



Enchant School 2023–2024 Annual Education Results Report

SUMMARY

Our Assurance Framework outlines key guiding principles, domains and strategies for enhancing public trust and confidence that we are meeting the needs of our students and students are successful.

Achievement

Provincial Measures

Student Learning Engagement	84%
Citizenship	88%
3-yr High School Completion	N/A
5-yr High School Completion	N/A
PAT Acceptable	N/A
PAT Excellence	N/A
Diploma Acceptable	N/A
Diploma Excellence	N/A
Education Quality	91%
Welcoming, Caring, Respectful & Safe Learning Environments	91%
Access to Supports and Services	95%
Parental Involvement	88%

Horizon School Division is a learning community that engages and empowers all learners for success.

Division Measures	Percent
Literacy	
Percent of students reading below grade level	51%
Education Quality	
Parent satisfaction that their children have grown in their ability to do math	89
Quality Teaching and Leadership	
Percent of staff who feel that their school staff works together to achieve goals, solve problems, and overcome challenges	90
Students belief that school is interesting	97
Student Inclusion	
Percent of students who feel their school is a place where differences are respected	100
Percent of students who feel their school provides opportunities for students to provide input into ways to improve the school	95
Access to Supports and Services	
Parent/student agreement that students receive the help and support they require	100/95
Parent Involvement	
Percent of parents who feel the school keeps them informed about their child's progress and achievement	100
Parent/student satisfaction that they/their children know what must be able to do in order to be successful	89/100
Percent of parents who are satisfied with the communication they receive from their child's school	89

Vision:

Students will gain the knowledge and skills to be contributing citizens and the desire to develop as life-long learners.

Values:

- *continual improvement;*
- *Inclusion and respecting diversity;*
- *fostering effective relationships; welcoming, caring, respectful, and safe learning environments; collaboration;*
- *and accountability*

Strategic Priorities:

- *Quality Teaching and Optimum Learning*
 - *Students demonstrate citizenship, engage intellectually, and grow continuously as learners*
- *Response to Intervention*
 - *Mobilization of resources required to demonstrate shared, system-wide responsibility for all children*
- *Wellness*

OUR ACCOMPLISHMENTS

- Share/Highlight some key accomplishments.
 - We have been able to improve and or maintain our Achievement in some important areas including:
 - Student Citizenship
 - Educational Quality
 - Welcoming, Caring, Respectful and Safe Learning Environments
 - Access to supports and Services
 - Parent Involvement

ENGAGING OUR COMMUNITY

- *Student success is a collective endeavor.*
- *We encourage staff, students, and parents to provide feedback and response to surveys as we strive to make data-informed decisions.*

COMMENTARY ON OUR RESULTS (PUTTING IT INTO CONTEXT)

- *Due to optional implementation of new curriculum and small numbers of students we are unable to report on PAT results in Grade 6 and 9 as results were suppressed.*
- *Historically our grade Grade 9 PAT results are lower in Science and Social Studies due to the following: Factors influencing these results include a 3 year cycling of 7-9 curriculum. Scores were closer to the Division and provincial average in math and English Language arts. Students particularly in Grade 7 struggled with the exams as they are written for Grade 9 students not grade 7 students.*
- *The data for students reading below grade level is also interesting within our context. The percentage of students not at grade level for reading gets progressively smaller as the students move through the school. All of our grade 9 students were reading at grade level. Part of this struggle would be due to the large number of ELL students we have in our school and where they start at with language learning when they often start in Kindergarten and grade one with very little English. We choose to celebrate where the students end up rather than where they start.*