/a	*	*	*	*
	Authority	85.0	10.0	82.1	21.4	56.7	20.0	63.5	19.2	77.8	33.3
	Province	65.8	14.7	63.4	14.5	60.9	14.4	61.2	13.0	57.5	13.3
Science 9	School	90.5	23.8	81.5	27.8	92.3	44.2	88.4	23.3	85.5	36.4
	Authority	71.1	14.0	82.8	26.9	81.0	27.3	83.0	26.3	85.8	28.4
	Province	72.9	20.0	73.2	22.1	74.1	22.8	74.2	22.4	74.0	21.4
Science 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	*	*	n/a	n/a
	Authority	95.5	31.8	90.9	18.2	65.6	31.3	62.2	13.3	85.0	25.0
	Province	68.4	17.1	64.1	14.9	64.5	15.1	63.8	14.3	63.9	13.3
Social Studies 9	School	94.9	33.3	77.8	38.9	90.4	46.2	86.0	27.9	83.6	30.9
	Authority	82.2	30.4	79.0	29.1	73.6	28.6	75.4	23.8	73.5	21.8
	Province	65.5	18.8	65.5	19.9	65.1	19.8	64.7	18.0	67.0	20.2
Social Studies 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	*	*	n/a	n/a
	Authority	100.0	33.3	79.2	8.3	64.3	32.1	57.1	16.7	84.2	26.3
	Province	64.6	13.0	61.8	10.7	57.3	11.2	58.0	11.6	56.3	12.7

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Interpretation of the Data - PAT:

Factors Impacting Data from year to year and for the 2017 year in particular:

Please note we are a Small high school so our numbers do fluctuate from year to year based on # of students in a course, outlier data, class make-up, etc.

Areas of Strength:

Acceptable Standard in 2017 was a definite strength for HCA across the board in particular in SS 6 and Mathematics 9. We saw significant improvements in the level of achievement.

Standard of Excellence in 2017 was also a definite strength for HCA. The greatest improvements were in Science 6 and Mathematics 9. A very high standard was maintained in all areas with the exception of Mathematics 6 (declined with a comparable standard of excellence maintained with the province) and ELA 9 (declined).

Math 6	SS 6	ELA 6	Science 6
<p><i>Students on the whole achieved acceptable standard on this exam or standard of excellence.</i></p> <p><i>Students achieved greater results in part B of the exam.</i></p>	<p><i>Students did exceptionally well. There is no specific unit or set of skills that stand out over another..</i></p>	<p><i>Students were taught to identify and use figurative language directly and excelled at questions testing this skill. Students excelled on the majority of questions on this PAT.</i></p>	<p><i>Students showed excellent problem solving skills with their Science PAT. They excelled at the majority of questions across units of study.</i></p>
Math 9	SS 9	ELA 9	Science 9
<p><i>Students did very well in all areas of the curricula. They were exposed to all types of concepts and were able to address the questions posed with confidence.</i></p>	<p><i>On the whole, students were at or above the provincial average for all but 5 of the 45 questions.</i></p> <p><i>The area of highest achievement in terms of question type were Knowledge & Understanding questions vs. the Skills and Processes questions. There is no particular trend in terms of strands.</i></p>	<p><i>Results in the acceptable standard remain strong.</i></p>	<p><i>Students excel the most at skill based questions. Students excel in this area because they can apply their knowledge and there are some math-type questions which allow for more direct responses..</i></p>

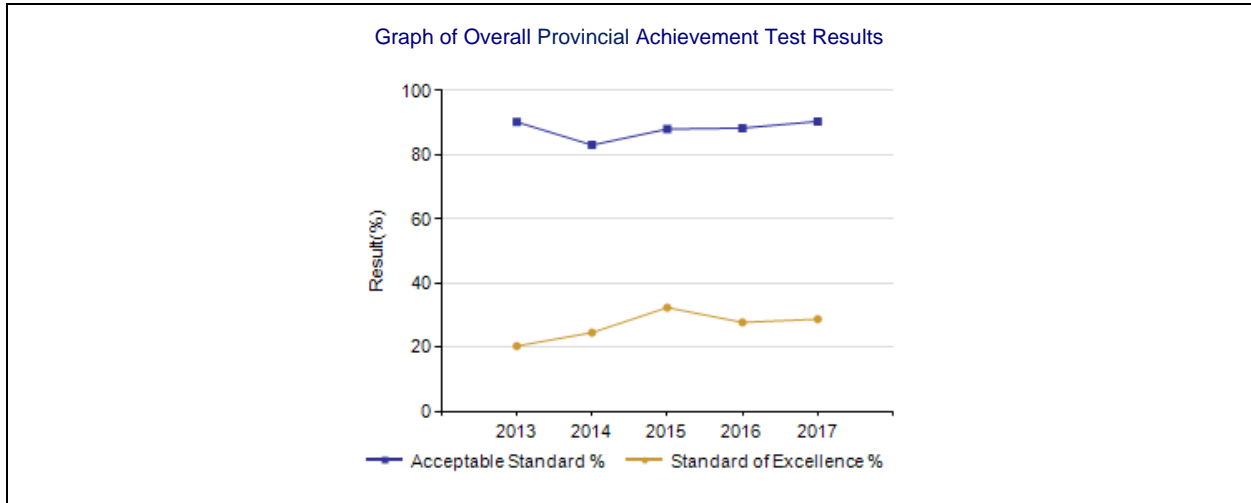
Areas of Focused Improvement for 2018:

Math 6 and ELA 9 are 2 areas where strategic plans will be in place.

