

SCHOOL ANNUAL RESULTS REPORT

Banff Community High School
Canadian Rockies Public Schools



inspiring hearts  minds



01

SCHOOL CONTEXT

“This is such a fantastic school, all the teachers here are amazing!” - Sonja P.



Principal's message

The 2023-2024 School Annual Results Report provides readers with a summary of our school's strengths and priority areas for our future school education plan.

BCHS students reported that they feel their school is a safe, caring and respectful learning environment defined by positive teacher-student relations and high expectations of success. Our students report symptoms of depression and anxiety at lower rates than the Canadian norm. This past year, Grade 9 students performed well on their Provincial Achievement Tests. They demonstrated achievement above the provincial average at the Acceptable Standard and Standard of Excellence across all subjects. On their Diploma exams, Grade 12 students demonstrated strong achievement in Social Studies 30-1 and 30-2, Biology 30, and Chemistry 30. Graduating with a high school diploma is our goal for all students. Three-year and five-year graduation rates are strong, as is our five-year graduation rate for English as an Additional Language students.

The priority areas for the next School Education Plan, despite our positive learning environment at BCBS and demonstrated academic success in Grade 9 and a number of Grade 12 subjects are: We must help teachers deliver relevant, hands-on learning activities connected to real world problems to improve student interest, motivation and engagement. We must support teacher engagement in collaborative professional development. Finally, priority must be placed on strengthening the connections between teachers and the parent community and parents' involvement in their children's lives at school.

our mission

Inspiring the hearts and minds of every student.

our vision

Creating a better world through transformational education that celebrates nature, diversity and well-being.

our motto

We are BEARS: Belonging, Excellence, Accountability, Respect, Safety.





school

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profile

Grades 9-12
172 students
10.5 teachers
3.7 support staff
1.0 administrator



unique features

Upgraded commercial kitchen to support innovative Dual Credit programming
Fashion Studies lab
Multi-ethnic school community
Located in a National Park
30 (18%) Coded EAL students
6 (3%) self-identified FNMI students

assurance statement

I, Natasha Miles , certify that the School Annual Results Report for Banff 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.



Principal Signature

02

OVERVIEW

“BCHS provides a safe and inclusive space for my child and I am grateful because it fosters a sense of belonging and helps to keep our focus on his education.” Marie-Eve J.

overview of accomplishments

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

- BCHS students feel safe at school and report fewer symptoms of depression and anxiety relative to the Canadian norms.
- The BCHS learning environment reflects a positive learning climate, positive student teacher relations, and maintains positive expectations of success.
- Parents, students and teacher agree that students have appropriate supports and services at school.

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

- Grade 9 PAT results at the acceptable standard and standard of excellence are considerably higher than the province in all four subjects.
- Three year graduation rates are statistically excellent and five year rates are statistically good for all students. EAL students five year rates are also good.
- Social 30-1 and 30-2 diploma performance are excellent statistically at the acceptable standard and, Eng 30-1, Bio 30 and Chem 30 diploma performance are good at the acceptable standard and are acceptable at the standard of excellence.

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

- Students and teachers have foundational knowledge about First Nations, Metis and Inuit people.
- Students feel challenged and confident at levels above the CRPS and Canadian norm while, appropriately, few students feel confident and not challenged, not confident and challenged and not confident and not challenged.



priority areas for future SEP

HEALTH AND WELLNESS

- Increase opportunities for Student Wellness Committee to promote mental health and wellness in the school
- Establish student connections to staff advocates for increased student support; promote family and student outreach to bring them into the school to see the school as staff and students do.

ENGAGED LEARNING

- Focus on relevant, hands-on learning activities that are connected to real world problems to improve student interest, motivation and engagement.
- Continue high school design sessions focusing on designing learning tasks that are engaging and motivational.
- Action on student feedback (through student focus groups and surveys) must be communicated back to students. Ensure that students know how their feedback is considered through SARR and SEP development.
- Support staff engagement in collaborative work to advance their understanding of the assessment that is accurate, bias-resistant and motivational. Support staff so that they feel their ongoing professional development can meet their professional growth needs.

STUDENT SUPPORTS

- Further develop differentiation in the classroom for EAL learners so that they can be on par with their peers' academic success in all grades and have the opportunity to achieve their potential.
- Improve communication with students and parents about available supports and students' and school successes.





