Ecole Manachaban Middle School

2013-2014 School Annual Results Report
October 17th, 2014

MESSAGE FROM THE SCHOOL PRINCIPAL

"What did we learn about our school's performance through the process of developing our SARR. What are the implications for our next plan?"

We have learned a great deal in preparing this year's School Annual Results Report. In general terms first, we continue to observe that Manachaban is a great school. It provides many opportunities for learning, both inside and outside of the classroom, provides traditional instruction and new thinking around instructional pedagogy at the same time. Below, you will find quotes I would like you to ponder as you read this results report.

"Providence has its appointed hour for everything. We cannot command results, we can only strive."
Mahatma Gandhi

"Education is what remains after one has forgotten what one has learned in school."
Albert Einstein

"99 percent of all statistics only tell 49 percent of the story."
Ron DeLegge II

"Change is the end result of all true learning."
Leo Buscaglia

"Study nature, love nature, stay close to nature. It will never fail you."
Frank Lloyd Wright

"We now accept the fact that learning is a lifelong process of keeping abreast of change. And the most pressing task is to teach people how to learn."
Peter Drucker

Our results are for the vast majority very strong. In our RVS Satisfaction Survey, for example, our school is still over 4% above the RVS average and better in every outcome than the RVS average and is still 2% over our own three-year average indicating that last year's results were stronger than two years ago. It is important to recognize that it is very difficult to continue to improve statistical results on a yearly basis, considering the large number of variables that are present, not all within our circle of influence. So while we had achieved a 90% school average two years ago, it is still cause for celebration overall that we have achieved an 88% average in last year's satisfaction survey.

Our school community at large continues to "buy-in" and participates strongly in our surveys. The RVS Satisfaction Survey saw 423 out of 432 students participate and had a parent participation of 107 parents, which is above 25%, indicating a valid source of data. Staff also continues to indicate that Manachaban is a great place to work and that their professional learning is reported to make a difference in their practice as teachers. In terms of teacher consistency and stability of particular grade programs, we have learned that some of our grade teams' mobility may be a factor, or at the very least, provide a lens through which to consider the results. Both our grade 6 and 7 grade teams have seen considerable movement in the last two years.

Another area we need to look at with more detail is the achievement data for provincial achievement exams, particularly in the French Immersion area. While we have taken time to have the grade 6 teachers meet and dissect the data, consider the instructional strategies, it will also be important to transition teams to the use of Student Learning Assessments that will begin in two years time.

We have also begun to prepare for implementation of innovative practices in the last school year. We have designed a strategy to bolster our computational fluency of students at our school, the Numeracy Block. We have also moved from theory to practice with our Wisdom through Inquiry, Learning & Doing (WILD) program and have also begun to use the SOS-Q (Student Orientation to Schools Questionnaire).

Our school has many strengths to celebrate and a few key areas to focus on. We continue to focus on the expansion of a Universal Learning Environment, on our Numeracy Block and Digital Portfolios for our students as professional school learning goals in the coming year.

Sincerely,
Thomas Elbel

OVERVIEW OF ACHIEVEMENTS

The pattern of strong participation numbers continues in the past school year. Almost all of our students participated in the surveys, we had 177 parents and 30 staff members participate in our satisfaction survey. In the Accountability Survey from Alberta Education we had strong participation from grade 7 students and staff, our parent participation rate was 24 out of 111 students in grade 7.

Overall, parents and staff provide strong results for our school.

Goal One – Learners have their individual needs met
Rockyview Satisfaction Survey
In this goal we have increased our score in one out of the three outcomes (Learning is universally accessible; from 84% to 88%) and we are above the RVS scores in all three outcomes. I believe that our strategy to make the library a Learning Commons/Learning Centre is at the core of the increase in this outcome. Students and staff in the last year have begun to use the Learning Centre, however, the practice of having students self-refer, is still in the beginning stages.

Goal Two – Learners are self-directed, innovative, ecologically intelligent and entrepreneurial.
Rockyview Satisfaction Survey
In this goal we have declined in all four outcomes, however, by less than 2% in each one of the outcomes. The decline is therefore not statistically significant. The great news is that continue to be above average in all of the outcomes when compared to other RVS schools. In some cases, we are more than 6% above average (Learners flourish in a culture of excellence). In all four of the outcomes we are above our three-year rolling average, which means that the upward trend continues to hold for Manachaban.

Goal Three – Instructional design challenges and engages each learner.
Rockyview Satisfaction Survey
In this goal we have shown growth in one of the four outcomes (Learning occurs any time, any place, any path, any pace) and have only marginally declined (less than three percent in each of the outcomes) in the other three outcomes. One of the highlights in this category is a particular circumstance where two grade eight students took the A+ Certification Course Online and completed it before the end of their grade 8 year.

Goal Four – Learning environments enable the acquisition of 21st C Competencies.
Rockyview Satisfaction Survey
In the fourth goal, we have increased our achievement in one of four outcomes (Learners use digital technologies to enhance learning). In the other outcomes, we have declined by no more than 5% and continue to perform above the divisional average in every outcome.

Alberta Education Accountability Survey
Safe and Caring: Parents and staff report strong results in the "Safe and Caring" detail with scores increasing in "Your child is treated fairly by adults at school". Other scores are still relatively high. One of the initiatives we have started is to place the "Roots of

Empathy" program to our school. We have one classroom in grade 5 participate in the 2014-15 school year.

Program of Studies: In the "Program of studies" detail, teachers and parents report high scores, and in many instances exceed the scores of the previous year. Students report a very high score in the question about their opportunities to participate in physical education at our school. This is a strong endorsement of the excellent PE program that is offered at our school.

Education Quality: In the "Education Quality" detail parents and staff report consistently high scores, and students report that the overall satisfaction with the education they receive at our school is good and very good, with both answers accounting for 96% of responses.
It is very interesting that when students are asked about detailed subjects or their engagement at school, their responses are markedly lower than the ones of parents and teachers.

At Risk Students: In this detail, as in the others, parents and teachers have reported higher scores than last year, however, students consistently have lower scores.

Citizenship: Parents and Teachers report increased scores in three and four out of five questions. Parents show the biggest increase in scores over 2013 in "My child is encouraged to try his or her best at school" where 95% of responses were in the top two categories. This is an increase of 21% from the previous year.

Parental Involvement: Parents report increased scores in this detail in four out of five questions.

Continuous Improvement: In the last four years we have scored above provincial average in this detail, indicating that the perception of students, parents and teachers is that our school continues to improve.

School Improvement: Data from this detail indicate that 89% of staff, parents and students indicate that the quality of education has improved (61%) or stayed the same (28%) with no answers in the "declined" category. 100% of teachers indicated that the quality of education has improved or stayed the same. 81% of students indicate that they are proud of their school and 71% would recommend the school to their friends.

What we have learned from our achievements is that the majority of students (likely above 80%) have rated Manachaban very high in most of the goals and outcomes that the surveys have studied.

