École Manachaban Middle School

2012-2013 Annual Report
October 15, 2013

MESSAGE FROM SCHOOL PRINCIPAL

"What did we learn about our school's performance through the process of developing our School Annual Results Report (SARR). What are the implications for our next plan"

"The illiterate of the future will not be the person who cannot read. It will be the person who does not know how to learn."

Alvin Toffler , (born October 4, 1928) is an American writer and futurist.

The quotes I have interspersed with this message, capture the learning and the direction in which our school is going. They are very a propos and support who we are as a school community and becoming as a community of learners.

As we are in the finishing stages of writing the School Annual Results Report (SARR), we have learned that generally speaking our school is a high performing school. As in the past, we realize that there are many areas where we excel, some we do well and others present areas of growth for us. The broader community, students, parents and staff, perceive Manachaban to be a welcoming place; an emotionally safe place for the learner to take risks. Having relationships established as an organization allows us to ask questions without immediate defenses arising. This is a great place to be when considering continued change and growth. This continued change and growth is likely the over-arching learning that comes out of this year's SARR.

"The path of least resistance and least trouble is a mental rut already made. It requires troublesome work to undertake the alteration of old beliefs."

John Dewey , (1859 – 1952) was an American philosopher, psychologist, and educational reformer.

While we have many things to celebrate, we now focus on the identified areas where continued improvement can be made. The work consists of targeted interventions that are on one side very broad and whole school and on the other highly specific. Let me explain further.

We had re-established our vision two years ago and it continues to crystallize into more and more detail in our staff's daily practice. While we will not engage in a re-visioning at this point, we can see that the evolution of Manachaban is ongoing. Environmental stewardship, for example, a goal for the province, our division and school, is a 21st century attribute we seek to recognize in our students. It has undoubtedly begun to crystalize into one of the key identifiers of who we are as a school. Further, our desire to be a school that embodies policy HK and is using modern technologies to assess and inform about student learning is another area that is crystallizing into a key identifier for Manachaban. The combination of continued whole school improvement and specific strategies will continue to insure that Manachaban remains a highly effective school for most and keeps working to become one for all. We have seen this growth in our environmental stewardship team which has continued to grow, from just a couple of staff members to now 9 of us.

"Much education today is monumentally ineffective. All too often we are giving young people cut flowers when we should be teaching them to grow their own plants."

John W. Gardner, (1912 – 2002) was Secretary of Health, Education, and Welfare under President Lyndon Johnson.

When considering the more specific information we have gleaned while creating this SARR, we are and will continue to engage in targeted conversations with staff, students and parents

of those programs identified. This will yield further information that we will then apply as possible solutions.

"The object of education is to prepare the young to educate themselves throughout their lives."

Robert M. Hutchins, (1899 – 1977) educational philosopher and dean of Yale Law school and president of the University of Chicago.

The three major areas that have emerged in this SARR are bus safety; the provincial achievement results in the area of excellence and the creation and implementation of individual program plans. Focus on these three specific areas will allow for further understanding of the issues and growth in the results might be anticipated in the future. We have begun to talk to our students about bussing and have invited RVS transportation for collaboration. We continue to examine the PAT results and reflect about practice related to the apparent results and are in the midst of changing the way IPPs are created and maintained. IPPs in our minds are dynamic, open-to-change documents that are kept close to the daily practice when considering the educational experiences of those students who are at the centre of them. We also keep supporting experiences that take children outside and into the world beyond the school building boundaries and to bring the outside world into our building. It is, after all, that world that they are learning to be a successful part of. One of our strong areas, parents and community feel that they are participating partners in the school, supports the IPP direction. In addition, we will need to continue to focus on our instructional strategies. While most of our staff report that project-based and inquiry learning are main instructional approaches, we continue to expand on providing a balanced, blended learning environment.

"The belief that all genuine education comes about through experience does not mean that all experiences are genuinely or equally educative."

John Dewey , (1859 – 1952) was an American philosopher, psychologist, and educational reformer.

Continued cooperation with community partners and other departments within RVS, such as transportation, the learning department specialists and others, will ensure a school that is community minded and responding to the needs of the population it serves, while maintaining a strong educational research base as a major guide. We have had excellent results in all of our accountability measures and this is due to a very committed and caring staff and school community.

Sincerely,
Thomas Elbel

SCHOOL PROFILE

School Name: Ecole Manachaban Middle School

Principal: Thomas Elbel

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Grade Configuration: 5 to 8

Student Population: 442

No. of Teachers: 20.5

No. of Support Staff: 7.4

Foundational Statements:

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

Mission/Beliefs/Principles:

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 deeper 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.

What makes our school good/great and how do we know this:

In order to answer this question I believe it best to list the initiatives and programs that we have at our school. It is these opportunities that differentiate a good school from a great one. I think that this is also true for the initiatives that put us at the fore of some areas, like assessment reporting, for example.

➢ Great - Frequent fieldtrips (Kananaskis Country, Spark Science Centre, RCMP Detachment tours, Camp Chief Hector day trip, Rawson Lake, Cochrane Pool, Cochrane Ranch, Mount Yamnuska, We Day, Downtown Cochrane, Peter Loughheed Provincial Park, etc.)

➢ Great - Overnight fieldtrip opportunities for all grades (Frank Slide, Camp Chief Hector, Tyrell Museum, Quebec)

➢ Good - Online reporting system/ Extensive Use of Parent Portal

➢ Good - Implementation of Divisional New Evidence Summary

➢ Great - Breakfast program

➢ Great - Healthy relationships

➢ Good - Extremely varied options for students

➢ Great - Learning Block support option

➢ Good – Active Living Day

➢ Great - Frequent classroom expert visits (Mountain Wit, Citizenship Judge, Town Counsellors, Engineers, Investment professionals, Calgary Poet Laureate Kris Demeanor, Parks Canada & Parks Alberta guides, Junior Achievement professional)

➢ Great – Cochrane Ranche as an extended outdoor learning space

➢ Great - Grandparent Program

➢ Great - High School Mentorship Program

➢ Good - Classroom participating recycling program

➢ Great - Lunch Time Care taker's group

➢ Great - Chess club

➢ Good - Mathematica Contest participation

➢ Good - Walkathon School Council Fundraiser

➢ Great - Excellent Band Program & Band Camp & Sessionals

➢ Great - Weekly Hot Lunch Program

➢ Great - Athletic Teams (Volleyball, Basketball, Badminton, Track & Field)

➢ Great - Humanitarian projects like water wells for third world communities, Bake Sales, Support of local initiatives like the Cochrane Food Bank.

➢ Great – Ongoing Parent workshops provided by our Child Development Advisor

➢ Good- Tuck Shop open daily

OVERVIEW OF ACHIEVEMENTS

Goal One – Learners have their individual needs met

Ensuring learners have their individual needs met continues to be a focus at Manachaban. For the third consecutive year, our overall achievement on goal one has increased. This year we also surpassed the district achievement levels on goal one in two of the three outcomes; for the third outcome our results were the same as those for RVS. Students and parents feel welcome and valued at Manachaban Middle School (89%). Our staff continues to meet the needs of students in this aspect very well. Beginning with welcome phone calls from teachers to their home rooms in September to the ongoing Breakfast Program two of our staff provide daily, we provide a supportive, welcoming and encouraging atmosphere to learn in in our school. Tutorials three of five days a week in our learning commons, staffed by teachers, also ensures students have support with curricular challenges.

