



Ecole Manachaban Middle School

2011-2012 Annual Report

October 15, 2012

MESSAGE FROM SCHOOL PRINCIPAL

“The goal is to transform data into information, and information into insight.”

-Carly Fiorini, President of Hewlett Packard 1999-2005

This year's message is about what we have learned from the process of going through the development of the School Annual Results Report (SARR). Many, many thoughts come to mind as I am writing this message. We can easily talk about the sheer quantity of changes we have undertaken at the school over the past year. We can talk about the projects that were undertaken from the Inquiry Unit in grade 5 to the Titanic Unit in grade 8, from the Healthy Relationships programs in collaboration with some of our community partners to continued financial literacy programs for our students. Staffing also comes to mind; some of our teachers have left us for various reasons; others have joined us.

The one common learning that underlies any and all of the initiatives at our school is that we need to focus on what data tells us and which data to pay attention to. This relationship between data and what it tells us is where the crux of educational change lies. Therefore, if we were to continue Carly Fiorini's statement above, I would want to add that insight will lead to positive meaningful instructional change for our staff and students and that we will have the data to support this transformation. Continued collaboration with staff from our education centre, which can provide the perspective from the outside in, has been very valuable and we will continue to engage in this way.

Three additional learnings have emerged and made the impact on our school improvement plan clear:

Firstly, we have met with our grade 6 team to analyze our PAT results. The grade 6 team continues to critically reflect on the results students have achieved and how we can improve upon them. The analysis of these results have shown us a clear link between our AISI research projects and the areas of growth. Focused Reading and Writing strategies are what is needed for some of our results to improve and we have a strong contingent of teachers collaborating on this action research project. Also, a clear picture of which instructional approach appears to yield the best results is emerging. It is the approach that puts engaging projects that students can work on at the centre. Real life connections make the learning fabric strong and build lasting connections.

The second learning is that a blended instructional approach is beneficial for students of today. Our technology coach initiative from the last year made impacts on many of our teachers and resulted in an increase in technology and online components to many courses in our school. Over the past two years blended learning seems to yield consistently strong results.

The third learning is that we still have a ways to go when it comes to addressing the needs of all learners equally well. The parent responses from the two surveys reflect that our parents would still like to see a stronger support system for those students with specialized needs. The impact this has resulted in is that a learning coach is part of our staff, albeit in a non-funded 0.1 FTE position. We will continue to refine our work with the IPPs, by making time and expertise available to teachers.

In the process of developing this document, we clearly also have a lot to celebrate. Manachaban has demonstrated continued growth in many areas consistently over the previous three years. We also recognize that there are areas with room for improvement and that the journey of transformation and improvement is continuous, but always must have the students at its centre.

Sincerely,

The Manachaban Administration Team

SCHOOL PROFILE

Ecole Manachaban Middle School

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Vision:

Engage. Explore. Excel. (Academic)
 Respect. Understand. Grow. (Interpersonal)

Mission

Our mission is...	Our school community believes...
...to respect and accept each other.	...in fostering caring relationships towards each other, our community and the environment.
...for all individuals succeed through engagement.	...in meeting learners' individual needs through differentiated instructional approaches.
... to learn through exploration and experiences.	...in providing learners with access to engaging, exploratory learning experiences that foster critical and creative thinking.
...to develop a connected community of learners.	...that developing a solid foundation in skills and attitudes helps students become successful learners and collaborators.
...to make choices which foster informed and engaged citizenship.	... that academic and social responsibility promote the excellence Manachaban strives for.
...to reach deep levels of understanding and responsibility.	... that we must provide high quality instruction and a well-rounded cultural experience.
... to provide assessment that is varied, accurate, and continuous.	...that assessment practices are balanced and developed through "understanding by design", and UDL planning.
... to use technology to enhance learning in our continually changing world.	...that technology should be integrated to support all learners in a balanced, meaningful way.

OVERVIEW OF ACHIEVEMENTS

One of our general overarching successes is the completion rate of the RVS Satisfaction Survey. Our numbers are at over 95% participation rate. This leads us to believe that the data is reliable.

All three groups questioned for the RVS Satisfaction Survey are at or above the RVS average in the larger portion of the measures:

Students 5-8: 22 out of 28 measures at or above RVS average

Parents 5-8: 17 out of 28 measures at or above RVS average

Staff: 39 out of 50 measures at or above RVS average

Goal One – Learners have their individual needs met

Learners feel safe and valued within the learning community (84%, above RVS average). We strive to be a welcoming place of learning. Survey results for students indicate that there is a 17% increase in the past 4 years in response to the descriptor, “I feel welcome at school”. Students do feel welcome and a sense of belonging at Manachaban. All Manachaban results of goal one match or are above the current RVS results.

Learning is universally accessible (83% mirroring RVS achievement). We recognize that some of our students have non-academic barriers to learning. At Manachaban we strive to remove these barriers through extensions within our community and within the classroom. We offer a breakfast program daily to ensure that all students have the opportunity to start their learning day off with nutritional fuel. Daily, there are students accessing this service. We offer a mentorship program afterschool in partnership with Cochrane High School. In the 2011-12 there were 14 students who participated in this program. We continue to provide students with the opportunity to participate in our Grandparent program. In 2011-12 six students partnered with grandparent volunteers. Em-power mentorship was provided to three students both in and out of school meetings.

On the academic side, after school tutorial support is available to grade 7 and 8 students three days each week. The tutoring program is staffed by teachers on a rotational basis and has full participation of all division III core teachers.

Cochrane Mental Health provided instruction in Healthy Relationships to all of our grade 5 and 6 students in the 2011-12 school year. By using the same language, gaining mediation and expression skills, we are hopeful that the learning in this program transfers to the way students relate to others on a daily basis. Cochrane Mental Health has committed to continuing this program and perhaps offering others in the future at Manachaban.

Parents and community partners play a purposeful and sustained role. We continue to have parent volunteers in our school on a daily basis. They fulfill many roles and allow us to see our mission to fruition. Our parent council is an active advisory voice in setting the direction of Manachaban. Additionally, parents directly support our classrooms and learning by volunteering to share their expertise regularly.

Goal Two – Learners are self-directed, innovative, ecologically intelligent and entrepreneurial.

Learners direct and feel ownership for their learning (81%)

Parents (81%) and students (96%) feel that students take responsibility for their own learning. The feelings of teachers is lower (67%). This may be due to the amount of time and dedication teachers provide to ensure that students are successful. As middle school students grow and develop the amount of responsibility students take on also increases. Students seem satisfied with their level of responsibility; teachers seem to feel there is room for growth in this domain.

Learners demonstrate 21 C competencies (87%)

Students in grades 5 and 6 report, on average 80%, that teachers make their classes interesting. In grades 7 and 8 the average drops to 68%. Our results are up slightly (7%) from the year before, but there is room for further growth in this category.

Learners demonstrate global stewardship (89%)

Pack in pack out, weekly recycling, garbage audit results, volunteerism and community service opportunities are frequent, but perhaps need to be highlighted as parents and staff recognize the opportunities, but students tend to score lower. This may be due to the titles not being applied to the activities.

Within the outcome of Learners demonstrate global stewardship, Manachaban is up in all domains except two, one of which was maintained at 100%. The one descriptor that went down was for the staff (86%) that felt that the school models practices that contribute to environmental sustainability. The decrease from 91% the year before is likely due to high expectations of our staff. Manachaban has a core group of teacher leaders who are very environmentally aware and advocate for sustainability. Although Manachaban is moving towards sustainability and models such practices, there is room for further improvement.