Math 6	SS 6	ELA 6	Science 6
<p><i>Part A was new for teachers and students this past school year. This is an area where more focused practice and intentional teaching of skills will be applied.</i></p> <p><i>Action Plan:</i></p> <p><i>School Numeracy goal – intentional focus on building basic numeracy skills and problem solving strategies.</i></p>	<p><i>Recalling specific information.</i></p> <ul style="list-style-type: none"> <i>-Evaluate information to determine the correct description of direct democracy</i> <i>-Identify from a source the purpose of an activity in ancient Athens</i> <i>-Recall the requirements of citizenship in ancient Athens</i> <i>-Recall the role of the justice system in protecting the Canadian Charter of Rights and Freedoms</i> <i>-Recall the qualifications for voting in ancient Athens</i> <i>-Recall a responsibility of clan mothers in the Iroquois Confederacy</i> <p><i>Action Plan:</i></p> <p><i>1. Develop and encourage strategies for review of all units with students before tests. 2. Focus on increasing skills and processes (67% of weak questions) as knowledge and understanding (33%) questions were not as big of a problem.</i></p>	<p><i>Higher-level skills with poetry and cartoon interpretations were most difficult for students.</i></p> <p><i>Action Plan:</i></p> <p><i>Maintain and improve all areas. Results were very encouraging for ELA 6.</i></p>	<p><i>Students struggled with a question involving movements of celestial bodies (sun and moon).</i></p> <p><i>Action Plan:</i></p> <p><i>Very Successful year in Science 6. The goal is to maintain and improve in all areas.</i></p>
Math 9	SS 9	ELA 9	Science 9
<p><i>Areas of Challenge: Simplifying complex expressions with exponents which require the use of multiple exponent laws. Visualizing square roots from a pictorial expression of a square and transferring this to finding the perimeter of a figure.</i></p> <p><i>Action Plan:</i></p>	<p><i>Immigration is an area to focus upon. Though it is an improvement from other years. It comes as an integration chapter for students that encompasses and requires students to be well versed in political structure and Economic Decision Making. Students don't grasp the full context until later in the chapter.</i></p> <p><i>Another focus is on how</i></p>	<p><i>Greater attention to poetry and reading comprehension will be applied.</i></p> <p><i>Standard of excellence has declined. There will be greater focus on the Poetry unit and time spent on various sections of the curriculum will be reviewed and adapted.</i></p>	<p><i>The greatest weakness is the Biodiversity unit. Students find this challenging because it is the first unit of grade 9 and it is during the adjustment period of moving into semesters. It is also a quick unit.</i></p> <p><i>Action Plan:</i></p> <p><i>Since Biodiversity is the first unit students tend to</i></p>