Further Achievements
We have also initiated the SOS-Q (Student Orientation to Schools Questionnaire), which will give us further information about the connectedness of students to school. In the following school year we will deepen our understanding of the SOS-Q and what the results mean for us.
We have worked to bring the Numeracy Block to fruition and have fostered the care of students to create wells in the third world and we have hosted our second annual Environmental Fair.

We have also brought the WILD program from the conceptual to the implementation stage, where now two classes are following a passion for the outdoors and environmental inquiry.

Overall, Manachaban is a school where innovation, critical thought and a passion for educating children is alive and well. While at some level our results were not as good as we expected, we have undertaken steps to understand and remedy the causes.

PRIORITY AREAS FOR FUTURE SCHOOL EDUCATION PLANS

Goal One – Learners have their individual needs met

Continuing our work on this goal is vital to our school's success. In meeting learners' individual needs, we continue to focus on building and strengthening the relationships with all members of our school community. We continue to be very mindful of how we interact with students.   Whenever possible, school administration meets with students on a more intimate level, such as by grade or by class instead of a whole-school assembly, with the hopes of connecting and getting to know students more personally. Our teachers extend communication home through intentionally positive phone conversations and regular emails to parents. Similarly, teachers' web presence is kept current, informative and interactive.

Late in the 2013-14 school year, our current Grade 6, 7 and 8 students were administered the *Student Orientation to Schools – Questionnaire*, which helped to measure student affect toward their school experience. Our future priorities include administering the questionnaire to our Grade 5 cohort so that we have this data for all of our students. As we interpret this data, we begin to have a clearer indicator of potential at-risk students and can program to meet their particular needs.

As part of our work in meeting each of our learners' needs, we continue to place an emphasis on strengthening partnerships with community agencies and organizations. We will continue our very positive grandparent program that sees a small group of students and seniors regularly connect in meaningful ways. We are excited to begin a new mentorship program that would see a select group of our Middle School students mentoring some of our neighbouring students at Elizabeth Barrett Elementary. Our Breakfast Program, which is supported financially by several community organizations, continues to provide students with a means to start their school day without hunger. We also continue to promote our positive relationship with our school RCMP liaison, who helps us to understand and communicate various topics of interest, such as digital citizenship or healthy relationships, with our student body.

Another area of focus for this school year is our work around the establishment of Universal Learning Environments. Our work continues to build on the transformation of our school library into a more diverse and responsive Learning Commons and Learning Centre. The vision we are working toward sees our students being able to access the Learning Centre ubiquitously, and access the supports of a teacher, a repository of digital and print resources, or a different environment in which to work.

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

This goal sees our school continue a focus on providing authentic learning opportunities that allow our students to take ownership over their own learning and grow as self-directed learners. Much of this work is accomplished through well-planned inquiry units of study that provide students with real-life learning experiences and multiple pathways and choices to demonstrate their knowledge.

One particular point of emphasis of a strategy around this goal is the introduction of the Grade 8 WILD (Wisdom Inquiry Learning Doing) program. This program sees two classes navigate the Grade 8 curriculum through outdoor field experiences as the primary lens of instruction. Through this outdoor inquiry, students are provided with an experience that will help them to grow as self-directed learners, while forming natural connections with the earth and building strong relationships

with each other. It is hoped that the success of the program from a learning perspective, coupled with strong parental support in the community, can lead to the program's expansion in future years.

Goal Three – Instructional design challenges and engages each learner.

We will continue our work on this goal on several fronts. Firstly, our results coupled with our teachers' observations, has led us to place an increased focus on increasing our students' numeracy skills. We have revamped our scheduling process to ensure an additional Numeracy block will occur across all grade levels. To help to support our teachers, the Numeracy block is a key area of focus for teacher professional learning this year. Opportunities to learn from mathematics experts, as well as time to network and plan as a team, are being built into our learning plan.

Secondly, we continue to develop our teaching practice to leverage supported educational technologies to improve student workflow and expedite the quality and timeliness of teacher feedback to students and their families. Google Drive is a application that all École Manachaban teachers and students are becoming proficient with, as it allows for easier collaboration amongst students as well as increasing the ability for students to work "anytime, anyplace, any path, any pace." Furthermore, some teachers are exploring Google Classroom as a means to further improve this workflow.

Thirdly, the *Communication of Student Learning* continues to be an area of focus for the upcoming school year. We continue to place great emphasis on ongoing high-quality formative assessment practices that allow our students and their families to be informed regularly about student progress. We continue to utilize the Parent Portal in PowerSchool to communicate feedback about student learning and have committed to having regular updates posted every four to five weeks. We enjoyed great success with sending our parent community the student Evidence Summaries electronically each term, and will continue this practice. Another component of the *Communication of Student Learning*, the Digital Portfolio, is an additional focus in professional learning at École Manachaban this year. Embedded throughout our school-based professional learning days and dovetailed with many staff members engaged in Communities of Practice around digital portfolios, the goal is for teachers to develop a common set of beliefs and identify best practices that will enable École Manachaban to roll out meaningful digital portfolios for our students for the 2015-2016 school year.

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

We continue to move forward with helping our students acquire 21st Century Competencies. A significant aspect of this work is our goal to establish our school as a *Universal Learning Environment* (ULE). Late in the 2013-2014 school year, staff self-evaluated key components of their own practice in relation to the major elements of a ULE to help give us a clearer picture of what areas we need to focus our professional learning on. Learning around ULEs forms the third major aspect of the École Manachaban professional learning plan for the current school year. We have already begun making changes in our physical structures, creating breakout spaces and transforming our library into a learning commons. Decisions around new furniture, staffing with attention to collaboration, and technology are intentionally made with ULEs in mind. This year, École Manachaban has joined the Rocky View Schools cohort around Universal Learning Environments, and we are looking forward to the learning and increased understanding that this networking will allow us.

Hand in hand with the move toward ULEs is an intentional move toward more ubiquitous access to technology for our learners. We continue to promote the studio approach in our classrooms, and embed various technologies directly into each classroom. Our students have the access to digital tools on an as-needed basis. We have committed resources to increasing our ratio of mobile devices to students, and look forward to seeing digital learning continue to be prominent for our learners.

Another area of focus around this goal for our school this year is the emphasis on questions about learning in each of our classrooms. Striving for the creation of a common vocabulary around learning with our students, their families and teachers, we have posted a common set of questions about learning in each classroom and refer to these questions with great regularity. Questions key to the core of learning, such as, "What are you learning today?" "What are you going to do with this learning?" and "How is this like something you've learned before?" will lead to a greater level of metacognition amongst our students, and in turn, help to create students with a greater sense of self-directedness and connectedness to the material they are learning.

