

Three Year School Education Plan
HERITAGE CHRISTIAN ACADEMY

2016-2017

*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.

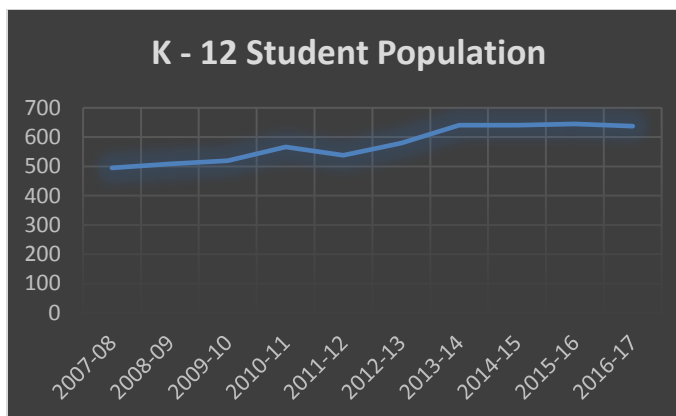
8. We believe our Vision and Belief statements serve to guide decision-making at HCA.

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



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 national or 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, and Orlando in 2014 and Amsterdam in 2015. Our athletic program has a very strong reputation in our league, zone and across the province. Other option courses such as leadership, drama and art are gaining momentum and we are beginning to offer a variety of others such as media, photography, human performance, creative construction, forensic sciences and sports medicine. 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 continues to revisit and renew 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 29 & 30 – Beginning of Year Info/Theme/School Goals Collaboration

August 31 – HCA/Society Christian Discipleship Retreat/PD

- A spiritually focused PD Day held at Camp Chestermere and featuring guest speaker Steve Osmond – Rhapsody Strategies.

September 1 – Opening Day in Vulcan

September 2 – 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 11 – Division wide Collaboration Groups

October 28 – On-Site HCA/Society Christian Discipleship Professional Development Day

- Hosted by HCA/Society

November 4 – K-9 PD Day

- Review School Goals and PLC plans
- Review F&P Data
- Technology Support for Power School
- Other emergent issues/needs

November 14 – Division Wide Collaboration Groups at HCA

January 31 – K-12 PD Day

- Spiritual Development
- Break-out Sessions (TBD)

February 27 – K-9 PD Day

- Literacy & Numeracy workshops
- Technology Integration workshops
- School Goals
- Other emergent issues/needs

March 13 – Division Wide Collaboration groups at HCA

May 1 – Division Wide Collaboration groups in Vulcan

May 23 – K-12 PD Day

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

June 9 – K-9 PD Day

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

June 29-30 – Staff Planning and Collaboration Days

ONGOING PROFESSIONAL DEVELOPMENT OPPORTUNITIES

The focus this school year will be on all three of our school goals. Teachers have divided up into PLC groups based upon their area and/or area of interest:

- Literacy development in all grade levels and subjects (within this reading and writing will be a focus). Book studies are being done:
 - *Teaching Middle School Writers - Laura Robb*
 - *Unstoppable Writing Teacher - Colleen Cruz*
 - *Writing Pathways - Lucy Calkins*
- Numeracy development in all grade levels
 - *Building Powerful Numeracy - Pamela Weber Harris*
- Christian Discipleship curriculum and School Theme integration

SCHOOL GOALS 2016-2017

Jurisdictional Goal: Literacy for All			
School Goal: Improve literacy rates across the school			
Creating a Sustainable Culture for Literacy	Measures	Action Steps / Strategies	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)	
		Literacy Visuals - classroom and school wide (word walls etc.)	
		Visual literacy representations	
		Continued development of writing scope and sequence - LA/English and Subject	
	<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>	
		Create an enjoyable reading/writing culture within school:	
		- Every teacher reading out loud to class	
		- Reading goals/logs	
		- reading and writing stations	
		- 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	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>	Classroom teachers will employ the following comprehension strategies in their lessons: Self-monitor, analyze, sequence, make connections, predict, infer, evaluate, synthesize	
	<p><i>F&P and OCA data</i></p>	Grade 1-4 Flex Teachers - Reduces class size for LA and Math from 25:1 to 17:1	
	<p><i>Check-in data</i></p>	Literacy Support Blocks - grades 4 - 6 (Teachers have time to implement literacy interventions)	
	<p><i>PAT/DIP</i></p>	Middle School Literacy Block	

	<p><i>Writing Samples</i></p>	<p>Teachers will provide evidence of data collection that has driven their class instruction.</p> <p>Grade Level Literacy Teams - meet bi-monthly with administration to discuss interventions and review check-ins</p> <p>All teachers will include a literacy plan in their long range plans for every subject</p> <p>Modeling process and content of writing (I do, we do, you do)</p> <p>Modeling the difference between revision and editing within written work</p> <p>Creating student goals for writing and reading</p> <p>Communicating reading and writing goals/strategies home to parents – agendas, newsletters, website</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>HCA writing scope and sequence.</p> <p>Provide students with a variety of opportunities and methods of writing. (Quick writes, journals, note taking, functional etc.)</p>	
<p>Assessment for Literacy Learning and Using Data for Decision Making</p>	<p>Measures</p>	<p>Action Steps / Strategies</p>	<p>Principal Comments</p>
<p><i>We will use data to guide us in our decisions about instruction in our school / classroom</i></p>	<p><i>F&P and OCA data</i></p> <p><i>PAT/Diploma results</i></p> <p><i>Data tracking</i></p>	<p>Use F&P data to inform instruction at all grade levels and develop interventions</p> <p>Use charts (At risk, grade level, approaching)</p> <p>Ontario Comprehension Assessment (grades 9,10) Collaborative Grading</p>	