<p>Focus on more difficult and complex examples for exponents. Use more diagrams to help with visualization of squares, areas and perimeter of various figures. This will address the school goal of increasing numeracy skills.</p>	<p>the Economy and Government are interconnected.</p> <p>Students need to remember how to draw conclusions and remember the "Big Rocks" of main ideas, not getting buried in details. Students may have been confused by details while interpreting sources when they could have stayed with more overvie/broad thinking.</p> <p>Action Plan:</p> <p>Work on anticipating and addressing gaps in understanding throughout content delivery. Looking well ahead in course content will allow the teacher to integrate chapters and strands and provide context to students.</p>		<p>forget the information for the final PAT. Doing more review on this unit would be beneficial to help students recall the information from the start of the semester.</p>
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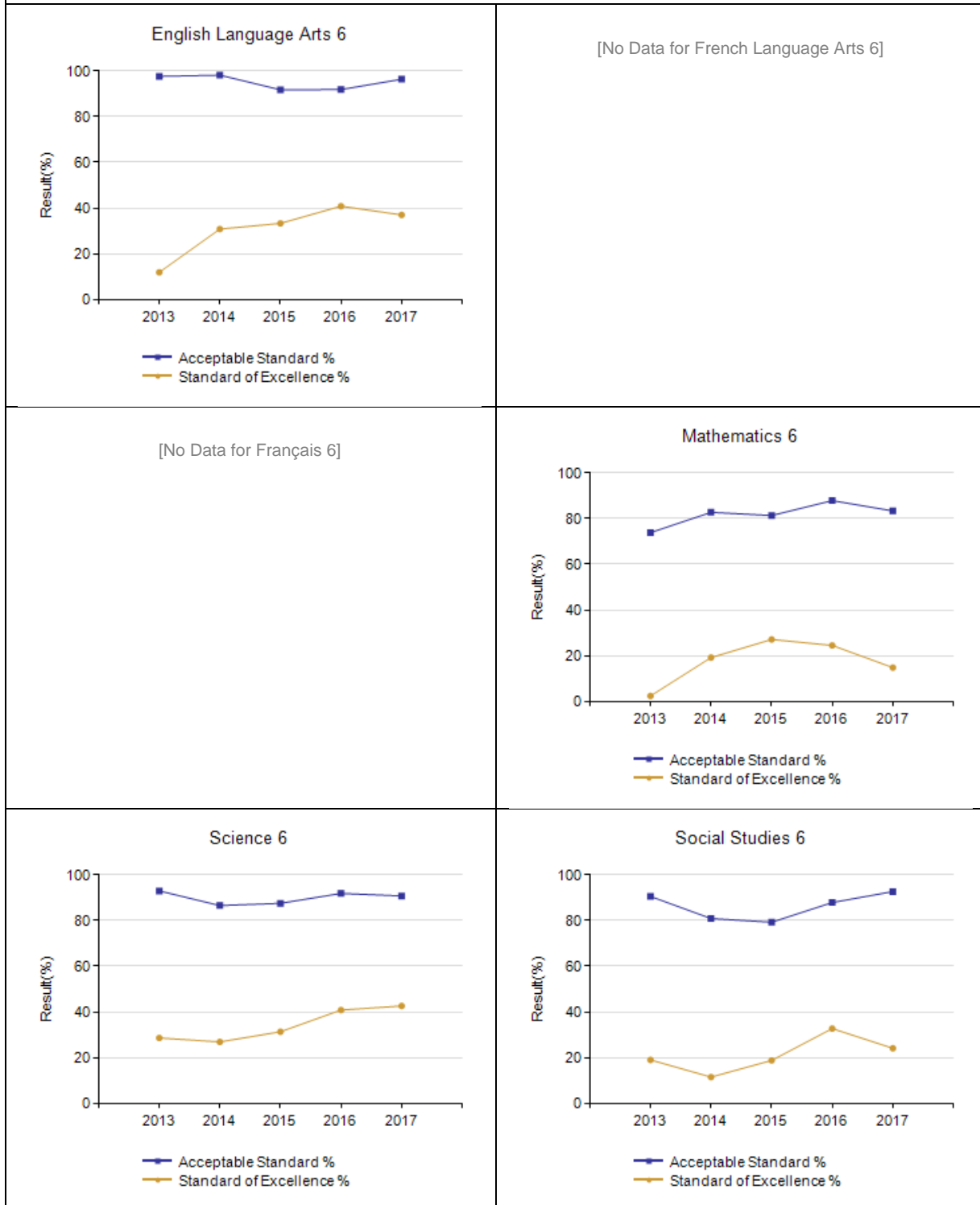
Subject	Compare current data to provincial results and local targets	Compare narrative writing to functional writing