APPENDIX A: ALBERTA EDUCATION ACCOUNTABILITY PILLAR OVERALL SUMMARY

Accountability Pillar Overall Summary
Annual Education Results Reports - Oct 2014
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	Acceptable	Safe and Caring	85.3	93.2	90.7	89.1	89.0	88.6	High	Declined	Acceptable
Student Learning Opportunities	n/a	Program of Studies	86.0	91.8	90.0	81.3	81.5	81.1	Very High	Declined	Good
		Education Quality	87.6	88.7	88.2	89.2	89.8	89.5	High	Maintained	Good
		Drop Out Rate	n/a	*	n/a	3.3	3.5	3.6	n/a	n/a	n/a
		High School Completion Rate (3 yr)	n/a	n/a	n/a	74.9	74.8	73.8	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	Issue	PAT: Acceptable	74.2	79.0	79.7	74.0	75.3	75.5	Intermediate	Maintained	Acceptable
		PAT: Excellence	12.6	15.1	14.6	19.0	19.1	19.6	Low	Maintained	Issue
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	85.4	84.2	83.4	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	21.0	19.5	19.1	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	50.5	56.6	55.9	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate (Revised)	n/a	n/a	n/a	60.9	61.3	60.8	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	59.2	59.5	59.1	n/a	n/a	n/a
		Work Preparation	71.1	82.9	79.1	81.2	80.3	80.0	Low	Maintained	Issue
		Citizenship	79.5	85.9	82.2	83.4	83.4	82.6	High	Maintained	Good
Parental Involvement	Excellent	Parental Involvement	86.3	86.3	83.2	80.6	80.3	80.0	Very High	Maintained	Excellent
Continuous Improvement	Excellent	School Improvement	82.2	82.9	82.6	79.8	80.6	80.2	Very High	Maintained	Excellent

Notes:

1) Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics 9 KAE, Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).

2) Aggregated 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, Social Studies 30-1, Social Studies 30-2.

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 (*).

6) Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

7) Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

8) Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

APPENDIX B: 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	87.04%	89.42%	86.72%	84.58%	84.86%	83.63%	Intermediate	Not Significant	Acceptable
	Learning is universally accessible	88.55%	84.65%	85.29%	85.67%	85.42%	84.75%	Intermediate	Not Significant	Acceptable
	Parents and community partners play a purposeful and sustained role	88.95%	91.82%	87.96%	83.82%	84.20%	82.71%	Intermediate	Not Significant	Acceptable
Goal Two: Learners are self-directed, innovative, ecologically intelligent, and entrepreneurial	Learners direct and feel ownership for their learning	86.13%	87.14%	84.87%	85.44%	86.67%	85.03%	Intermediate	Not Significant	Acceptable
	Learners demonstrate 21st Century competencies	87.46%	87.59%	87.29%	83.86%	84.94%	83.87%	Intermediate	Not Significant	Acceptable
	Learners demonstrate global stewardship	88.94%	91.54%	89.82%	86.36%	88.78%	86.82%	Intermediate	Not Significant	Acceptable
	Learners flourish in a culture of excellence	90.07%	90.51%	88.36%	83.95%	84.83%	83.59%	Intermediate	Not Significant	Acceptable
Goal Three: Instructional design challenges and engages each learner	Learning occurs any time, any place, any path, any pace	85.21%	83.63%	82.75%	81.02%	81.33%	79.84%	Intermediate	Not Significant	Acceptable
	Instructional design engages each learner	87.69%	90.11%	86.80%	83.45%	84.85%	83.15%	Intermediate	Not Significant	Acceptable
	Instructional design enriches the learning experience	91.14%	94.43%	90.63%	88.35%	89.67%	88.34%	Intermediate	Not Significant	Acceptable
	Instructional practices empower learners	79.90%	80.29%	78.23%	76.78%	78.50%	76.26%	Intermediate	Not Significant	Acceptable
Goal Four: Learning environments enable the acquisition of 21st Century competencies	Learners use digital technologies to enhance learning	94.52%	94.35%	93.09%	88.74%	90.20%	88.38%	Above	Not Significant	Excellent
	Accelerate innovation, research and organizational development to achieve operational efficiencies	84.31%	90.91%	87.91%	82.10%	84.00%	81.70%	Intermediate	Not Significant	Acceptable
	Learning is generative, responsive and multi-dimensional	96.48%	98.08%	96.52%	92.44%	92.83%	92.09%	Intermediate	Not Significant	Acceptable
	Leadership capacity is built across the jurisdiction	91.55%	95.83%	95.13%	79.59%	81.25%	79.53%	Intermediate	Not Significant	Acceptable

