

Hope Christian School



Please note that the pictures above were taken pre-COVID-19 with the exception of the graduation(2019-2020) participation picture. This picture was compiled using several individual pictures and Photoshop.

Introduction

Operating since 1981 as a private day school, Hope Christian School introduced our very successful online component in 2009 with approximately 30 students. Although our day school component ceased operation in June 2017, our online school has continued to grow and flourish, extending our reach as far as Nepal, Bonaire, and Hong Kong. This report will focus on our survey statistics provided by Alberta Education for the school year 2019-2020 including diploma exam results. It will be posted to our website, shared with our parents online and presented to the current Prairie Land School Division board.

Teaching and Learning

Synchronous and asynchronous online instruction looks different than your typical instruction in a regular school. Our FTE students are scheduled to engage with their teachers in Zoom classrooms each week, whereas our asynchronous classes are prepared for students requiring a more flexible learning plan with webinars and recordings. The latter presents problems of dishonesty and cheating both in assessment – assignments and tests. To counter the opportunity to cheat when engaging in evaluation processes asynchronously, we have put in place several measures including introducing a program, RPNow which closely monitors students while they are writing tests. Due to increasing test anxiety with our FTE students, several teachers arrange 1:1 supervision of tests through zoom and alternative assessment methods to encourage student success. As a staff we are participating in an assessment professional development activity to examine the culture of assessment and address the many deficiencies in assessment that standard testing presents. The integration of our new LMS (learning management system – Canvas) provides a more integrative means of communicating up to date assessment to the students and subsequently to the parents through the parent app. This program has opened up conversations with all the stakeholders and increased accountability for the students as there are few to no unknowns in their formative and summative assessments.

Culture and Inclusivity

At our recent staff meeting the Dream Project came up as a topic of discussion. It was agreed upon, that for the online school it was unrealistic to expect or hope that every adult in the school would know every student's dream. It was, however, generally agreed that we, as a staff, could explore the possibility having one staff know the dreams of 10 FTE synchronous students.

HCS prides itself on having an open and caring environment which welcomes students from all religious backgrounds into the Christian worldview. Our school is distinctly divided into the FTE Grade 4-12 synchronous classes and the PT 10-12 asynchronous classes and we work diligently with all students to ensure success. Daily contact with the elementary and junior high students ensures open and honest communication and effective teacher-student interactions. This helps ensure that each and every student is achieving to their individual capabilities and any potential issues are being addressed. Grade 10 students are teamed with 1-2 teachers who monitor their "whole school" education to ensure they are integrating into the online education scenario with success. In order to help students feel connected to the school, whole school competitions such as Chatterhigh are being implemented and in-class discussion groups are encouraged. As student progress from Grade 10 through to Grade 12, a positive, cohesive family is built, and graduation becomes the introduction and culmination of their learning experiences. Although very few students meet outside of the school environment, lifelong friendships are forged and sealed at the in-person graduation. Other programs which remove the "online" stigma from our program include drama productions, choral production, summer drama camp, international field trips, the availability of a career counsellor, and alternative programs such as RAP and Green certificate to name a few.

Health and Wellness

At this point, we at Hope Christian School, are looking for ways to incorporate and adapt our online program to come alongside Prairie Land with regard to this focus. This was discussed at our recent staff meeting and several teachers volunteered to serve on the Wellness Team with one of them as Wellness Leader. There were also several suggestions as to what this team could do to promote and support wellness in our online school. Because we are a Christian School we will also be incorporating Christian spiritual aspect of help and health wellness, as part of this program. As a result, and in consideration of the PLRD Wellness Rubric I would say that we are at the Silver level and approaching the gold level in some aspects.

School Profile

| GRADE | ECS | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|----------|-----|----|----|----|----|----|----|----|----|----|----|-----|-----|-------|
| STUDENTS | | | | | 13 | 24 | 23 | 29 | 37 | 31 | 89 | 111 | 224 | 581 |
| Home Ed | | 85 | 79 | 75 | 71 | 64 | 80 | 59 | 64 | 47 | 21 | 23 | 16 | 684 |

Because of our online program, this enrollment is always in a state of flux because we will be accepting new registrations throughout the year and particularly with the approach and transition into semester 2 for the high school.

