

Immanuel Christian Secondary School



2022/2023 Annual Education Results Report

ICSS School Mission Statement

To provide a Christian environment in which God calls
His children to develop to develop and use their gifts for joyful
service in His kingdom



www.icss.lethsd.ab.ca



Alberta Education Assurance Measures Overall Summary

Assurance Domain	Measure	Immanuel Christian Secondary S			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	85.1	86.2	86.2	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	79.3	84.8	85.5	80.3	81.4	82.3	High	Declined	Acceptable
	3-year High School Completion	97.1	94.2	92.8	80.7	83.2	82.3	Very High	Maintained	Excellent
	5-year High School Completion	94.0	95.9	94.7	88.6	87.1	86.2	Very High	Maintained	Excellent
	PAT: Acceptable	82.7	73.0	n/a	63.3	64.3	n/a	Very High	n/a	n/a
	PAT: Excellence	19.6	18.9	n/a	16.0	17.7	n/a	High	n/a	n/a
	Diploma: Acceptable	92.8	78.7	n/a	80.3	75.2	n/a	Very High	n/a	n/a
	Diploma: Excellence	33.6	14.9	n/a	21.2	18.2	n/a	Very High	n/a	n/a
Teaching & Leading	Education Quality	86.9	88.8	90.7	88.1	89.0	89.7	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	86.0	88.8	88.8	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	82.2	89.2	89.2	80.6	81.6	81.6	n/a	Declined	n/a
Governance	Parental Involvement	85.1	84.9	89.0	79.1	78.8	80.3	Very High	Maintained	Excellent

Highlights

Highlights

Our Diploma and PAT results showed a significant increase in achievement compared to the previous years results and show that ICSS remains committed to academic achievement and courses being taught with strong connections to the Alberta Program of Studies. Parental Involvement remains strong with a demonstrated active desire for parents to be involved with and voice into school programming. Our families have high expectations for a broad range of programming and co-curriculars that we are able to provide despite our small school size. Our students are known by our staff and are served holistically for their gifts and talents

Challenges to Address

Challenges

There appears to be an incongruence between our very positive PAT and Diploma results and the perception of education quality and supports provided at ICSS. While we are expanding our inclusive learning model at ICSS there is still growth that can be seen in meeting all learning needs regardless of academic stream chosen. We will remain committed to teacher professional growth and evaluating our programs and courses to ensure alignment with best teaching and assessment practices.

As we continue to engage with learning gaps in numeracy and literacy, we will look to meet students where they are at and come from a strengths based approach in support. The decline in perception of supports and services may reflect increasing student needs and decreased levels of resilience. Engaging and expanding our counselling and student supports will continue to be an area of emphasis moving forward.

DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

Assurance Measure: PAT Acceptable/Excellence

The percentage of students who achieved the Acceptable Standard and the percentage of students who achieved the Standard of Excellence on Provincial Achievement Tests (based on cohort)

PAT Course by Course Results by Number Enrolled.									
		Results (in percentages)						Target	
		2019		2022		2023		2023	
		A	E	A	E	A	E	A	E
English Language Arts 6	School	85.4	17.1	90.4	13.5	93.1	20.7	90	20
	Authority	84.2	11.3	73.0	12.7	78.1	10.6		
	Province	83.2	17.8	76.1	18.9	76.2	18.4		
Mathematics 6	School	70.7	7.3	78.8	7.7	65.5	13.8	75	10
	Authority	71.1	13.7	66.7	10.9	65.7	13.9		
	Province	72.5	15.0	64.1	12.6	65.4	15.9		
Science 6	School	75.6	22.0	84.6	26.9	82.8	20.7	85	20
	Authority	76.7	28.8	71.2	20.7	67.3	17.9		
	Province	77.6	28.6	71.5	23.7	66.7	21.8		
Social Studies 6	School	85.4	17.1	84.6	30.8	72.4	20.7	80	20
	Authority	77.4	26.6	69.1	22.0	69.5	20.0		
	Province	76.2	24.4	67.8	20.1	66.2	18.0		
English Language Arts 9	School	73.8	2.4	72.2	13.9	91.8	24.5	85	20
	Authority	66.2	12.7	60.8	7.2	68.6	8.8		
	Province	75.1	14.7	69.6	12.9	71.4	13.4		
Mathematics 9	School	71.8	23.1	50.0	5.6	77.6	18.4	75	15
	Authority	52.6	15.9	48.5	12.3	49.1	9.5		
	Province	60.0	19.0	53.0	16.7	54.4	13.5		
Science 9	School	92.9	31.0	80.6	27.8	85.7	20.4	85	20
	Authority	71.3	22.6	61.9	20.7	67.6	15.7		
	Province	75.2	26.4	68.0	22.6	66.3	20.1		
Social Studies 9	School	78.6	11.9	72.2	11.1	81.6	14.3	75	12
	Authority	61.2	16.9	53.1	12.3	55.1	10.4		
	Province	68.7	20.6	60.8	17.2	58.4	15.9		

Evaluation

A few statements about what the school will be doing to improve PAT results.