<p>ELA 6 Writing</p>	<p>Students have room to improve in writing conventions. They excelled at content.</p>	<p>Students did well (the majority were proficient or satisfactory) on both narrative and functional writing. They were slightly higher on narrative writing over functional writing.</p>
<p>ELA 9 Writing</p>	<p>Students showed strength in answering informational questions from a variety of resources. Improvement is needed in identifying the impact of imagery in Poetry. Overall the weakest scores were connected to Poetry, especially imagery.</p> <p>More focus will be spent this year applying concepts to and examining Poetry with a focus on imagery.</p>	<p>Students were more successful in the narrative writing. Functional writing will be a writing goal in ELA 7-9</p> <p>Focus: Analyze prompts to determine the purpose for the writing assignment or task. Edit and revise work to ensure that all pertinent information is included and well explained.</p> <p>Work on business letters and other forms of functional writing.</p>



Notes:

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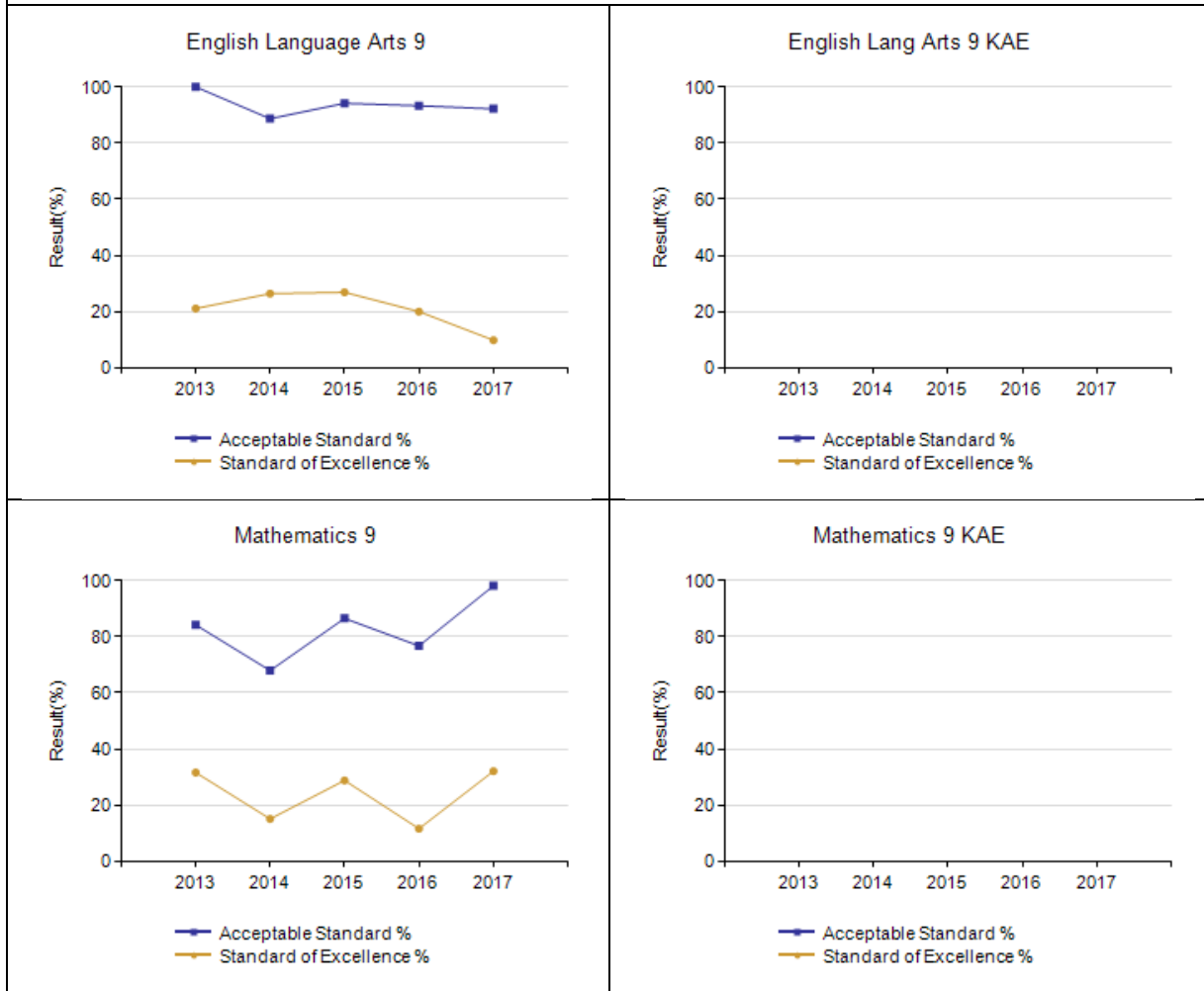
Graph of Provincial Achievement Test Results by Course