Manachaban's result for universally accessible learning environments has increased by 2% over the previous year; Manachaban's results mirror those of Rocky View Schools' overall average (85%). Feelings of our stakeholders that the parent community plays a purposeful and sustained role have increased significantly this year (up 9%) to 92%. Parent volunteers are abundant and give freely of their time and expertise to enhance learning at Manachaban Middle School. Contributions of parents and the strong and supportive relationships teachers have with parents are vital to our ability to meet the individual needs of learners at Manachaban Middle School. On the social-emotional front, our Child Development Advisor provides workshops (Making sense of Anxiety, for example) and programs (Grandparent Program, High School and Community Mentors) that help students grow in all areas of their being.

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

Manachaban Middle School students have demonstrated a significant improvement in their feelings of ownership towards their own learning improving from 81% in 2011/12 to 89% in 2012/13. With increased focus on inquiry and project-based learning, students are better able to develop their interests and strengths within the parameters of the curriculum.

Teachers at Manachaban continue to collaborate and work at team planning. Many are planning learning in blended environments. This blending may be in the use of traditional learning and technology and /or be a blending of curriculum from different subjects. Demonstration of 21 C competencies by learners has also increased slightly (1%) to a level of 88%.

Manachaban's embedded environmental learning is evident in the high levels of agreement that learners demonstrate global stewardship. Events such as our school-wide environment fair in June and our frequent use of Cochrane Ranch as a learning space have helped students see themselves as connected to and stewards of Earth. Significant increase has also been noted in the improved culture of excellence as demonstrated by a 6% increase over the past year to a level of 91%. Conversations between teachers and with students have begun and will continue about what is "excellence"? A shift in thinking about excellence towards going beyond expectations may help further our culture of excellence by "raising the bar".

Goal Three – Instructional design challenges and engages each learner.

For Manachaban, the outcomes of goal three have undergone significant improvement in 3 of the 4 outcomes. Most learners feel that they have access to learning at a flexible place, pace and path. This is positive, and we continue to encourage flexibility in groupings of students and of place of learning. Many teachers plan for a blended learning environment where technology and on-line platforms are combined with in-class direct instruction. This practice seems to meet the needs of our parent community who have expressed the need for a balance and have concerns about too much "screen time".

Our approach towards technology also is flexible in design. Students are encouraged to use their own devices for learning. We had one teacher participate in an action research project that focused on a studio approach to technology. Rather than have the same device or all students doing the same thing, the teacher guided her students to choose the best tool for their learning. A variety of devices were available to support learning. The instructional approach at Manachaban continues to move in this direction.

A high number of stakeholders feel that instructional design engages the learner (90%) and enriches the learning experience (93%). Manachaban continues to have a focus on experiential learning. Our students frequently participate in field studies that support the work done in the classroom. Additionally, experts are often invited into our school to enhance learning. Although results are the lowest for this goal (80%), Instructional practices are empowering learners; there has been a 5% improvement over 2012 results. Supporting students in the decisions they make is vital to empowerment. As students begin to think about the kind of learner they are and the skills they have, levels of empowerment may continue to increase. In 2012/13 we continue the process of completing student learner profiles. Participating teachers found the process to be beneficial. At this time, we hope to continue the process of completing learner profiles of children at Manachaban. Overall satisfaction with the quality of education at Manachaban Middle School continued on an upward trend.

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

All outcomes for goal four exceed the average of RVS. Three of the four outcomes have improved over the previous year. Learners feel that digital technologies are being used to enhance learning at a rate of 94%. Students use a variety of on-line tools to enhance the learning in the classroom. Many teachers have begun to use *Google* docs with their students on a regular basis. Some students have collaborated on projects using this platform. Some teachers are commenting and providing feedback on-line. Other teachers have created *Wikis* and *Moodle* courses to support units of study. We will continue to promote the use of *Google docs* with staff and students so that our students have the skills necessary for a digital environment and also to decrease their impact on the environment. On-line collaboration is also beneficial for our students who travel often with their families and students who are involved in extra-curricular activities.

Organizational development at Manachaban has improved slightly over the year, by 2%. Professional learning at Manachaban centers on teacher practices and our move towards the creation of a universal learning environment.   We encourage teachers to take ownership of the students in their homeroom. Part of this ownership meant that teachers took the lead of IPP development. This was a shift at Manachaban, and continues to be an area of capacity building especially in the area of goal setting with students and parents.

PRIORITY AREAS FOR FUTURE SCHOOL EDUCATION PLANS

In analysis of the RVS Satisfaction Survey and data from the Accountability Pillar, the following are priority areas for Manachaban Middle School.

Goal One – Learners have their individual needs met

Outcome: Learners feel safe and valued within the learning community.
A priority for our school is to focus on the needs of the grade 6 (now grade 7 cohort). In many areas that particular group seemed to feel a lack of respect in student-to-student relationships. Likewise their results on feelings on the bus were also lower than other grade cohorts. This concern is not felt nor duplicated in the results of the parent community, however student perception and needs must be at the forefront. It seems that students have concerns about how children are treated by other children, however they seem to be reluctant to report such behavior. Parents do not share these concerns to the same level; additionally bus incident reports do not reflect the concern expressed by students. Development of a closer relationship with our bus drivers is essential. Additionally, we would recommend having a meeting with the tri-school drivers, administration and supervisors to ensure consistent support and expectations.

Outcome: Learning is universally accessible
Goal writing that is meaningful to student growth is a priority need for our community. Parent satisfaction has decreased in the IPP goal writing success. More frequent conversations with parents of students on IPPs is needed. Staff development in establishing meaningful short-term goals that are closely tied to the child's needs is needed. Currently our staff feels that students are meeting their IPP goals. Assessment and evaluation of learning should also include student voice and continuous collaboration on goals is a target. A review of our learning support model is set for 2013. We are in the process of formalizing the learning coach model with the goal of better meeting the diverse profiles of our students.

Outcome: Parents and community partners play a purposeful and sustainable role.
Partnerships with our parents and the community continue to be a priority in that we would like to maintain the current rates of satisfaction. The one area that we would like to further improve is parent access to learning specialists, community agencies and staff who can support their children.

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

Outcome: Learners direct and feel ownership for their learning.
Students and parents indicate that they feel high levels of ownership of their learning (98% and 92% satisfaction respectfully), but teachers do not feel this level of ownership (72% satisfaction). In discussion with students, some feel that the expectations of teachers are high, yet achievable by most. There are times when students feel overwhelmed, especially in grades 7 and 8 with the demands of different teachers and a lack of balance. Students also expressed that middle levels children are at very different places in their development and teacher expectations are not always flexible in that some students need more support than others due to differing levels of maturity. By facilitating collaboration between same grade teachers, we would like teachers to prioritize the requirements of their students to ensure increased self-direction and success.

Outcome: Learners demonstrate 21st Century competencies.
A priority has been placed in actualizing teacher understanding of 21st C competencies. As a staff we are working at developing a common understanding of what the competencies look like at each grade level and how we can document student actualization of these skills.

Outcome: Learners demonstrate global stewardship

Students feel that school staff are helping them to become a better person has decreased from 82% on 2012 to 78% in 2013. There seems to be a disconnect in that parents and teachers feel that this is happening at a very high rate (parents 95% and staff 100%). Students also feel less satisfaction than teachers and parents in the opportunities to participate in volunteer/citizenship projects. A priority for us is that we need to make these opportunities visible for students and celebrate the achievements that we have had with volunteer projects and in community engagement activities. Student Leadership opportunities at Manachaban continued to expand to include environmental leaders and we are encouraging student direction and ownership of activities inside and outside of our school. To maintain the momentum specifically with global stewardship, we have set a priority to build capacity in more staff members so that the great work we have been doing is sustainable for the long term and truly transformational in scope.