We are committed to PAT results improvement through analyzing the previous years results, identifying items and curricular outcomes that require more instructional attention while also being responsive to the class learner profiles in developing instructional and lesson plans that are strength focused and will fluctuate from year to year.

Overall, we are very pleased with our achievement results and it shows that we provide high quality instruction and that are students are engaging with content material in positive ways.

In transitioning our Grade 9 Math and ELA courses to a year-long instructional model for the 2022-2023 school year we have seen an increase in achievement and will look to continue with this model in the years to come to provide more consistent exposure to sustained numeracy and literacy instruction.

We will look to emphasize vocabulary enrichment instruction during CORE time for cross-curricular benefits.

DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

Assurance Measure: Diploma Examination Acceptable/Excellence

The percentage of students who achieved the Acceptable Standard and the percentage of students who achieved the Standard of Excellence on Provincial Achievement Tests (based on cohort)

Diploma Exam Course by Course Results by Students Writing.									
		Results (in percentages)						Target	
		2019		2022		2023		2023	
		A	E	A	E	A	E	A	E
English Lang Arts 30-1	School	83.9	0.0	68.4	5.3	78.9	10.5	80	15
	Authority	86.9	11.7	70.8	6.5	84.3	8.9		
	Province	86.8	12.3	78.8	9.4	83.7	10.5		
English Lang Arts 30-2	School	100.0	7.7	n/a	n/a	100.0	0.0	90	10
	Authority	83.8	11.9	81.9	14.4	85.4	13.2		
	Province	87.1	12.1	80.8	12.3	86.2	12.7		
Mathematics 30-1	School	83.3	61.1	66.7	22.2	92.3	46.2	85	25
	Authority	77.2	30.4	60.7	13.5	67.3	21.3		
	Province	77.8	35.1	63.6	23.0	70.8	29.0		
Mathematics 30-2	School	85.7	23.8	n/a	n/a	100.0	44.4	90	25
	Authority	77.6	15.4	58.9	9.5	70.7	9.9		
	Province	76.5	16.8	61.5	11.8	71.1	15.2		
Social Studies 30-1	School	95.2	19.0	n/a	n/a	87.5	12.5	85	15
	Authority	85.3	12.3	82.9	9.8	79.9	9.4		
	Province	86.6	17.0	81.5	15.8	83.5	15.9		
Social Studies 30-2	School	100.0	6.3	n/a	n/a	100.0	33.3	90	25
	Authority	76.2	5.5	62.8	4.7	72.3	7.6		
	Province	77.8	12.2	72.5	13.2	78.1	12.3		
Biology 30	School	93.3	53.3	94.7	21.1	100.0	57.1	95	30
	Authority	83.3	23.8	68.1	12.2	79.7	24.1		
	Province	83.9	35.5	74.3	25.2	82.7	32.8		
Chemistry 30	School	90.9	54.5	n/a	n/a	88.2	41.2	90	30
	Authority	82.8	34.0	68.8	20.4	79.3	27.2		
	Province	85.7	42.5	77.1	31.1	80.5	37.0		
Physics 30	School	84.6	46.2	n/a	n/a	100.0	62.5	95	40
	Authority	83.2	31.9	71.1	21.7	60.5	26.3		
	Province	87.5	43.5	78.5	34.6	82.3	39.9		

Evaluation

A few statements about what the school will be doing to improve Diploma results.

We are committed to Diploma results improvement through analyzing the previous years results, identifying items and curricular outcomes that require more instructional attention.

Continued areas of focus for improvement will be in text analysis especially in the areas of poetry and modern play identification. Identified as areas of growth are as analysis of political cartoons and connections of philosophers to liberalism.

Being that students have not had much exposure to standards-based assessments, exposure to practice exams and teaching of test taking habits will be emphasized.

DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

Assurance Measure: High School Completion

High school completion rate of tudnets within three and five years of entering Grade 10.

	School										Measure Evaluation		
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
3 Year Completion	37	87.1	44	90.9	44	93.2	50	94.2	34	97.1	Very High	Maintained	Excellent
4 Year Completion	39	95.7	37	89.6	44	91.3	45	94.1	50	94.2	Very High	Maintained	Excellent
5 Year Completion	28	96.5	39	95.6	37	92.7	44	95.9	45	94.0	Very High	Maintained	Excellent

Evaluation

A few statements about what the school will be doing to improve high school completion.

A continued emphasis on the value of a high school diploma will be impressed upon ICSS Students and in the completion of high school credits towards a diploma.