		Developing process for assessment and student support through a student plan and tracking system	
		Look for trends, areas of strength and need	
		Independent Reading with Support	
		Check Ins: 1. ensures students are reading the right book	
		2. Guides instruction	
		Daily student conferencing and help with goal setting	
Leadership		Action Steps / Strategies	Principal Comments
<i>We will build leadership capacity that will support literacy</i>	<i>Professional development opportunities</i>	Involving teachers, parents, Society	
	<i>minutes from meetings</i>	Identify leaders. Key points: trust, resources, time, risk	
		Book studies	
		Classroom observations	
		Development of professional literacy communities	
		PLC Meeting Notes	
Professional Learning Support for Staff That Gets Results	Measures	Action Steps / Strategies	Principal Comments
<i>Structures to support professional learning</i>	<i>Data collected from professional literacy communities</i>	Critical analysis of online sources – Digital Citizenship Curriculum	
	<i>Instructional supervision records</i>	PLC Focus Group Work:	
		- <i>Teaching Middle School Writers</i> - Laura Robb	
		- <i>Unstoppable Writing Teacher</i> - Colleen Cruz	
		- <i>Writing Pathways</i> - Lucy Calkins	
		Accessing Palliser Literacy coach	
Development of professional literacy communities			

		Professional Development Opportunities: Book Studies, Professional conferences, Professional Reading Readily available and sent out from Principal	
		Continued development of writing scope and sequence	
We will support teachers to improve instruction?	Measures	Action Steps / Strategies	Principal Comments
	<i>Instructional supervision records</i>	Provide professional development opportunities (PLCs, Site-Based and Collaborative PD Days)	
	<i>PD records and journals</i>	Collaboratively analyze data (internal and external)	
		Common and frequent collaboration time	
		Modeling reading/writing strategies	
		Teachers include literacy strategies in year plans	

School Goal: Numeracy			
School Goal: Improve numeracy across the school			
Creating numerical consistency across the grade levels	Measures	Action Steps / Strategies	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>		Build mathematical literacy from K-12	
	<i>PAT/DIP</i>	- <i>Math Scope and Sequence for Vocabulary - continue to develop and implement vocabulary consistently across the grades</i>	
	<i>Anecdotal records</i>	- <i>Use consistent mathematical terms and provide synonyms for those terms</i>	
	<i>Instructional Supervision records</i>	Build on and improve basic numerical foundations: (facts, numerical operations, mental math, etc.)	
	<i>Classroom Assessments: Formative and Summative</i>	- <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> Develop consistent problem solving strategies across the grades. - <i>Create a Scope and Sequence for problem solving</i>	
Professional Learning Support for Staff That Gets Results	Measures	Action Steps / Strategies	Principal Comments
<p><i>Structures to support professional learning</i></p>	<i>Data collected from professional communities</i>	PLC Focus Group Work:	
	<i>Instructional supervision records</i>	- <i>Building Powerful Numeracy - Pamela Weber Harris</i>	
		Continued development of scope and sequence Professional Development Opportunities: Book Studies, Professional conferences, Professional Reading Readily available and sent out from Principal	
We will support teachers to improve instruction?	Measures	Action Steps / Strategies	Principal Comments
	<i>Instructional supervision records</i>	Provide professional development opportunities (PLCs, Site-Based and Collaborative PD Days)	
	<i>PD records and journals</i>	Collaboratively analyze data (internal and external)	
		Common and frequent collaboration time	
		Modeling problem solving strategies	

School Goal: Promote Christian character by demonstrating dignity and caring for self and others		
Measures: including school developed measures	Action Steps / Strategies	Principal Comments
<i>Students will be able to identify how their faith can be "Unchanging" three different ways</i>	Emphasis on school theme, "Unchanging" – Hebrews 13:8 in chapels, assemblies, classes, retreats, concerts and signage throughout school.	
	Involve students in self-assessments, surveys and opportunities to share and reflect on their faith and their understanding of "Unchanging"	
<i>Annual Christian Education Survey & Focus Groups</i>	Provide annual survey to students, parents and teachers about Christian Education and character learning to build capacity	
<i>Digital Citizenship Surveys</i>	Emphasis on digital citizenship in health classes - provision of teacher resources	
<i>Increased involvement in servant-focused initiatives</i>	Begin to develop a scope and sequence to promote self-regulation, resilience and conflict resolution across the grade levels. - Kindness Club (K-3) - Mentorship - Leadership - Health across the grade levels	
	Continue to promote and support the mentorship program for all students in grades 4-12	
	Partner all new students in the school with a returning student	
	Encourage students living out their faith through the "iNoticed" card program – follow up with positive phone calls home"	
	All teachers continue to include Christian Discipleship strategies in year plans	
	Bring in apologist for High School Bible classes to help students develop Christian world view and meet the challenges of Post-Secondary.	
	Developing effective Christian Discipleship curriculum for Senior High	
	Improve elementary missions week	
	• CD committee will work with the teachers	
	• Change the stations to K-2, 3-4, 5-6 - activities meaningful and directed to specific age groups	
	• Discipleship Pastor to assist	
• Daily Chapels		