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
BCHS	84	16
CRPS	87	13

Analysis: 84% of BCHS teachers indicated that they have access to division or school-based professional learning and resources to support positive mental health. This percentage is just slightly lower relative to other teaching staff within CRPS. This data suggests that it will be important to increase the visibility of existing PD and resources and making these resources more relevant to BCHS teachers.

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
BCHS (Gr. 9-12)	63	75
CRPS	65	64
Canadian Norm	65	58

Analysis: The percentage of BCHS students reporting positive self-esteem is similar to other students in CRPS and similar to the Canadian norm for this age group. Seventy-five percent of BCHS students report feeling safe at school. This is higher than the 64% of students reporting this within the CRPS and still higher than the 58% of students across Canada reporting feeling safe. This feeling of safety could be considered a significant component of a safe and caring school and a strength of BCHS school culture.



local performance measure

Percentage of students who experience anxiety and/or depression.

	Depression (%)	Anxiety (%)
Grade	Gr. 7- 12	Gr. 7- 12
BCHS (Gr. 9-12)	29	31
CRPS	27	30
Canadian Norm	31	32

Analysis: The percentage of students at BCCHS students who report that they experience anxiety and/or depression is slightly above the CRPS average but below Canadian norms. Deeper analysis within the OurSchool Survey suggests that BCCHS is similar to many other schools in the province and across the country on this measure. While it would be important to continue to implement strategies to lower reported symptoms of both anxiety and depression, our results suggest that the wellness strategies in place are working well relative to most other Canadian schools.

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
BCHS (Gr. 9-12)	2.2/10	6.5/10	6.5/10	7.4/10
CRPS Gr. 7-12	2.6/10	6.2/10	6.0/10	6.9/10
Canadian Norm Gr. 7-12	3.0/10	6.3 /10	6.2/10	7.3/10

Analysis: Three of the four measures reported here suggest that BCHS has an inclusive learning environment. BCHS students report stronger than the Canadian norm measures of Positive Learning Climate and Expectations for Success. Interestingly, while the data suggests that there is stronger than typical positive teacher student relations at BCHS, BCHS students at the same time, state they less likely to identify advocates at school than schools in the CRPS and less likely the Canadian norm.

provincial performance measure

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

	BCHS (%)	CRPS (%)	Alberta Education (%)
Overall	85.8	82.5	84.0
Parents	78.2	84.0	85.3
Students	79.1	72.7	75.2
Teachers	100	90.8	91.6

Analysis: BCCHS continues to be a welcoming, caring, respectful and safe school in comparison to division and provincial reporting. The measures reported here compare responses by the BCCHS community with responses from the community in the division and communities within the province. All measures have been maintained year-over-year to a level of statistical significance according to the APORI report. However the measures (other than for teachers) are down from 22/23 and so BCCHS needs to continue to prioritise nurturing this culture and climate. Some parents at BCCHS feel the learning environment is slightly less welcoming, caring, respectful and safe than students and teachers. Further opportunities for parents are needed to bring them into the school so that they more likely to see the school as students and staff do.

provincial performance measure

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

	BCHS (%)	CRPS (%)	Alberta Education (%)
Overall	85.3	77.9	79.9
Parents	80.0	72.1	75.4
Students	76.0	76.7	78.7
Teachers	100	84.9	85.6

Analysis:

All four measures suggest that parents, students, and staff all believe that students have access to appropriate supports and services at school and that these services and supports are appropriate. While there is agreement between these different groups, it would be important to communicate with students and parents the different supports available so that their responses may more align with those of staff as staff may have better insight into the range of 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
BCHS (Gr. 9-12)	72	15	14	41	25	34
CRPS	63	14	24	52	15	33