We will look at adapting our yearly course timetable to meet diploma requirement needs and to partner with division distributed learning to supplement our course timetable along with emphasizing off-campus education as a path towards gaining credits.

Broadening our course offerings will also be a way to give students opportunity to learn and gain credits in courses that match their academic gifts and future goals for post-secondary, trades program or the workforce.

Assurance Measure: Citizenship

Teacher, parent and student agreement that students model the characteristics of active citizenship

	School										Measure Evaluation		
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	121	90.2	107	86.2	101	85.1	84	84.8	93	79.3	High	Declined	Acceptable
Parent	20	93.0	22	93.6	17	85.7	17	91.8	10	80.0	High	Declined	Acceptable
Student	94	80.3	77	65.1	73	80.9	58	71.6	73	67.8	Intermediate	Maintained	Acceptable
Teacher	7	97.1	8	100.0	11	88.7	9	91.1	10	90.0	Intermediate	Maintained	Acceptable

Evaluation

A few statements about what the school will be doing to develop citizenship.

Our students have demonstrated a desire to be active citizens in meaningful and authentic ways. We will look to provide service learning opportunities where faith, learning and community service meet to address real needs. The communication of service learning and active citizenship through social media or parent updates will hopefully increase perceptions of authentic citizenship engagement at ICSS.

Our staff desire to see a greater level of civic commitment from our students and will look for ways to integrate citizenship values into their courses and the life of the school. A Leadership 9 class remains a CTF Option as a course to increase student civic engagement. A re-establishing of student service hours in CALM and Religious Meanings 20 will also lead to increased student civic engagement.

DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

Assurance Measure: Student Learning Engagement

Teacher, parent and student agreement that students are engaged in their learning at school.

	School										Measure Evaluation		
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	n/a	n/a	n/a	n/a	101	84.5	84	86.2	95	85.1	n/a	Maintained	n/a
Parent	n/a	n/a	n/a	n/a	17	92.2	17	94.1	10	93.3	n/a	Maintained	n/a
Student	n/a	n/a	n/a	n/a	73	73.5	58	64.6	75	65.4	n/a	Maintained	n/a
Teacher	n/a	n/a	n/a	n/a	11	87.9	9	100.0	10	96.7	n/a	Maintained	n/a

Evaluation

A few statements about what the school will be doing to improve student learning engagement.

Students have indicated that they are not engaged in their learning on a consistent basis, compared to a teacher perception that they are. We will look to gather further feedback on this topic with the OurSchool data surveys this school year and dig deeper into student perspectives.

Student engagement is heavily dependent on positive student-teacher relationships and their perception of personal success in learning and engaging with classmates in the general classroom environment. We will look to refine and deepen our teaching practice to be learner focused and adaptive to student needs.

DOMAIN: TEACHING AND LEADING

Assurance Measure: Education Quality

Teacher, parent and student satisfaction with the overall quality of basic education.

	School										Measure Evaluation		
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	121	94.8	107	92.6	101	88.2	84	88.8	99	86.9	Intermediate	Maintained	Acceptable
Parent	20	98.3	22	99.2	17	87.3	17	92.2	10	90.0	Very High	Maintained	Excellent
Student	94	86.1	77	80.5	73	88.0	58	76.2	79	73.9	Very Low	Maintained	Concern
Teacher	7	100.0	8	97.9	11	89.4	9	98.1	10	96.7	High	Maintained	Good

Evaluation

A few statements about what the school will be doing to improve education quality.

Students are expressing an experience and perspective that is not consistent with parent and teacher feedback which may be due to changing expectations of students and desire for flexibility around curriculum and course delivery that is less rigorous and with strong ties to “real-world” applications.

We will look to probe this topic with our OurSchool survey data and find ways to build an overall student learning experience that is rich, engaging, and provides students with the learning that they desire and need.

DOMAIN: LEARNING SUPPORTS

Assurance Measure: Welcoming, Caring, Respectful, and Safe Learning Environment
Teacher, parent and student agreement that learning environments are welcoming, caring, respectful and safe.

	School										Measure Evaluation		
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	n/a	n/a	n/a	n/a	101	91.3	84	88.8	93	86.0	n/a	Maintained	n/a
Parent	n/a	n/a	n/a	n/a	17	96.3	17	94.8	10	91.3	n/a	Maintained	n/a
Student	n/a	n/a	n/a	n/a	73	87.9	58	76.4	73	73.8	n/a	Maintained	n/a
Teacher	n/a	n/a	n/a	n/a	11	89.6	9	95.2	10	92.9	n/a	Maintained	n/a

Evaluation

A few statements about what the school is doing to make the school safe and caring.

Our students are looking for connection and belonging at school. One way we can accomplish this is through enhanced supervision of students during breaks and lunches. As well, we will be implementing student clubs and intramurals, to ensure all students feel they have a place at school.