APPENDIX C: RVS STUDENT SURVEY – COMPARATIVE RESULTS BY YEAR

		2013/14 Ecole Manachaban	2013/14 Other Rocky View Schools	2012/13 Ecole Manachaban	2012/13 Other Rocky View Schools	2011/12 Ecole Manachaban	2011/12 Other Rocky View Schools	2010/11 Ecole Manachaban	2010/11 Other Rocky View Schools	2009/10 Ecole Manachaban	2009/10 Other Rocky View Schools
1. I feel welcome at school.	Agree	95%	91%	96%	92%	95%	90%	93%	89%	89%	88%
	Disagree	5%	9%	4%	8%	5%	10%	7%	11%	11%	12%
2. Teachers help me when I need it.	Agree	94%	90%	92%	89%	93%	88%	91%	86%	88%	85%
	Disagree	6%	10%	8%	11%	7%	12%	9%	14%	12%	15%
3. Students care about each other at my school.	Agree	75%	68%	67%	70%	70%	67%	68%	65%	66%	60%
	Disagree	25%	32%	33%	30%	30%	33%	32%	35%	34%	40%
4. The staff at my school cares about me.	Agree	92%	86%	92%	86%	91%	84%	86%	82%	86%	80%
	Disagree	8%	14%	8%	14%	9%	16%	14%	18%	14%	20%
5. I feel safe at school.	Agree	92%	89%	91%	89%	93%	88%	88%	87%	85%	84%
	Disagree	8%	11%	9%	11%	7%	12%	12%	13%	15%	16%
6. I am treated fairly by adults in the school.	Agree	88%	81%	84%	82%	87%	80%	82%	78%	84%	77%
	Disagree	12%	19%	16%	18%	13%	20%	18%	22%	16%	23%
7. Students and adults show respect for each other at this school.	Agree	86%	77%	82%	78%	77%	74%	81%	73%	72%	70%
	Disagree	14%	23%	18%	22%	23%	26%	19%	27%	28%	30%
8. I have access to quality technology to support my learning.	Agree	94%	90%	91%	90%	90%	88%	87%	86%	87%	84%
	Disagree	6%	10%	9%	10%	10%	12%	13%	14%	13%	16%
9. The use of technologies at school helps me do my school work better.	Agree	92%	87%	93%	87%	92%	86%	90%	84%	88%	83%
	Disagree	8%	13%	7%	13%	8%	14%	10%	16%	12%	17%
10. Teachers make my class interesting.	Agree	75%	72%	76%	72%	74%	70%	67%	70%	68%	67%
	Disagree	25%	28%	24%	28%	26%	30%	33%	30%	32%	33%
11. I am learning the skills I will need when I leave school.	Agree	86%	76%	89%	79%	88%	80%	86%	79%	84%	78%
	Disagree	14%	24%	11%	21%	12%	20%	14%	21%	16%	22%
12. The school provides opportunities for students to become involved in volunteer activities and community service projects.	Agree	78%	81%	77%	81%	77%	78%	76%	77%	81%	77%
	Disagree	22%	19%	23%	19%	23%	22%	24%	23%	19%	23%
13. My school participates in environmentally friendly practices.	Agree	91%	84%	92%	83%	90%	79%	87%	80%	82%	78%
	Disagree	9%	16%	8%	17%	10%	21%	13%	20%	18%	22%
14. Teachers use a variety of ways to help me learn.	Agree	83%	77%	82%	78%	81%	77%	77%	77%	82%	75%
	Disagree	17%	23%	18%	22%	19%	23%	23%	23%	18%	25%
15. I understand how my teacher determines my marks.	Agree	78%	79%	83%	79%	75%	77%	72%	75%	74%	73%
	Disagree	22%	21%	17%	21%	25%	23%	28%	25%	26%	27%
16. I get enough information and feel involved in on how my marks are calculated/worked out.	Agree	73%	75%	80%	77%	70%	73%	71%	75%	75%	73%
	Disagree	27%	25%	20%	23%	30%	27%	29%	25%	25%	27%
17. When teachers assess my work they give me the feedback I need to help me improve.	Agree	83%	78%	83%	78%	78%	76%	78%	76%	79%	75%
	Disagree	17%	22%	17%	22%	22%	24%	22%	24%	21%	25%
18. School staff is helping me to be a better person.	Agree	77%	71%	78%	72%	82%	70%	73%	71%	72%	68%
	Disagree	23%	29%	22%	28%	18%	30%	27%	29%	28%	32%
19. I have the chance to be involved in different activities in my school.	Agree	91%	90%	94%	89%	92%	87%	91%	86%	86%	84%
	Disagree	9%	10%	6%	11%	8%	13%	9%	14%	14%	16%
20. I take responsibility for my learning.	Agree	98%	94%	98%	94%	96%	93%				
	Disagree	2%	6%	2%	6%	4%	7%				
21. The school helps me to do my very best.	Agree	87%	80%	87%	80%	83%	78%				
	Disagree	13%	20%	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	70%	65%	55%	63%	57%	55%				
	Disagree	30%	35%	45%	37%	43%	45%				
23. My teacher(s) uses real-life, meaningful examples to help me learn.	Agree	84%	78%	84%	79%	82%	79%				
	Disagree	16%	22%	16%	21%	18%	21%				
24. I know how I learn.	Agree	92%	88%	92%	89%	91%	89%				
	Disagree	8%	12%	8%	11%	9%	11%				
25. My teacher(s) inspires me to learn.	Agree	73%	68%	74%	68%	74%	68%				
	Disagree	27%	32%	26%	32%	26%	32%				
26. I feel safe on the school bus.	Agree	81%	79%	82%	78%	76%	77%				
	Disagree	19%	21%	18%	22%	24%	23%				
27. Students on my bus show respect for each other.	Agree	52%	53%	44%	53%	45%	53%				
	Disagree	48%	47%	56%	47%	55%	47%				
28. Discipline and rules on the bus are fair.	Agree	70%	75%	75%	75%	65%	75%				
	Disagree	30%	25%	25%	25%	35%	25%				
29. (Grade 10-12 only) I know how to access information regarding university and other post-secondary education.	Agree		77%		80%		77%		72%		75%
	Disagree		23%		20%		23%		28%		25%
30. (Grade 10-12 only) My school helps me plan for my future after I leave school.	Agree		68%		71%		66%		65%		68%
	Disagree		32%		29%		34%		35%		32%
31. (Grade 10-12 only) I have sufficient opportunities to be involved in decisions that affect student life.	Agree		73%		76%		71%				
	Disagree		27%		24%		29%				