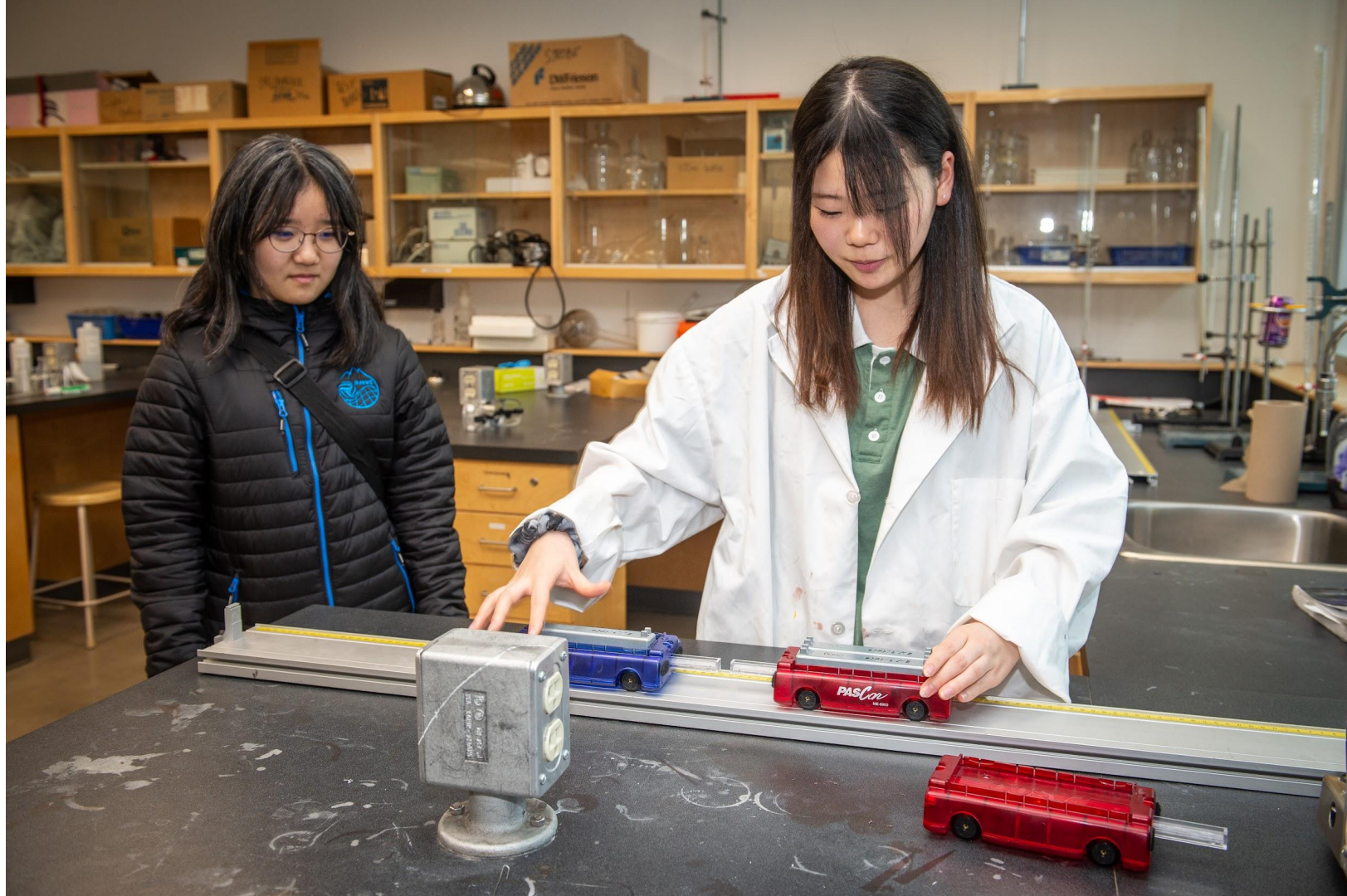
Analysis: The percentages of students who state that teacher use real world problems is higher than the average for students within the CRPS. There are fewer BCHS students who feel unsure about this measure relative to other students across the division. However, BCHS students are less in agreement about whether their teachers use hands on activities. These two results suggest that teachers should connect the use of real-world problems with more hands-on activities to make the activities more relevant for students.