Flourish in a culture of excellence (85%)

Staff perception of the school enabling students to excel and achieve excellence is higher, by about 10%, than the perception of parents and students. Student perception was higher than district average, while parents matched the RVS average. Parents of grade 6 students were significantly lower in this category than parents of students in grades 5, 7, and 8.

Goal Three – Instructional design challenges and engages each learner.

RVS Satisfaction Survey – Students (6/8)

6 out of 8 measures on the survey, which relate to goal three, are at or above average when compared to other RVS schools. Our students report solidly above RVS average when considering “Learning occurs any time, any place, any path, any pace” and “Instructional design enriches the learning experience”.

RVS Satisfaction Survey – Parents (3/8)

Parents indicate that Manachaban is above RVS when considering the needs of all learners being met at our school, that students are creative and critical thinkers and when considering the access students have to learning resources beyond the regular school day. All three of these measures are at or above RVS average.

RVS Satisfaction Survey – Staff (8/9)

Staff responded with 8 out of 9 items to be above average when compared to RVS.

Goal Four – Learning environments enable the acquisition of 21st C Competencies.

RVS Satisfaction Survey - all

All three groups of participants indicate solid results for Manachaban in the survey. Students and parents rate Manachaban above RVS average and teacher rate Manachaban in 9 out of 10 items to be above RVS when it comes to learning environments that enable the acquisition of 21st C Competencies.

PRIORITY AREAS FOR FUTURE SCHOOL EDUCATION PLANS

Goal One – Learners have their individual needs met

Our result of 95%, for “I feel welcome at school”, and other outcomes for goal one, we will strive to maintain or further improve upon. We strive to build relationships with students so that they connect with their peers and at least one key adult in our school community. For some children it is difficult to feel that they belong at school and in such cases we strive to provide opportunities for engagement within the classroom and also outside of the classroom, often in leadership capacities.

We are currently in the process of changing the way we deliver learning support services particularly to students who are on individual program plans. For most students we are moving to a fully inclusive model where supports are provided through differentiated instruction and assistive technology in the regular classroom. Parents (71%) felt that their children are meeting goals established in his or her IPP. At Manachaban are currently changing from learning support teacher to classroom teacher development and ownership of the IPP document. This is a new process for our school, and one that should help facilitate further growth on the inclusive model of delivery set forth by Alberta Education's *Action on Inclusion*. Staff results are lower (64%), feel that goals are being met. By having strong teacher voice on the IPP goal development and updating, this should further the focus on the specific curricular goals of the IPP and the success of the student in achieving these goals.

Part of the learning coach role will be to seek out and recommend assistive technologies to make learning more accessible for all students. Parent focus groups will be able to provide feedback and qualitative assessment throughout the year.

Goal Two – Learners are self-directed, innovative, ecologically intelligent and entrepreneurial.

As project-based and inquiry learning grows to become common instructional practice, parents and teachers may see students take on more responsibility for the direction of their learning. Likewise, teachers need to be willing to facilitate personalization of learning and discovery opportunities for the students they teach. Students and staff scored high (83% and 93% respectively) whereas the parents scored lower at 78%. Showcasing achievements of students to parents in a variety of modes may help align perceptions. We provide opportunities for students to improve through feedback and also to have flexibility in how they present their understanding and demonstrate learning.

Manachaban will continue to raise awareness of sustainable practices by embedding environmental education into the curriculum. We will also continue to keep the environment at the forefront of our thinking thought both routines and special events such as sweater day, the waste audit and environment week.

We need to ensure that we provide staff with opportunities to access common tasks and gain a consistent understanding of what performance indicators would be considered excellence.

Future SEP Plans: Increase the understanding of the Manachaban community (parents, students and staff) of the specific 21 C competencies. Further, for parents and student to understand how competent students are at these skills, as a school we will need to develop a way to report on progress and growth of these competencies.

Goal Three – Instructional design challenges and engages each learner.

RVS Satisfaction Survey – Students (2/8)

Both items related to goal three for students in the RVS Satisfaction that were below the RVS average have to do with assessment. Item 15 explores students' understanding of how marks are calculated (75% vs 77%RVS) and items 16 is about getting enough information about how marks are calculated (70% vs. 73% RVS). While both items do not present big gaps between Manachaban and RVS they are noteworthy because all of the other goal three items are at or above RVS average. These two measures are a part of the outcome "Instructional design engages each learner"

RVS Satisfaction Survey – Parents (5/8)

Parents indicate in 5 out of 8 outcomes for goal three that Manachaban is below the RVS average on these outcomes. The difference is no greater than 5 percent in any of the outcomes. There is no clear pattern in the 5 outcomes and some are indeed contradicted with the results in the achievements. (Item 6 and item A for example). Nonetheless, it will be good to conduct focus groups with parents to gain further understanding of how parents' perspectives are formed.

RVS Satisfaction Survey – Staff (1/9)

Only one out of 9 items are reported to be below RVS average by our teachers. This item is in relation to all learners' needs being met at the school or jurisdiction level. This is currently being addressed by our shift in how learning support is offered at our school. We anticipate a further year or two of adjustment as more clarity is brought to the process.

Goal Four – Learning environments enable the acquisition of 21st C Competencies.

Our RVS Satisfaction survey results do not indicate the need to focus on the outcomes addressed there. We are addressing further growth in this area though because of our changing need in how technology is addressed. In the 2012-13 school year we are submitting two proposals about how technology is being accessed in our building. We expect that these projects will yield important information about the 21st C Learning Environments.

Summary/Conclusions drawn:

Assessment procedures in terms of students having clear information about their assessment both within individual assignments and for their achievement grade as a whole will need some attention. Clear targets may need to be an addition to our assessment vernacular.

Preparation for the world of work is also an area that we need to take a look at. Again I wonder if more attention needs to be drawn to how we prepare students for the work environment of the 21st century. This may be in the form of having more exposure of the portrait of the 21st century learner.

PAT results will need to be monitored over the current school year. This will establish if the decline in some courses is a pattern or a one-year occurrence.

Travel on the bus presents challenges for some of our students. This may be difficult to address, as it does not always come to our attention when it should.

Manachaban is a strong school with an active school community. Parents are knowledgeable and want to be a part of the school. Their involvement will make Manachaban an even stronger school.

In addition to a strong parent group we also have a very dedicated and hard-working staff. Teachers are generally very open to change and will do their best. One important factor will be our ability to focus on a strategic and limited number of focus areas.