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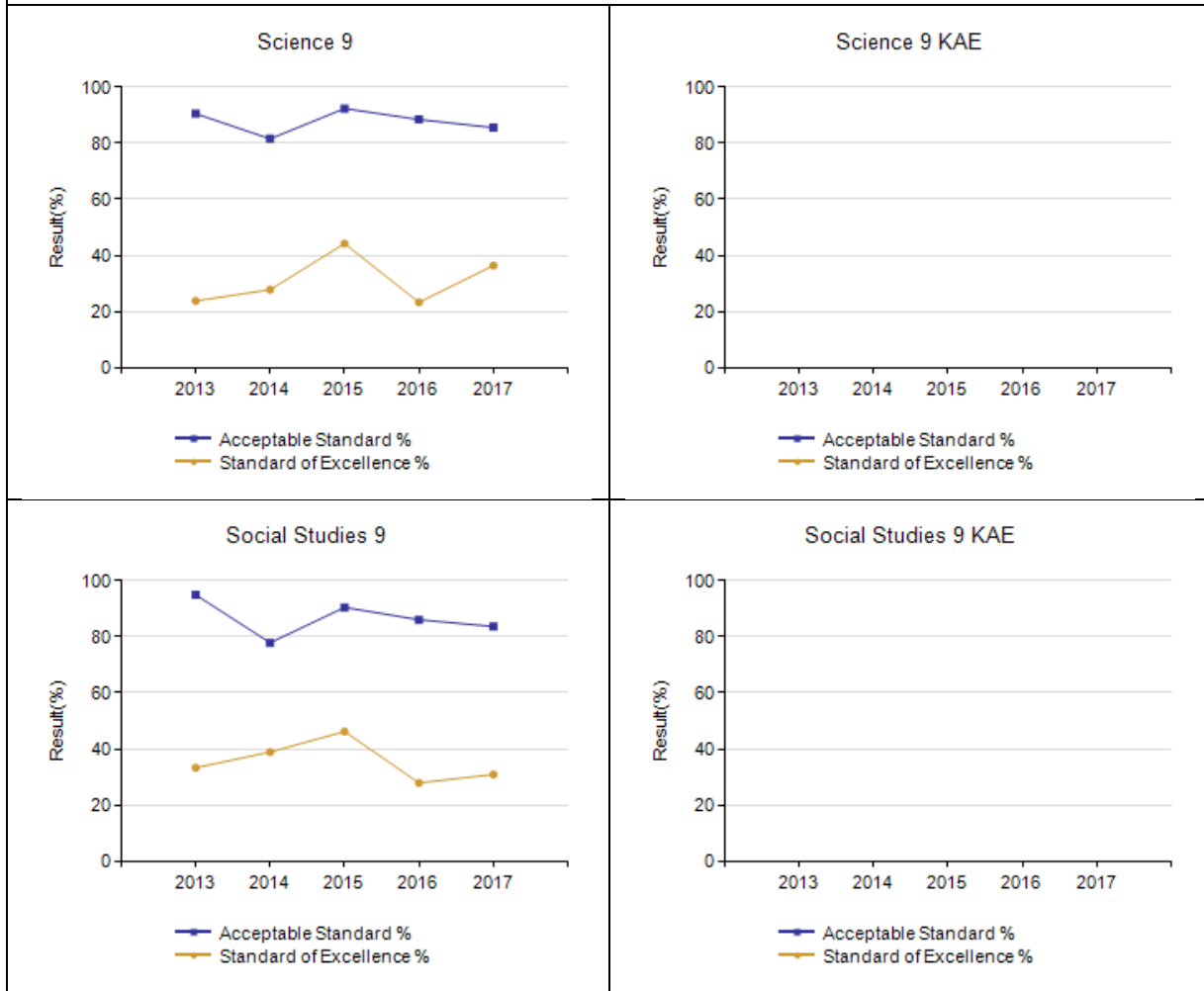
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PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Course	Measure	Heritage Christian Academy							Alberta			
		Achievement	Improvement	Overall	2017		Prev 3 Year Average		2017		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	Very High	Maintained	Excellent	54	96.3	50	93.9	49,572	82.5	46,989	82.5
	Standard of Excellence	Very High	Maintained	Excellent	54	37.0	50	35.0	49,572	18.9	46,989	19.2
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,185	85.1	2,864	87.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,185	13.5	2,864	14.4
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	542	92.1	524	90.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	542	21.6	524	16.5
Mathematics 6	Acceptable Standard	High	Maintained	Good	54	83.3	50	83.9	49,507	69.4	46,906	73.0
	Standard of Excellence	Intermediate	Declined	Issue	54	14.8	50	23.6	49,507	12.6	46,906	14.5
Science 6	Acceptable Standard	Very High	Maintained	Excellent	54	90.7	50	88.6	49,501	76.9	46,914	76.7
	Standard of Excellence	Very High	Improved	Excellent	54	42.6	50	33.0	49,501	29.0	46,914	25.8
Social Studies 6	Acceptable Standard	Very High	Improved	Excellent	54	92.6	50	82.6	49,485	72.9	46,903	70.5
	Standard of Excellence	High	Maintained	Good	54	24.1	50	21.0	49,485	21.7	46,903	18.9
English Language Arts 9	Acceptable Standard	Very High	Maintained	Excellent	51	92.2	50	92.1	45,487	76.8	43,746	76.3
	Standard of Excellence	Intermediate	Declined	Issue	51	9.8	50	24.4	45,487	14.9	43,746	14.9
English Lang Arts 9 KAE	Acceptable Standard	*	*	*	4	*	n/a	n/a	1,428	58.8	1,576	61.9
	Standard of Excellence	*	*	*	4	*	n/a	n/a	1,428	5.9	1,576	4.8
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,763	83.1	2,625	85.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,763	11.2	2,625	10.7
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	379	88.9	392	87.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	379	26.1	392	21.6
Mathematics 9	Acceptable Standard	Very High	Improved Significantly	Excellent	53	98.1	49	77.1	45,020	67.2	43,295	66.7
	Standard of Excellence	Very High	Improved	Excellent	53	32.1	49	18.5	45,020	19.0	43,295	17.6
Mathematics 9 KAE	Acceptable Standard	*	*	*	2	*	n/a	n/a	1,848	57.5	2,026	61.8
	Standard of Excellence	*	*	*	2	*	n/a	n/a	1,848	13.3	2,026	14.0
Science 9	Acceptable Standard	Very High	Maintained	Excellent	55	85.5	50	87.4	45,445	74.0	43,808	73.8
	Standard of Excellence	Very High	Maintained	Excellent	55	36.4	50	31.8	45,445	21.4	43,808	22.4
Science 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,440	63.9	1,547	64.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,440	13.3	1,547	14.8
Social Studies 9	Acceptable Standard	Very High	Maintained	Excellent	55	83.6	50	84.7	45,484	67.0	43,722	65.1
	Standard of Excellence	Very High	Maintained	Excellent	55	30.9	50	37.6	45,484	20.2	43,722	19.2
Social Studies 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,393	56.3	1,533	59.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,393	12.7	1,533	11.2