We are looking to also being more intentional in the teaching and reinforcement of positive student habit's of learning and character formation in their understanding of contributing to a calm and safe learning community.

DOMAIN: LEARNING SUPPORTS

Assurance Measure: Access to Supports and Services
Teacher, parent and student agreement that students have access to the appropriate supports and services at school.

	School										Measure Evaluation		
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	n/a	n/a	n/a	n/a	101	86.5	84	89.2	92	82.2	n/a	Declined	n/a
Parent	n/a	n/a	n/a	n/a	17	84.7	17	93.7	10	75.5	n/a	Declined	n/a
Student	n/a	n/a	n/a	n/a	73	82.1	58	76.1	72	71.1	n/a	Maintained	n/a
Teacher	n/a	n/a	n/a	n/a	11	92.7	9	97.8	10	100.0	n/a	Maintained	n/a

Evaluation

A few statements about what the school is doing to facilitate access to supports and services.

Our new Wellness Team, consisting of an FSLC and Student Support Worker, will be intentionally getting into classrooms to offer supports and awareness of services that students can access or get connected to. We continue to work closely with our teachers and LST to ensure we are utilizing Individualized Support Plans and Behavior Support Plans that provide students with the academic and behavioural supports needed to find success at school.

Our Off Campus Education Coordinator will be available to our students during school hours one day a week to provide supports for Work Experience, Green Certificate and RAP.

DOMAIN: LEARNING SUPPORTS

Assurance Measure: Parental Involvement

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

	School										Measure Evaluation		
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	27	95.0	30	93.1	28	79.3	26	84.9	19	85.1	Very High	Maintained	Excellent
Parent	20	90.0	22	93.6	17	73.2	17	81.0	10	70.2	High	Declined	Acceptable
Teacher	7	100.0	8	92.5	11	85.5	9	88.9	9	100.0	Very High	Maintained	Excellent

Evaluation

A few statements about what the school is doing to involve parents and create a welcoming school community.

We look to emphasize the School Council as a mechanism for parental voice and engagement. Creating engaging discussion topics and speakers will be a way to entice more parents to attend these meetings.

We continue to engage our parents in the school community through chapels, athletics and fine-arts events, and celebrations of learning. These opportunities build meaningful relationships, that translate into greater parental involvement and connection.

SUPPLEMENTAL MEASURE: DROP OUT RATE

Annual Dropout Rate of Students Aged 14 to 18.

	School										Measure Evaluation		
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Drop Out Rate	161	0.6	168	0.6	172	0.6	161	0.6	156	1.2	Very High	Maintained	Excellent

Evaluation

A few statements about what the school is doing to keep students coming to school.

Maintaining and building positive connection with students and providing engaging learning environments will continue to be our goal to keep students in school.

Utilizing off-campus programs, including Dual Credit through the college, Stepping Away, RAP and Green Certificate, provides opportunities for students to remain engaged with school.

Connecting students with our Student Support Worker to provide advisement will also be utilized as a way to keep students in school.

Encouraging students to be involved in co-curricular activities such as athletics, is another way to ensure they connected to the school.

SUPPLEMENTAL MEASURE: Program of Studies

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education

	School										Measure Evaluation		
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	121	88.2	107	88.2	101	83.3	84	88.2	92	85.1	Very High	Maintained	Excellent
Parent	20	93.5	22	97.7	17	84.7	17	90.8	10	95.7	Very High	Maintained	Excellent
Student	94	76.7	77	71.5	73	75.7	58	79.2	72	72.4	High	Maintained	Good
Teacher	7	94.5	8	95.3	11	89.5	9	94.4	10	87.2	High	Maintained	Good

Evaluation

A few statements about what the school is doing to develop a breadth of strong programs.

We will continue to match course offerings with student interests, gaining student voice and choice through survey data and moving students along toward completing Alberta High School diploma requirements.

We continue to strive to offer a wide range of programs, ranging from mechanics, to woodshop, to outdoor education, which allows students to strength and develop gifts and talents.

SUPPLEMENTAL MEASURE: Lifelong Learning

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

	School										Measure Evaluation		
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	27	97.5	30	95.3	28	88.6	26	87.3	20	88.9	Very High	Maintained	Excellent
Parent	20	95.0	22	90.7	17	90.9	17	91.2	10	77.8	Very High	Maintained	Excellent
Teacher	7	100.0	8	100.0	11	86.4	9	83.3	10	100.0	Very High	Maintained	Excellent

Evaluation

A few statements about what the school is doing to develop lifelong learners.

As the landscape of the workforces, and societal pressures continue to evolve, parent expectations of school programing have become greater in regards to diversity and depth of programing offered. We will continue to evaluate our programing, to ensure it is broad and that our pedagogy and instruction meets the needs of our students, and prepares them for post-secondary life.