Appendix A: Rocky View Schools Accountability Pillar

Rocky View Schools Accountability Pillar

Goal	Outcome	Manorhavan			Rocky View Schools			Measure Evaluation		
		Current	Previous Year	3 Year Average	Current	Previous Year	3 Year Average	Achievement	Improvement	Overall
Goal One: Learners have their individual needs met	Learners feel safe and valued within the learning community	84%	N/a	N/a	81%	N/a	N/a	Intermediate	N/a	N/a
	Learning is universally accessible	83%	N/a	N/a	83%	N/a	N/a	Intermediate	N/a	N/a
	Parents and community partners play a purposeful and sustained role	83%	N/a	N/a	80%	N/a	N/a	Intermediate	N/a	N/a
Goal Two: Learners are self directed, innovative, ecologically intelligent, and entrepreneurial	Learners direct and feel ownership for their learning	81%	N/a	N/a	83%	N/a	N/a	Intermediate	N/a	N/a
	Learners demonstrate 21 st Century competencies	87%	N/a	N/a	83%	N/a	N/a	Intermediate	N/a	N/a
	Learners demonstrate global stewardship	89%	N/a	N/a	85%	N/a	N/a	Intermediate	N/a	N/a
	Learners flourish in a culture of excellence	85%	N/a	N/a	82%	N/a	N/a	Intermediate	N/a	N/a
Goal Three: Instructional design challenges and engages each learner	Learning occurs any time, any place, any path, any pace	79%	N/a	N/a	77%	N/a	N/a	Intermediate	N/a	N/a
	Instructional design engages each learner	83%	N/a	N/a	81%	N/a	N/a	Intermediate	N/a	N/a
	Instructional design enriches the learning experience	87%	N/a	N/a	87%	N/a	N/a	Intermediate	N/a	N/a
	Instructional practices empower learners	75%	N/a	N/a	74%	N/a	N/a	Intermediate	N/a	N/a
Goal Four: Learning environments enable the acquisition of 21 st Century competencies	Learners use digital technologies to enhance learning	90%	N/a	N/a	86%	N/a	N/a	Intermediate	N/a	N/a
	Accelerate Innovation, research and organizational development to achieve operational efficiencies	89%	N/a	N/a	79%	N/a	N/a	Intermediate	N/a	N/a
	Learning is generative, responsive and multi-dimensional	95%	N/a	N/a	91%	N/a	N/a	Intermediate	N/a	N/a
	Leadership capacity is built across the jurisdiction	98%	N/a	N/a	78%	N/a	N/a	Above	N/a	N/a

Achievement evaluation: is based on a percentile comparison of the school's Current Year data to other schools in Rocky View Schools. Schools below the 25th percentile are evaluated as Below; schools between the 25th and 75th percentile are evaluated as Intermediate; and schools above the 75th percentile are evaluated as Above.

Improvement evaluation: is based on comparing the school's Current Year result to the Previous Year's result. A hypothesis test of proportion is used to determine whether or not the change is statistically significant.

Overall evaluation: combines the Achievement evaluation and the Improvement evaluation. The table below displays how the Achievement and Improvement evaluations are combined to get an Overall evaluation.

Improvement	Achievement		
	Above	Intermediate	Below
Significant Improvement	Excellent	Good	Acceptable
Not Significant (Maintained)	Excellent	Acceptable	Issue
Significant Decline	Acceptable	Issue	Concern

APPENDIX B: ALBERTA EDUCATION ACCOUNTABILITY PILLAR OVERALL SUMMARY

Accountability Pillar Overall Summary
Annual Education Results Reports - Oct 2012
School: 5221 Manachaban Middle School



Measure Category	Measure Category Evaluation	Measure	Manachaban Middle School			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Safe and Caring Schools	Exoellent	Safe and Caring	89.4	89.6	86.9	88.6	88.1	87.5	Very High	Maintained	Exoellent
Student Learning Opportunities	n/a	Program of Studies	91.1	87.0	84.4	80.7	80.9	80.6	Very High	Improved	Exoellent
		Education Quality	88.4	87.4	84.3	89.4	89.4	89.3	High	Improved	Good
		Drop Out Rate	*	*	n/a	3.2	4.2	4.4	*	*	*
		High School Completion Rate (3 yr)	n/a	n/a	n/a	74.1	72.6	71.6	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	Acceptable	PAT: Acceptable	82.5	86.7	86.3	79.1	79.3	78.9	Intermediate	Maintained	Acceptable
		PAT: Excellence	14.8	17.2	16.0	20.9	19.6	19.1	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	83.5	82.6	83.5	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	18.6	18.7	18.7	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.2	54.9	53.9	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate (Revised)	n/a	n/a	n/a	61.5	59.6	58.0	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	n/a	n/a	n/a	58.4	59.3	59.5	n/a	n/a	n/a
		Work Preparation	75.9	78.5	73.6	79.7	80.1	79.9	Intermediate	Maintained	Acceptable
		Citizenship	81.0	79.7	76.7	82.5	81.9	81.2	High	Maintained	Good
Parental Involvement	Exoellent	Parental Involvement	83.4	79.9	80.3	79.7	79.9	80.0	Very High	Maintained	Exoellent
Continuous Improvement	Exoellent	School Improvement	81.9	82.8	73.8	80.0	80.1	79.8	Very High	Improved	Exoellent

Notes:

- 1) PAT results are a weighted average of the percent meeting standards (Acceptable, Excellence) on Provincial Achievement Tests. The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9).
- 2) 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, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30.
- 3) Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- 4) Results for the ACOL measures are available in the detailed report; see "ACOL Measures" in the Table of Contents.
- 5) Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