School Vision: The major objective of Hope Christian School is to provide an excellent, accessible education program for all students that focuses on making students aware of the Gospel of Jesus Christ

School Mission: The mission of Hope Christian School is to expose students to the good news found in the Gospel of Jesus Christ, inspiring them to become followers of Jesus Christ and to go on to lead meaningful lives, committed to Godly families, Godly churches and Godly governments; which are vital to a well ordered society. This will prepare our students for life in the real world because God's perspective of all things is the real world.

C. Trends and Issues

I see the main focus, at least for this year, is to work out a mutual understanding between our online program and Prairie Land as to how our operations run and then to meld and adapt those operations to the satisfaction of all concerned. There is still much to be done, regarding this, but we have established a great working relationship that relies upon mutual respect and trust between Hope Christian School and Prairie Land. All of the related issues are being worked out in a positive collegial fashion, but will take time for both Hope Christian School and Prairie Land to adapt and make it work.

D. Accountability Pillar Results

Accountability Pillar Overall Summary
3-Year Plan - May 2020
Authority: 9146 Evangelical Free Church of Champion Alberta



| Measure Category | Measure | Evang. Free Church of Champion | | | 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 | 92.0 | 98.3 | 88.5 | 89.4 | 89.0 | 89.2 | Very High | Maintained | Excellent |
| | Program of Studies | 98.7 | 96.8 | 89.0 | 82.4 | 82.2 | 82.0 | Very High | Maintained | Excellent |
| Student Learning Opportunities | Education Quality | 100.0 | 100.0 | 92.3 | 90.3 | 90.2 | 90.1 | Very High | Maintained | Excellent |
| | Drop Out Rate | 9.4 | 19.1 | 19.5 | 2.7 | 2.6 | 2.7 | Very Low | n/a | n/a |
| | High School Completion Rate (3 yr) | 36.1 | 28.7 | 23.7 | 79.7 | 79.1 | 78.4 | Very Low | Improved | Issue |
| Student Learning Achievement (Grades K-9) | PAT: Acceptable | 0.0 | 0.0 | 1.2 | 73.8 | 73.6 | 73.6 | Very Low | Maintained | Concern |
| | PAT: Excellence | 0.0 | 0.0 | 0.0 | 20.6 | 19.9 | 19.6 | Very Low | Maintained | Concern |
| Student Learning Achievement (Grades 10-12) | Diploma: Acceptable | 66.2 | 58.1 | 59.7 | 83.6 | 83.7 | 83.1 | Very Low | Improved | Issue |
| | Diploma: Excellence | 14.7 | 7.3 | 9.4 | 24.0 | 24.2 | 22.5 | Intermediate | Improved | Good |
| | Diploma Exam Participation Rate (4+ Exams) | 10.9 | 6.0 | 6.4 | 56.4 | 56.3 | 55.6 | Very Low | Maintained | Concern |
| | Rutherford Scholarship Eligibility Rate | 56.9 | 58.6 | 61.7 | 66.6 | 64.8 | 63.5 | Intermediate | n/a | n/a |
| Preparation for Lifelong Learning, World of Work, Citizenship | Transition Rate (6 yr) | 17.0 | 24.3 | 11.2 | 60.1 | 59.0 | 58.5 | Very Low | Maintained | Concern |
| | Work Preparation | 100.0 | 100.0 | 94.4 | 84.1 | 83.0 | 82.7 | Very High | Maintained | Excellent |
| | Citizenship | 98.0 | 100.0 | 87.3 | 83.3 | 82.9 | 83.2 | Very High | Maintained | Excellent |
| Parental Involvement | Parental Involvement | 100.0 | 93.3 | 86.9 | 81.8 | 81.3 | 81.2 | Very High | Improved | Excellent |
| Continuous Improvement | School Improvement | 100.0 | 100.0 | 81.0 | 81.5 | 81.0 | 80.9 | Very High | Improved | Excellent |