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 (%)
BCHS (Gr 9-12)	6.1/10	23
CRPS Gr. 7-12	5.9/10	25
Canadian Norm Gr. 7-12	6.0/10	33

Analysis: The number of BCHS students reporting relevance of instruction is slightly higher relative to CRPS students in Grades 7-12 and the Canadian norm. However, the students who indicated they are interested and motivated in learning the curriculum is much lower relative to the Canadian norm. Taking the lower measures of relevance and hands on learning on the previous slide into consideration with this lower measure of interest and motivation, it is even more important to continue the work in the high school design sessions begun this year to focusing on designing and implementing learning tasks that are engaging and motivational.



local performance measure

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



	Agree (%)	Disagree (%)	Unsure (%)
BCHS	50	12	38
CRPS	48	19	34

Analysis: The percentage of students who indicate that student feedback is valued and used to make decision at their school is slightly higher than for students in the CRPS in general. However, given the large number of uncertain responses, this measure suggests that more work is needed to ensure that that work the division does to collect student feedback (through student voice surveys, the OurSchool Surveys, and student focus groups) is communicated back to students. It will also be important to ensure that students know how their feedback is considered through SARR and SEP reporting.

Local performance measure

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

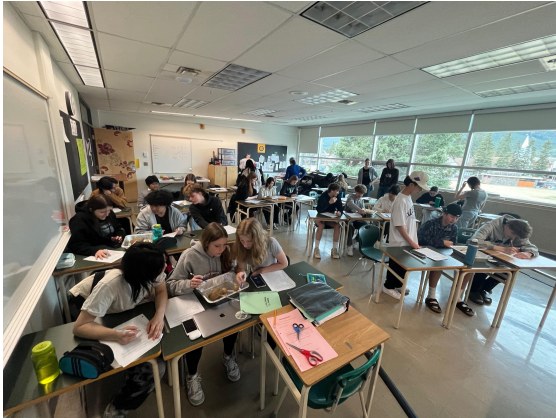


	Agree (%)	Disagree (%)
BCHS	44	56
CRPS	83	17

Analysis: The percentage of teachers who indicate that collaborative professional opportunities are effective and have contributed to their ongoing professional growth is considerably lower than that for other CRPS schools. Last year was the first year of Outcomes-Based Assessment and Reporting professional development sessions across both high schools. While there is flexibility in professional development within this area, the more narrow focus for professional development sessions at BCBS may account for this result as staff may see less flexibility for their own professional learning directions.

local performance measure

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



	Agree (%)	Disagree (%)
BCHS	89	11
CRPS	84	16

Analysis: The percentage of teachers who indicate that digital citizenship is routinely incorporated into their instruction is slightly higher than that for CRPS.

provincial performance measure

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

	BCHS (%)	CRPS (%)	Alberta Education (%)
Overall	81.3	80.9	83.7
Parents	78.9	83.2	86.7
Students	69.8	66.8	69.3
Teachers	95.1	92.8	95.1

Analysis: The percentage of students and staff who stated that students are engaged in their learning is comparable to the AB Education values and according to the APORI report have been maintained year-over-year. However, parents are less likely to say their students are engaged. Work must be done to ensure that parents are informed of the CRPS Shared Vision of Learning and the learning activities that students participate in during their school day. Highlighting learning activities regularly in parent communication and at school council meetings may help to increase parents' perceptions of learning engagement.

provincial performance measure

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

	BCHS (%)	CRPS (%)	Alberta Education (%)
Overall	85.0	84.8	87.6
Parents	75	80.8	83.8
Students	80.1	82.6	84.9
Teachers	100	91.0	93.9

Analysis: The overall percentage of those satisfied with the overall quality of basic education is similar to CRPS overall but lower than the province measures. There is a gap in perception between teachers, parents and students who answered the survey.. These various measures suggest that more work needs to be done to ensure that instruction is engaging, motivational, and connected to hands-on learning.

provincial performance measure

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

	BCHS (%)	CRPS (%)	Alberta Education (%)
Overall	82.4	75.6	79.4
Parents	68.6	73.7	78.7
Students	78.6	65.2	69.6
Teachers	100	88.1	89.8

Analysis:

Overall, the percentage of parents, student and teachers reporting that students model the characteristics of active citizenship is higher than in the division and the province. All are considered excellent statistically in three groups other than for parents according to APORI. The measure for parents is only acceptable. The active citizenship reported by the majority of students is not noted by some parents. More work to publicise how students are active citizens to parents is critical.