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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 Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

PAT and Diploma Exams – Students Achieving Below Acceptable Standard

Grade	Exam	School	Province	Difference
Grade 6	ELA 6	1.9%	8.50%	-6.6%
	Math 6	13.5%	23.8%	-10.3%
	Science 6	7.5%	14%	-6.5%
	Social 6	5.7%	18.7%	-13%
Grade 9	ELA 9	7.8%	13.6%	-5.8%
	Math 9	1.9%	25.2%	-23.3%
	Science 9	11.3%	17.6%	-6.3%
	Social 9	13.2%	25.3%	-12.1%
Grade 12	Biology 30	20.0%	17.5%	+2.5%
	Chemistry 30	18.8%	17.5%	+1.3%
	Physics 30	37.5%	15.6%	+21.9%
	English 30-1	5.4%	14.1%	-8.7%
	English 30-2	0.0%	9.2%	-9.2%
	Math 30-1	13.3%	27.6%	-14.3%
	Math 30-2	29.2%	29.7%	-0.5%
	Social 30-1	10.7%	13.8%	-3.1%
	Social 30-2	11.8%	21.3%	-9.5%

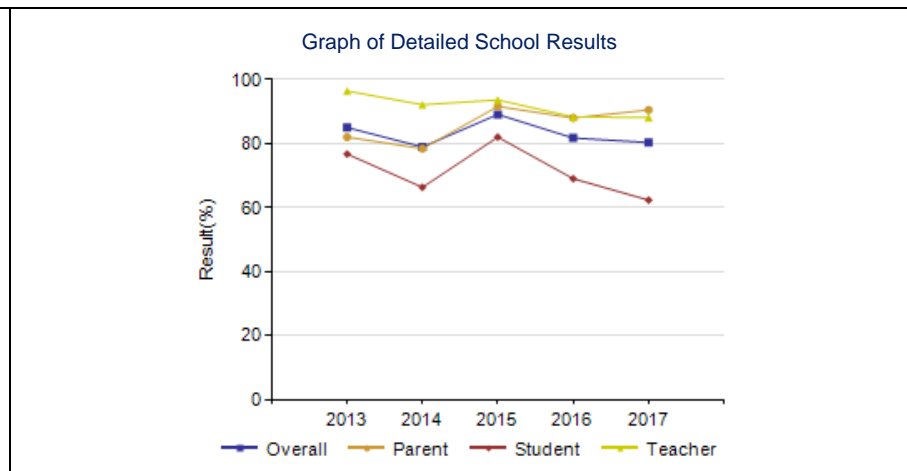
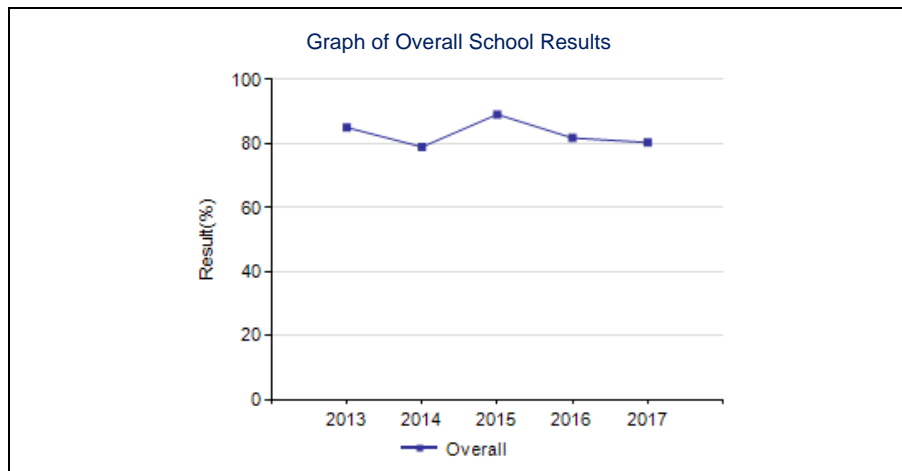
Analysis:

- Overall a good year in terms of students not meeting the Acceptable Standard
- Physics 30 is an area that needs refinement. Results are not statistically feasible due to very low enrollment in this course.

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.

	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	85.0	78.9	89.1	81.7	80.3	83.0	83.3	82.0	79.8	79.9	81.5	81.3	81.3	81.9	81.9
Teacher	96.4	92.1	93.6	88.3	88.1	91.0	89.1	88.0	84.7	87.6	87.9	87.5	87.2	88.1	88.0
Parent	82.0	78.4	91.6	88.0	90.5	80.9	84.4	81.6	82.7	81.3	78.9	79.9	79.9	80.1	80.1
Student	76.7	66.3	82.0	69.0	62.3	77.2	76.2	76.3	72.0	70.8	77.8	76.6	76.9	77.5	77.7



- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

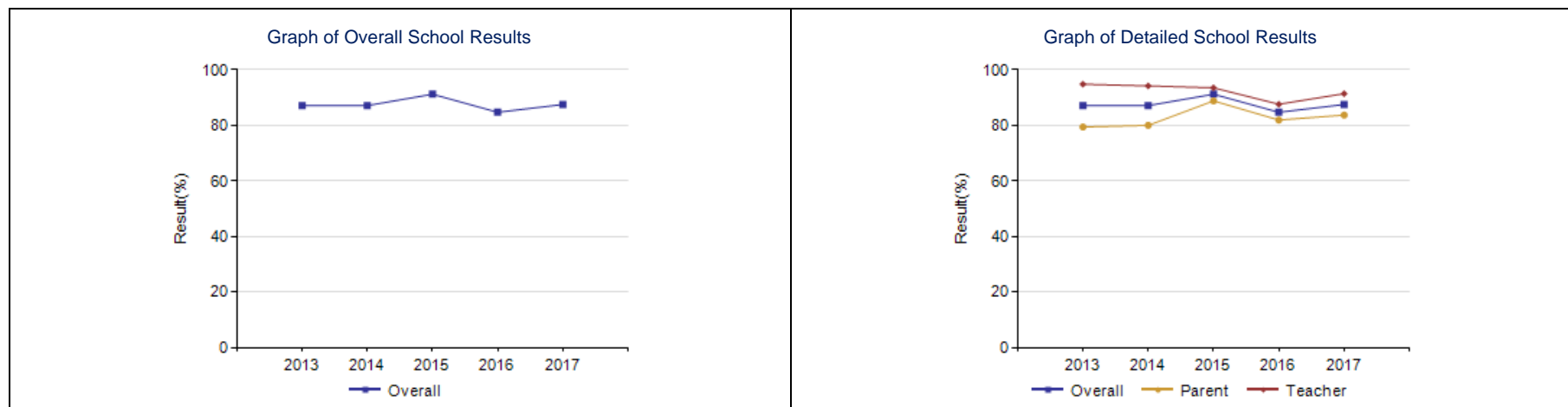
Analysis:

We vary from year to year based on student dynamics and because we are a small school. It is important however for us to develop strategies to become more consistent with the student viewpoint of program of studies. We have and will continue to work on greater opportunities for students to experience a wider variety of option classes. We have become a High School Redesign school and are working on incorporating an experiential learning week. We restructured our Middle School options this year in order to add more choice. We hope to see improvement in this category. Parents and Teachers responded quite high overall – it is important for us to use communication and meetings such as school council to examine the gap between adult measures and students.