APPENDIX __: RVS STUDENT SURVEY – COMPARATIVE RESULTS BY YEAR

		2011/12		2010/11		2009/10		2008/09	
		Manachaban	Other Rocky View Schools						
1. I feel welcome at school.	Agree	95%	90%	93%	89%	89%	88%	78%	87%
	Disagree	5%	10%	7%	11%	11%	12%	22%	13%
2. Teachers help me when I need it.	Agree	93%	88%	91%	86%	88%	85%	77%	83%
	Disagree	7%	12%	9%	14%	12%	15%	23%	17%
3. Students care about each other at my school.	Agree	70%	67%	68%	65%	66%	60%	50%	59%
	Disagree	30%	33%	32%	35%	34%	40%	50%	41%
4. The staff at my school cares about me.	Agree	91%	84%	86%	82%	86%	80%	76%	77%
	Disagree	9%	16%	14%	18%	14%	20%	24%	23%
5. I feel safe at school.	Agree	93%	88%	88%	87%	85%	84%	70%	82%
	Disagree	7%	12%	12%	13%	15%	16%	30%	18%
6. I am treated fairly by adults in the school.	Agree	87%	80%	82%	78%	84%	77%	70%	75%
	Disagree	13%	20%	18%	22%	16%	23%	30%	25%
7. Students and adults show respect for each other at this school.	Agree	77%	74%	81%	73%	72%	70%	60%	69%
	Disagree	23%	26%	19%	27%	28%	30%	40%	31%
8. I have access to quality technology to support my learning.	Agree	90%	88%	87%	86%	87%	84%	68%	81%
	Disagree	10%	12%	13%	14%	13%	16%	32%	19%
9. The use of technologies at school helps me do my school work better.	Agree	92%	86%	90%	84%	88%	83%	73%	81%
	Disagree	8%	14%	10%	16%	12%	17%	27%	19%
10. Teachers make my class interesting.	Agree	74%	70%	67%	70%	68%	67%	62%	65%
	Disagree	26%	30%	33%	30%	32%	33%	38%	35%
11. I am learning the skills I will need when I leave school.	Agree	88%	80%	86%	79%	84%	78%	72%	76%
	Disagree	12%	20%	14%	21%	16%	22%	28%	24%
12. The school provides opportunities for students to become involved in volunteer activities and community service projects.	Agree	77%	78%	76%	77%	81%	77%	61%	75%
	Disagree	23%	22%	24%	23%	19%	23%	39%	25%
13. My school participates in environmentally friendly practices.	Agree	90%	79%	87%	80%	82%	78%	69%	76%
	Disagree	10%	21%	13%	20%	18%	22%	31%	24%
14. Teachers use a variety of ways to help me learn.	Agree	81%	77%	77%	77%	82%	75%	68%	72%
	Disagree	19%	23%	23%	23%	18%	25%	32%	28%
15. I understand how my teacher determines my marks.	Agree	75%	77%	72%	75%	74%	73%	62%	70%
	Disagree	25%	23%	28%	25%	26%	27%	38%	30%
16. I get enough information on how my marks are calculated/worked out.	Agree	70%	73%	71%	75%	75%	73%	60%	70%
	Disagree	30%	27%	29%	25%	25%	27%	40%	30%
17. When teachers assess my work they give me the feedback I need to help me improve.	Agree	78%	76%	78%	76%	79%	75%	65%	71%
	Disagree	22%	24%	22%	24%	21%	25%	35%	29%
18. School staff is helping me to be a better person.	Agree	82%	70%	73%	71%	72%	68%	59%	64%
	Disagree	18%	30%	27%	29%	28%	32%	41%	36%
19. I have the chance to be involved in different activities in my school.	Agree	92%	87%	91%	86%	86%	84%	75%	83%
	Disagree	8%	13%	9%	14%	14%	16%	25%	17%
20. I take responsibility for my learning.	Agree	96%	93%						
	Disagree	4%	7%						
21. The school helps me to do my very best.	Agree	83%	78%						
	Disagree	17%	22%						
22. I use my class's online learning resources (i.e. Moodle, School Websites) after school is done to help me learn.	Agree	57%	55%						
	Disagree	43%	45%						
23. My teacher(s) uses real-life, meaningful examples to help me learn.	Agree	82%	79%						
	Disagree	18%	21%						
24. I know how I learn.	Agree	91%	89%						
	Disagree	9%	11%						
25. My teacher(s) inspires me to learn.	Agree	74%	68%						
	Disagree	26%	32%						
26. I feel safe on the school bus.	Agree	76%	77%						
	Disagree	24%	23%						
27. Students on my bus show respect for each other.	Agree	45%	53%						
	Disagree	55%	47%						
28. Discipline and rules on the bus are fair.	Agree	65%	75%						
	Disagree	35%	25%						
29. (Grade 10-12 only) I know how to access information regarding university and other post-secondary education.	Agree		77%		72%		75%		76%
	Disagree		23%		28%		25%		24%
30. (Grade 10-12 only) My school helps me plan for my future after I leave school.	Agree		66%		65%		68%		70%
	Disagree		34%		35%		32%		30%
31. (Grade 10-12 only) I have sufficient opportunities to be involved in decisions that affect student life.	Agree		71%						
	Disagree		29%						

RVS PARENT SURVEY – COMPARATIVE RESULTS BY YEAR

		2011/12		2010/11		2009/10		2008/09	
		Manachaban	Other Rocky View Schools						
1. with the way you are welcomed when you visit your child's school?	Satisfied	90%	90%	92%	93%	55%	93%	74%	90%
	Dissatisfied	10%	10%	8%	7%	45%	7%	26%	10%
2. with the opportunities you have to be involved in school decision-making?	Satisfied	94%	84%	89%	87%	45%	82%	42%	85%
	Dissatisfied	6%	16%	11%	13%	55%	18%	58%	15%
3. with the opportunities the school offers for your involvement in school activities?	Satisfied	90%	87%	90%	91%	50%	89%	53%	90%
	Dissatisfied	10%	13%	10%	9%	50%	11%	47%	10%
4. with the way the school keeps you informed about your child's progress and achievement?	Satisfied	82%	77%	79%	83%	64%	81%	32%	80%
	Dissatisfied	18%	23%	21%	17%	36%	19%	68%	20%
5. that your child has access to support services that meet his/her needs?	Satisfied	82%	80%	84%	83%	50%	81%	47%	78%
	Dissatisfied	18%	20%	16%	17%	50%	19%	53%	22%
6. that the needs of all learners are met at this school?	Satisfied	78%	75%	78%	78%	50%	75%	37%	71%
	Dissatisfied	22%	25%	22%	22%	50%	25%	63%	29%
7. with the safety of the school environment?	Satisfied	88%	87%	92%	89%	73%	89%	63%	87%
	Dissatisfied	12%	13%	8%	11%	27%	11%	37%	13%
8. that there is a caring atmosphere at the school?	Satisfied	89%	86%	87%	89%	55%	89%	68%	85%
	Dissatisfied	11%	14%	13%	11%	45%	11%	32%	15%
9. that respectful relationships are encouraged amongst all staff and students?	Satisfied	88%	85%	83%	89%	55%	88%	68%	85%
	Dissatisfied	12%	15%	17%	11%	45%	12%	32%	15%
10. that your child is treated fairly by adults at the school?	Satisfied	85%	85%	82%	89%	55%	88%	72%	85%
	Dissatisfied	15%	15%	18%	11%	45%	12%	28%	15%
11. that students are learning to become critical, creative and complex thinkers?	Satisfied	82%	82%	85%	87%	40%	86%	47%	86%
	Dissatisfied	18%	18%	15%	13%	60%	14%	53%	14%
12. that the school provides students with activities that promote responsible citizenship, volunteerism, and community service?	Satisfied	83%	85%	81%	88%	45%	87%	47%	86%
	Dissatisfied	17%	15%	19%	12%	55%	13%	53%	14%
13. that the school staff is helping students learn to become better citizens?	Satisfied	89%	85%	88%	89%	50%	88%	58%	86%
	Dissatisfied	11%	15%	12%	11%	50%	12%	42%	14%
14. that your child's school models practices that contribute to environmental sustainability?	Satisfied	94%	89%	91%	91%	60%	91%	58%	90%
	Dissatisfied	6%	11%	9%	9%	40%	9%	42%	10%
15. that your child was well-prepared for their present grade?	Satisfied	80%	81%	86%	86%	64%	85%	67%	85%
	Dissatisfied	20%	19%	14%	14%	36%	15%	33%	15%
16. with the transition assistance provided to your child as he/she moves from one grade to the next?	Satisfied	85%	81%	83%	85%	64%	85%	53%	83%
	Dissatisfied	15%	19%	17%	15%	36%	15%	47%	17%
17. that students are exploring and planning for what they will do after they leave school?	Satisfied	73%	76%	70%	75%	22%	75%	37%	74%
	Dissatisfied	27%	24%	30%	25%	78%	25%	63%	26%
18. that the assessment feedback your child gets from his/her teachers helps him/her improve?	Satisfied	76%	78%	73%	81%	36%	79%	37%	77%
	Dissatisfied	24%	22%	27%	19%	64%	21%	63%	23%
19. that your child has access to instruction that meets his/her needs?	Satisfied	73%	78%	81%	80%	50%	80%	53%	78%
	Dissatisfied	27%	22%	19%	20%	50%	20%	47%	22%
20. that students take responsibility for their learning?	Satisfied	81%	84%						
	Dissatisfied	19%	16%						
21. that the computer technologies used by your child's teachers enhance your child's learning?	Satisfied	88%	85%						
	Dissatisfied	12%	15%						
22. that the school enables your child to excel and achieve excellence?	Satisfied	78%	78%						
	Dissatisfied	22%	22%						
23. that your child's teachers use of online digital resources (i.e. Moodle, School Websites) allows access to learning beyond the school day?	Satisfied	83%	82%						
	Dissatisfied	17%	18%						
24. that teachers use real-life, meaningful experiences to help students learn?	Satisfied	84%	86%						
	Dissatisfied	16%	14%						
25. that your child's teacher(s) inspires him/her to learn?	Satisfied	75%	79%						
	Dissatisfied	25%	21%						
26. that your child feels safe on the bus?	Satisfied	83%	84%						
	Dissatisfied	17%	16%						
27. that students on your child's bus demonstrate respect for each other?	Satisfied	65%	72%						
	Dissatisfied	35%	28%						
28. that discipline and rules on the bus are fair?	Satisfied	78%	83%						
	Dissatisfied	22%	17%						
A. that your child has access to learning supports that are a match for his/her unique needs?	Satisfied	73%	75%	74%	75%		73%	14%	75%
	Dissatisfied	27%	25%	26%	25%		27%	86%	25%
B. with the involvement of learning specialists, support staff or community agencies, if required?	Satisfied	62%	72%	60%	73%		71%	33%	74%
	Dissatisfied	38%	28%	40%	27%		29%	67%	26%
C. that your child is meeting the goals established in his or her Individual Program Plan (I.P.P.)?	Satisfied	71%	73%	74%	74%		72%	33%	73%
	Dissatisfied	29%	27%	26%	26%		29%	67%	27%