School Results (From 2019-2020 Three Year Plan)

Outcome One: Alberta's students are successful

| Performance Measure | Results (in percentages) | | | | | Target | Evaluation | | | Targets | | |
|---|--------------------------|------|------|------|------|--------|-------------|-------------|---------|---------|------|------|
| | 2015 | 2016 | 2017 | 2018 | 2019 | 2019 | Achievement | Improvement | Overall | 2020 | 2021 | 2022 |
| Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results). | 9.1 | 3.6 | 0.0 | 0.0 | 0.0 | 65.0 | Very Low | Maintained | Concern | 70.0 | | |
| Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results). | 2.3 | 0.0 | 0.0 | 0.0 | 0.0 | 15.0 | Very Low | Maintained | Concern | 20.0 | | |
| **Overall percentage of students in Grades 6 who achieved the acceptable standard on Teacher supervised Provincial Achievement <i>Practice</i> Tests | | | 94 | 60 | 73 | | | | | | | |
| **Overall percentage of students in Grades 6 who achieved the standard of excellence on Teacher supervised Provincial Achievement <i>Practice</i> Tests | | | 65 | 40 | 35 | | | | | | | |

| Overall grade level equivalent change/year of schooling in CAT3 tests for reading and language (Tested Home Education Students) | 2015 | 2016 | 2017 | 2018 | 2019 | 2019 | | | | | | |
|---|------|------|------|------|------|------|--|--|--|--|--|--|
| | 0.98 | 1.06 | 1.07 | 1.30 | 1.26 | | | | | | | |

Locally Developed Measures

Comment on Results (OPTIONAL)

Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of "Improved" or "Improved significantly" on Accountability Pillar measures, may be included.

As previously mentioned under "Trends and Issues" we had no students who actually wrote their achievement tests in 2018-2019. All of the students in grades 6 & 9 were online learning students with 23 students, in total, registered at these grade levels. The online students did not write their achievement tests because of the difficulty of travelling to approved sites to write each of the achievement tests. The statistics for the students who did not write these tests are included in the below acceptable category. The indicated results are solely based upon the registered online students who will then be placed in the below acceptable category because they do not write their achievement tests. According to CAT3 tests, students in the home education program are advancing at more than one grade level for each year of schooling they take in Reading and Language Arts.

**Our grade 6 teacher conducted 10 online supervised tests using Quest A+ practice tests to obtain the above grade 6 PAT results.

Strategies

For each outcome, authorities must develop and include strategies (at least one strategy for each outcome) in the plan to address Accountability Pillar results.

- All grade 6 & 9 parents in the online program have been contacted and arrangements have been made for their children to write their Provincial Achievement tests at a school in their locality.
- Encourage a greater number of Home Education students to consent to writing the CAT tests
- Share CAT results with instructors and board members of the Home Education congregated sites
- Have Home Education Facilitators share CAT3 tests results with parents during interviews

*Specific Online School strategies for improvement

*Specific Home Education School strategies for improvement

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.
- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
- Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Outcome One: Alberta's students are successful (continued)

| Performance Measure | Results (in percentages) | | | | | Target | Evaluation | | | Targets | | |
|--|--------------------------|------|------|------|------|--------|-------------|-------------|---------|---------|------|------|
| | 2015 | 2016 | 2017 | 2018 | 2019 | 2019 | Achievement | Improvement | Overall | 2020 | 2021 | 2022 |
| Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results). | 84.7 | 71.9 | 49.0 | 58.1 | 66.2 | 65 | Very Low | Improved | Issue | 70 | 75 | 80 |

| | | | | | | | | | | | | |
|---|------|------|-----|-----|------|----|--------------|----------|------|----|--|--|
| Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results). | 23.5 | 15.0 | 5.8 | 7.3 | 14.7 | 11 | Intermediate | Improved | Good | 16 | | |
|---|------|------|-----|-----|------|----|--------------|----------|------|----|--|--|

Comment on Results (OPTIONAL)

Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of "Improved" or "Improved significantly" on Accountability Pillar measures, may be included.