Parental Involvement – Measure Details

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

	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	87.1	87.1	91.2	84.7	87.5	87.1	87.4	87.5	85.1	86.0	80.3	80.6	80.7	80.9	81.2
Teacher	94.8	94.2	93.5	87.6	91.4	94.4	94.1	92.9	89.5	91.7	88.5	88.0	88.1	88.4	88.5
Parent	79.4	80.0	88.8	81.9	83.7	79.9	80.8	82.2	80.7	80.2	72.2	73.1	73.4	73.5	73.9



- Notes:
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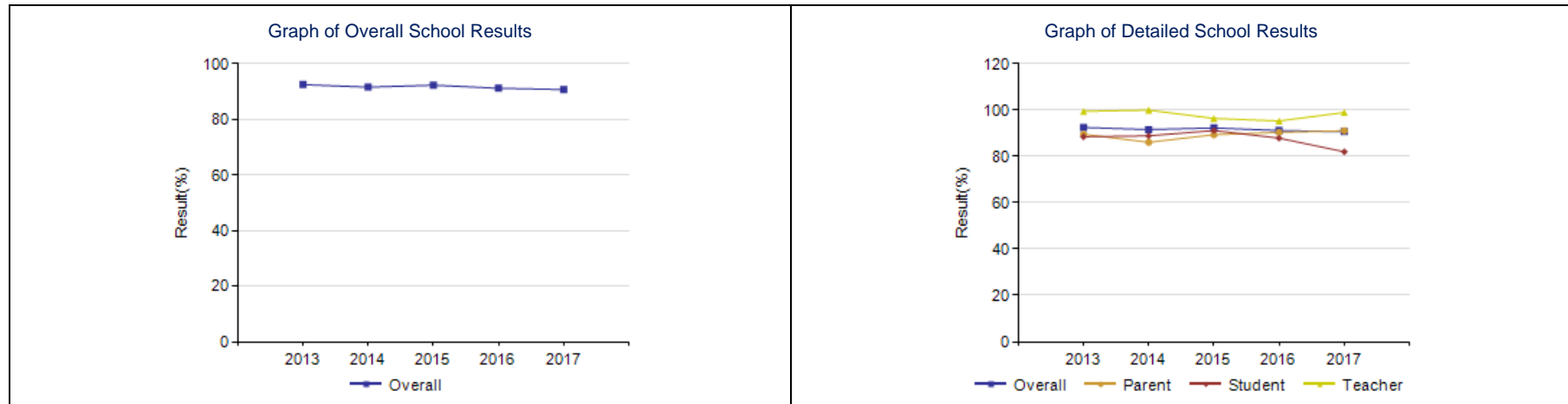
Analysis:

Parental Involvement tends to remain similar year to year. We work hard on engaging parents in school life and will continue to have this as a focus.

Education Quality – Measure Details

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

	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	92.5	91.6	92.3	91.2	90.7	92.6	93.7	92.5	90.5	91.5	89.8	89.2	89.5	90.1	90.1
Teacher	99.5	100.0	96.4	95.3	99.0	98.6	98.0	97.7	96.1	96.5	95.7	95.5	95.9	96.0	95.9
Parent	89.6	86.1	89.4	90.4	91.1	89.1	91.7	90.1	87.2	90.0	84.9	84.7	85.4	86.1	86.4
Student	88.5	88.9	91.2	87.9	82.0	90.0	91.3	89.6	88.3	87.9	88.7	87.3	87.4	88.0	88.1



- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

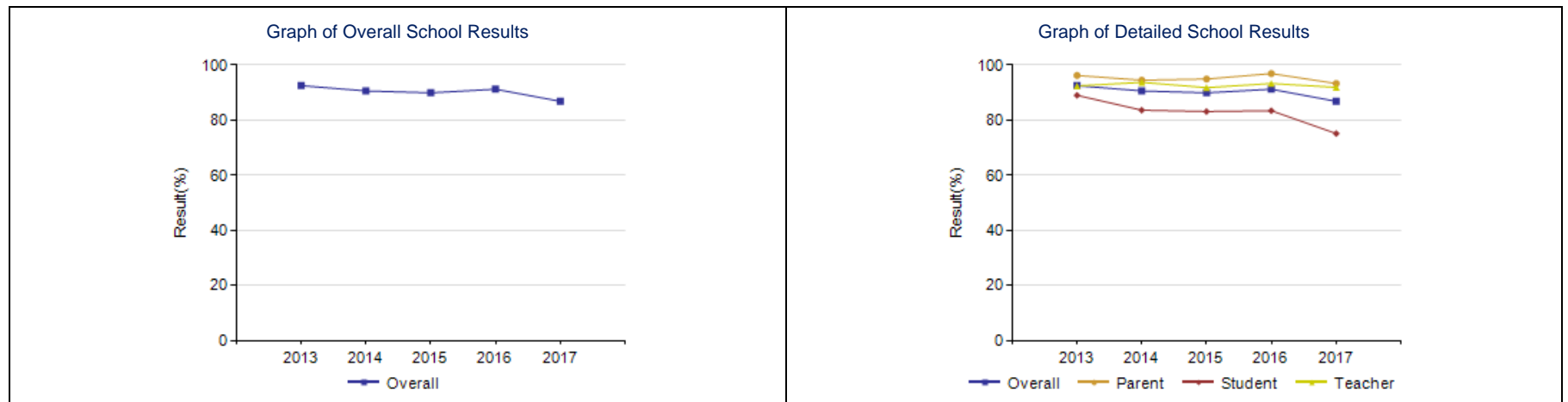
Analysis:

Quality of Education tends to remain high over the years with only slight fluctuations. We will continue to do what we are with minor improvements and continued on-going reflective practice.