RVS STAFF SURVEY – COMPARATIVE RESULTS BY YEAR

		2011/12		2010/11		2009/10		2008/09	
		Manachaban	Other Rocky View Schools						
1. that you feel a part of a learning community at your school / workplace?	Satisfied	100%	90%	91%	92%	88%	91%	93%	91%
	Dissatisfied		10%	9%	8%	12%	9%	7%	9%
2. with the opportunities you have to be involved in school / workplace decision-making?	Satisfied	96%	80%	94%	84%	69%	83%	79%	87%
	Dissatisfied	4%	20%	6%	16%	31%	17%	21%	13%
3. with the safety of the school / workplace environment?	Satisfied	100%	95%	91%	95%	92%	94%	100%	95%
	Dissatisfied		5%	9%	5%	8%	6%		5%
4. that there is a caring atmosphere at the school / workplace?	Satisfied	96%	89%	97%	92%	92%	91%	93%	94%
	Dissatisfied	4%	11%	3%	8%	8%	9%	7%	6%
5. that respectful relationships are encouraged amongst all staff and/or students?	Satisfied	93%	88%	91%	90%	88%	88%	79%	90%
	Dissatisfied	7%	12%	9%	10%	12%	12%	21%	10%
6. that the school / workplace models practices that contribute to environmental sustainability?	Satisfied	86%	90%	91%	89%	81%	88%	79%	90%
	Dissatisfied	14%	10%	9%	11%	19%	12%	21%	10%
7. that your individual growth plan aligns to your school's Education Plan / Three Year Plan?	Satisfied	100%	94%						
	Dissatisfied		6%						
8. that your Community of Practice aligns to RVS Three Year Plan?	Satisfied	92%	93%						
	Dissatisfied	8%	7%						
9. with your access to professional learning activities?	Satisfied	86%	84%	97%	87%	85%	86%	79%	85%
	Dissatisfied	14%	16%	3%	13%	15%	14%	21%	15%
10. that your professional learning has positively impacted your instructional and/or organizational effectiveness?	Satisfied	100%	88%	97%	88%	92%	88%	86%	90%
	Dissatisfied		12%	3%	12%	8%	12%	14%	10%
11. that the technology available in your school / workplace meets 21st Century standards?	Satisfied	86%	83%	91%	88%	73%	82%	57%	77%
	Dissatisfied	14%	17%	9%	12%	27%	18%	43%	23%
12. with the level and timeliness of technical support provided?	Satisfied	75%	79%	72%	82%	60%	77%	71%	74%
	Dissatisfied	25%	21%	28%	18%	40%	23%	29%	26%
13. that you have adequate resources to do the job you are assigned?	Satisfied	89%	82%	81%	82%	69%	81%	57%	80%
	Dissatisfied	11%	18%	19%	18%	31%	19%	43%	20%
14. with the opportunity to lead in your school / workplace?	Satisfied	100%	89%	93%	89%	84%	88%	85%	91%
	Dissatisfied		11%	7%	11%	16%	12%	15%	9%
15. that the jurisdiction is building a community of learners?	Satisfied	96%	90%	97%	91%	92%	92%	92%	93%
	Dissatisfied	4%	10%	3%	9%	8%	8%	8%	7%
16. with the overall communication between the school and the home (e.g. notices, newsletters, telephone calls)?	Satisfied	96%	80%	100%	94%	96%	95%	100%	94%
	Dissatisfied	4%	20%		6%	4%	5%		6%
17. with the recognition you receive at the jurisdiction level for your contributions?	Satisfied	85%	67%	64%	68%	65%	69%	64%	66%
	Dissatisfied	15%	33%	36%	32%	35%	31%	36%	34%
18. that your school/site is a good place to work?	Satisfied	89%	89%	94%	93%	88%	91%	93%	93%
	Dissatisfied	11%	11%	6%	7%	12%	9%	7%	7%
19. that the jurisdiction is a good place to work?	Satisfied	96%	90%	97%	93%	96%	92%	100%	93%
	Dissatisfied	4%	10%	3%	7%	4%	8%		7%

		2011/12		2010/11		2009/10		2008/09	
		Manachaban	Other Rocky View Schools						
20. are you familiar with the ISTE NET Standards?	A Great Deal	7%	11%						
	A Moderate Amount	14%	24%						
	A Small Amount	29%	24%						
	Not At All	50%	41%						
21. are the ISTE NET Standards being integrated into your practice?	A Great Deal	13%	13%						
	A Moderate Amount	30%	33%						
	A Small Amount	13%	24%						
	Not At All	43%	30%						
22. are the ISTE NET Standards meaningfully impacting student learning in your classroom / school?	A Great Deal	25%	11%						
	A Moderate Amount	15%	32%						
	A Small Amount	25%	28%						
	Not At All	35%	29%						
23. with the involvement of parents within the school community?	Satisfied	93%	83%	94%	84%	83%	86%	93%	85%
	Dissatisfied	7%	17%	6%	16%	17%	14%	7%	15%
24. that students have access to support services that meet their needs?	Satisfied	71%	75%	70%	82%	42%	79%	54%	74%
	Dissatisfied	29%	25%	30%	18%	58%	21%	46%	26%
25. that the needs of all learners are met at this school / jurisdiction?	Satisfied	71%	72%	68%	79%	50%	76%	54%	72%
	Dissatisfied	29%	28%	32%	21%	50%	24%	46%	28%
26. with the support students receive through learning specialists, support services or community agencies, if required?	Satisfied	61%	69%	68%	76%	56%	76%	54%	70%
	Dissatisfied	39%	31%	32%	24%	44%	24%	46%	30%
27. that students with special needs are meeting their IPP goals?	Satisfied	64%	83%	79%	86%	57%	84%	62%	84%
	Dissatisfied	36%	17%	21%	14%	43%	16%	38%	16%
28. that students are treated fairly by adults at the school?	Satisfied	96%	97%	94%	95%	96%	96%	100%	96%
	Dissatisfied	4%	3%	6%	5%	4%	4%		4%
29. that students are being taught how to become critical, creative and complex thinkers?	Satisfied	100%	92%	94%	94%	84%	93%	79%	93%
	Dissatisfied		8%	6%	6%	16%	7%	21%	7%
30. that the school provides students with activities that promote responsible citizenship, volunteerism, and community service?	Satisfied	100%	93%	100%	93%	85%	92%	79%	93%
	Dissatisfied		7%		7%	15%	8%	21%	7%
31. that the school staff is helping students learn to become better citizens?	Satisfied	100%	96%	94%	95%	96%	95%	93%	95%
	Dissatisfied		4%	6%	5%	4%	5%	7%	5%
32. with the transition assistance provided to students as they move from one grade to the next?	Satisfied	100%	90%	93%	91%	88%	91%	69%	90%
	Dissatisfied		10%	7%	9%	13%	9%	31%	10%
33. that the education program is helping students explore and prepare for post-school options?	Satisfied	89%	89%	93%	89%	84%	89%	83%	88%
	Dissatisfied	11%	11%	7%	11%	16%	11%	17%	12%
34. that student assessment information is used to help improve student performance?	Satisfied	96%	91%	88%	92%	83%	92%	67%	92%
	Dissatisfied	4%	9%	12%	8%	17%	8%	33%	8%
35. with your ability to improve learning opportunities for students through the use of technology?	Satisfied	96%	88%	97%	87%	81%	82%	85%	79%
	Dissatisfied	4%	12%	3%	13%	19%	18%	15%	21%