Strategies

For each outcome, authorities must develop and include strategies (at least one strategy for each outcome) in the plan to address Accountability Pillar results.

- Require teachers to prepare and submit a report on Diploma exams, looking for areas for improvement and plans for improvement
 - In these reports have teachers specifically look at ways to bring their teacher marks and diploma exams marks into closer alignment
- Also collect statistics on differential between school and diploma exam marks and then have teachers include strategies to reduce this differential
 - Teachers will collaborate on methods of assessment that will bring student school marks more in line with provincial diploma exam marks

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. 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.
4. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Outcome One: Alberta's students are successful (continued)

| Performance Measure | Results (in percentages) | | | | | Target | Evaluation | | | Targets | | |
|---|--------------------------|------|------|------|------|--------|--------------|-------------|-------------|---------|------|------|
| | 2014 | 2015 | 2016 | 2017 | 2018 | | 2019 | Achievement | Improvement | Overall | 2020 | 2021 |
| High School Completion Rate – Percentage of students who completed high school within three years of entering Grade 10. | 42.5 | 39.2 | 14.4 | 28.1 | 28.7 | | Very Low | Maintained | Concern | | | |
| Percentage of students writing four or more diploma exams within three years of entering Grade 10. | 4.7 | 16.2 | 2.9 | 10.2 | 6.0 | | Very Low | Maintained | Concern | | | |
| Drop Out Rate - annual dropout rate of students aged 14 to 18 | 25.1 | 24.6 | 26.3 | 13.2 | 19.1 | | Very Low | Maintained | Concern | | | |
| High school to post-secondary transition rate of students within six years of entering Grade 10. | 9.7 | 0.0 | 0.0 | 9.2 | 24.3 | | Very Low | Improved | Issue | | | |
| Percentage of Grade 12 students eligible for a Rutherford Scholarship. | n/a | 51.5 | 61.1 | 65.5 | 58.6 | | Intermediate | Maintained | Acceptable | | | |

Comment on Results (OPTIONAL)

Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of "Improved" or "Improved significantly" on Accountability Pillar measures, may be included.

We had a large number of students, especially in grade 12, who are taking only a few courses with us in our online school. The large majority of our students writing diploma exams are students who are taking these courses for the second time to upgrade their marks and many of these are ELL learners. This represents probably over half of our grade 12 students who write diploma exams. While they generally do well on the teacher portion of the courses, they tend to do much more poorly on their diploma examinations. A related factor that influences these statistics is the fact that all of our senior high school students are online students. We are finding that dishonesty and cheating seems to be a major factor when it comes to students writing tests and submitting online assignments. These same factors also impact the other measures such as High School Completion Rate & Drop Out Rates..

We also have a number of home education students in grade 10-12 and they do not write diploma exam but are still used in compilation of these statistics. Few if any of these students will actually graduate and go on to post secondary. This then also negatively influences results such as Drop out rates, Transition rates, Diploma exam writing numbers and High School completion rates.

Strategies

For each outcome, authorities must develop and include strategies (at least one strategy for each outcome) in the plan to address Accountability Pillar results.

- Inform students of the availability of the \$500.00 scholarship available through Hope Christian School and the Rutherford Scholarship and post the information to our website
- Utilize test taking supervisory procedures in order to reduce the opportunity for student cheating
- Information regarding the availability of a scholarship awarded for writing more than 3 diploma exams through Hope Christian School will be posted on our website.
- Encourage and help students access information regarding post-secondary institutions and provide students with the link to ALIS website <http://alis.alberta.ca/index.html>