	Continue to build school Discipleship Groups	
	<ul style="list-style-type: none"> • Focus group - students and staff met together to work on talking points 	
	<ul style="list-style-type: none"> • Discipleship Pastor and admin working together with student leaders to work on change 	
	Create more opportunities for inter-grade Discipleship Goal:	
	<ul style="list-style-type: none"> • prayer buddies - cross-graded classroom buddies 	
	<ul style="list-style-type: none"> • mentorship, leadership, discipleship groups 	
	Develop greater opportunities for building service in the community - local, national, global"	
	<ul style="list-style-type: none"> • Athletics - as part of a team students serve during games and tournaments 	
	<ul style="list-style-type: none"> • Mission teams- SH and JH to plan joint service throughout the year 	
	<ul style="list-style-type: none"> • Homeroom Serve Projects 	
	<ul style="list-style-type: none"> • Discipleship Group Serve Projects 	

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 Category Evaluation	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	Excellent	Safe and Caring	91.2	89.9	91.0	89.5	89.2	89.1	Very High	Maintained	Excellent
Student Learning Opportunities	Excellent	Program of Studies	81.7	89.1	84.3	81.9	81.3	81.4	Very High	Maintained	Excellent
		Education Quality	91.2	92.3	92.2	90.1	89.5	89.5	Very High	Maintained	Excellent
		Drop Out Rate	0.0	0.0	0.5	3.2	3.5	3.5	Very High	Maintained	Excellent
		High School Completion Rate (3 yr)	90.4	92.5	92.5	76.5	76.5	75.5	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	Excellent	PAT: Acceptable	88.3	88.0	85.5	73.6	72.9	73.4	Very High	Maintained	Excellent
		PAT: Excellence	27.7	32.3	28.4	19.4	18.8	18.6	Very High	Maintained	Excellent
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	91.2	94.5	92.4	85.0	85.2	85.1	Very High	Maintained	Excellent
		Diploma: Excellence	17.6	24.8	21.4	21.0	21.0	20.5	Intermediate	Maintained	Acceptable
		Diploma Exam Participation Rate (4+ Exams)	76.0	87.5	85.7	54.6	54.4	53.5	Very High	Declined	Good
		Rutherford Scholarship Eligibility Rate	88.1	n/a	n/a	60.8	n/a	n/a	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Excellent	Transition Rate (6 yr)	83.1	85.2	68.9	59.4	59.7	59.3	Very High	Improved	Excellent
		Work Preparation	85.6	86.9	88.6	82.6	82.0	81.1	High	Maintained	Good
		Citizenship	86.1	88.5	88.5	83.9	83.5	83.4	Very High	Maintained	Excellent
Parental Involvement	Excellent	Parental Involvement	84.7	91.2	88.5	80.9	80.7	80.5	Very High	Maintained	Excellent
Continuous Improvement	Excellent	School Improvement	86.0	86.0	84.8	81.2	79.6	80.0	Very High	Maintained	Excellent

Notes:

- Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
- 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.
- 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), Social Studies (Grades 6, 9, 9 KAE).
- 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, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
- 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.
- 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.
- 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.
- 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.
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Diploma Examination Results – Measure Details

		Results (in percentages)									
		2012		2013		2014		2015		2016	
		A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	School	100.0	17.4	100.0	12.5	90.7	2.3	95.3	14.0	87.8	4.9
	Authority	95.8	18.6	94.9	11.5	91.7	7.5	90.8	13.0	89.0	12.1
	Province	86.3	11.3	85.9	10.4	87.6	11.8	86.5	11.4	86.8	10.7
English Lang Arts 30-2	School	*	*	*	*	*	*	*	*	*	*
	Authority	97.2	17.6	90.0	11.5	95.9	21.3	93.2	6.8	96.2	17.1
	Province	89.6	10.7	89.4	10.9	89.8	13.1	88.6	11.2	89.1	12.3
Applied Mathematics 30	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Authority	75.3	11.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Province	75.8	10.3	71.4	17.9	n/a	n/a	n/a	n/a	n/a	n/a
Mathematics 30-1	School	n/a	n/a	82.4	52.9	88.0	44.0	95.2	52.4	77.8	14.8
	Authority	n/a	n/a	84.9	40.8	81.4	27.6	79.6	29.0	66.5	27.1
	Province	n/a	n/a	80.9	35.9	75.1	27.9	76.1	31.6	70.7	25.9
Mathematics 30-2	School	n/a	n/a	100.0	12.5	50.0	0.0	75.0	18.8	93.8	6.3
	Authority	n/a	n/a	78.0	13.2	77.8	24.1	74.0	13.0	81.4	12.7
	Province	n/a	n/a	69.5	9.7	71.3	15.0	73.9	15.5	75.4	16.8
Social Studies 30-1	School	100.0	34.8	91.3	30.4	100.0	15.8	90.0	27.5	97.6	9.5
	Authority	92.8	28.5	91.9	16.8	92.6	13.9	93.1	20.2	90.8	16.9
	Province	86.3	16.7	85.4	15.2	85.6	14.2	87.1	16.2	84.9	14.3
Social Studies 30-2	School	*	*	*	*	100.0	0.0	100.0	14.3	100.0	22.2
	Authority	92.1	19.4	79.9	16.0	90.9	19.4	85.0	7.8	89.8	16.9
	Province	83.0	13.7	82.2	13.7	83.9	14.8	81.3	12.5	81.1	13.1
Biology 30	School	95.5	36.4	100.0	31.6	91.7	27.8	97.3	29.7	93.5	23.9
	Authority	85.1	32.7	90.9	29.1	92.0	30.5	87.1	25.8	88.3	28.8
	Province	81.9	28.2	84.4	32.2	85.2	31.8	85.8	33.0	85.1	32.4
Chemistry 30	School	85.7	7.1	*	*	71.4	23.8	92.9	50.0	80.0	25.0
	Authority	82.1	31.3	79.8	34.7	78.2	27.9	89.5	34.2	78.4	28.6
	Province	77.1	28.7	78.8	31.8	81.5	35.2	82.1	34.2	81.5	34.5
Physics 30	School	100.0	11.1	100.0	28.6	94.4	33.3	n/a	n/a	88.9	55.6
	Authority	93.3	44.0	87.5	20.8	90.5	33.3	83.1	28.9	89.7	41.4
	Province	81.1	30.5	81.5	30.4	83.2	34.3	83.9	35.8	85.8	39.8
Science 30	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Authority	77.8	27.8	65.4	3.8	90.9	9.1	72.2	16.7	68.8	12.5
	Province	79.8	22.0	84.1	25.8	85.0	25.4	83.9	26.6	84.4	27.6