Goal Three – Instructional design challenges and engages each learner.

Outcome: Learning occurs at any time, any place, any path, any place.

Unlike parents (94%) and staff (100%), students did not report that they used on-line resources to help with their learning. When students were asked about this they said that they did not use the school web site to learn, nor did teachers at Manachaban use Moodle very often. They did report that they use other platforms such as Google docs, *Mathletics* and wikis to learn. There was confusion in the question for our students. The main area of concern and priority for this outcome is that learning supports match the needs of students. This mirrors concerns expressed by parents relating to IPP goals. A priority for us is for students to use the learning commons as a flexible learning space with adult support available. We also are further developing our learning support option so that it is available to all students and they may access this support by self-selection, parent selection or on teacher recommendation.

Outcome: Instructional design engages each learner.
Outcome: Instructional design enriches the learning experience.
Outcome: Instructional practices empower learners.

Students report an increased understanding of how they are assessed. We continue to ask teachers to purposefully and frequently have students open the student portal on Power School to look at their progress and the feedback teachers have provided on-line. A priority is for teachers to examine different ways to document student learning in both digital and non-digital ways

We will continue to leverage the expertise of RVS learning specialist to assist us in varying the ways teachers present learning opportunities to children. Although 84% of students stated that their teachers use real-life examples to help students learn, we need to continually collaborate and ensure that this happens at all opportunities. This also indicates that we need to continue to promote the use of CORE resources for learning. In reflection we will ask ourselves, "How do we inspire kids to learn?' and "How can we inspire more children to learn?" Satisfaction at the student level is 74%. Surely, we can do better here. This further speaks to the need of flexibility and self-direction of learning so that students do feel inspired and motivated when learning is relevant and meaningful.

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

Overall satisfaction with all outcomes for goal four is very high. Overlapping with other outcomes, our priority is to build teacher capacity in understanding and evaluation of 21C competencies and create a common school vocabulary based on 21 C skills, in support of the RVS evidence summary. Using the RVS learning model, professional learning will be focused on

developing staff leadership in assessment and processes to gather evidence of student learning in alignment with policy HK and current research on best assessment practices. Provision of collaborative planning time for professional conversation *on alignment of curriculum will be provided for teachers.*

Rocky View Schools Accountability Pillar

Goal	Outcome	Manachaban			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	89%	84%	N/a	85%	81%	N/a	Above	Significant Improvement	Excellent
	Learning is universally accessible	85%	83%	N/a	85%	83%	N/a	Intermediate	Not Significant	Acceptable
	Parents and community partners play a purposeful and sustained role	92%	83%	N/a	84%	80%	N/a	Above	Not Significant	Excellent
Goal Two: Learners are self directed, innovative, ecologically intelligent, and entrepreneurial	Learners direct and feel ownership for their learning	87%	81%	N/a	86%	83%	N/a	Intermediate	Significant Improvement	Good
	Learners demonstrate 21st Century competencies	88%	87%	N/a	85%	83%	N/a	Intermediate	Not Significant	Acceptable
	Learners demonstrate global stewardship	92%	89%	N/a	89%	85%	N/a	Intermediate	Not Significant	Acceptable
	Learners flourish in a culture of excellence	91%	85%	N/a	85%	82%	N/a	Intermediate	Significant Improvement	Good
Goal Three: Instructional design challenges and engages each learner	Learning occurs any time, any place, any path, any pace	84%	79%	N/a	81%	77%	N/a	Intermediate	Not Significant	Acceptable
	Instructional design engages each learner	90%	83%	N/a	85%	81%	N/a	Intermediate	Significant Improvement	Good
	Instructional design enriches the learning experience	93%	87%	N/a	90%	87%	N/a	Intermediate	Significant Improvement	Good
	Instructional practices empower learners	80%	75%	N/a	78%	74%	N/a	Intermediate	Significant Improvement	Good
Goal Four: Learning environments enable the acquisition of 21st Century competencies	Learners use digital technologies to enhance learning	94%	90%	N/a	90%	86%	N/a	Intermediate	Not Significant	Acceptable
	Accelerate innovation, research and organizational development to achieve operational efficiencies	91%	89%	N/a	84%	79%	N/a	Intermediate	Not Significant	Acceptable
	Learning is generative, responsive and multi-dimensional	98%	95%	N/a	93%	91%	N/a	Above	Not Significant	Excellent
	Leadership capacity is built across the jurisdiction	96%	98%	N/a	82%	78%	N/a	Above	Not Significant	Excellent

Accountability Pillar Overall Summary
Annual Education Results Reports - Oct 2013
School: 5221 Manachaban Middle School

Alberta Government

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	Excellent	Safe and Caring	93.2	89.4	88.7	89.0	88.6	88.1	Very High	Improved	Excellent
Student Learning Opportunities	n/a	Program of Studies	91.8	91.1	87.9	81.5	80.7	80.7	Very High	Improved	Excellent
		Education Quality	88.7	88.4	87.2	89.8	89.4	89.3	High	Maintained	Good
		Drop Out Rate	*	*	n/a	3.5	3.2	3.9	*	*	*
		High School Completion Rate (3 yr)	n/a	n/a	n/a	74.8	74.1	72.7	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	Acceptable	PAT: Acceptable	81.3	82.5	85.4	79.0	79.1	79.2	Intermediate	Maintained	Acceptable
		PAT: Excellence	16.1	14.8	18.0	18.9	20.8	19.9	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	84.6	83.1	82.5	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	21.7	20.7	20.1	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.6	56.2	54.9	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate (Revised)	n/a	n/a	n/a	61.3	61.5	59.4	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	59.5	58.4	59.2	n/a	n/a	n/a
		Work Preparation	82.9	75.9	75.4	80.3	79.7	79.9	High	Maintained	Good
		Citizenship	85.9	81.0	81.0	83.4	82.5	82.0	Very High	Improved	Excellent
Parental Involvement	Excellent	Parental Involvement	86.3	83.4	83.2	80.3	79.7	79.8	Very High	Maintained	Excellent
Continuous Improvement	Excellent	School Improvement	82.9	81.9	79.7	80.6	80.0	80.0	Very High	Maintained	Excellent

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 3, 6, 9), Français (Grades 3, 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, Chemistry 30, Physics 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.