		2011/12		2010/11		2009/10		2008/09	
		Manachaban	Other Rocky View Schools						
36. with the resources and supports provided to assist teachers build 21st Century learning environments?	Satisfied	81%	77%	83%	82%	63%	80%	62%	75%
	Dissatisfied	19%	23%	17%	18%	38%	20%	38%	25%
37. with the resources and supports provided to assist schools build 21st Century learning environments?	Satisfied	78%	77%	93%	83%	64%	80%	69%	77%
	Dissatisfied	22%	23%	7%	17%	36%	20%	31%	23%
38. that students have access to instruction that meets their needs?	Satisfied	89%	89%	84%	90%	50%	89%	62%	86%
	Dissatisfied	11%	11%	16%	10%	50%	11%	38%	14%
39. that student assessment information is used to help improve instruction?	Satisfied	100%	92%	90%	93%	86%	92%	75%	92%
	Dissatisfied		8%	10%	7%	14%	8%	25%	8%
40. that student assessment information is used to help inform instruction?	Satisfied	100%	93%	92%	93%	81%	93%	75%	93%
	Dissatisfied		7%	8%	7%	19%	7%	25%	7%
41. with the overall communication between the jurisdiction and the school?	Satisfied	100%	94%	93%	87%	87%	89%	86%	88%
	Dissatisfied		6%	7%	13%	13%	11%	14%	12%
42. that the School Council plays a meaningful role in your school?	Satisfied	100%	89%	93%	88%	86%	89%	92%	89%
	Dissatisfied		11%	7%	12%	14%	11%	8%	11%
43. with the recognition you receive at the school level for your contributions?	Satisfied	93%	79%	85%	84%	83%	80%	77%	82%
	Dissatisfied	7%	21%	15%	16%	17%	20%	23%	18%
44. that students take responsibility for their learning?	Satisfied	67%	71%						
	Dissatisfied	33%	29%						
45. that you understand the elements of UDL (Universal Design for Learning)?	Satisfied	96%	92%						
	Dissatisfied	4%	8%						
46. that you are able to use the principles of UDL (Universal Design for Learning) in planning for instruction?	Satisfied	96%	91%						
	Dissatisfied	4%	9%						
47. that the school enables students to excel and achieve excellence?	Satisfied	93%	93%						
	Dissatisfied	7%	7%						
48. that the jurisdiction enables your school to excel and achieve excellence?	Satisfied	92%	84%						
	Dissatisfied	8%	16%						
49. that the use of online digital resources allows students access to learning beyond the school day?	Satisfied	100%	92%						
	Dissatisfied		8%						
50. that students have access to authentic learning experiences?	Satisfied	93%	94%						
	Dissatisfied	7%	6%						
51. that the allocation of resources stimulates innovation?	Satisfied	96%	81%						
	Dissatisfied	4%	19%						
52. with your use of the RVS Learning Model when planning for instruction?	Satisfied	96%	90%						
	Dissatisfied	4%	10%						
53. that you use inquiry-based or project-based learning to facilitate inter-disciplinary practices?	Satisfied	92%	92%						
	Dissatisfied	8%	8%						

Areas of Strength:

- Student survey questions showed improvement in almost all areas from the previous year. Two areas were maintained and two questions showed a decrease. Students are, for the most part, very satisfied with their learning experience at Manachaban and feel that they belong at

Manachaban. They are cared for and this resonates back to the students and likewise to their parents.

- High parent participation rate in survey (third highest in RVS).

Future Priorities:

- Addressing concerns on the bus regarding rules and how students treat each other on the bus (both areas were below RVS average). A concern of both students and their parents, especially with students respecting each other.
- Maintain high parent participation in survey. Parents with more than one child in the school inquired about if they should complete the survey twice for the experience of each child.
- Parent satisfaction with Learning Support is below RVS average in all 3 areas by parents. This is an area to develop and improve on.

APPENDIX __: PRIOR LEVEL OF ACHIEVEMENT

The chart below shows the percentage students in Grades 6 and 9 who met or exceeded the prior levels of achievement expectation in Language Arts and Math.

PRIOR LEVELS OF ACHIEVEMENT									
	Number of Students		2009 Gr 3 Results		2012 Gr 6 Results		Predicted 2012 Gr. 6 Results School Results (%)	Difference School Results (%)	Confidence Interval School Results (%)
	School	Prov.	School	Prov.	School	Prov.			
	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)	Results (%)			
L.A. GR. 6: Students enrolled as of Sept. 2010 Students enrolled as of Sept. 2010	99	96.6	66.7	69.2	64.0	67.4	65.7	-1.7	-3.4 – 0.2
MATH GR. 6: Students enrolled as of Sept. 2010 Students enrolled as of Sept. 2010	98.1	96.3	72.0	74.6	58.7	62.5	60.6	-1.9	-6.3 – 2.6

Analysis of Prior Levels of Achievement Results:

- Cohort continued below the provincial average as they did in the grade 3 year.

Areas of Strength:

- The number of students participating is above the provincial average.

Future Priorities:

- Continued focus on targeted analysis of PAT results, resulting in interventions that will lead to increased achievement. See teacher analysis of PAT results.

APPENDIX __: ONLINE LEARNING

The charts below shows the number of online courses completed by students in Grades 4 – 12 and certificated and support staff.

ONLINE COURSES			
	2011/12		
	Number of Students	Number of Student Completing Online Course	Target 2012/13
Grade 5	109	Please see analysis below	
Grade 6	104	Please see analysis below	
Grade 7	116	Please see analysis below	
Grade 8	118	Please see analysis below	

Note: Online courses = majority of instruction is deliver synchronous or asynchronous for a course.

ONLINE COURSES			
	Number of Staff	2011/12 Number of staff reporting they have completed a formal online professional learning course	Target 2012/13
Certificated Staff	20	14	16
Support Staff	6	3	4

Analysis of Online Learning Results:

- While we had 12 staff members indicating that they have used online instruction in their classes the range of how much instruction was offered online varies greatly.
- One staff member reported that they had the majority of their instruction online.
- One staff member reported about half of their course content.
- 8 staff members reported that parts of their instruction were online.
- It is difficult to put an accurate number of students in the results as the degree to which they were taking online course content varies greatly.