provincial performance measure

Three and Five Year High School Completion Results

	Students (%)		EAL (%)	
	Three Year	Five Year	Three Year	Five Year
BCHS	95.5	85.6	*	91.8
CRPS	85.0	91.3	68.9	93.6
Alberta Education	80.4	88.1	72.0	88.1

Analysis: 95.5% of all students graduating in 2024 did so in three years. This is excellent statistically according to APORI. In 2023 94% of EAL students graduated in three years but this year 2024 here were less than six EAL students so the measure is not reported. The five-year high school completion for EAL students is considered to be at a good level when compared to other EAL students in the province both this year and last.

provincial performance measure

Gr. 9 Provincial Achievement Test Results

	Acceptable						Excellence					
	BCHS	CRPS	AB	BCHS EAL	CRPS EAL	AB EAL	BCHS	CRPS	AB	BCHS EAL	CRPS EAL	AB EAL
LA	82.5	74.9	69.5	70	57.1	56.9	22.5	13.4	11.8	0	0.0	5.4
Math	67.5	56.7	52.7	60	60.0	46.7	17.5	12.6	14.0	0	0.0	11.5
Science	90	74.6	67.6	90	73.3	57.7	32.5	25.4	20.8	0	0.0	14.2
Social	77.5	69.6	60.5	70	60.0	49.4	20.0	10.4	15.8	0	0.0	9.6

provincial performance measure

Gr. 9 Provincial Achievement Test Results

Analysis: With the background context that all students at BCHS participate in PATs at a higher level than they do across the province it is noted that:

- Students achieved higher acceptable levels relative to the province in all subjects. They performed at good levels in Social Studies and Math and at an excellent level statistically in Science.
- More students achieved excellence in Science compared to the division and to the province.
- In all four subjects the percentage of the students achieving the level of excellence was higher than in the division and the province.
- EAL students at BCHS noted drops in acceptable achievement in LA and Math while Social and Science were good or excellent.
- Of note, is that EAL students' achievement at the level of excellence was flagged as significant concern statistically.

The conclusion is that while achievement measures for Grade 9 PAs are good to excellent, Grade 9 EAL students did not match the achievement of their Grade 9 peers particularly in Math and ELA. Stronger EAL supports will be needed to support these students as they move through Division 4.

provincial performance measure

Gr. 12 Diploma Exams

	Acceptable						Excellence					
	BCHS	CRPS	AB	BCHS EAL	CRPS EAL	AB EAL	BCHS	CRPS	AB	BCHS EAL	CRPS EAL	AB EAL
ENG. 30-1	85.7	90.4	84.2	*	*	61.3	7.1	13.3	10.1	*	*	2.7
ENG. 30-2	83.3	95.2	85.7	*	*	70.0	33.3	19.0	12.9	*	*	5.2
SOC. 30-1	97.0	96.2	85.2	*	*	70.5	9.1	16.0	18.7	*	*	10.7
SOC. 30-2	93.3	73.3	77.6	*	42.9	63.2	20.0	12.0	12.7	*	0.0	8.3

provincial performance measure Diploma Exams con't

	Acceptable						Excellence					
	BCHS	CRPS	AB	BCHS EAL	CRPS EAL	AB EAL	BCHS	CRPS	AB	BCHS EAL	CRPS EAL	AB EAL
MATH 30-1	57.7	64.6	75.4	*	*	64.0	22.2	13.9	34.9	*	*	27.6
MATH 30-2	88.9	78.8	70.9	n/a	*	57.7	33.3	16.7	15.4	n/a	*	9.0
BIO. 30	85.2	86.6	73.3	n/a	*	69.7	22.2	34.0	33.7	n/a	*	23.6
CHEM. 30	75.0	91.9	82.9	n/a	*	73.2	25.0	23.0	38.0	n/a	*	29.6
PHYS. 30	*	84.2	85.1	n/a	n/a	71.3	*	34.2	43.1	n/a	n/a	32.9
SCI. 30	82.1	82.1	81.3	*	*	69.0		14.3	24.6	*	*	16.2

provincial performance measure

Gr. 12 Diploma Exams

Analysis: Students writing diplomas in 2024 had many successes compared to the province and division's results.

- Students writing English 30-1, Socials 30-1, Social 30-2, Math 30-2, Biology 30, Chemistry 30 and Science 30 are all above the provincial average for achievement at the levels of acceptable performance.
- Students writing English 30-2, Socials 30-2 and Math 30-2 all achieved a higher percentage of excellence compared to the division and the province.
- Students writing Math 30-1, Math 30-2 and Chem 30 all achieved a higher percentage of excellence compared to the division.
- Students writing Science 30 are above the provincial average for acceptable performance but the significantly lower level of students in the level of excellence compared to 2023 (45%) was reported as the only result of statistical concern in APORI.

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 (%)
BCHS	56	44
CRPS	80	20

Analysis: The percentage of teachers who indicate that professional learning focused on the TEF is effective and has contributed to their ongoing professional development is considerably lower than the division's percentage. Given teachers' poor assessment of the effectiveness of professional development there is considerable work to be done to support BCBS teachers so that they feel their ongoing professional development can meet their professional growth needs.

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 (%)
BCHS	100	0
CRPS	96	4

Analysis:

Staff are unanimous in their assessment that they incorporate feedback loops into their instructional design as a method of formative assessment.



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
BCHS (Gr 9-12)	6.7/10
CRPS	6.4/10
Canadian Norm	6.6/10

Analysis:

The number of students who find the classroom instruction is well-organized, with a clear purpose, and with immediate and appropriate feedback that helps them learn is roughly similar to other students in the CRPS and slightly higher than the Canadian Norm.

local performance measure

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

	Gr. 7 - 12 (%)		
	Agree	Disagree	Unsure
BCHS	86	9	5
CRPS	79	9	12

Analysis:

The percentage of students who indicate that they have learned about First Nations, Métis and Inuit people is higher than other students in the division. This suggests that Knowledge Keeper visits and the work done to support Truth and Reconciliation Day and National Indigenous People's Day has increased student awareness.

provincial performance measure

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

	Three Year (%)	Five Year (%)
BCHS	*	*
CRPS	35.0	83.8
Alberta Education	58.6	69.4

Analysis:

BCHS had fewer than six Grade 12 First Nations, Métis and Inuit students attending and graduating from BCBS in 2024.

provincial performance measure

Gr. 9 Provincial Achievement Test Results for First Nation, Métis, and Inuit students.

	Acceptable			Excellence		
	BCHS	CRPS	AB	BCHS	CRPS	AB
LA	*	23.5	49.5	*	0.0	4.7
LA (FI)	n/a	n/a	63.8	n/a	n/a	5.6
Math	*	17.6	28.7	*	0.0	4.8
Science	*	20.0	46.0	*	6.7	8.5
Social	*	26.7	39.0	*	6.7	6.3

Analysis:

BCHS had two self-identified First Nation, Métis and Inuit students in Grade 9 in 23/24. The number of students did not meet the reporting threshold of six students and so results are reported with an asterisk. BCBS does not have a French Immersion program and so no Indigenous students were reported taking French Language Arts. Those results are reported with a “not applicable” (n/a).

provincial performance measure

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

	Acceptable			Excellence		
	BCHS	CRPS	AB	BCHS	CRPS	AB
ENG. 30-1	*	87.5	81.7	*	0.0	6.9
ENG. 30-2	n/a	90.9	86.0	n/a	18.2	10.8
FR. 30-1	n/a	n/a	88.9	n/a	n/a	0.0
SOC. 30-1	*	100.0	79.1	*	12.5	10.6
SOC. 30-2	n/a	53.8	72.9	n/a	0.0	6.6

Analysis:

BCHS had three First Nations, Métis and Inuit student taking taking diploma exams in 2023-2024. We did not meet the reporting threshold of 6 students so results are reported with an asterisk (*). Diploma exams that were not written by these two students are reported with a “not applicable” (n/a). No conclusions can be drawn from this data.

provincial performance measure Diploma FNMI con't

	Acceptable			Excellence		
	BCHS	CRPS	AB	BCHS	CRPS	AB
MATH 30-1	*	*	64.4	*	*	17.0
MATH 30-2	n/a	*	64.8	n/a	*	10.1
BIO. 30-1	n/a	*	72.8	n/a	*	17.0
CHEM. 30	*	*	78.2	*	*	23.5
PHYSICS 30	*	*	80.4	*	*	23.2
SCI. 30	*	*	78.1	*	*	18.5

Analysis:

BCHS had three First Nations, Métis and Inuit student taking taking diploma exams in 2023-2024. We did not meet the reporting threshold of 6 students so results are reported with an asterisk (*). Diploma exams not written by these students are reported with a “not applicable” (n/a). No conclusions can be drawn from this data.

provincial performance measure

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

	BCHS (%)	CRPS (%)	Alberta Education (%)
Overall	78.9	72.6	79.5
Parents	77.1	68.6	74.4
Teachers	80.6	72.6	84.6

Analysis: The overall percentage for parental involvement is higher than CRPS and 0.6% lower than the province. BCBS parents reported parental involvement higher than the division and the province and at a level of significant excellence in APORI plus it is important to note it is up from 2023 (68.4%). BCBS teachers reported that parental involvement is lower relative to province measure but higher than the division and is considerably higher than last year (61%). In order to maintain the upward trend and for more teachers to report that they are satisfied with parental involvement, more opportunities can be found to bring teachers and parents into regular contact.

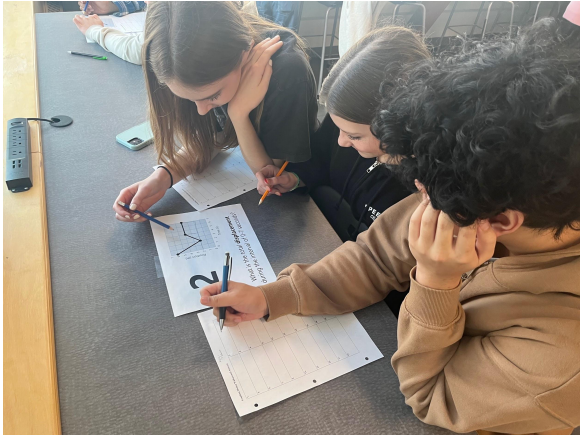
05

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.



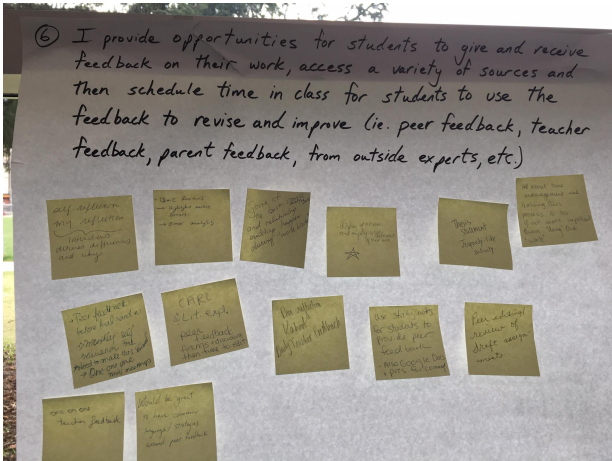
	Agree (%)	Disagree (%)
BCHS	100	0
CRPS	100	0

Analysis:

All teachers at BCBS indicated that literacy and numeracy are a priority in their instructional design process.

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 (%)
BCHS	56	44
CRPS	81	19

Analysis: The percentage of teachers that indicate that CRPS has provided the opportunity to engage in professional learning in the area of literacy and numeracy is much lower than that for staff at most other CRPS schools although is much higher than 2023 (29%). Linking the work on Outcomes Based Assessment to literacy and numeracy is vital plus finding other opportunities may enable this upward trend.

local performance measure

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

	BCHS Gr. 9 - 12	CRPS Gr. 7 - 12	Canadian Norms Gr. 7 - 12
Challenged and Confident	71	65	63
Confident and Not Challenged	8	13	18
Not Confident and Challenged	19	20	16
Not Confident and Not Challenged	2	2	3

Analysis:

It is important to have students feel “challenged and confident” (higher % better). BCHS students have good results as more students are above the CRPS and Canadian measures. Students should not feel “confident but not challenged” (lower % better). Again BCHS results are good as BCHS students are below the CRPS and national measures. A low % of students should feel “not confident but challenged”. Our result is acceptable as we are below both the division measure but not the national measure. Finally, few students should feel “not confident and not challenged”. Again our measures are good relative to both CRPS and national measures.