Student Survey: Comparative Results by Year

		2012/13		2011/12		2010/11		2009/10		2008/09	
		Menachaban	Other Rocky View Schools	Menachaban	Other Rocky View Schools	Menachaban	Other Rocky View Schools	Menachaban	Other Rocky View Schools	Menachaban	Other Rocky View Schools
1. I feel welcome at school.	Agree	96%	92%	95%	90%	93%	89%	80%	88%	78%	87%
	Disagree	4%	8%	5%	10%	7%	11%	11%	12%	22%	13%
2. Teachers help me when I need it.	Agree	92%	89%	93%	88%	91%	86%	88%	85%	77%	83%
	Disagree	8%	11%	7%	12%	9%	14%	12%	15%	23%	17%
3. Students care about each other at my school.	Agree	67%	70%	70%	67%	68%	65%	66%	60%	50%	59%
	Disagree	33%	30%	30%	33%	32%	35%	34%	40%	50%	41%
4. The staff at my school cares about me.	Agree	92%	86%	91%	84%	86%	82%	86%	80%	76%	77%
	Disagree	8%	14%	9%	16%	14%	18%	14%	20%	24%	23%
5. I feel safe at school.	Agree	91%	89%	93%	88%	88%	87%	85%	84%	70%	82%
	Disagree	9%	11%	7%	12%	12%	13%	15%	16%	30%	18%
6. I am treated fairly by adults in the school.	Agree	84%	82%	87%	80%	82%	78%	84%	77%	70%	75%
	Disagree	16%	18%	13%	20%	18%	22%	16%	23%	30%	25%
7. Students and adults show respect for each other at this school.	Agree	82%	78%	77%	74%	81%	73%	72%	70%	60%	69%
	Disagree	18%	22%	23%	26%	19%	27%	28%	30%	40%	31%
8. I have access to quality technology to support my learning.	Agree	91%	90%	90%	88%	87%	86%	87%	84%	68%	81%
	Disagree	9%	10%	10%	12%	13%	14%	13%	16%	32%	19%
9. The use of technologies at school helps me do my school work better.	Agree	93%	87%	92%	86%	90%	84%	88%	83%	73%	81%
	Disagree	7%	13%	8%	14%	10%	16%	12%	17%	27%	19%
10. Teachers make my class interesting.	Agree	76%	72%	74%	70%	67%	70%	68%	67%	62%	65%
	Disagree	24%	28%	26%	30%	33%	30%	32%	33%	38%	35%
11. I am learning the skills I will need when I leave school.	Agree	89%	79%	88%	80%	86%	79%	84%	78%	72%	76%
	Disagree	11%	21%	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%	81%	77%	78%	76%	77%	81%	77%	61%	75%
	Disagree	23%	19%	23%	22%	24%	23%	19%	23%	39%	25%
13. My school participates in environmentally friendly practices.	Agree	92%	83%	90%	79%	87%	80%	82%	78%	69%	76%
	Disagree	8%	17%	10%	21%	13%	20%	18%	22%	31%	24%
14. Teachers use a variety of ways to help me learn.	Agree	82%	78%	81%	77%	77%	77%	82%	75%	68%	72%
	Disagree	18%	22%	19%	23%	23%	23%	18%	25%	32%	28%
15. I understand how my teacher determines my marks.	Agree	83%	79%	75%	77%	72%	75%	74%	73%	62%	70%
	Disagree	17%	21%	25%	23%	28%	25%	26%	27%	38%	30%
16. I get enough information and feel involved in on how my marks are calculated/worked out.	Agree	80%	77%	70%	73%	71%	75%	75%	73%	60%	70%
	Disagree	20%	23%	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	83%	78%	78%	76%	78%	76%	79%	75%	65%	71%
	Disagree	17%	22%	22%	24%	22%	24%	21%	25%	35%	29%
18. School staff is helping me to be a better person.	Agree	78%	72%	82%	70%	73%	71%	72%	68%	59%	64%
	Disagree	22%	28%	18%	30%	27%	29%	28%	32%	41%	36%
19. I have the chance to be involved in different activities in my school.	Agree	94%	89%	92%	87%	91%	86%	86%	84%	75%	83%
	Disagree	6%	11%	8%	13%	9%	14%	14%	16%	25%	17%
20. I take responsibility for my learning.	Agree	98%	94%	96%	93%						
	Disagree	2%	6%	4%	7%						
21. The school helps me to do my very best.	Agree	87%	80%	83%	78%						
	Disagree	13%	20%	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	55%	63%	57%	55%						
	Disagree	45%	37%	43%	45%						
23. My teacher(s) uses real-life, meaningful examples to help me learn.	Agree	84%	79%	82%	79%						
	Disagree	16%	21%	18%	21%						
24. I know how I learn.	Agree	92%	89%	91%	89%						
	Disagree	8%	11%	9%	11%						
25. My teacher(s) inspires me to learn.	Agree	74%	68%	74%	68%						
	Disagree	26%	32%	26%	32%						
26. I feel safe on the school bus.	Agree	82%	78%	76%	77%						
	Disagree	18%	22%	24%	23%						
27. Students on my bus show respect for each other.	Agree	44%	53%	45%	53%						
	Disagree	56%	47%	55%	47%						
28. Discipline and rules on the bus are fair.	Agree	75%	75%	65%	75%						
	Disagree	25%	25%	35%	25%						
29. (Grade 10-12 only) I know how to access information regarding university and other post-secondary education.	Agree		80%		77%		72%		75%		76%
	Disagree		20%		23%		28%		25%		24%
30. (Grade 10-12 only) My school helps me plan for my future after I leave school.	Agree		71%		66%		65%		68%		70%
	Disagree		29%		34%		35%		32%		30%
31. (Grade 10-12 only) I have sufficient opportunities to be involved in decisions that affect student life.	Agree		76%		71%						
	Disagree		24%		29%						