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 (*)

Diploma Examination Results Course By Course Summary with Measure Evaluation

Course		Measure		Heritage Christian Academy						Alberta				
				Achievement	Improvement	Overall	2016		Prev 3 Year Average		2016		Prev 3 Year Average	
							N	%	N	%	N	%	N	%
English Lang Arts 30-1	Diploma Examination Acceptable Standard	Intermediate	Declined	Issue	41	87.8	37	95.3	29,730	86.8	28,663	86.7		
	Diploma Examination Standard of Excellence	Low	Maintained	Issue	41	4.9	37	9.6	29,730	10.7	28,663	11.2		
English Lang Arts 30-2	Diploma Examination Acceptable Standard	*	*	*	3	*	n/a	n/a	16,707	89.1	15,920	89.3		
	Diploma Examination Standard of Excellence	*	*	*	3	*	n/a	n/a	16,707	12.3	15,920	11.7		
French Lang Arts 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,282	93.8	1,247	95.8		
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,282	8.7	1,247	12.3		
Fran-cais 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	153	99.3	140	97.1		
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	153	20.3	140	21.5		
Pure Mathematics 30	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	105	59.0		
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	105	11.4		
Applied Mathematics 30	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	28	71.4		
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	28	17.9		
Mathematics 30-1	Diploma Examination Acceptable Standard	Intermediate	Maintained	Acceptable	27	77.8	21	88.5	20,492	70.7	20,735	77.4		
	Diploma Examination Standard of Excellence	Low	Declined Significantly	Concern	27	14.8	21	49.8	20,492	25.9	20,735	31.8		
Mathematics 30-2	Diploma Examination Acceptable Standard	Very High	Improved	Excellent	16	93.8	14	75.0	13,631	75.4	11,425	71.6		
	Diploma Examination Standard of Excellence	Intermediate	Maintained	Acceptable	16	6.3	14	10.4	13,631	16.8	11,425	13.4		
Social Studies 30-1	Diploma Examination Acceptable Standard	Very High	Maintained	Excellent	42	97.6	34	93.8	22,494	84.9	21,869	86.0		
	Diploma Examination Standard of Excellence	Intermediate	Declined	Issue	42	9.5	34	24.6	22,494	14.3	21,869	15.2		
Social Studies 30-2	Diploma Examination Acceptable Standard	Very High	Maintained	Excellent	9	100.0	7	100.0	19,790	81.1	19,060	82.5		
	Diploma Examination Standard of Excellence	High	Maintained	Good	9	22.2	7	7.1	19,790	13.1	19,060	13.7		
Biology 30	Diploma Examination Acceptable Standard	Very High	Maintained	Excellent	46	93.5	31	96.3	22,539	85.1	21,806	85.2		
	Diploma Examination Standard of Excellence	Intermediate	Maintained	Acceptable	46	23.9	31	29.7	22,539	32.4	21,806	32.3		
Chemistry 30	Diploma Examination Acceptable Standard	Intermediate	Maintained	Acceptable	20	80.0	18	82.1	19,265	81.5	18,126	80.8		
	Diploma Examination Standard of Excellence	Intermediate	Maintained	Acceptable	20	25.0	18	36.9	19,265	34.5	18,126	33.7		
Physics 30	Diploma Examination Acceptable Standard	Very High	Maintained	Excellent	9	88.9	13	97.2	10,291	85.8	10,126	82.9		
	Diploma Examination Standard of Excellence	Very High	Improved	Excellent	9	55.6	13	31.0	10,291	39.8	10,126	33.5		
Science 30	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	8,790	84.4	6,841	84.3		
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	8,790	27.6	6,841	25.9		

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	46	74.90%	75.8%	69.00%	68.9%	+5.90%
Chemistry 30	June	20	76.60%	76.80%	64.30%	68.30%	+12.30%
English 30-1	January	41	75.80%	72.80%	62.80%	63.20%	+13.00%
English 30-2	January	3*	69.70%	66.60%	65.00%	65.40%	+4.70%
Social Studies 30-1	June	42	71.80%	75.20%	65.00%	65.20%	+6.80%
Social Studies 30-2	June	9	73.90%	66.90%	68.70%	63.20%	+5.20%
Mathematics 30-1	January	28	76.10%	76.90%	59.80%	61.30%	+16.30%
Mathematics 30-2	January	16	71.80%	68.80%	62.60%	63.50%	+9.20%
Physics 30	January	9	73.40%	77.20%	72.40%	70.90%	+1.00%

Areas of strength:

- Biology 30, Physics 30, Social 30-1 and Social 30-2 results - all strong again this year
- Acceptable standard at 100% in all exams except for Math 30-2 (93.8%), Biology 30 (97.8%) and Chemistry 30 (95.0%)

Areas of growth:

- Standard of excellence is below provincial average in English 30-1, SS 30-1 and Math 30-1.
- Acceptable Standard for English 30-1 has declined but is above the provincial average.

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 course beginning on page 24

Provincial Achievement Test Results – Measure Details

		Results (in percentages)									
		2012		2013		2014		2015		2016	
		A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	90.0	38.0	97.6	11.9	98.1	30.8	91.7	33.3	91.8	40.8
	Authority	91.5	27.8	91.9	27.4	93.5	28.7	92.2	36.0	92.2	34.8
	Province	82.7	17.8	82.5	16.3	81.9	17.6	82.8	19.5	82.9	20.4
Mathematics 6	School	90.0	24.0	73.8	2.4	82.7	19.2	81.3	27.1	87.8	24.5
	Authority	86.4	26.2	85.1	24.4	86.6	23.4	83.8	26.9	82.9	25.4
	Province	74.7	16.6	73.0	16.4	73.5	15.4	73.2	14.1	72.2	14.0
Science 6	School	90.0	26.0	92.9	28.6	86.5	26.9	87.5	31.3	91.8	40.8
	Authority	89.5	40.2	86.7	38.4	85.6	33.8	87.1	38.6	86.6	38.3
	Province	77.8	28.2	77.5	25.9	75.9	24.9	76.3	25.3	78.0	27.1
Social Studies 6	School	88.0	40.0	90.5	19.0	80.8	11.5	79.2	18.8	87.8	32.7
	Authority	82.3	35.2	82.6	34.9	82.8	25.6	78.7	33.4	78.0	34.7
	Province	73.2	19.5	72.7	19.0	70.4	16.6	69.8	18.1	71.4	22.0
English Language Arts 9	School	92.3	26.9	100.0	21.1	88.7	26.4	94.2	26.9	93.3	20.0
	Authority	88.4	22.4	81.3	15.7	87.9	22.7	81.9	17.6	88.0	25.2
	Province	77.4	16.4	76.7	14.8	76.3	15.0	75.6	14.4	77.0	15.2
English Lang Arts 9 KAE	School	*	*	n/a	n/a	*	*	n/a	n/a	n/a	n/a
	Authority	89.7	10.3	85.0	15.0	80.8	0.0	62.1	10.3	64.3	19.0
	Province	61.4	5.8	62.4	4.3	62.8	3.5	63.0	4.5	59.8	6.2
Mathematics 9	School	82.7	28.8	84.2	31.6	67.9	15.1	86.5	28.8	76.7	11.6
	Authority	75.9	24.7	70.1	17.2	78.4	25.5	71.5	22.0	78.7	23.2
	Province	66.4	17.8	66.8	18.3	67.1	17.3	65.3	17.9	67.8	17.5
Mathematics 9 KAE	School	*	*	n/a	n/a	*	*	n/a	n/a	*	*
	Authority	88.9	25.9	85.0	10.0	82.1	21.4	56.7	20.0	63.5	19.2
	Province	62.5	15.3	65.8	14.7	63.4	14.5	60.9	14.4	61.2	13.0
Science 9	School	94.2	25.0	90.5	23.8	81.5	27.8	92.3	44.2	88.4	23.3
	Authority	83.9	26.7	71.1	14.0	82.8	26.9	81.0	27.3	83.0	26.3
	Province	74.1	22.4	72.9	20.0	73.2	22.1	74.1	22.8	74.2	22.4
Science 9 KAE	School	*	*	n/a	n/a	n/a	n/a	n/a	n/a	*	*
	Authority	96.4	42.9	95.5	31.8	90.9	18.2	65.6	31.3	62.2	13.3
	Province	67.9	17.3	68.4	17.1	64.1	14.9	64.5	15.1	63.8	14.3
Social Studies 9	School	90.4	28.8	94.9	33.3	77.8	38.9	90.4	46.2	86.0	27.9
	Authority	76.7	26.7	82.2	30.4	79.0	29.1	73.6	28.6	75.4	23.8
	Province	68.9	19.1	65.5	18.8	65.5	19.9	65.1	19.8	64.7	18.0
Social Studies 9 KAE	School	*	*	n/a	n/a	n/a	n/a	n/a	n/a	*	*
	Authority	90.6	28.1	100.0	33.3	79.2	8.3	64.3	32.1	57.1	16.7
	Province	63.5	13.9	64.6	13.0	61.8	10.7	57.3	11.2	58.0	11.6

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

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

		Heritage Christian Academy						Alberta				
		Achievement	Improvement	Overall	2016		Prev 3 Year Average		2016		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	Very High	Maintained	Excellent	49	91.8	47	95.8	47,606	82.9	45,843	82.4
	Standard of Excellence	Very High	Improved	Excellent	49	40.8	47	25.3	47,606	20.4	45,843	17.8
Mathematics 6	Acceptable Standard	High	Improved	Good	49	87.8	47	79.3	47,512	72.2	45,774	73.2
	Standard of Excellence	High	Improved	Good	49	24.5	47	16.2	47,512	14.0	45,774	15.3
Science 6	Acceptable Standard	Very High	Maintained	Excellent	49	91.8	47	89.0	47,543	78.0	45,788	76.6
	Standard of Excellence	Very High	Improved	Excellent	49	40.8	47	28.9	47,543	27.1	45,788	25.3
Social Studies 6	Acceptable Standard	Very High	Maintained	Excellent	49	87.8	47	83.5	47,522	71.4	45,710	71.0
	Standard of Excellence	Very High	Improved	Excellent	49	32.7	47	16.4	47,522	22.0	45,710	17.9
English Language Arts 9	Acceptable Standard	Very High	Maintained	Excellent	45	93.3	53	91.5	43,780	77.0	38,487	76.2
	Standard of Excellence	High	Maintained	Good	45	20.0	53	26.7	43,780	15.2	38,487	14.8
English Lang Arts 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,638	59.8	1,514	62.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,638	6.2	1,514	4.1
Mathematics 9	Acceptable Standard	High	Maintained	Good	43	76.7	53	77.2	43,253	67.8	38,217	66.4
	Standard of Excellence	Low	Declined	Issue	43	11.6	53	22.0	43,253	17.5	38,217	17.8
Mathematics 9 KAE	Acceptable Standard	*	*	*	2	*	n/a	n/a	2,125	61.2	1,872	63.4
	Standard of Excellence	*	*	*	2	*	n/a	n/a	2,125	13.0	1,872	14.6
Science 9	Acceptable Standard	Very High	Maintained	Excellent	43	88.4	53	86.9	43,834	74.2	38,760	73.4
	Standard of Excellence	Very High	Declined	Good	43	23.3	53	36.0	43,834	22.4	38,760	21.6
Science 9 KAE	Acceptable Standard	*	*	*	2	*	n/a	n/a	1,591	63.8	1,492	65.7
	Standard of Excellence	*	*	*	2	*	n/a	n/a	1,591	14.3	1,492	15.7
Social Studies 9	Acceptable Standard	Very High	Maintained	Excellent	43	86.0	53	84.1	43,775	64.7	38,759	65.4
	Standard of Excellence	Very High	Declined	Good	43	27.9	53	42.5	43,775	18.0	38,759	19.5
Social Studies 9 KAE	Acceptable Standard	*	*	*	2	*	n/a	n/a	1,608	58.0	1,454	61.2
	Standard of Excellence	*	*	*	2	*	n/a	n/a	1,608	11.6	1,454	11.6

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
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.
4. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Areas of Strength:

- All Grade 6 PAT's improved in Standard of Excellence this past year
- Math 6 improved in Acceptable Standard
- ELA 9, Science 9, Math 9 and SS 9 maintained Acceptable Standard and are above the provincial standards
- Stand of Excellence maintained in English 9

Areas of growth:

- Standard of Excellence declined in all Math 9, Science 9 and SS 9

Action Plan:

- Continue to model and review multiple styles of questions relating to curricular content
- Continue a focus on vocabulary and problem solving
- Continue to analyze and review data and create and implement strategies
- Continue to look for ways to enrich learning for students approaching Standard of Excellence

PAT and Diploma Exams – Students Achieving Below Acceptable Standard

Grade	Exam	School	Province	Difference
Grade 6	ELA 6	0.00%	8.50%	-8.50%
	Math 6	2.30%	21.00%	-18.70%
	Science 6	0.00%	12.50%	-12.50%
	Social 6	4.10%	18.50%	-14.40%
Grade 9	ELA 9	4.40%	11.80%	-7.40%
	Math 9	20.90%	22.20%	-1.30%
	Science 9	11.60%	15.80%	-4.2%
	Social 9	14.00%	24.50%	-10.50%
Grade 12	Biology 30	6.50%	15.50%	-9.00%
	Chemistry 30	20.00%	18.30%	+1.70%
	Physics 30	11.10%	13.20%	-2.10%
	English 30-1	12.20%	14.00%	-1.8%
	English 30-2	33.30%	10.80%	+22.50%
	Math 30-1	28.60%	30.60%	-2.00%
	Math 30-2	6.30%	21.80%	-15.50%
	Social 30-1	2.40%	14.00%	-11.60%
Social 30-2	0.00%	18.70%	-18.70%	

Analysis:

- With the exception of Chemistry 30 and English 30-2 (English 30-2 statistically irrelevant due to numbers writing) fewer students achieved below acceptable standard at the school level compared to the province.
- In general students achieving below acceptable standard at the school level increased this year with a few exceptions (Grade 6 PAT's, ELA 9, Biology 30, Math 30-2, SS 30-1 and SS 30-2)

PAT & Diploma Exam Analysis and Action Plan – Multiple Choice/Writing

Subject	What types of questions do students excel at? Why do students excel in these areas?	What are the areas of greatest weakness for students? Why do students find these areas a challenge?	Comparison of last year's data to current data set.	Comparison of Female to Males and Observed Trends
Diploma Courses				
ELA 30-1	- Direct (obvious) Details Clarity and meaning is easy to discern (e.g. what is the main idea of this poem)	- Identifying Symbolism Symbolism can be rather abstract, which in of itself can be difficult. Students may not know how to make the link between how things represent other things (eg. climbing a mountain = adversity/tough times). - Identifying/Inferring Motivations and Feelings Based on Indirect Details When a student does something, they are directed to consider the factors (such as motives and feelings) for why they did it. When a character from a text does something, they are directed to put themselves into the characters' shoes in order to infer what the character's motives and feelings are, but there is a disconnect in making that link.	This year's results were significantly lower than the previous year's results. There are many contributing factors.	In the upper tier of scores (80-100%), females scored better than males. In the middle tier (65-79%), males scored significantly better. However, the overall averages balanced out.
ACTION PLAN: An emphasis on identifying symbolism and making inferences is already in place. The process of doing so will be broken into smaller steps for students to understand. Success will be measured formatively via mediums such as class discussions or minor assignments and summatively through larger writing assignments and projects				
Physics 30	Application of rules, calculation, analysis of situations, force questions were areas of strength.	Theory based questions and synthesis of information connecting theory across topics in the curriculum were challenging questions for the students.	The trend is about the same, a high number of excellent questions and a low number of alert questions. There were 7 questions this year that the entire class answered correctly.	Of the males and females who were strong, percentages of the class were about the same for both. Of the males and females who were weak, males tended to score a bit lower.
ACTION PLAN: Spend some time in class connecting theory from different topics. Continue practicing graphing and calculations and application of theory to situations.				
ELA 30-2	All questions were answered in the acceptable standard.	Limited data due to numbers writing the exam.	There was an improvement in this year's results. The lowest score in this year's class was -0.3 compared to -1.9 last year.	N/A (all students were male)
ACTION PLAN: Limited data. Difficult to pinpoint areas of weakness due to small student numbers. Continue to work on literacy improvement.				
Soc 30-1	Students did nominally better at multiple choice compared to the written. They were more prepared for the type of question the response required.	Weak writing skills were reflected in the written portion of the exam as well as reading comprehension in the multiple choice scores.	Overall, this year was significantly weaker and showed a decline in all categories.	They were basically even in the results.
ACTION PLAN: The use of school goals on literacy and numeracy will assist students in their ability for reading comprehension for multiple choice as well as having a written goal will help students gradually improve grade by grade.				
Math 30-1	Areas of strength include Trigonometry, Permutations, and Combinations, Problem Solving Cognitive Level questions, and Standard of Excellence questions.	Areas of Weakness include Functions and Relations, and Procedural Cognitive Level questions, and Numerical Response type questions.	There was a significant shift down in the results of the school this year compared to last year.	The female students tended to be much stronger than the male students, both at the strong and weak end of the scores.
ACTION PLAN: Transformations of Functions and Relations is a topic that is introduced at the beginning of the semester and then reinforced as different types of functions and relations are taught during the semester, including radical functions, trigonometric functions, exponential and logarithmic functions, and rational functions. During instruction of these topics continued practice of the basics of transformation concepts needs to be reinforced.				

Subject	What types of questions do students excel at? Why do students excel in these areas?	What are the areas of greatest weakness for students? Why do students find these areas a challenge?	Comparison of last year's data to current data set.	Comparison of Female to Males and Observed Trends
Math 30-2	Areas of strength include set theory, quadratics, and exponentials.	Areas of weakness include working with permutations, combinations, and probability.	There appeared to be a slight drop in performance in achievement.	Females tended to outperform males and score higher on their Diploma test.
ACTION PLAN: Permutations, combinations and probability will be taught at the end of the course so that it will be fresh in the minds of the students for their Diploma test. More time will be spent on problems in these areas to give them more exposure to these concepts.				
SS 30-2	This group was significantly higher than the provincial average in the written exam. They have been integrated into the 30-1 class room. They had many chances to prepare and practice writing Social writing samples.	They were weaker in multiple choice. Reading comprehension poses a challenge in the multiple choice responses.	There was an increase in the acceptable category and less in the needs some work. Students capability in comprehension assisted in the multiple choice questions.	Small sample size but both did equally well.
ACTION PLAN: School goal of having a written goal in literacy will assist all students in becoming better writers.				
Chemistry 30	They achieved a better average on multiple choice style questions. Answers are provided so it's easier to use multiple approaches to answering a question. The first unit was the best unit for grades, more time was likely devoted to this unit since time pressures start to build up as you move through the year.	Numerical Response - Students sometimes miss a step in a basic numerical response which makes entire question incorrect even when correct processes are in evidence. Making sense of Graphs and Charts - requires applying their knowledge or using higher levels of cognition. When given equations of various kinds students tended to struggle doing a calculation or determining a characteristic about reactants or products.	Last year's data was much better than this year. There were declines in almost all categories. Did the change from a 50% diploma to a 30% diploma cause changes? This is an effect as a school we should explore. Due to the smaller sample size of our school, the ability of the students can vary greatly year to year but I'm still not happy with the disparity between the school mark, provincial average, and the diploma mark.	A greater proportion of males did better than females on this test. Last year females did better than the males. Male teacher this/ female teacher last year - this could play a role-hard to say.
ACTION PLAN: Choose higher level questions for tests. Move more quickly through the earlier units. Spend more time with charts and graphs to help students read them better. Problem solving strategies with calculations need to be highlighted.				
Biology 30	Numerical Response questions were answered well - Specific emphasis was put on these questions last year. Lots of modeling and practice. Labeling diagrams - Students are given lots of visuals and animations that help in this area. Reproduction Unit Population & Communities Unit We likely devote a greater amount of time to reproduction and I have some very good resources for this particular unit. Students naturally have a high interest.	Analysis and critical thinking type questions are challenging. Students find linking technology or diagrams they have not seen before to acquired knowledge difficult. This may simply be a challenge due to the mental rigor required that not all students are adept at. Generally there were no units of study that the students as a whole performed lower than anticipated.	This year's class had a greater number of questions below the acceptable z score. A similar split of numerical vs multiple choice is observed. Last year's class had better results in the nervous/endocrine unit. This year's class had better results in the reproduction unit. Other units comparable.	Slightly more males than females took the course. A greater % of males achieved excellence vs. females. Males on the whole performed much better on the diploma than females. Due to the smaller number of students used in our statistics this is likely just a result of a larger proportion of weaker female students compared to previous years. Last year's results were much more even between males and females.
ACTION PLAN: More emphasis will be put on analysis and critical type thinking questions. A greater proportion of these questions will be modeled and placed on formative and summative assignments/tests and daily review. Aligning with the literacy goal, more time will be spent helping students to understand and follow the descriptor words that accompany Diploma questions. Students are always encouraged to correct and go over their assignments/tests and if necessary to see teacher to help pinpoint specific areas of weakness. Success will be measured by higher grades on all assignments, and tests (especially those that model the diploma style test).				

Provincial Achievement Test Courses				
Subject	What types of questions do students excel at? Why do students excel in these areas?	What are the areas of greatest weakness for students? Why do students find these areas a challenge?	Comparison of last year's data to current data set.	Comparison of Female to Males and Observed Trends
Science 6	Inference from general experimental data to reach a conclusion identify and recall information were strengths.	Inference from experimental data on flight identifying causal factors for balloon explosion were weakness.	2016 data set showed great improvement to 2015 data set.	The female students performed better than the male students straight across all questions.
ACTION PLAN: -In planning keep in mind how to engage the male students equally with the female students. Also include more inference and analysis activities and questions.				
Social Studies 6	Students excelled at understanding concepts in Canadian government and legislature. They particularly excelled at questions about the Canadian Charter of Rights and Freedoms. They excelled at these concepts because of engaging debates and conversations about their personal understanding of their own rights and freedoms. They found that this directly related to them personally and that they could connect to.	Students struggled with recalling roles of women and voting rights in Ancient Athens. Timing of the year when covered could have been one of the contributing factors to lower recall (just prior to Christmas).	Students significantly improved their understanding of all concepts. In particular, students improved their understanding of elections and government structure.	Overall, female scores were higher than male scores. The material is less engaging for boys when covered using traditional methods. The topics taught with a hands-on method of teaching were more effectively learned.
ACTION PLAN: -As we improve literacy across the school, students' ability to use a textbook and other supplementary articles and readings to learn concepts and to express their learning will improve.				
Math 6	Strengths: Determining the cost of items purchased, multiplying with decimals, patterning and linear algebra, preservation of equality were all strengths this year.	<ul style="list-style-type: none"> • Multiplication of whole numbers and decimals- more practice needed for decimals in Grade 6 • Determining the fraction described in a given context as students tend to see numbers as whole and not in parts. • Describing the relationship between a given table of values using a mathematical expression. Needs to be well learned as this is a higher level thinking problem. 	Improved over last year's results. Most were at acceptable standard and/or above the standard of excellence	Virtually no difference between female and male students.
ACTION PLAN: -Increase practice on decimals and practice with higher level problems.				
ELA 6	The students excelled in understanding different forms of poetry, including identifying punctuation in a given text. The students also did well in making inferences and prediction.	The students can improve attending to details in reading informational articles.	This year's results show improvement in the area of understanding poetry.	<p>Females scored marginally higher in every category.</p> <p>More female students wrote the test. It is possible that there are more books that are geared towards female interest than male interest; hence, more female students are probably more interested in reading.</p>
ACTION PLAN: - Use strategies to improve student attention to details in reading informational articles. Find more books that are geared towards male interest.				

Subject Grade Level	What types of questions do students excel at? Why do students excel in these areas?	What are the areas of greatest weakness for students? Why do students find these areas a challenge?	Comparison of last year's data to current data set.	Comparison of Female to Males and Observed Trends
Science 9	They excel at specific skills and knowledge questions that we practiced the most.	Knowledge Objectives: They find it difficult most likely because there are many objectives to remember	decline	genders are fairly equal in all categories
<i>ACTION PLAN: -Continue to teach students skills in reading graphs and other. Continue to have students practice PAT type questions. Measured by unit test scores</i>				
Math 9	- Identifying and matching - Students can see the answers in matching so they can more easily match answers to questions	- Students are weak in polynomials and circle geometry - new concepts to grade 9 students. - Graphing linear relations	Declined	No major differences.
<i>ACTION PLAN: -A strong focus on circle geometry for all junior high will be made. A stronger focus on the polynomials unit. Provide multiple contextual problems for students to solve so they feel prepared to address PAT style questions.</i>				
Social Studies 9	Most questions were successful. There were only 3 questions that were -1 SD below the province.	Immigration Unit - it is more challenging for students to be as successful in this area than in others because a project is not completed for this unit.	Generally speaking, the results for this course were maintained.	No real discrepancy.
<i>ACTION PLAN: -Add a project to Immigration (debate) where students prepare (in writing) to take a side on the benefits and disadvantages of immigration for all Canadian citizens. Focus more on comic analysis using the Mnemonic devise - STICS & focus on drawing conclusions after analyzing a political cartoon</i>				
ELA 9	Ideas and Details, interpreting ideas, Synthesizing Ideas and Associating Ideas. Students excel in some questions in these skill areas and are also weaker in some of these same areas so it seems to vary depending on the question.	Continue to work on writing practice and vocabulary knowledge.	Students have become stronger and more consistent in Poetic and informational genres.	There is a minimal variance in which females score higher on questions.
<i>ACTION PLAN: -As there are no major areas of concern, the plan is to continue working on Informational and Poetic genres and be conscientious to monitor the progress of male students</i>				