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.

	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	92.5	90.6	89.9	91.2	86.8	92.2	93.5	92.1	91.2	91.6	89.0	89.1	89.2	89.5	89.5
Teacher	92.4	93.7	91.8	93.3	91.9	97.2	96.5	94.9	94.9	95.3	95.0	95.3	95.4	95.4	95.3
Parent	96.2	94.5	94.9	96.9	93.3	92.4	95.6	94.0	93.2	93.4	87.8	88.9	89.3	89.8	89.9
Student	89.0	83.6	83.1	83.4	75.1	86.8	88.5	87.4	85.4	86.2	84.2	83.1	83.0	83.4	83.3



Notes:

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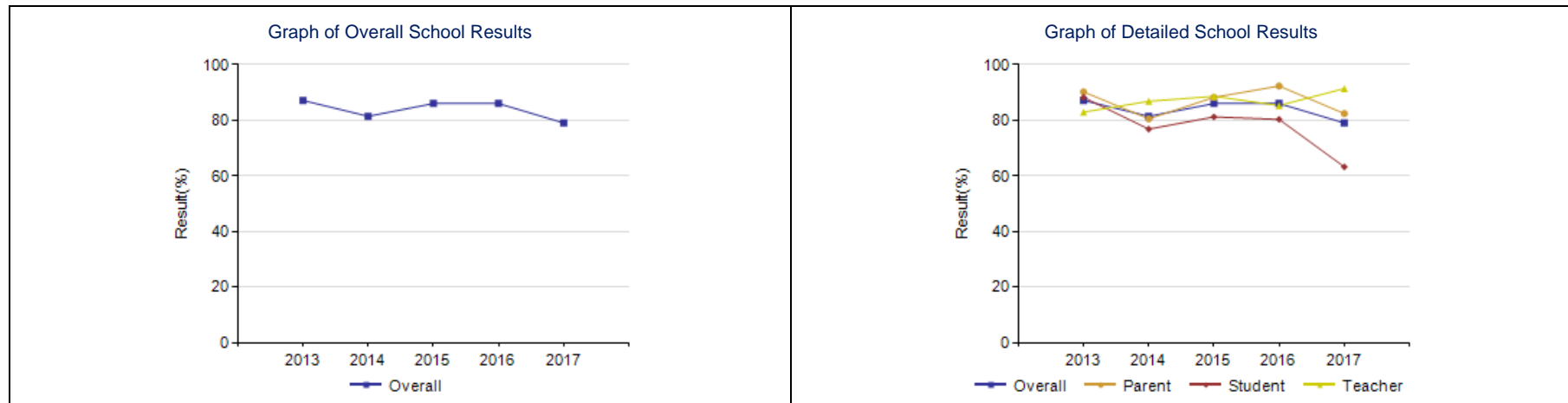
Analysis:

We tend to go up and down in this area but remain flat overall. This year in particular was slightly lower. Though we are a small school and there is this tendency to fluctuate more, this is an area we are focused intently on. We are doing a variety of community building events in particular in Middle School and High School. We are working on High School ReDesign, have incorporated small connect groups (family time) for High School students, created student focus groups, we are continuing to develop our mentorship/leadership programs across the school and are working on digital citizenship initiatives. It is important for us to gain student perspectives and address areas we can.

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.

	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	87.1	81.4	86.0	86.0	79.0	85.4	85.9	84.5	80.8	83.1	80.6	79.8	79.6	81.2	81.4
Teacher	82.9	86.8	88.6	85.3	91.4	85.8	88.0	85.1	83.1	88.6	80.9	81.3	79.8	82.3	82.2
Parent	90.2	80.5	88.2	92.3	82.4	84.6	84.9	84.0	80.5	82.8	77.9	77.0	78.5	79.7	80.8
Student	88.2	76.8	81.2	80.3	63.2	85.7	84.8	84.3	78.7	77.9	82.9	81.2	80.7	81.5	81.1



- Notes:
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 2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

Analysis:

Students tended to respond much lower in this category this year. Grade 4 – 6 students however are very proud of the school – 96%. Grade 7-9 students had a higher number of disagreement in regards to pride in the school than grades 4-6 but higher agreement than our grade 10-12 group. Grade 7-9 had a high percent who responded with Don't Know answers. We have identified this as an area of need and have implemented a variety of strategies to re-engage these students. Grade 10-12 responded much lower overall - 22% responded with don't know answers to both questions and many responded with disagreement. This year we are working on High School Redesign and hope to re-engage these students. The survey was done with grade 10 which was a small class of 37 students – this may have played a small role in the results.