		2012/13		2011/12		2010/11		2009/10		2008/09	
		Manachaban	Other Rocky View Schools	Manachaban	Other Rocky View Schools	Manachaban	Other Rocky View Schools	Manachaban	Other Rocky View Schools	Manachaban	Other Rocky View Schools
1. with the way you are welcomed when you visit your child's school?	Satisfied	99%	95%	90%	90%	92%	93%	55%	93%	74%	90%
	Dissatisfied	1%	5%	10%	10%	8%	7%	45%	7%	26%	10%
2. with the opportunities you have to be involved in school decision-making?	Satisfied	97%	88%	94%	84%	89%	87%	45%	82%	42%	85%
	Dissatisfied	3%	12%	6%	16%	11%	13%	55%	18%	58%	15%
3. with the opportunities the school offers for your involvement in school activities?	Satisfied	97%	93%	90%	87%	90%	91%	50%	89%	53%	90%
	Dissatisfied	3%	7%	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	87%	84%	82%	77%	79%	83%	64%	81%	32%	80%
	Dissatisfied	13%	16%	18%	23%	21%	17%	36%	19%	68%	20%
5. that your child has access to support services that meet his/her needs?	Satisfied	90%	85%	82%	80%	84%	83%	50%	81%	47%	78%
	Dissatisfied	10%	15%	18%	20%	16%	17%	50%	19%	53%	22%
6. that the needs of all learners are met at this school?	Satisfied	88%	81%	78%	75%	78%	78%	50%	75%	37%	71%
	Dissatisfied	12%	19%	22%	25%	22%	22%	50%	25%	63%	29%
7. that the needs of your child are met at this school?	Satisfied	90%	84%								
	Dissatisfied	10%	16%								
8. with the safety of the school environment?	Satisfied	98%	91%	88%	87%	92%	89%	73%	89%	63%	87%
	Dissatisfied	2%	9%	12%	13%	8%	11%	27%	11%	37%	13%
9. that there is a caring atmosphere at the school?	Satisfied	99%	93%	89%	86%	87%	89%	55%	89%	68%	85%
	Dissatisfied	1%	7%	11%	14%	13%	11%	45%	11%	32%	15%
10. that respectful relationships are encouraged amongst all staff and students?	Satisfied	92%	90%	88%	85%	83%	89%	55%	88%	68%	85%
	Dissatisfied	8%	10%	12%	15%	17%	11%	45%	12%	32%	15%
11. that your child is treated fairly by adults at the school?	Satisfied	91%	91%	85%	85%	82%	89%	55%	88%	72%	85%
	Dissatisfied	9%	9%	15%	15%	18%	11%	45%	12%	28%	15%
12. that students are learning to become critical, creative and complex thinkers?	Satisfied	95%	90%	82%	82%	85%	87%	40%	86%	47%	86%
	Dissatisfied	5%	10%	18%	18%	15%	13%	60%	14%	53%	14%
13. that the school provides students with activities that promote responsible citizenship, volunteerism, and community service?	Satisfied	95%	92%	83%	85%	81%	88%	45%	87%	47%	86%
	Dissatisfied	5%	8%	17%	15%	19%	12%	55%	13%	53%	14%
14. that the school staff is helping students learn to become better citizens?	Satisfied	95%	92%	89%	85%	88%	89%	50%	88%	58%	86%
	Dissatisfied	5%	8%	11%	15%	12%	11%	50%	12%	42%	14%
15. that your child's school models practices that contribute to environmental sustainability?	Satisfied	99%	95%	94%	89%	91%	91%	60%	91%	58%	90%
	Dissatisfied	1%	5%	6%	11%	9%	9%	40%	9%	42%	10%
16. that your child was well-prepared for their present grade?	Satisfied	94%	88%	80%	81%	86%	86%	64%	85%	67%	85%
	Dissatisfied	6%	12%	20%	19%	14%	14%	36%	15%	33%	15%
17. with the transition assistance provided to your child as he/she moves from one grade to the next?	Satisfied	95%	87%	85%	81%	83%	85%	64%	85%	53%	83%
	Dissatisfied	5%	13%	15%	19%	17%	15%	36%	15%	47%	17%
18. that students are exploring and planning for what they will do after they leave school?	Satisfied	84%	82%	73%	76%	70%	75%	22%	75%	37%	74%
	Dissatisfied	16%	18%	27%	24%	30%	25%	78%	25%	63%	26%
19. that the assessment feedback your child gets from his/her teachers helps him/her improve?	Satisfied	86%	84%	76%	78%	73%	81%	36%	79%	37%	77%
	Dissatisfied	14%	16%	24%	22%	27%	19%	64%	21%	63%	23%
20. that your child has access to instruction that meets his/her needs?	Satisfied	90%	85%	73%	78%	81%	80%	50%	80%	53%	78%
	Dissatisfied	10%	15%	27%	22%	19%	20%	50%	20%	47%	22%
21. that students take responsibility for their learning?	Satisfied	92%	91%	81%	84%						
	Dissatisfied	8%	9%	19%	16%						
22. that the digital technologies (i.e. computers, smart boards, etc.) used by your child's teachers enhance your child's learning?	Satisfied	96%	92%	88%	85%						
	Dissatisfied	4%	8%	12%	15%						
23. that the school enables your child to excel and achieve excellence?	Satisfied	91%	83%	78%	78%						
	Dissatisfied	9%	17%	22%	22%						
24. that your child's teachers use of online digital resources (i.e. Moodle, School Websites) allows access to learning beyond the school day?	Satisfied	94%	90%	83%	82%						
	Dissatisfied	6%	10%	17%	18%						
25. that teachers use real-life, meaningful experiences to help students learn?	Satisfied	94%	92%	84%	86%						
	Dissatisfied	6%	8%	16%	14%						
26. that your child's teacher(s) inspires him/her to learn?	Satisfied	86%	88%	75%	79%						
	Dissatisfied	14%	12%	25%	21%						
27. that your child feels safe on the bus?	Satisfied	95%	90%	83%	84%						
	Dissatisfied	5%	10%	17%	16%						
28. that students on your child's bus demonstrate respect for each other?	Satisfied	71%	79%	65%	72%						
	Dissatisfied	29%	21%	35%	28%						
29. that discipline and rules on the bus are fair?	Satisfied	82%	88%	78%	83%						
	Dissatisfied	18%	12%	22%	17%						
A. that your child has access to learning supports that are a match for his/her unique needs?	Satisfied	67%	78%	73%	75%	74%	75%		73%	14%	75%
	Dissatisfied	33%	22%	27%	25%	26%	25%		27%	86%	25%
B. with the involvement of learning specialists, support staff or community agencies, if required?	Satisfied	71%	77%	62%	72%	60%	73%		71%	33%	74%
	Dissatisfied	29%	23%	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	65%	78%	71%	73%	74%	74%		72%	33%	73%
	Dissatisfied	35%	22%	29%	27%	26%	26%		29%	67%	27%

		2012/13		2011/12		2010/11		2009/10		2008/09	
		Manachaban	Other Rocky View Schools	Manachaban	Other Rocky View Schools	Manachaban	Other Rocky View Schools	Manachaban	Other Rocky View Schools	Manachaban	Other Rocky View Schools
1. that you feel a part of a learning community at your school / workplace?	Satisfied	100%	94%	100%	90%	91%	92%	88%	91%	93%	91%
	Dissatisfied		6%		10%	9%	8%	12%	9%	7%	9%
2. with the opportunities you have to be involved in school / workplace decision-making?	Satisfied	96%	83%	96%	80%	94%	84%	69%	83%	79%	87%
	Dissatisfied	4%	17%	4%	20%	6%	16%	31%	17%	21%	13%
3. with the safety of the school / workplace environment?	Satisfied	100%	96%	100%	95%	91%	95%	92%	94%	100%	95%
	Dissatisfied		4%		5%	9%	5%	8%	6%		5%
4. that there is a caring atmosphere at the school / workplace?	Satisfied	96%	92%	96%	89%	97%	92%	92%	91%	93%	94%
	Dissatisfied	4%	8%	4%	11%	3%	8%	8%	9%	7%	6%
5. that respectful relationships are encouraged amongst all staff and/or students?	Satisfied	96%	89%	93%	88%	91%	90%	88%	88%	79%	90%
	Dissatisfied	4%	11%	7%	12%	9%	10%	12%	12%	21%	10%
6. that the school / workplace models practices that contribute to environmental sustainability?	Satisfied	96%	91%	86%	90%	91%	89%	81%	88%	79%	90%
	Dissatisfied	4%	9%	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%	96%	100%	94%						
	Dissatisfied		4%		6%						
8. that your Community of Practice aligns to the schools' Education Plan / RVS Three Year Plan?	Satisfied	100%	94%	92%	93%						
	Dissatisfied		6%	8%	7%						
9. with your access to professional learning opportunities?	Satisfied	92%	86%	86%	84%	97%	87%	85%	86%	79%	85%
	Dissatisfied	8%	14%	14%	16%	3%	13%	15%	14%	21%	15%
10. that your professional learning has positively impacted your instructional and/or organizational effectiveness?	Satisfied	96%	91%	100%	88%	97%	88%	92%	88%	86%	90%
	Dissatisfied	4%	9%		12%	3%	12%	8%	12%	14%	10%
11. that the technologies available in your school / workplace meets 21st Century standards?	Satisfied	92%	89%	86%	83%	91%	88%	73%	82%	57%	77%
	Dissatisfied	8%	11%	14%	17%	9%	12%	27%	18%	43%	23%
12. with the level and timeliness of technical support provided?	Satisfied	92%	87%	75%	79%	72%	82%	60%	77%	71%	74%
	Dissatisfied	8%	13%	25%	21%	28%	18%	40%	23%	29%	26%
13. that you have adequate resources to do the job you are assigned?	Satisfied	100%	83%	89%	82%	81%	82%	69%	81%	57%	80%
	Dissatisfied		17%	11%	18%	19%	18%	31%	19%	43%	20%
14. with the opportunity to lead in your school / workplace?	Satisfied	96%	90%	100%	89%	93%	89%	84%	88%	85%	91%
	Dissatisfied	4%	10%		11%	7%	11%	16%	12%	15%	9%
15. that the jurisdiction is building a community of learners?	Satisfied	100%	92%	96%	90%	97%	91%	92%	92%	92%	93%
	Dissatisfied		8%	4%	10%	3%	9%	8%	8%	8%	7%
16. with the overall communication between the jurisdiction and the school?	Satisfied	96%	84%	96%	80%	100%	94%	96%	95%	100%	94%
	Dissatisfied	4%	16%	4%	20%		6%	4%	5%		6%
17. with the appreciation you receive at the jurisdiction level for your contributions?	Satisfied	83%	67%	85%	67%	64%	68%	65%	69%	64%	66%
	Dissatisfied	17%	33%	15%	33%	36%	32%	35%	31%	36%	34%
18. that your school/site is a good place to work?	Satisfied	100%	91%	89%	89%	94%	93%	88%	91%	93%	93%
	Dissatisfied		9%	11%	11%	6%	7%	12%	9%	7%	7%
19. that the jurisdiction is a good place to work?	Satisfied	96%	91%	96%	90%	97%	93%	96%	92%	100%	93%
	Dissatisfied	4%	9%	4%	10%	3%	7%	4%	8%		7%

		2012/13		2011/12		2010/11		2009/10		2008/09	
		Manachaban	Other Rocky View Schools	Manachaban	Other Rocky View Schools	Manachaban	Other Rocky View Schools	Manachaban	Other Rocky View Schools	Manachaban	Other Rocky View Schools
20. are you familiar with the ISTE NET Standards?	A Great Deal	33%	17%	7%	11%						
	A Moderate Amount	33%	32%	14%	24%						
	A Small Amount	10%	21%	29%	24%						
	Not At All	24%	30%	50%	41%						
21. are the ISTE NET Standards being integrated into your practice?	A Great Deal	39%	19%	13%	13%						
	A Moderate Amount	44%	41%	30%	33%						
	A Small Amount	6%	21%	13%	24%						
	Not At All	11%	19%	43%	30%						
22. are the ISTE NET Standards meaningfully impacting student learning in your classroom / school?	A Great Deal	44%	15%	25%	11%						
	A Moderate Amount	33%	40%	15%	32%						
	A Small Amount	11%	24%	25%	28%						
	Not At All	11%	21%	35%	29%						
23. with the involvement of parents within the school community?	Satisfied	100%	84%	93%	83%	94%	84%	83%	86%	93%	85%
	Dissatisfied		16%	7%	17%	6%	16%	17%	14%	7%	15%
24. that students have access to support services that meet their needs?	Satisfied	85%	76%	71%	75%	70%	82%	42%	79%	54%	74%
	Dissatisfied	15%	24%	29%	25%	30%	18%	58%	21%	46%	26%
25. that the needs of all learners are met at this school?	Satisfied	92%	75%	71%	72%	68%	79%	50%	76%	54%	72%
	Dissatisfied	8%	25%	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	85%	72%	61%	69%	68%	76%	56%	76%	54%	70%
	Dissatisfied	15%	28%	39%	31%	32%	24%	44%	24%	46%	30%
27. that students with special needs are meeting their IPP goals?	Satisfied	79%	82%	64%	83%	79%	86%	57%	84%	62%	84%
	Dissatisfied	21%	18%	36%	17%	21%	14%	43%	16%	38%	16%
28. that students are treated fairly by adults at the school?	Satisfied	100%	98%	96%	97%	94%	95%	96%	96%	100%	96%
	Dissatisfied		2%	4%	3%	6%	5%	4%	4%		4%
29. that students are being taught how to become critical, creative and complex thinkers?	Satisfied	88%	93%	100%	92%	94%	94%	84%	93%	79%	93%
	Dissatisfied	12%	7%		8%	6%	6%	16%	7%	21%	7%
30. that the school provides students with activities that promote responsible citizenship, volunteerism, and community service?	Satisfied	93%	95%	100%	93%	100%	93%	85%	92%	79%	93%
	Dissatisfied	7%	5%		7%		7%	15%	8%	21%	7%
31. that the school staff is helping students learn to become better citizens?	Satisfied	100%	97%	100%	96%	94%	95%	96%	95%	93%	95%
	Dissatisfied		3%		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	91%	91%	100%	90%	93%	91%	88%	91%	69%	90%
	Dissatisfied	9%	9%		10%	7%	9%	13%	9%	31%	10%
33. that the education program is helping students explore and prepare for post-school options?	Satisfied	86%	88%	89%	89%	93%	89%	84%	89%	83%	88%
	Dissatisfied	14%	12%	11%	11%	7%	11%	16%	11%	17%	12%
34. that student assessment information is used to help improve student performance?	Satisfied	100%	94%	96%	91%	88%	92%	83%	92%	67%	92%
	Dissatisfied		6%	4%	9%	12%	8%	17%	8%	33%	8%
35. with your ability to improve learning opportunities for students through the use of technology?	Satisfied	100%	91%	96%	88%	97%	87%	81%	82%	85%	79%
	Dissatisfied		9%	4%	12%	3%	13%	19%	18%	15%	21%
36. with the resources and supports provided to assist teachers in building 21st Century learning environments?	Satisfied	82%	82%	81%	77%	83%	82%	63%	80%	62%	75%
	Dissatisfied	18%	18%	19%	23%	17%	18%	38%	20%	38%	25%

		2012/13		2011/12		2010/11		2009/10		2008/09	
		Manachaban	Other Rocky View Schools	Manachaban	Other Rocky View Schools	Manachaban	Other Rocky View Schools	Manachaban	Other Rocky View Schools	Manachaban	Other Rocky View Schools
37. with the resources and supports provided by the jurisdiction to assist schools in building 21st Century learning environments?	Satisfied	83%	79%	78%	77%	93%	83%	64%	80%	69%	77%
	Dissatisfied	17%	21%	22%	23%	7%	17%	36%	20%	31%	23%
38. that students have access to instruction that meets their needs?	Satisfied	96%	89%	89%	89%	84%	90%	50%	89%	62%	86%
	Dissatisfied	4%	11%	11%	11%	16%	10%	50%	11%	38%	14%
39. that student assessment information is used to help improve instruction?	Satisfied	95%	94%	100%	92%	90%	93%	86%	92%	75%	92%
	Dissatisfied	5%	6%		8%	10%	7%	14%	8%	25%	8%
40. that student assessment information is used to help inform instruction?	Satisfied	100%	95%	100%	93%	92%	93%	81%	93%	75%	93%
	Dissatisfied		5%		7%	8%	7%	19%	7%	25%	7%
41. that you implement the principles of "sound assessment" outlined in Policy HK: Assessment and Communication of Student Learning?	Satisfied	94%	96%								
	Dissatisfied	6%	4%								
42. with the overall communication between the school and the home (e.g. notices, newsletters, Powerschool, websites)?	Satisfied	100%	97%	100%	94%	93%	87%	87%	89%	86%	88%
	Dissatisfied		3%		6%	7%	13%	13%	11%	14%	12%
43. that the School Council plays a meaningful role in your school?	Satisfied	100%	92%	100%	89%	93%	88%	86%	89%	92%	89%
	Dissatisfied		8%		11%	7%	12%	14%	11%	8%	11%
44. with the appreciation you receive at the school level for your contributions?	Satisfied	96%	81%	93%	79%	85%	84%	83%	80%	77%	82%
	Dissatisfied	4%	19%	7%	21%	15%	16%	17%	20%	23%	18%
45. that students take responsibility for their learning?	Satisfied	72%	75%	67%	71%						
	Dissatisfied	28%	25%	33%	29%						
46. that you understand the elements of UDL (Universal Design for Learning)?	Satisfied	90%	93%	96%	92%						
	Dissatisfied	10%	7%	4%	8%						
47. that you are able to use the principles of UDL (Universal Design for Learning) in planning for instruction?	Satisfied	89%	93%	96%	91%						
	Dissatisfied	11%	7%	4%	9%						
48. that the school enables students to excel and achieve excellence?	Satisfied	96%	94%	93%	93%						
	Dissatisfied	4%	6%	7%	7%						
49. that the jurisdiction enables your school to excel and achieve excellence?	Satisfied	92%	89%	92%	84%						
	Dissatisfied	8%	11%	8%	16%						
50. that the use of online digital resources allows students access to learning beyond the school day?	Satisfied	100%	96%	100%	92%						
	Dissatisfied		4%		8%						
51. that students have access to authentic learning experiences?	Satisfied	100%	95%	93%	94%						
	Dissatisfied		5%	7%	6%						
52. that the allocation of available resources stimulates innovation?	Satisfied	100%	86%	96%	81%						
	Dissatisfied		14%	4%	19%						
53. with your use of the RVS Learning Model when planning for instruction?	Satisfied	100%	93%	96%	90%						
	Dissatisfied		7%	4%	10%						
54. that you use inquiry-based or project-based learning to facilitate inter-disciplinary practices?	Satisfied	95%	91%	92%	92%						
	Dissatisfied	5%	9%	8%	8%						
55. What percentage of students do you observe as proficient in using 21st Century competencies in their learning?	0-25%		4%								
	26-50%	12%	19%								
	51-75%	64%	50%								
	76-100%	24%	28%								

Analysis of RVS Satisfaction Survey Results:
- We have a lot to celebrate!
- Overall upward trend of satisfaction continues on all goals
- Significant progress has been made and sustained on goal four.
- Most student, parent and staff responses have continued to increase in the positive direction.

Areas of Strength:
- Students feel a sense of welcome and belonging at school.
- Staff are satisfied with professional learning opportunities
- Students, staff and parents are satisfied with the access to technology and its use to enhance learning
- Staff, students and parents feel that Manachaban is a safe place for all
- A high sense of caring within the Manachaban community
- Environmental stewardship satisfaction is high for all stakeholders.

Future Priorities:
- Student respect demonstrated to other students, especially the grade 6 (now gr. 7 cohort)
- Continual communication with Southland and RVS Transportation to ensure students feel safe and respected on the bus
- Learning support communication with parents needs improvement
- Staff understanding of the ISTE NET standards
- Development of meaningful IPP goals and goal setting for all student in light of the RVS Evidence Summary
- Continued focus on collaborative planning that is connected to real-life situations/problem solving and is highly engaging/inspiring for students

APPENDIX A: 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	2012/13		
	Number of Students	Number of Student Completing Online Course	Target 2013/14
Grade 5	105	0	0
Grade 6	116	0	0
Grade 7	110	0	0
Grade 8	122	0	3

ONLINE COURSES	2012/13		
	Number of Staff	Number of staff reporting they have completed a formal online professional learning course	Target 2013/14
Certificated Staff	21	4	
Support Staff	9	6	

Analysis of Online Learning Results:
- *At this time there does not seem to be a need to offer on-line courses to students.*
- *Staff completion of on-line courses continues to increase in both certified and support staff.*
- *Some teachers have created blended course work, with many resources available on-line, however to state that the majority of the work is on-line is not evident at this time.*

Areas of Strength:
- *Staff members are continuously participating in professional learning opportunities to grow in skills of various kinds.*
- *Staff members are open to the learning opportunities that are offered on-line through a variety of platforms.*
- *Blended programming seems to meet the needs of our school population at this time.*

Future Priorities:
- *To continue to support staff in their professional learning of platforms that support an on-line learning environment.*
- *To share opportunities for further on-line learning that furthers the Three Year Plan.*
- *To ensure all teachers have an on-line presence and that the use of google docs to support learners is a priority for teachers.*

APPENDIX B: RESEARCH PROJECTS

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

Research		
	Number of Research Projects	Research Title(s)
2012/13	5	• What impact does intentional blending of curriculum have on student learning? • Rotational Model of math instruction in the math classroom. • How can environmental studies and stewardship become embedding in learning in a whole school community? • What impact does intentional instruction of metacognitive strategies have on student learning, particularly reading achievement? • What is the impact of staff reflection on the Power to Teach, and the level of understanding of students (Emergent, Adaptive, Integrative)?

Analysis of Research Projects Results:
- *Staff self-selected their research projects; all staff members were involved in one of five projects.*

Areas of Strength:
- *Staff familiarity with the Action Research Process.*
- *Action research groups shared their progress with all staff.*
- *Some action research projects are continuing despite the loss of funding support through AISI.*

Future Priorities:
- *Some research projects are continuing through Community of Practice days.*

APPENDIX C: GRANT DOLLARS
The chart below shows the number of grants and accompanying dollars received by your school.

Research		
	List of Grants Received	Dollars Awarded
2012/13	• Alberta Community Development Grant • Conoco-Philips School Environmental Quest Grant • Learning For a Sustainable Future Grant • Innovative Technology Grant	• $5000 • $1000 • $125 • $10 000

Analysis of Grant Dollars Results:
- Student was able to attend the Quebec trip as a result.
- Overall cost was reduced for the participants, albeit not by much. ($50)
- At times, cost-benefit analysis of the grants is negative.
- *Support for Stewardship programming and our school-wide Environmental Fair (June 2013)*
- *10 sets of binoculars*
- *6 mac book air, 6 ipads, 6 ipods, apple TV*

Areas of Strength:
- Grant was written and developed by a volunteer and parents.
- *A beginning point for grant acquisition*
- *Tool kits for environmental studies have begun being built*
- *Improvement of access to technology for a wider scope of use*

Future Priorities:
- Continued development of grant opportunities, particularly via knowledgable and experienced volunteers.
- *Continue building stewardship tool kits for students to apply skills and further appreciation of nature*
- *Continue fostering partnerships with community donors and stakeholders*

APPENDIX D: 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

	2008/09		2009/10		2010/11		2011/12		2012/13		
	School	Prov	School	Prov	School (target)	Prov	School (target)	Prov	School (target)	Prov.	Target 2013/14
Safe and Caring Schools	84.2	86.9	87.0	87.6	89.6 (88)	88.1	89.4 (90)	88.6	93.2 (90)	89.0	95
Program of Studies	80.5	80.3	85.6	80.5	87.0 (86)	80.9	91.1 (88)	80.7	91.8 (92)	81.5	92
Education Quality	80.0	89.3	85.6	89.2	87.4 (87)	89.4	88.4 (88)	89.4	(88.7) (89)	89.8	89
Access to Services	57.5	70.3	59.2	70.4	62.5 (65)	69.7	61.9 (65)	70.6	65.7 (65)	70.8	66
Work Preparation	70.4	79.6	71.8	79.9	78.5 (75)	80.1	75.9 (79)	79.7	82.9 (79)	80.3	83
Citizenship	68.0	80.3	82.4	81.4	79.7 (83)	81.9	81.0 (80)	82.5	85.9 (82)	83.4	86
Parental Involvement	74.8	80.1	86.3	80.0	79.9 (87)	79.9	83.4 (80)	79.7	82.9 (84)	80.3	83
School Improvement	64.1	79.4	74.3	79.9	82.8 (76)	80.1	81.9 (83)	80.0	82.9 (83)	80.6	83
Professional Learning	73.3	81.5	89.5	83.1	100.0 (100)	82.2	88.9 (100)	81.8	98.2 (100	80.6	100

Analysis of Satisfaction Survey Results:
- Overall results keep increasing.
- In the last three years all measures have seen an increase.
- Five out of nine measures have seen two increased scores in three years.
- Access to Services: At times parents feel that all services are or should be available at the school.

Areas of Strength:
- Manachaban is above provincial average in 7 out of 9 measures.
- Access to Services: Decrease of spread between school and province from 12.8% to 5.1%
- Education Quality: Decrease of spread between school and province from 9.3% to 1.1%

Future Priorities:
- Education Quality still below provincial average
- Access to services still below provincial average

APPENDIX E: 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:

	2008/09		2009/10		2010/11		2011/12		2012/13		2013/14
	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	Target
L.A. GRADE 6:											
Acceptable Standard:	93.4(97.3)	81.8	88.9(91.4)	83.3	90.2(95.3)	83.0	88.5(90.2)	82.7	84.8(90.5)	82.5	90
Standard of Excellence:	6.6(6.8)	18.9	19.4(20.0)	18.9	16.1(17.0)	18.5	13.5(13.7)	17.8	12.5(13.3)	16.3	15

PROVINCIAL RESULTS LANGUAGE ARTS FRENCH IMMERSION:

	2008/09		2009/10		2010/11		2011/12		2012/13		2013/14
	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	Target
L.A. GRADE 6 FI:											
Acceptable Standard:	79.2(82.6)	91.5	78.3(80.0)	88.3	89.1(92.5)	89.4	89.8(95.7)	89.3	85.7(89.4)	88.6	90
Standard of Excellence:	8.3(8.7)	15.9	13.0(13.3)	15.9	10.9(11.3)	17.1	4.1(4.3)	17.3	10.2(10.6)	16.3	12

PROVINCIAL RESULTS MATHEMATICS:

	2008/09		2009/10		2010/11		2011/12		2012/13		2013/14
	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	Target
MATH GRADE 6:											
Acceptable Standard:	n/a	76.6	n/a	74.3	83.9	73.7	82.7	74.7	81.0	72.1	85
Standard of Excellence:	n/a	16.8	n/a	16.5	22.3	17.8	19.2	16.6	7.9	16.3	10

PROVINCIAL RESULTS MATHEMATICS FRENCH IMMERSION:

	2008/09		2009/10		2010/11		2011/12		2012/13		2013/14
	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	Target
MATH GRADE 6 FI:											
Acceptable Standard:	87.0	89.0	86.7	86.6	96.3	85.5	87.8	83.8	87.8	85.2	90
Standard of Excellence:	26.1	20.6	15.6	18.8	31.5	21.4	24.5	19.2	22.4	18.5	23

PROVINCIAL RESULTS SCIENCE:

	2008/09		2009/10		2010/11		2011/12		2012/13		2013/14
	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	Target
SCIENCE GRADE 6:											
Acceptable Standard:	82.0	76.5	93.3	76.8	79.2	76.2	72.7	77.4	77.8	77.1	79
Standard of Excellence:	10.0	24.8	36.7	26.4	11.3	25.0	27.3	28.5	25.4	26.2	28

PROVINCIAL RESULTS SCIENCE FRENCH IMMERSION:

	2008/09		2009/10		2010/11		2011/12		2012/13		2013/14
	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	Target
SCIENCE GR. 6 FI:											
Acceptable Standard:	82.6	83.5	88.9	79.5	92.6	83.1	73.5	83.3	73.5	82.6	75
Standard of Excellence:	13.0	18.7	20.0	18.3	33.3	22.2	14.3	24.2	18.4	21.0	20

PROVINCIAL RESULTS SOCIAL STUDIES:

	2008/09		2009/10		2010/11		2011/12		2012/13		2013/14
	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	Target
SOCIAL GRADE 6:											
Acceptable Standard:	N/A	N/A	65.0	71.0	81.1	71.1	65.5	72.9	74.6	72.2	75
Standard of Excellence:	N/A	N/A	16.7	16.4	13.2	18.5	20.0	20.1	14.3	19.3	20

PROVINCIAL RESULTS SOCIAL STUDIES FRENCH IMMERSION:

	2008/09		2009/10		2010/11		2011/12		2012/13		2013/14
	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	Target
SOCIAL GRADE 6 FI:											
Acceptable Standard:	69.6	86.8	60.0	72.3	77.8	73.7	57.1	76.5	71.4	78.7	75
Standard of Excellence:	8.7	20.8	2.2	12.0	3.7	12.8	4.1	10.3	10.2	15.1	11

Analysis of Cohort Provincial Achievement Results:
- Results are based on students enrolled, not on students writing. Students writing scores are found in brackets for ELA and FLA.
- Grade 6 team will analyze results of June 2013 PAT administration; power school and the evidence summary work took precedence.

Areas of Strength:
- Three year rolling average in student % writing the exam (ELA) is 95.5% for Manachaban as compared to 90.8 for the province.
- Acceptable Standard is above province in most courses.
- Standard of Excellence is showing some improvement in most scores.
- Huge gains have been made in social studies, particularly in the acceptable standard.
- Green highlighted scores in the target area means that the previous year's goal has been achieved.

Future Priorities:
- Standard of excellence continues to be below the province; albeit not by much.

APPENDIX F: 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:

| | 2008/09 | | 2009/10 | | 2010/11 | | 2011/12 | | 2012/13 | | 2013/14 |
	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	Target
L.A.:	73.0	90.0	97.2	90.7	94.6	90.8	98.1	90.8	93.8	90.8	
L.A. FI:	95.8	97.6	97.8	97.5	94.6	97.3	93.9	97.3	95.9	98.0	
MATH:	96.2	90.6	n/a	88.3	94.6	90.7	96.4	91.0	95.2	90.3	
MATH FI:	95.8	98.3	97.8	98.5	n/a	98.4	98.0	98.3	93.9	98.5	
SCIENCE:	96.2	89.6	96.8	90.5	95.5	90.5	96.4	90.8	96.8	90.3	
SCIENCE FI:	95.8	97.9	97.8	98.5	n/a	98.2	93.9	98.4	91.8	98.4	
SOCIAL:	96.2	N/A	96.8	90.3	95.5	90.5	96.4	90.7	95.2	89.5	
SOCIAL FI:	95.8	97.4	97.8	98.4	n/a	98.5	98.0	98.7	91.8	98.0	

Analysis of Provincial Achievement Participation Rates:
- All participation rates are above 90%

Areas of Strength:
- Parents as a group continue to see PAT participation as a positive learning experience

Future Priorities:
- Continue to maintain participation rates in the last two years of PAT administration as transition to diagnostic assessments takes place.

ANNUAL RESULTS REPORT (2012/13) 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	Yes	Staff Meetings: Aug, Sep, Oct.
School Council	Yes	October 28th, 2013

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.

October 15, 2013

Principal Signature   **Date**

School Council Chair Signature   oct 28, 2013.
                                                                            Date

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

December 9, 2013

Superintendent of Schools   **Date**