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. 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.
5. 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.
6. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
8. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
9. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Outcome One: Alberta's students are successful (continued)

| Performance Measure | Results (in percentages) | | | | | Target | Evaluation | | | Targets | | |
|---|--------------------------|------|------|------|-------|--------|------------|-------------|-------------|---------|------|------|
| | 2015 | 2016 | 2017 | 2018 | 2019 | | 2019 | Achievement | Improvement | Overall | 2020 | 2021 |
| Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship. | 81.9 | 95.3 | 71.1 | 90.9 | 100.0 | | Very High | Improved | Excellent | | | |
| Percentage of parents of home education congregated sites who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school. | | | 97 | 100 | 100 | | | | | | | |

Locally Developed Measures

Comment on Results (OPTIONAL)

Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of "Improved" or "Improved significantly" on Accountability Pillar measures, may be included.

Parents of children in home education congregated sites believe their children are being taught the necessary attitudes and behaviours for success when they finish school.

Strategies

For each outcome, authorities must develop and include strategies (at least one strategy for each outcome) in the plan to address Accountability Pillar results.

- Request that provincial surveys be conducted for online learning parents

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Outcome Three: Alberta has excellent teachers, school leaders, and school authority leaders

| Performance Measure | Results (in percentages) | | | | | Target | Evaluation | | | Targets | | |
|--|--------------------------|------|------|------|------|--------|-------------|-------------|-----------|---------|------|------|
| | 2015 | 2016 | 2017 | 2018 | 2019 | 2019 | Achievement | Improvement | Overall | 2020 | 2021 | 2022 |
| 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. | 76.4 | 97.6 | 85.0 | 85.2 | 96.8 | | Very High | Maintained | Excellent | | | |

Comment on Results (OPTIONAL)

Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of "Improved" or "Improved significantly" on Accountability Pillar measures, may be included.

Strategies

For each outcome, authorities must develop and include strategies (at least one strategy for each outcome) in the plan to address Accountability Pillar results.

- Consult with the Parent Advisory Council to seek advice on additional courses that they may like to see developed

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Outcome Four: Alberta’s K-12 education system is well governed and managed

| Performance Measure | Results (in percentages) | | | | | Target | Evaluation | | | Targets | | |
|--|--------------------------|-------|------|-------|-------|--------|-------------|-------------|-----------|---------|------|------|
| | 2015 | 2016 | 2017 | 2018 | 2019 | 2019 | Achievement | Improvement | Overall | 2020 | 2021 | 2022 |
| 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. | 88.9 | 94.5 | 79.9 | 87.3 | 98.3 | | Very High | Improved | Excellent | | | |
| Percentage of teachers, parents and students satisfied with the overall quality of basic education. | 92.0 | 95.2 | 76.8 | 100.0 | 100.0 | | Very High | Improved | Excellent | | | |
| 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. | 77.4 | 100.0 | 92.3 | 90.9 | 100.0 | | Very High | Maintained | Excellent | | | |
| Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education. | 82.5 | 100.0 | 89.1 | 78.2 | 93.3 | | Very High | Maintained | Excellent | | | |
| 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. | 85.4 | 81.8 | 61.1 | 81.8 | 100.0 | | Very High | Improved | Excellent | | | |
| **Percentage of Home Education parents, at congregated sites, are 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. (Survey Questions 13-15) | 95 | 93 | 95 | 97 | 98 | | | | | | | |

Locally Developed Measures

Comment on Results (OPTIONAL)
Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of "Improved" or "Improved significantly" on Accountability Pillar measures, may be included.

Strategies
For each outcome, authorities must develop and include strategies (at least one strategy for each outcome) in the plan to address Accountability Pillar results.

- **Discuss these measures with the Parent Advisory Council and actively seek input from them on additional ways to enhance these measures.**
- **Continue to offer the CAT tests to our home education students with particular emphasis on the congregated sites and attempt to get increased participation.**
- **Present locally conducted survey results to the congregated home education site boards**

Specific Home Education School strategies

Notes:
 1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

School Results Summary

There have been improvements in the differential between the school mark and the diploma exam mark for students. Up until COVID-19 we were making progress in arrangements for having our grades 6 & 9 students write Provincial Achievement tests at local school sites.