RVS PARENT SURVEY – COMPARATIVE RESULTS BY YEAR

		2013/14		2012/13		2011/12		2010/11		2009/10	
		Ecole Manachaban	Other Rocky View Schools	Ecole Manachaban	Other Rocky View Schools	Ecole Manachaban	Other Rocky View Schools	Ecole Manachaban	Other Rocky View Schools	Ecole Manachaban	Other Rocky View Schools
1. with the way you are welcomed when you visit your child's school?	Satisfied	99%	95%	99%	95%	90%	90%	92%	93%	55%	93%
	Dissatisfied	1%	5%	1%	5%	10%	10%	8%	7%	45%	7%
2. with the opportunities you have to be involved in school decision-making?	Satisfied	95%	87%	97%	88%	94%	84%	89%	87%	45%	82%
	Dissatisfied	5%	13%	3%	12%	6%	16%	11%	13%	55%	18%
3. with the opportunities the school offers for your involvement in school activities?	Satisfied	97%	92%	97%	93%	90%	87%	90%	91%	50%	89%
	Dissatisfied	3%	8%	3%	7%	10%	13%	10%	9%	50%	11%
4. with the way the school keeps you informed about your child's progress and achievement?	Satisfied	87%	80%	87%	84%	82%	77%	79%	83%	64%	81%
	Dissatisfied	13%	20%	13%	16%	18%	23%	21%	17%	36%	19%
5. that your child has access to support services that meet his/her needs?	Satisfied	87%	85%	90%	85%	82%	80%	84%	83%	50%	81%
	Dissatisfied	13%	15%	10%	15%	18%	20%	16%	17%	50%	19%
6. that the needs of all learners are met at this school?	Satisfied	85%	80%	88%	81%	78%	75%	78%	78%	50%	75%
	Dissatisfied	15%	20%	12%	19%	22%	25%	22%	22%	50%	25%
7. that the needs of your child are met at this school?	Satisfied	85%	83%	90%	84%						
	Dissatisfied	15%	17%	10%	16%						
8. with the safety of the school environment?	Satisfied	92%	91%	98%	91%	88%	87%	92%	89%	73%	89%
	Dissatisfied	8%	9%	2%	9%	12%	13%	8%	11%	27%	11%
9. that there is a caring atmosphere at the school?	Satisfied	95%	91%	99%	93%	89%	86%	87%	89%	55%	89%
	Dissatisfied	5%	9%	1%	7%	11%	14%	13%	11%	45%	11%
10. that respectful relationships are encouraged amongst all staff and students?	Satisfied	92%	91%	92%	90%	88%	85%	83%	89%	55%	88%
	Dissatisfied	8%	9%	8%	10%	12%	15%	17%	11%	45%	12%
11. that your child is treated fairly by adults at the school?	Satisfied	90%	90%	91%	91%	85%	85%	82%	89%	55%	88%
	Dissatisfied	10%	10%	9%	9%	15%	15%	18%	11%	45%	12%
12. that students are learning to become critical, creative and complex thinkers?	Satisfied	93%	87%	95%	90%	82%	82%	85%	87%	40%	86%
	Dissatisfied	7%	13%	5%	10%	18%	18%	15%	13%	60%	14%
13. that the school provides students with activities that promote responsible citizenship, volunteerism, and community service?	Satisfied	93%	90%	95%	92%	83%	85%	81%	88%	45%	87%
	Dissatisfied	7%	10%	5%	8%	17%	15%	19%	12%	55%	13%
14. that the school staff is helping students learn to become better citizens?	Satisfied	95%	90%	95%	92%	89%	85%	88%	89%	50%	88%
	Dissatisfied	5%	10%	5%	8%	11%	15%	12%	11%	50%	12%
15. that your child's school models practices that contribute to environmental sustainability?	Satisfied	95%	94%	99%	95%	94%	89%	91%	91%	60%	91%
	Dissatisfied	5%	6%	1%	5%	6%	11%	9%	9%	40%	9%
16. that your child was well-prepared for their present grade?	Satisfied	90%	85%	94%	88%	80%	81%	86%	86%	64%	85%
	Dissatisfied	10%	15%	6%	12%	20%	19%	14%	14%	36%	15%
17. with the transition assistance provided to your child as he/she moves from one grade to the next?	Satisfied	93%	85%	95%	87%	85%	81%	83%	85%	64%	85%
	Dissatisfied	7%	15%	5%	13%	15%	19%	17%	15%	36%	15%
18. that students are exploring and planning for what they will do after they leave school?	Satisfied	84%	79%	84%	82%	73%	76%	70%	75%	22%	75%
	Dissatisfied	16%	21%	16%	18%	27%	24%	30%	25%	78%	25%
19. that the assessment feedback your child gets from his/her teachers helps him/her improve?	Satisfied	84%	79%	86%	84%	76%	78%	73%	81%	36%	79%
	Dissatisfied	16%	21%	14%	16%	24%	22%	27%	19%	64%	21%
20. that your child has access to instruction that meets his/her needs?	Satisfied	89%	83%	90%	85%	73%	78%	81%	80%	50%	80%
	Dissatisfied	11%	17%	10%	15%	27%	22%	19%	20%	50%	20%
21. that students take responsibility for their learning?	Satisfied	85%	88%	92%	91%	81%	84%				
	Dissatisfied	15%	12%	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%	90%	96%	92%	88%	85%				
	Dissatisfied	4%	10%	4%	8%	12%	15%				
23. that the school enables your child to excel and achieve excellence?	Satisfied	83%	82%	91%	83%	78%	78%				
	Dissatisfied	17%	18%	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	88%	88%	94%	90%	83%	82%				
	Dissatisfied	12%	12%	6%	10%	17%	18%				
25. that teachers use real-life, meaningful experiences to help students learn?	Satisfied	94%	90%	94%	92%	84%	86%				
	Dissatisfied	6%	10%	6%	8%	16%	14%				
26. that your child's teacher(s) inspires him/her to learn?	Satisfied	87%	86%	86%	88%	75%	79%				
	Dissatisfied	13%	14%	14%	12%	25%	21%				
27. that your child feels safe on the bus?	Satisfied	91%	91%	95%	90%	83%	84%				
	Dissatisfied	9%	9%	5%	10%	17%	16%				
28. that students on your child's bus demonstrate respect for each other?	Satisfied	65%	79%	71%	79%	65%	72%				
	Dissatisfied	35%	21%	29%	21%	35%	28%				
29. that discipline and rules on the bus are fair?	Satisfied	81%	88%	82%	88%	78%	83%				
	Dissatisfied	19%	12%	18%	12%	22%	17%				
A. that your child has access to learning supports that are a match for his/her unique needs?	Satisfied	81%	80%	67%	78%	73%	75%	74%	75%		73%
	Dissatisfied	19%	20%	33%	22%	27%	25%	26%	25%		27%
B. with the involvement of learning specialists, support staff or community agencies, if required?	Satisfied	75%	78%	71%	77%	62%	72%	60%	73%		71%
	Dissatisfied	25%	22%	29%	23%	38%	28%	40%	27%		29%
C. that your child is meeting the goals established in his or her Individual Program Plan (I.P.P.)?	Satisfied	92%	76%	65%	78%	71%	73%	74%	74%		72%
	Dissatisfied	8%	24%	35%	22%	29%	27%	26%	26%		29%

RVS STAFF SURVEY – COMPARATIVE RESULTS BY YEAR

		2013/14		2012/13		2011/12		2010/11		2009/10	
		Ecole Manachaban	Other Rocky View Schools	Ecole Manachaban	Other Rocky View Schools	Ecole Manachaban	Other Rocky View Schools	Ecole Manachaban	Other Rocky View Schools	Ecole Manachaban	Other Rocky View Schools
1. that you feel a part of a learning community at your school / workplace?	Satisfied	97%	92%	100%	94%	100%	90%	91%	92%	88%	91%
	Dissatisfied	3%	8%		6%		10%	9%	8%	12%	9%
2. with the opportunities you have to be involved in school / workplace decision-making?	Satisfied	90%	82%	96%	83%	96%	80%	94%	84%	69%	83%
	Dissatisfied	10%	18%	4%	17%	4%	20%	6%	16%	31%	17%
3. with the safety of the school / workplace environment?	Satisfied	97%	95%	100%	96%	100%	95%	91%	95%	92%	94%
	Dissatisfied	3%	5%		4%		5%	9%	5%	8%	6%
4. that there is a caring atmosphere at the school / workplace?	Satisfied	97%	92%	96%	92%	96%	89%	97%	92%	92%	91%
	Dissatisfied	3%	8%	4%	8%	4%	11%	3%	8%	8%	9%
5. that respectful relationships are encouraged amongst all staff and/or students?	Satisfied	97%	91%	96%	89%	93%	88%	91%	90%	88%	88%
	Dissatisfied	3%	9%	4%	11%	7%	12%	9%	10%	12%	12%
6. that the school / workplace models practices that contribute to environmental sustainability?	Satisfied	97%	89%	96%	91%	86%	90%	91%	89%	81%	88%
	Dissatisfied	3%	11%	4%	9%	14%	10%	9%	11%	19%	12%
7. that your individual growth plan aligns to your school's Education Plan / Three Year Plan?	Satisfied	100%	96%	100%	96%	100%	94%				
	Dissatisfied		4%		4%		6%				
8. that your Community of Practice aligns to the schools' Education Plan / RVS Three Year Plan?	Satisfied	96%	94%	100%	94%	92%	93%				
	Dissatisfied	4%	6%		6%	8%	7%				
9. with your access to professional learning opportunities?	Satisfied	90%	85%	92%	86%	86%	84%	97%	87%	85%	86%
	Dissatisfied	10%	15%	8%	14%	14%	16%	3%	13%	15%	14%
10. that your professional learning has positively impacted your instructional and/or organizational effectiveness?	Satisfied	97%	90%	96%	91%	100%	88%	97%	88%	92%	88%
	Dissatisfied	3%	10%	4%	9%		12%	3%	12%	8%	12%
11. that the technologies available in your school / workplace meets 21st Century standards?	Satisfied	93%	85%	92%	89%	86%	83%	91%	88%	73%	82%
	Dissatisfied	7%	15%	8%	11%	14%	17%	9%	12%	27%	18%
12. with the level and timeliness of technical support provided?	Satisfied	87%	85%	92%	87%	75%	79%	72%	82%	60%	77%
	Dissatisfied	13%	15%	8%	13%	25%	21%	28%	18%	40%	23%
13. that you have adequate resources to do the job you are assigned?	Satisfied	93%	83%	100%	83%	89%	82%	81%	82%	69%	81%
	Dissatisfied	7%	17%		17%	11%	18%	19%	18%	31%	19%
14. with the opportunity to lead in your school / workplace?	Satisfied	93%	90%	96%	90%	100%	89%	93%	89%	84%	88%
	Dissatisfied	7%	10%	4%	10%		11%	7%	11%	16%	12%
15. that the jurisdiction is building a community of learners?	Satisfied	93%	91%	100%	92%	96%	90%	97%	91%	92%	92%
	Dissatisfied	7%	9%		8%	4%	10%	3%	9%	8%	8%
16. with the overall communication between the jurisdiction and the school?	Satisfied	89%	84%	96%	84%	96%	80%	100%	94%	96%	95%
	Dissatisfied	11%	16%	4%	16%	4%	20%		6%	4%	5%
17. with the appreciation you receive at the jurisdiction level for your contributions?	Satisfied	70%	67%	83%	67%	85%	67%	64%	68%	65%	69%
	Dissatisfied	30%	33%	17%	33%	15%	33%	36%	32%	35%	31%
18. that your school/site is a good place to work?	Satisfied	97%	92%	100%	91%	89%	89%	94%	93%	88%	91%
	Dissatisfied	3%	8%		9%	11%	11%	6%	7%	12%	9%
19. that the jurisdiction is a good place to work?	Satisfied	93%	90%	96%	91%	96%	90%	97%	93%	96%	92%
	Dissatisfied	7%	10%	4%	9%	4%	10%	3%	7%	4%	8%

		2013/14		2012/13		2011/12		2010/11		2009/10	
		Ecole Manachaban	Other Rocky View Schools	Ecole Manachaban	Other Rocky View Schools	Ecole Manachaban	Other Rocky View Schools	Ecole Manachaban	Other Rocky View Schools	Ecole Manachaban	Other Rocky View Schools
20. are you familiar with the ISTE NET Standards?	A Great Deal	12%	19%	33%	17%	7%	11%				
	A Moderate Amount	31%	33%	33%	32%	14%	24%				
	A Small Amount	23%	20%	10%	21%	29%	24%				
	Not At All	35%	29%	24%	30%	50%	41%				
21. are the ISTE NET Standards being integrated into your practice?	A Great Deal	26%	20%	39%	19%	13%	13%				
	A Moderate Amount	32%	41%	44%	41%	30%	33%				
	A Small Amount	26%	20%	6%	21%	13%	24%				
	Not At All	16%	20%	11%	19%	43%	30%				
22. are the ISTE NET Standards meaningfully impacting student learning in your classroom / school?	A Great Deal	26%	15%	44%	15%	25%	11%				
	A Moderate Amount	37%	40%	33%	40%	15%	32%				
	A Small Amount	21%	23%	11%	24%	25%	28%				
	Not At All	16%	21%	11%	21%	35%	29%				
23. with the involvement of parents within the school community?	Satisfied	100%	82%	100%	84%	93%	83%	94%	84%	83%	86%
	Dissatisfied		18%		16%	7%	17%	6%	16%	17%	14%
24. that students have access to support services that meet their needs?	Satisfied	72%	77%	85%	76%	71%	75%	70%	82%	42%	79%
	Dissatisfied	28%	23%	15%	24%	29%	25%	30%	18%	58%	21%
25. that the needs of all learners are met at this school?	Satisfied	82%	75%	92%	75%	71%	72%	68%	79%	50%	76%
	Dissatisfied	18%	25%	8%	25%	29%	28%	32%	21%	50%	24%
26. with the support students receive through learning specialists, support services or community agencies, if required?	Satisfied	72%	76%	85%	72%	61%	69%	68%	76%	56%	76%
	Dissatisfied	28%	24%	15%	28%	39%	31%	32%	24%	44%	24%
27. that students with special needs are meeting their IPP goals?	Satisfied	79%	84%	79%	82%	64%	83%	79%	86%	57%	84%
	Dissatisfied	21%	16%	21%	18%	36%	17%	21%	14%	43%	16%
28. that students are treated fairly by adults at the school?	Satisfied	97%	97%	100%	98%	96%	97%	94%	95%	96%	96%
	Dissatisfied	3%	3%		2%	4%	3%	6%	5%	4%	4%
29. that students are being taught how to become critical, creative and complex thinkers?	Satisfied	93%	92%	88%	93%	100%	92%	94%	94%	84%	93%
	Dissatisfied	7%	8%	12%	7%		8%	6%	6%	16%	7%
30. that the school provides students with activities that promote responsible citizenship, volunteerism, and community service?	Satisfied	96%	94%	93%	95%	100%	93%	100%	93%	85%	92%
	Dissatisfied	4%	6%	7%	5%		7%		7%	15%	8%
31. that the school staff is helping students learn to become better citizens?	Satisfied	89%	96%	100%	97%	100%	96%	94%	95%	96%	95%
	Dissatisfied	11%	4%		3%		4%	6%	5%	4%	5%
32. with the transition assistance provided to students as they move from one grade to the next?	Satisfied	100%	91%	91%	91%	100%	90%	93%	91%	88%	91%
	Dissatisfied		9%	9%	9%		10%	7%	9%	13%	9%
33. that the education program is helping students explore and prepare for post-school options?	Satisfied	88%	86%	86%	88%	89%	89%	93%	89%	84%	89%
	Dissatisfied	13%	14%	14%	12%	11%	11%	7%	11%	16%	11%
34. that student assessment information is used to help improve student performance?	Satisfied	96%	92%	100%	94%	96%	91%	88%	92%	83%	92%
	Dissatisfied	4%	8%		6%	4%	9%	12%	8%	17%	8%
35. with your ability to improve learning opportunities for students through the use of technology?	Satisfied	96%	91%	100%	91%	96%	88%	97%	87%	81%	82%
	Dissatisfied	4%	9%		9%	4%	12%	3%	13%	19%	18%
36. with the resources and supports provided to assist teachers in building 21st Century learning environments?	Satisfied	84%	80%	82%	82%	81%	77%	83%	82%	63%	80%
	Dissatisfied	16%	20%	18%	18%	19%	23%	17%	18%	38%	20%

		2013/14		2012/13		2011/12		2010/11		2009/10	
		Ecole Manachaban	Other Rocky View Schools	Ecole Manachaban	Other Rocky View Schools	Ecole Manachaban	Other Rocky View Schools	Ecole Manachaban	Other Rocky View Schools	Ecole 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	80%	77%	83%	79%	78%	77%	93%	83%	64%	80%
	Dissatisfied	20%	23%	17%	21%	22%	23%	7%	17%	36%	20%
38. that students have access to instruction that meets their needs?	Satisfied	100%	88%	96%	89%	89%	89%	84%	90%	50%	89%
	Dissatisfied		12%	4%	11%	11%	11%	16%	10%	50%	11%
39. that student assessment information is used to help improve instruction?	Satisfied	96%	93%	95%	94%	100%	92%	90%	93%	86%	92%
	Dissatisfied	4%	7%	5%	6%		8%	10%	7%	14%	8%
40. that student assessment information is used to help inform instruction?	Satisfied	91%	94%	100%	95%	100%	93%	92%	93%	81%	93%
	Dissatisfied	9%	6%		5%		7%	8%	7%	19%	7%
41. that you implement the principles of "sound assessment" outlined in Policy HK: Assessment and Communication of Student Learning?	Satisfied	100%	96%	94%	96%						
	Dissatisfied		4%	6%	4%						
42. with the overall communication between the school and the home (e.g. notices, newsletters, Powerschool, websites)?	Satisfied	100%	95%	100%	97%	100%	94%	93%	87%	87%	89%
	Dissatisfied		5%		3%		6%	7%	13%	13%	11%
43. that the School Council plays a meaningful role in your school?	Satisfied	100%	89%	100%	92%	100%	89%	93%	88%	86%	89%
	Dissatisfied		11%		8%		11%	7%	12%	14%	11%
44. with the appreciation you receive at the school level for your contributions?	Satisfied	86%	80%	96%	81%	93%	79%	85%	84%	83%	80%
	Dissatisfied	14%	20%	4%	19%	7%	21%	15%	16%	17%	20%
45. that students take responsibility for their learning?	Satisfied	76%	74%	72%	75%	67%	71%				
	Dissatisfied	24%	26%	28%	25%	33%	29%				
46. that you understand the elements of UDL (Universal Design for Learning)?	Satisfied	88%	94%	90%	93%	96%	92%				
	Dissatisfied	12%	6%	10%	7%	4%	8%				
47. that you are able to use the principles of UDL (Universal Design for Learning) in planning for instruction?	Satisfied	90%	93%	89%	93%	96%	91%				
	Dissatisfied	10%	7%	11%	7%	4%	9%				
48. that the school enables students to excel and achieve excellence?	Satisfied	100%	92%	96%	94%	93%	93%				
	Dissatisfied		8%	4%	6%	7%	7%				
49. that the jurisdiction enables your school to excel and achieve excellence?	Satisfied	100%	87%	92%	89%	92%	84%				
	Dissatisfied		13%	8%	11%	8%	16%				
50. that the use of online digital resources allows students access to learning beyond the school day?	Satisfied	96%	93%	100%	96%	100%	92%				
	Dissatisfied	4%	7%		4%		8%				
51. that students have access to authentic learning experiences?	Satisfied	92%	94%	100%	95%	93%	94%				
	Dissatisfied	8%	6%		5%	7%	6%				
52. that the allocation of available resources stimulates innovation?	Satisfied	85%	84%	100%	86%	96%	81%				
	Dissatisfied	15%	16%		14%	4%	19%				
53. with your use of the RVS Learning Model when planning for instruction?	Satisfied	100%	92%	100%	93%	96%	90%				
	Dissatisfied		8%		7%	4%	10%				
54. that you use inquiry-based or project-based learning to facilitate inter-disciplinary practices?	Satisfied	91%	92%	95%	91%	92%	92%				
	Dissatisfied	9%	8%	5%	9%	8%	8%				
55. What percentage of students do you observe as proficient in using 21st Century competencies in their learning?	0-25%	9%	4%		4%						
	26-50%	18%	23%	12%	19%						
	51-75%	50%	51%	64%	50%						
	76-100%	23%	23%	24%	28%						

Analysis of RVS Satisfaction Survey Results:

- Overall, RVS Satisfaction Survey results remain very positive.
- In the Student Survey, École Manachaban scored at or above the RVS averages in 23 of 28 measures.
- Progress is evident in measures in the Student Survey around caring; we saw an increase of 8% (to 75%) over last year for "Students care about each other at my school" and a 4% (to 88%) increase in "I am treated fairly by adults in this school."
- In the Parent Survey, École Manachaban scored at or above the RVS averages in 29 of 32 measures. Parent ratings continue to be high in nearly all categories.
- Overall Staff Survey results were also positive with École Manachaban staff results equaling or exceeding RVS averages in 45 of 54 measures.

Areas of Strength:

- Particular areas of strength in the Student Survey are evident in the measures concerning staff caring about students (92%), as well as positive environmental practices (91%), and the perception of students taking responsibility for their own learning (98%).
- The Parent Survey identified a deep satisfaction with involvement in decision-making (95%) and involvement with school activities (97%).
- The Parent Survey also affirmed the work being done around communicating student learning through the Parent Portal in Power School as parents indicated satisfaction with the way the school keeps parents informed of students' progress and achievement (87%- 6% higher than RVS average).
- Areas of strength identified in the Staff Survey include a close alignment between Professional Growth Plans/Annual Learning Plans and the School Education Plan, the implementation of divisional assessment policy (Policy HK), communication between school and home, and the involvement of School Council (all measures 100%).

Future Priorities:

- Measures around safety on the bus rides to and from school remain a consistent area of concern as evidenced in both the Student and Parent Surveys.
- Staff indicated concern over access to support services to help meet the needs of students.

APPENDIX D: GRADE LEVEL OF ACHIEVEMENT

The chart below shows the percentage of Grade 5-8 students whose year-end assessment by teachers indicates they are at/above grade standards in Language Arts and Math.

GRADE STANDARDS				
	2013/14			
	Math Results (%)	Language Arts Results (%)	French Language Arts (%)	Target 2014/15
Grade 5 – 118 students, FI 66 students	93%	98%	100%	95%/100%/100%
Grade 6 – 103 students, FI 48 students	99%	99%	100%	100%/100%/100%
Grade 7- 111 students, FI = 47 students	97%	98%	98%	100%/100%/100%
Grade 8 = 106 students, FI = 47 students	93%	96%	98%	95%/100%/100%

Analysis of Grade Level of Achievement Results:
▪ Students were considered to be at grade level if they achieved the grade level with keeping their IPP accommodations in mind.

Areas of Strength:
▪ High numbers of students reported to be at grade level achievement.

Future Priorities:
▪ Alignment of PAT and GLA numbers, as they seem out of alignment generally. This will be an interesting perspective to take.
▪ Further assessment initiatives.

APPENDIX E: PRIOR LEVEL OF ACHIEVEMENT

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

PRIOR LEVELS OF ACHIEVEMENT	Number of Students		2011 Gr 3 Results		2014 Gr 6 Results		Predicted 2014 Gr. 6 Results	Difference	Confidence Interval
	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	School Results (%)	School Results (%)
L.A. GR. 6: Students enrolled as of Sept. 2013	98	37833	70.6	70.2	65.2	68.1	68.3	-3.2(-)	-5.1 to -1.3
MATH GR. 6: Students enrolled as of Sept. 2013	42	30111	72.2	74.0	57.9	58.2	57.3	0.6(-)	-3.7 to 4.9

APPENDIX F: 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		2013/14	
	Number of Students	Number of Student Completing Online Course	Target 2014/15
Grade 5	118	See analysis below 25 Blog/Wordpress Mathletics	Parts of courses to be offered on moodle
Grade 6	103	See analysis below Mathletics	
Grade 7	111	See analysis below Mathletics	
Grade 8	106	2 students doing A+ certification Mathletics	

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

ONLINE COURSES		2013/14	
	Number of Staff	Number of staff reporting they have completed a formal online professional learning course	Target 2014/15
Certificated Staff	21	2	5
Support Staff	6	3	6

Analysis of Online Learning Results:
- While many of our teachers use online resources, the vast majority, have decided not to shift their instruction to online platforms like moodle over the last year. We have many resources that are accessed on a regular basis as a balanced part of program delivery. Program such as Mathletics, our Virtual Library, Khanacademy, RazKids, Tumblecloud, Science A-Z etc. and our Physical Education Fitness assessment and self-reflection tool are online resources, they do not represent the majority of instruction of courses. They do however represent very specific tools that are chosen to provide different access points to instruction when deemed appropriate by our staff.
- PowerSchool and OHS courses that are taken online have not been included in this analysis.

Areas of Strength:
- Google Sites was chosen to work on the Student Portfolios as part of CoSL.
- A few teachers have already begun to work on Google Sites.
- Google Classrooom is being implemented in many areas of our school.

Future Priorities:
- We need to keep building the skills with our staff to be able to deliver parts of courses online. Platforms such as Moodle and wikis will allow this to happen.

APPENDIX G: RESEARCH PROJECTS

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

Research		
	Number of Research Projects	Research Title(s)
2013/14	3	- Implementation of Student Orientation to School-Questionnaire - WILD (Wisdom Inquiry Learning Doing) - Numeracy Block

Analysis of Research Projects Results:
- Both projects are still in progress, the Numeracy Project came out of our results from last year. Staff found that students were still struggling with basic computational fluency. As a result we decided to engage a former RVS staff member and Math Specialist, Rosalind Carson. Ms. Carson created a document for us that outlined those outcomes that lead directly to further building steps in the Math Program of Studies. From there she developed a resource list with specific activities that target those outcomes. We then purchased materials for each classroom and teachers are now in the process of preparing centers that will be offered to students as a part of the Numeracy Block.
- WILD – As a result of specific staff strengths and administration's vision for education, Mr. Ebel and Ms. Pollard developed a program that has as its aim the integration of all core subjects into an environmental stewardship/Inquiry type program. What is different about this program is that students spend as much time outside as they can, often with monthly overnight field studies. Currently, WILD is in its first year of implementation.
- Conducting *Student Orientation to Schools – Questionnaire* (SOS-Q) with our Grades 5, 6, and 7 students has given another perspective to identify students who show signs of being at risk of being disconnected at school.

Areas of Strength:
- We have an innovative and talented staff whose strengths allow us to pursue initiatives like the WILD program. We have just concluded the hiring of the second WILD teacher and will be able to offer two sections of WILD in addition to our regular English program.
- The Numeracy Block is allowing teachers and students an additional avenue to improve fundamental mathematics skills and continue to hone instructional expertise.
- The SOS-Q was easy to administer and reached a large number of students and provides an additional lens in understanding our students.

Future Priorities:
- Assessment of effectiveness of both initiatives.
- Interpret data from SOS-Q to develop strategies to assist at-risk learners. Administer SOS-Q to our current Grade 5 students in Fall 2014 to have a clearer picture of all students' affect toward school.
- Investigate the viability of expanding the WILD program to the Grade 7 level.
- Continue to focus professional learning on improving teachers' skills to deliver numeracy instruction.

APPENDIX H: GRANT DOLLARS

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

Research		
	List of Grants Received	Dollars Awarded
2013/14	• Food for Thought • Cominco Phillips • Centre for Affordable Water • Cenovus • Learning for a Sustainable Future • Alberta Emerald Foundation • Mazon • Centrica	• $1000 • $2000 • $1000 • $500 • $300 • $300 • 1000 Breakfast Program • 1000 Breakfast for Learning Program

Analysis of Grant Dollars Results:
- Grant monies were utilized to support our school Breakfast program (*Food for Thought*), environmental initiatives including a water station and water study *(Centre for Affordable Water, Learning for a Sustainable Future, Alberta Emerald Foundation*), and Band (*Cenovus*)

Areas of Strength:
- The Breakfast Program is accessed daily by a variety of students on an as-needed basis
- The environmental grants allowed for the promotion of environmental initiatives at the school
- The band program gained support through grant monies

Future Priorities:
- Maintain current Breakfast Program to help supplement missed meals and provide our students the opportunity to begin their school day free of hunger and to solicit parent volunteer help for this initiative.
- Continue to explore grant opportunities to support environmental initiatives, particularly with our WILD program.
- Continue to seek grant opportunities to support our band program.

APPENDIX I: 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											
	2009/10		2010/11		2011/12		2012/13		2013/14		Target 2014/15
	School	Prov	School	Prov	School	Prov	School	Prov	School	Prov	
Safe and Caring Schools	87.0	87.6	89.6	88.1	89.4	88.6	93.2	89.0	85.3	89.1	88
Program of Studies	85.6	80.5	87.0	80.9	91.1	80.7	91.8	81.5	86.0	81.3	90
Education Quality	85.6	89.2	87.4	89.4	88.4	89.4	88.7	89.8	87.6	89.2	88
Access to Services	59.2	70.4*	62.5	69.7*	61.9	70.6*	65.7	70.8*	59.1	71.6*	65
Work Preparation	71.8	79.9	78.5	80.1	75.9	79.7	82.9	80.3	71.1	81.2	77
Citizenship	82.4	81.4	79.7	81.9	81.0	82.5	85.9	83.4	79.5	83.4	85
Parental Involvement	86.3	80.0	79.9	79.9	83.4	79.7	82.9	80.3	86.3	80.6	85
School Improvement	74.3	79.9	82.8	80.1	81.9	80.0	82.9	80.6	82.2	79.8	83
Professional Learning	89.5	83.1*	100	82.2*	88.9	81.8*	98.2	82.2*	88.3	81.0*	90

Found under ACOL Measure in APORI Report

Analysis of Satisfaction Survey Results:
- Overall results continue to be positive
- Results over the last five years are near or surpass provincial averages in most areas
- Results this year have dipped in several categories
- Work preparation is a curious result because we have undertaken the largest number of initiatives ever to address this in the last year. (Junior Achievement, Money Sense Workshop at MRU, Trip to Skills Conference with grade 8s, Stock Market Challenge, Guest Speakers)

Areas of Strength:
- Satisfaction results in Parental Involvement continues to improve and climb above the provincial average.
- