

# SCHOOL ANNUAL RESULTS REPORT

Canmore Collegiate High School  
Canadian Rockies Public Schools



# 01

## SCHOOL CONTEXT

"We are happy with our level of involvement in our students journey. She is an open communicator and we find her teachers easy to get a hold of and happy to work together as a team if needed." Anon

# principal's message

## Chris Rogers

Our data suggests that our students are well prepared for postsecondary education and careers after graduation. While data from the Provincial Achievement Tests in grade 9 are somewhat below the provincial average, by grade 12 our students achieve at or above the provincial average in their Diploma Exams.

Our students do face challenges in areas such as positive self-esteem, anxiety and depression earlier in their high school years. However, we see improvements in these measures closer to Canadian norms as our students approach grade 12 and graduation. These results demonstrate that students' positive performance in school strengthens their social-emotional skills and resilience.

CCHS works to enact Truth and Reconciliation Commission's key Calls to Action. We work to retain more of our Indigenous students, ultimately increasing their graduation rate and thereby strengthening their ability to contribute meaningfully to their communities after graduation.

CCHS has created powerful experiential learning opportunities: Environmental Sustainability, the Grade 10 WimWe Nature Immersion, Career Exploration and Internships, Dual Credit, and Humanities/STEM Integration. CCHS is living the CRPS vision of transformational education that celebrates nature, diversity & well being.





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## our mission

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As a caring school community, support and challenge our students to reach their individual potentials. We do this by teaching students new skills and sharing knowledge, while respecting them for who they are. We prepare students to meet challenges with confidence.



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## our vision

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Fostering a Passion for Learning



## school

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Canmore Collegiate High School  
Chris Rogers (Principal)  
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## profile

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Grade 9-12  
Student Population: 545  
Number of teachers: 33  
Number of support staff: 14



## unique features

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Indigenous Success Teacher Team  
French Immersion  
Building Renovations  
Experiential Learning Programs  
Wim Pauw - Nature Immersion  
Grade 9/10 Humanities and STEM  
Integration

## assurance statement

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I, Chris Rogers, certify that the School Annual Results Report for Canmore Collegiate High School was developed in consultation with staff and with advice from the school council and according to the other parameters, guidelines and expectations outlined by Canadian Rockies Public Schools.



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Principal Signature





# 02 OVERVIEW

“We have enjoyed very positive experiences at CCHS! My son loves all the options (art and maker space have been highlights). The teachers are very engaging, making learning relevant and fun.” Anon

# overview of accomplishments

**HEALTH AND WELLNESS** - Outcome: Learning and working environments support the positive well-being of students and staff.

- Students and staff feel the school is a welcoming, caring, respectful, and safe place - both measures are currently above provincial norms.
- Teachers feel that mental health supports are effective in addressing their needs.

**ENGAGED LEARNING** - Outcome: Students and staff are meaningfully engaged in their learning.

- Increased graduation rates for our Indigenous Students
- 3, 4, and 5 year high school completion rates are above provincial average.
- Transformational programming with Environmental Sustainability Program
- Our students feel both “challenged and confident”. These results are above the CRPS and Canadian measures (high percentage of students in the zone of proximal development).

**STUDENT SUPPORTS** - Outcome: Individual growth and success is fostered for every student.

- Development of yearlong Humanities and STEM programs in grades 9 and 10.
- CALM and Phys Ed are yearlong courses allowing students the entire year to complete these AB Ed required courses.

**STUDENT SUPPORTS** - Outcome: Students are literate and numerate.

- Strong Diploma Exam results relative to provincial levels at both acceptable and excellence levels.

## Youth Well-Being Parent Series



In partnership, Canmore Collegiate High School (CCHS) and its School Council invites parents from CCHS, and Gr. 7 and 8 parents from Lawrence Grassi Middle and Exshaw schools to its parent series “Youth Well-Being,” led by Town of Canmore’s Youth/Teen Family Support Worker [Alida Kelly](#).

**OCTOBER**  
19

### Teen Brain Development & Emotions

- Understand teen brain anatomy & development
- Learn strategies for addressing teen & tweens’ emotional peaks

### Boundaries and Communication

- Learn why it’s necessary to establish effective boundaries with teens and tweens
- Learn the significance of saying ‘no’ and its relation to mental health and family well-being

**NOVEMBER**  
7

# priority areas for future SEP

**HEALTH AND WELLNESS** - Outcome: Learning and working environments support the positive well-being of students and staff.

- Student self-reported measure of anxiety and depression are higher than their CRPS and Canadian peers. Implement Universal Mental Health Strategies to support student anxiety will be a focus for CCHS.

**ENGAGED LEARNING** - Outcome: Students and staff are meaningfully engaged in their learning.

- Focus on collaboration between staff at both high schools to transition to Outcomes Based teaching, learning and assessment to leverage expertise in both buildings to create a more equitable, engaging learning environment.
- To nurture staff advocate relationships through the creation of purposeful cross-grade groupings embedded in the timetable. A clear focus - the program needs to be shared with staff.

**STUDENT SUPPORTS** - Outcome: Individual growth and success is fostered for every student.

- Teachers and parents are satisfied with parental involvement in decisions about their child's education. Continue to promote and support involvement of parents in decision-making for their children's education.

**STUDENT SUPPORTS** - Outcome: Students are literate and numerate.

- Parent satisfaction with overall basic education needs further investigation
- Identifying and addressing gaps in student achievement in Mathematics.



# 03

## HEALTH AND WELLNESS

**Outcome: Learning and working environments support the positive well-being of students and staff.**

# Local performance measure

Percentage of teachers who indicate that they have had access to division and/or school-based professional learning and resources to support positive mental health.



	Agree (%)	Disagree (%)
CCHS	88	12
CRPS	95	5

## Analysis:

This data demonstrates that there is still room for more professional learning and resources dedicated to teacher wellness or increasing the visibility of existing resources.

# local performance measure

Percentage of students who indicate that they have positive self-esteem and who feel safe attending school.

	Positive Self Esteem (%)	Feel Safe at School (%)
Grade	Gr. 7 - 12	Gr. 7 - 12
CCHS	62	66
CRPS	58	61
Canadian Norm	73	66

## Analysis:

Although CCHS students have a greater sense of positive self esteem than their CRPS peers, they are not yet at the same level as their Canadian counterparts. However, they do feel as safe at school as those same Canadian peers. These two measures seem distinct and could be interpreted in many different ways.



# local performance measure

Percentage of students who experience anxiety and/or depression.

	Depression (%)	Anxiety (%)
Grade	Gr. 7- 12	Gr. 7- 12
CCHS	31	32
CRPS	33	32
Canadian Norm	24	26

## Analysis:

The data shows that CCHS and CRPS students experience slightly higher rates of depression and anxiety than their peers across the country.



# local performance measure

Percentage of students who feel that their learning environment is inclusive.

	Advocate at School	Positive Teacher Student Relations	Positive Learning Climate	Expectations for Success
CCHS	2.8/10	6.2/10	6.2/10	6.9/10
CRPS Gr. 7-12	2.7/10	6.2/10	6.1/10	6.9/10
Canadian Norm Gr. 7-12	2.9/10	6.5/10	6.4/10	7.4/10

## Analysis:

It appears that across the country, high school students have difficulty identifying advocates within their schools. Generally, students across our division perceive similar levels of positive relationships, positive learning climate, and expectations for success.

# provincial performance measure

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

	CCHS (%)	CRPS (%)	Alberta Education (%)
Overall	84	83.0	84.7
Parents	78.9	83.2	85.6
Students	80.4	73.5	76.6
Teachers	94.2	92.2	92.0

## Analysis:

Students and staff feel the school is a welcoming, caring, respectful, and safe place - both above provincial norms. This data is from 27 grade 10 parents, ~ 425 students. The students are reporting that they mostly feel welcomed, cared for, respected and safe.

# provincial performance measure

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

	CCHS (%)	CRPS (%)	Alberta Education (%)
Overall	79	78.9	80.6
Parents	72	79.5	75.7
Students	73.6	75.4	79.9
Teachers	91.4	81.9	86.2

## Analysis:

This data shows that although teachers are well aware of and confident in students access to appropriate support and services, parents and students may not be aware of scale and scope of the services available.

# 04

## ENGAGED LEARNING

**Outcome: Students and staff are meaningfully engaged in their learning.**

# local performance measure

Percentage of Gr. 7 to 12 students who find their learning interesting and relevant.

	Teachers Use Real World Problems (%)			Teachers Use Hands-On Activities (%)		
	Agree	Disagree	Unsure	Agree	Disagree	Unsure
CCHS	73	7	20	60	10	30
CRPS	68	10	21	55	31	14

## Analysis:

CCHS scores above the CRPS measures in both use of real world problems in instruction and in incorporating hands-on activities in their lessons. However, there are a large number of students who are unsure what these activities look like.

# Local performance measure

Percentage of students who indicate teachers regularly use real world problems and examples to help them learn.

	Relevance of Instruction	Interest and Motivation
CCHS	6.1/10	30%
CRPS Gr. 7-12	6.1/10	28%
Canadian Norm Gr. 7-12	6.2/10	40%

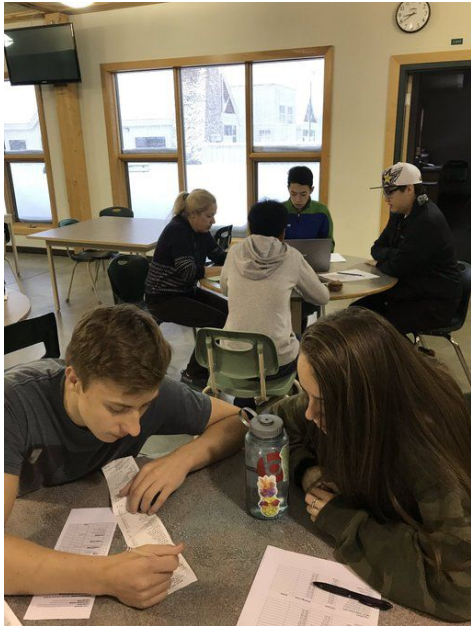
## Analysis:

Our data suggests that our students are similar to both divisional and national averages with respect to the perceived relevance of instruction to students. However, there is room for growth in developing their interest in content and their motivation to learn. Digging more deeply into the data behind these measures, interest and motivation is primarily a concern for students in grade 9 and 10. In grades 11 and 12, CCHS students match the Canadian level in this measure. Indigenous students also find increased relevancy and interest by the time they are in grade 11 and 12.



# local performance measure

Percentage of Gr. 7 to 12 students who indicated student feedback is valued and used to make decisions at their school.



	Student Feedback is Valued (%)		
	Agree	Disagree	Unsure
CCHS	59	16	25
CRPS	56	18	26

## Analysis:

Although students at CCHS agree that their feedback is valued and used to make decisions at the school at rates greater than that of other students in the Division, there are many students who are unsure if or how their voice is heard.



# local performance measure

Percentage of teachers who indicate that collaborative professional learning opportunities are effective and have contributed to their ongoing professional growth.



	Agree (%)	Disagree (%)
CCHS	85	15
CRPS	87	13

## Analysis:

A small percentage of teachers do not feel this approach is effective in contributing to staff professional growth.

# local performance measure

Percentage of teachers who indicate that digital citizenship is routinely incorporated into their instruction.



	Agree (%)	Disagree (%)
CCHS	73	27
CRPS	79	21

## Analysis:

Teachers are challenged by students' strong attraction to non-educational personal device use (i.e social media on cell phones). They are also developing a deeper understanding of how to use tools like Chat-GPT, to help students improve their learning and ways to engage students with academic citizenship skills.

# provincial performance measure

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

	CCHS (%)	CRPS (%)	Alberta Education (%)
Overall	77.7	79.9	84.4
Parents	71.6	79.4	87.3
Students	72.4	69.3	70.9
Teachers	89.0	90.9	95.1

## Analysis:

This data represents the feedback from Grade 10 parents and 425 students. While students feel they are as engaged in their learning as their peers across the province, our parents responding to the survey feel more could be done to engage students in their learning.

# provincial performance measure

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

	<b>CCHS (%)</b>	<b>CRPS (%)</b>	<b>Alberta Education (%)</b>
Overall	80.5	84.5	88.1
Parents	68.5	77.7	84.4
Students	80.7	83.3	85.7
Teachers	92.3	92.4	94.4

Analysis:

Students and teachers are closer to the Alberta results in their satisfaction with the overall quality of basic education. Surveyed parents are well below the CRPS and Alberta Education results.

# provincial performance measure

The percentage of teachers, parents, and students agree that students model the characteristics of active citizenship.

	CCHS (%)	CRPS (%)	Alberta Education (%)
Overall	76	77.2	80.3
Parents	65.7	75.7	79.4
Students	69.5	65.8	71.3
Teachers	92.8	90.0	90.3

## Analysis:

There is a disparity between what students/teachers, who are aligned with the Alberta Education results, believe and our grade 10 parents who disagree. The data collected show that parents are less likely to see their children as active citizens than teachers and students themselves.

# provincial performance measure

## Gr. 9 Provincial Achievement Participation Rates

	Grade 9 (%)					
	CCHS	CRPS	AB	CCHS EAL	CRPS EAL	AB EAL
LA	83.2	82.4	83.9	100	92.9	84.8
LA (FI)	87.9	87.9	94.2	N/A	N/A	N/A
Math	85.5	83.0	84.0	100	100	86.1
Science	80.9	79.5	84.2	100	100	85.6
Social	84.0	82.4	84.2	100	100	85.8

### Analysis:

CCHS does an outstanding job of supporting all EAL students in participating in Provincial Achievement Tests (PAT). Participation rates for English speaking students hover around provincial levels for most subjects. High School teachers include PAT scores as the final exam mark in their course grades. This builds parent and student expectation that participation is valuable for all students. By analyzing our Indigenous student participation rates (see FNMI data on slide 56), we know that our overall participation rates are affected by our lower Indigenous student participation rates.

# Provincial performance measure

## Gr. 9 Provincial Achievement Test Results - Number Writing

	Acceptable (%)						Excellence (%)					
	CCHS	CRPS	AB	CCHS EAL	CRPS EAL	AB EAL	CCHS	CRPS	AB	CCHS EAL	CRPS EAL	AB EAL
LA	85.3	84.8	85.1	*	69.2	73.4	11.0	10.3	15.9	*	0.0	7.8
LA (FI)	89.7	89.7	80.8	N/A	N/A	N/A	13.8	13.8	11.5	N/A	N/A	N/A
Math	55.4	56.8	64.7	*	57.1	58.1	6.3	8.2	16.0	*	7.1	13.9
Science	79.2	80.7	78.8	*	78.6	69.4	14.2	17.9	23.9	*	14.3	17.5
Social	65.5	65.5	69.3	*	28.6	58.7	14.5	15.2	18.9	*	7.1	12.8

# provincial performance measure

## Gr. 9 Provincial Achievement Test Results

### Analysis:

The grade 9 provincial achievement data shows that our students in French language arts are thriving relative to those students across the province. In science and language arts, although many students in French immersion and the regular English programs are achieving the acceptable level, we need to focus on stretching more students to reach the level of excellence. Student results in social studies are near the provincial mark. However, our math results have room for growth, particularly the number students achieving the acceptable standard. With more universities, colleges and polytechnics needing strong math achievement for a broad range of programs, math competencies will be a core set of skills for students to master for their transition to the world of work after post-secondary education.



# provincial performance measure

## Three and Five Year High School Completion Results

	Students (%)		EAL (%)	
	Three Year	Five Year	Three Year	Five Year
CCHS	84.3	94.0	*	*
CRPS	86.2	89.4	95.4	80.8
Alberta Education	80.7	88.6	72.8	88.7

### Analysis:

CCHS staff focus on increasing the high school completion rates for Indigenous students and those from other marginalized groups. With Indigenous students making up a greater percentage of our school population than in previous years, it is not surprising to see these strong results relative to divisional and provincial measures. In particular, we have focused on encouraging students to plan for four or five year high school programs to ensure completion of diplomas and certificates of achievement.

# Provincial performance measure

## Gr. 12 Diploma Exams

	Acceptable (%)						Excellence (%)					
	CCHS	CRPS	AB	CCHS EAL	CRPS ESL	AB EAL	CCHS	CRPS	AB	CCHS EAL	CRPS EAL	AB EAL
ENG. 30-1	91.8	84.7	83.7	*	*	63.3	16.4	10.2	10.5	*	*	3.7
ENG. 30-2	88.2	85.0	86.2	*	*	71.5	20.6	20.0	12.7	*	*	5.5
FR. 30-1	N/A	N/A	93.1	N/A	N/A	85.2	N/A	N/A	6.1	N/A	N/A	0.0
SOC. 30-1	97.5	90.2	83.5	N/A	N/A	72.7	32.5	23.0	15.9	N/A	N/A	8.8
SOC. 30-2	88.3	88.6	78.1	*	66.7	62.5	28.3	24.1	12.3	*	0.0	7.8

# Provincial performance measure

## Gr. 12 Diploma Exams

	Acceptable (%)						Excellence (%)					
	CCHS	CRPS	AB	CCHS EAL	CRPS EAL	AB EAL	CCHS	CRPS	AB	CCHS EAL	CRPS EAL	AB EAL
MATH 30-1	83.0	74.3	70.8	*	*	61.1	34.0	29.7	29.0	*	*	23.3
MATH 30-2	68.8	67.4	71.1	*	N/A	58.5	9.4	10.9	15.2	*	N/A	9.7
BIO. 30	95.6	85.5	82.7	N/A	N/A	72.8	35.6	39.5	32.8	N/A	N/A	24.7
CHEM. 30	95.6	83.6	80.5	*	*	73.5	35.6	31.3	37.0	*	*	29.9
PHYSICS 30	80.0	82.5	82.3	N/A	N/A	75.7	33.3	37.5	39.9	N/A	N/A	32.3
SCI. 30	N/A	87.0	79.9	N/A	*	67.4	N/A	43.5	23.1	N/A	*	16.1

# provincial performance measure

## Gr. 12 Diploma Exams

### Analysis:

Across all humanities subjects in the -1 and -2 streams, our students achieve above or significantly above the provincial measures at the acceptable and excellence levels with Social Studies 30-1 and 30-2 at almost double the provincial level at the level of excellence. In English 30-1 almost 92% of students achieve the acceptable standard relative to 83.7% across the province. In Social 30-1 97.5% of students achieve the acceptable standard (83.5% is the provincial measure). Our humanities achievement improves over the course of students' high school careers as a large number of students improve their achievement at the acceptable level and level of excellence in between grade 9 and grade 12. With respect to math and science, Math 30-1 is an area of strength at both the acceptable and excellence levels. In Math 30-2, we are approaching the provincial standard at the acceptable level however, with fewer students achieving excellence. In Biology 30 and Chemistry 30, 95.6% of our students achieve the acceptable level and over 35% achieve the level of excellence. In Physics 30, our students are approaching the provincial levels at acceptable and excellence standards. Given very poor results in grade 9 math, our math diploma marks reflect a tremendous improvement in student achievement over the course of three years. Over the long term, our impact on student achievement is significant in humanities and STEM.

# 05

## STUDENT SUPPORTS

**Outcome: Individual growth and success is fostered for every student.**

# local performance measure

Percentage of teachers who indicate that professional learning focused on the Teaching Effectiveness Framework is effective and has contributed to their ongoing professional growth.



	Agree (%)	Disagree (%)
CCHS	92	8
CRPS	93	7

## Analysis:

This data seems to indicate that teachers are finding value in using the teaching effectiveness framework to improve their practice similar to other teachers in the Division.

# Local performance measure

Percentage of teachers who indicate that they incorporate feedback loops into their instructional design including time for students to identify their next steps for learning.



	Agree (%)	Disagree (%)
CCHS	92	8
CRPS	98	2

## Analysis:

Although our data for this measure is high, there is still room to attain the levels of other schools in the Division. CCHS has structured our teachers' professional development over the next five years on outcomes-based assessment and reporting that is accurate, bias-resistant, and motivational. This long term professional development focus is intended to help teachers refocus their instructional design to be more effective by incorporating feedback loops and providing next steps for learning more clearly.





# local performance measure

Percentage of students who find the classroom instruction is well-organized, with a clear purpose, and with immediate and appropriate feedback that helps them learn.

	Gr. 7 - 12
CCHS	6.4/10
CRPS	6.4/10
Canadian Norm	6.6/10

## Analysis:

This data indicates that CCHS students' perception of classroom instruction matches the CRPS measure and is slightly below the Canadian norm. Instead of using one schoolwide method of designing classroom instruction, our teachers currently use a variety of different ways of organizing and sharing the purpose of their lessons as well as sharing feedback in a multitude of ways. This may account for this result.

# local performance measure

Percentage of teachers who indicate that they have been provided the opportunity to build their foundational knowledge of First Nations, Metis, and Inuit people.



	Agree (%)	Disagree (%)
CCHS	96	4
CRPS	85	15

## Analysis:

CCHS teachers strongly endorse that they have been provided foundational knowledge of First Nations, Metis and Inuit people. Our Indigenous Success Team, Knowledge Keepers, and the Iyrahe Nakoda Youth Program work with students and teachers at CCHS to build foundational knowledge of all staff at CCHS.

# local performance measure

Percentage of students who indicate that they have learned a lot about First Nations, Metis, and Inuit people.

	Gr. 7 - 12 (%)		
	Agree	Disagree	Unsure
CCHS	74	10	16
CRPS	76	13	12

## Analysis:

Overall our students feel that they are learning about First Nations, Metis and Inuit people throughout their education at CCHS.

# provincial performance measure

Three and Five Year High School Completion results for First Nation, Métis, and Inuit students.

	Three Year (%)	Five Year (%)
CCHS	38.4	83.9
CRPS	38.4	84.8
Alberta Education	57.0	71.3

## Analysis:

The cohort of students that this data refers to were in grade 8 and 9 during the height of COVID restrictions. This learning gap, plus the disproportionate effect of COVID on Indigenous people who live on reserve, has had a significant impact on our three year graduation rate. However, we have placed greater emphasis and normalized a 4 or 5 year high school journey to both students and their families. This has resulted in a 5 year graduation rate this is above that of the province. There is great value in extending the length of high school programs. Extending program also better prepares students to apply to the postsecondary school of their choice, as it allows them to upgrade or take specific courses that are not related to graduation but are required for specific post secondary schools. For example UVic requires Physics 20 which is not a course we have typically had Indigenous students choose.

# provincial performance measure

Gr. 9 Provincial Achievement Participation Rates for First Nation, Métis, and Inuit students.

	Grade 9 (%)		
	CCHS	CRPS	AB
LA	52.9	52.9	69.5
LA (FI)	*	*	92.6
Math	55.9	55.9	69.0
Science	50.0	50.0	70.7
Social	52.9	52.9	70.8

## Analysis:

The number of Indigenous students participating in the Grade 9 achievement tests is an area for growth. We fall below the provincial standard in all four core subjects. Our Indigenous students come mostly from the Stoney Nakoda First Nation reserve. We know that on reserve Indigenous populations often face disproportionate challenges in all areas of their lives and this may be influencing our PAT participation rates.

# Provincial performance measure

## Gr. 9 Provincial Achievement Test Results for First Nation, Métis, and Inuit students - Number Writing

	Acceptable (%)			Excellence (%)		
	CCHS	CRPS	AB	CCHS	CRPS	AB
LA	50.0	50.0	70.8	0.0	0.0	6.4
LA (FI)	*	*	70.6	*	*	4.8
Math	10.5	10.5	41.5	0.0	0.0	5.5
Science	35.3	35.3	59.6	5.9	5.9	10.0
Social	16.7	16.7	48.2	0.0	0	7.0

### Analysis:

We can improve our support for Indigenous students to achieve results similar to their peers across the province. There are differences of achievement between Indigenous students living on reserve and those living off reserve. The First Nations Health Consortium states that graduation rates for Indigenous students with Treaty Status living on reserve is 45.5%, off reserve is 70.8%. CCHS Indigenous students live on reserve almost exclusively. We also have seen a large increase in our Indigenous student numbers at CCHS.

# Provincial performance measure

## Gr. 12 Diploma Exams for First Nation, Métis, and Inuit Learners

	Acceptable (%)			Excellence (%)		
	CCHS	CRPS	AB	CCHS	CRPS	AB
ENG. 30-1	*	*	78.3	*	*	6.1
ENG. 30-2	77.8	77.8	86.5	22.2	22.2	9.9
FR. 30-1	N/A	N/A	N/A	N/A	N/A	N/A
SOC. 30-1	*	*	73.0	*	*	8.6
SOC. 30-2	54.5	54.5	72.3	0.0	0.0	5.4

### Analysis:

In Humanities, by the time our Indigenous students reach grade 12 the gap observed in our grade 9 PAT results has decreased. This indicates that our work with students in their academic courses in high school is effective.

# Provincial performance measure

## Gr. 12 Diploma Exams for First Nation, Métis, and Inuit Learners

	Acceptable (%)			Excellence (%)		
	CCHS	CRPS	AB	CCHS	CRPS	AB
MATH 30-1	*	*	60.6	*	*	15.0
MATH 30-2	N/A	N/A	65.8	N/A	N/A	12.1
BIO. 30-1	N/A	N/A	72.5	N/A	N/A	19.1
CHEM. 30	*	*	70.0	*	*	24.0
PHYSICS 30	N/A	N/A	72.0	N/A	N/A	26.8
SCI. 30	*	*	75.3	*	*	18.7

### Analysis:

The data for our Indigenous students in the area of STEM at the Diploma level is suppressed. Math 10C and Science 10 are 'gatekeepers' to Diploma level STEM courses. This needs to be a focus moving forward.



# provincial performance measure

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

	CCHS (%)	CRPS (%)	Alberta Education (%)
Overall	67.1	70.8	79.1
Parents	59.1	61.4	72.5
Teachers	75.2	80.2	85.7

## Analysis:

Grade 10 parents who responded to the survey and teachers are less satisfied with parental involvement in decisions about their child's education than divisional and provincial measures. High school parents have several avenues to provide input into decisions about their child's education: directly with teachers, speaking with school administration, and through school council.

**05**

**STUDENT SUPPORTS**

**Outcome: Students are literate and numerate.**

# local performance measure

Percentage of teachers who indicate that literacy and numeracy are a priority within their instructional design process.



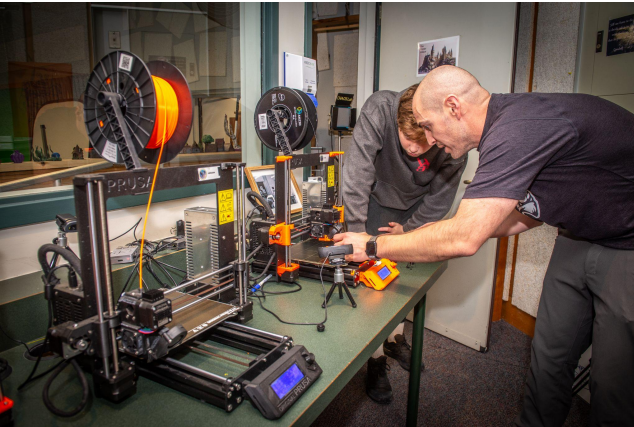
	Agree (%)	Disagree (%)
CCHS	88	12
CRPS	95	5

## Analysis:

Teachers indicate that literacy and numeracy are priorities as they design their lessons. However, our results are below the CRPS measure.

# Local performance measure

Percentage of teachers who indicate that CRPS has provided the opportunity to engage in professional learning in the area of literacy and numeracy.



	Agree (%)	Disagree (%)
CCHS	88	12
CRPS	82	18

## Analysis:

CCHS teachers recognize the opportunities they have to improve their literacy and numeracy skills.

# local performance measure

Percentage of students who agree that interventions and supports are available to help them in language arts and mathematics.

	CCHS Gr. 7 - 12 (%)	CRPS Gr. 7 - 12 (%)	Canadian Norms Gr. 7 - 12 (%)
Challenged and Confident	71	67	62
Confident and Not Challenged	14	14	17
Not Confident and Challenged	13	17	18
Not Confident and Not Challenged	2	2	3

## Analysis:

We want more students “challenged and confident” (higher % better). We have good results with more students above the CRPS and Canadian measures. We do not want students feeling “confident but not challenged” (lower % better). Again our results are good as we match the CRPS measure and are below the national measure. A low % of students should feel “not confident but challenged”. Our result is very good as we are below both the division and national measures. Finally, few students should feel “not confident and not challenged”. Again our measures are good relative to both CRPS and national measures.