Areas of Strength:

- Continued increase in online content and course segments
- Two research projects are centered on online and blended course development. There is a strong possibility of “spin off” onto other teacher who are working closely with the teachers undertaking these research projects.
- Teachers are interested in creating more online content in their courses.

Future Priorities:

- Continued focus on the “What” and “How” of online course and content development.
- Teachers express their struggle to find the time to get more course content developed. Sharing of materials is not always occurring between schools.

APPENDIX __: RESEARCH PROJECTS

The chart below shows the number of research projects being undertaken in your school.

Research		
	Number of Research Projects	Research Title(s)
2011/12	1	<ul style="list-style-type: none"> • Math Grade 6 and 7 • Pearson Success Maker • IXL online program – Acceleration and Support Programs
2012/13	3	<ul style="list-style-type: none"> • Metacognitive Literacy Strategies • Blended Learning Environment • Studio approach to Instruction

Areas of Strength:

- A large number of current staff have self-selected their action research projects and are engaged in reflective practice necessary for action research. We have allowed for differentiation on projects and self-selection with the hope that there will be greater engagement.

Future Priorities:

- We have very little in terms of analysis or successes at this point when considering research projects. The Math programs we used for 2 months were not successful when considering the intended outcomes. They were however successful in moving us forward to the Blended Learning and Studio Approach projects.
- Support staff in the action research process.
- Build capacity of staff and students as action researchers.
- Ensure our parent community is informed of the action research process and projects.

APPENDIX __: GRANT DOLLARS

The chart below shows the number of grants and accompanying dollars received by your school.

Research		
	List of Grants Received	Dollars Awarded
2011/12	N/A	N/A

We have submitted two Innovative Technology Grant proposals this year.

APPENDIX __: OVERALL SATISFACTION SURVEY – Alberta Education

As part of Alberta Education’s Accountability Pillar, each year it institutes a satisfaction survey with parents, students and certificated staff. The chart below reports the overall results (aggregated across respondent groups) for each accountability survey measure over the past five years.

OVERALL SATISFACTION LEVELS											
	2007/08		2008/09		2009/10		2010/11		2011/12		Target 2012/13
	School	Prov	School	Prov	School	Prov	School (target)	Prov	School (target)	Prov	
Safe and Caring Schools	82.5	85.1	84.2	86.9	87.0	87.6	89.6 (88)	88.1	89.4 (90)	88.6	90
Program of Studies	83.5	79.4	80.5	80.3	85.6	80.5	87.0(86)	80.9	91.1 (88)	80.7	92
Education Quality	79.5	88.2	80.0	89.3	85.6	89.2	87.4(87)	89.4	88.4 (88)	89.4	89
Access to Services	62.6	69.2	57.5	70.3	59.2	70.4	62.5(65)	69.7	61.9 (65)	70.6	65
Work Preparation	68.8	80.1	70.4	79.6	71.8	79.9	78.5(75)	80.1	75.9 (79)	79.7	79
Citizenship	71.8	77.9	68.0	80.3	82.4	81.4	79.7(83)	81.9	81 (80)	82.5	82
Parental Involvement	70.0	78.2	74.8	80.1	86.3	80.0	79.9(87)	79.9	83.4 (80)	79.7	84
School Improvement	62.1	77.0	64.1	79.4	74.3	79.9	82.8(76)	80.1	81.9 (83)	80.0	83
Professional Learning	81.3	80.4	73.3	81.5	89.5	83.1	100.0 (100)	82.2	88.9 (100)	81.8	100

Analysis of Satisfaction Survey Results:

- We have met our targets on 4/7 areas. We have also exceeded the provincial average in 4 of 7 areas.
- One of the concerns from the RVS Satisfaction Survey is that there are conflicting results about the bussing experience. Students' results about the bussing experience are lower than other RVS schools. While we both parents and students have similar levels of satisfaction it is difficult to know how to improve the bus experience for students as the busses carry students from three schools. At times there are students from other schools involved and coordination of efforts across schools is occurring. Bus drivers deal with problems in a different ways. It has been suggested that a bus drivers' meeting used to occur at the beginning of the year, much like in the past, but this has not been the practice with Southland.
- The IPP process a concern in its perception by parents, even though the results on whether or not students needs are being met at the school are conflicting. This may be a result of reduced funding over the past three years and the shift to a more inclusive model. Parents may be comparing one year with the next and expecting the same level of service regardless of the grade. Parents may not see the value in having students take more responsibility for the learning process but would rather see a continued level of support, perhaps in the pull-out model of instruction.

Areas of Strength:

- Continued increase in results in 5 areas
- Student surveys demonstrated an improvement in almost all areas from the previous year. Two areas were maintained and two descriptors showed a decrease. Students are, for the most part, very satisfied with their learning experience at Manachaban and feel that they belong at Manachaban. They are cared for and this resonates back to the students and likewise to their parents.
- High parent participation rate in survey (third highest in RVS).

Future Priorities:

- Results are more difficult to increase as the margin for improvement becomes smaller. We have a strong direction that is crystallizing out of all results. That direction is the achievement of excellence both in the academic results and in the qualitative responses from staff, students and parents.
- Addressing concerns on the bus regarding rules and how students treat each other on the bus (both areas were below RVS average). A concern of both students and their parents, especially with students respecting each other.
- Maintain high parent participation in survey. Parents with more than one child in the school inquired about if they should complete the survey twice for the experience of each child.
- Parent satisfaction with Learning Support is below RVS average in all 3 areas by parents. This is an area to address, perhaps with parent focus groups.

APPENDIX __: PROVINCIAL ACHIEVEMENT TEST RESULTS (COHORT)

The chart below shows the Division's results for student achievement at both the "acceptable" standard and the "standard of excellence". The "target" reflects the school's best assessment of future student performance given the five-year trend and any applicable improvement initiative.

PROVINCIAL RESULTS LANGUAGE ARTS:

	2007/08		2008/09		2009/10		2010/11		2011/12		2012/13 Target
	School Results (%)	Prov. Results (%)									
L.A. GRADE 6:											
Acceptable Standard:	87.4	81.1	97.3	81.8	91.4	83.3	95.3(92)	83.0	88.5(96)	82.7	90
Standard of Excellence:	19.5	21.0	6.8	18.9	29	18.9	17.0(30)	18.5	13.5(21)	17.8	20

PROVINCIAL RESULTS LANGUAGE ARTS FRENCH IMMERSION:

	2007/08		2008/09		2009/10		2010/11		2011/12		2012/13 Target
	School Results (%)	Prov. Results (%)	School Results (%)	Target Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	
L.A. GRADE 6 FI:											
Acceptable Standard:	93.9	87.7	82.6	91.5	80	88.3	92.5(82)	89.4	89.8(93)	89.3	90
Standard of Excellence:	12.1	14.2	8.7	15.9	13.3	15.9	11.3(15)	17.1	4.1(15)	17.3	5

PROVINCIAL RESULTS MATHEMATICS:

	2007/08		2008/09		2009/10		2010/11		2011/12		2012/13 Target
	School Results (%)	Prov. Results (%)	School Results (%)	Target Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	
MATH GRADE 6:											
Acceptable Standard:	61.1	74.6	80.0	76.6	Pilot n/a	74.3	80.8	73.7	78.2(82)	74.1	80
Standard of Excellence:	5.6	15.9	12.0	16.8	n/a	16.5	15.4	17.8	14.5(16)	16.4	15

PROVINCIAL RESULTS MATHEMATICS FRENCH IMMERSION:

	2007/08		2008/09		2009/10		2010/11		2011/12		2012/13 Target
	School Results (%)	Prov. Results (%)									
MATH GRADE 6 FI:											
Acceptable Standard:	87.9	86.6	87.0	89.0	86.7	86.6	96.3(88)	85.5	87.8(90)	83.8	90
Standard of Excellence:	21.2	18.7	26.1	20.6	15.6	18.8	31.5(17)	21.4	24.5(25)	19.2	25

PROVINCIAL RESULTS SCIENCE:

	2007/08		2008/09		2009/10		2010/11		2011/12		2012/13 Target
	School Results (%)	Prov. Results (%)									
SCIENCE GRADE 6:											
Acceptable Standard:	70.4	74.8	82.0	76.5	93.3	76.8	79.2(95)	76.2	72.7(80)	77.4	75
Standard of Excellence:	16.7	24.1	10.0	24.8	36.7	26.4	11.3(32)	25.0	27.3(12)	28.5	28

PROVINCIAL RESULTS SCIENCE FRENCH IMMERSION:

	2007/08		2008/09		2009/10		2010/11		2011/12		2012/13 Target
	School Results (%)	Prov. Results (%)	School Results (%)	Target Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	
SCIENCE GR. 6 FI:											
Acceptable Standard:	80.5	82.9	82.6	83.5	88.9	79.5	92.6(90)	83.1	73.5(93)	83.3	75
Standard of Excellence:	16.1	19.6	13.0	18.7	20.0	18.3	33.3(21)	22.2	14.3(35)	24.2	20

PROVINCIAL RESULTS SOCIAL STUDIES:

	2007/08		2008/09		2009/10		2010/11		2011/12		2012/13 Target
	School Results (%)	Prov. Results (%)	School Results (%)	Target Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	
SOCIAL GRADE 6:											
Acceptable Standard:	N/A	N/A	N/A	N/A	65.0	71.0	81.1(79)	71.1	65.5(82)	72.9	75
Standard of Excellence:	N/A	N/A	N/A	N/A	16.7	16.4	13.2(19)	18.5	20.0(15)	20.1	20

PROVINCIAL RESULTS SOCIAL STUDIES FRENCH IMMERSION:

	2007/08		2008/09		2009/10		2010/11		2011/12		2012/13
	School Results (%)	Prov. Results (%)	School Results (%)	Target Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	Target
SOCIAL GRADE 6 FI:											
Acceptable Standard:	93.9	85.5	69.6	86.8	60.0	72.3	77.8(74)	73.7	57.1 (80)	76.5	75
Standard of Excellence:	27.3	18.4	8.7	20.8	2.2	12.0	3.7(5)	12.8	4.1(5)	10.3	10

Analysis of Cohort Provincial Achievement Results:

- Please see the strategies and reflections below that the teachers provided after analyzing their results.

“For ELA we did well. We could improve again with inferencing and poetic and narrative reading. Specifically drawing conclusions, generalizing feelings, synthesizing information. I will spend more time on the poem unit and continue the dialogue of analyzing words, texts, and other purposeful add-ins in literature.”

“For Social - I will return to my program from 2 years ago. This year the class is more open to learning in group style and discussing and project work. We were particularly low in Local and Provincial and higher in Athens and Iroquois. Local and Provincial are a larger part of the curriculum so I will spend more time in these areas. The field trip to Cochrane Ranche will help with local and students will have to complete a local gov project that I did not offer last year. Last year I completed a moodle for provincial gov and this group is very self-directed so they will get to try that as well as an on-going comparison chart between local and provincial.”

Also see Excel spreadsheet for teacher analysis of results.

Areas of Strength:

- Math, LA, FLA, FI Math, all were above provincial average
- English Social Studies in the Standard of Excellence is at provincial level

Future Priorities:

- Social Studies, in the acceptable standard both English and FI programs. Also Standard of Excellence in FI Social Studies.

APPENDIX __: PROVINCIAL ACHIEVEMENT TEST PARTICIPATION RATES

The chart below shows the number of students participating in provincial achievement tests over the past five years.

GRADE 6 PARTICIPATION RATES:

	2007/08		2008/09		2009/10		2010/11		2011/12		2012/13
	School Results (%)	Prov. Results (%)	School Results (%)	Target Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	Target
L.A.:	94.3	89.5	73.0	90.0	97.2	90.7	94.6	90.8	98.1	90.8	100
L.A. FI:	97.0	95.6	95.8	97.6	97.8	97.5	96.4	97.3	93.9	97.3	100
MATH:	94.4	90.0	96.2	90.6	n/a	88.3	94.6	90.7	96.4	90.4	100
MATH FI:	100.0	98.1	95.8	98.3	97.8	98.5	n/a	98.4	98.0	98.3	100
SCIENCE:	94.4	89.0	96.2	89.6	96.8	90.5	95.5	90.5	96.4	90.3	100
SCIENCE FI	100.0	97.4	95.8	97.9	97.8	98.5	n/a	98.2	93.9	98.4	100
SOCIAL:	94.4	N/A	96.2	N/A	96.8	90.3	95.5	90.5	96.4	90.1	100
SOCIAL FI:	100.0	97.8	95.8	97.4	97.8	98.4	n/a	98.5	98.0	98.7	100

Analysis of Provincial Achievement Participation Rates:

- Our participation rate has been consistently high with no score below 90 percent in the past three years.
- Rates of participation on PATs by students in the English program has been consistently above 94% and consistently above the provincial participation rates.
- Rates of participation on PATs by French Immersion students has consistently been within 4% points of the provincial average, most often matching provincial rates within a point above or below.

Areas of Strength:

- Parents, teachers and students consistently view the writing of PATs as meaningful and take the task seriously.
- All participation rates are in the 90 percent range.
- Participation rates were higher than province particularly in those courses where our scores were also higher than provincial average.
- 5 out of 8 tests reported higher participation rate.

Future Priorities:

- Maintain or improve participation rates of English students in all four subjects.
- French Immersion participation rates for all tests will consistently match or exceed provincial rates of participation in all subjects.

ANNUAL RESULTS REPORT (2011/12) APPROVAL FORM

Expectation: The plan was made in keeping with system parameters and in consultation with staff and the advice of School Council.

There has been consultation with:

	Yes	Date(s)
School Staff	<input checked="" type="checkbox"/>	Sept 2012, Oct 2 nd + 11 th , 2012 Staff meeting and PAT analysis by grade 6 team.
School Council	<input checked="" type="checkbox"/>	Oct 24 th , Nov 22 nd , 2012 (school council meetings)

I, (*Principal*), certify that the proposed School Annual Results Report was developed in consultation with staff and with advice from the School Council and according to the other parameters, guidelines and expectations outlined by Rocky View Schools.



Principal Signature

October 15th, 2012

Date



School Council Chair Signature

October 15th, 2012

Date

Subject to monitoring and review, I approve in principle the proposed School Annual Results Report based on the certification above.

January 11, 2013

Superintendent of Schools

Date

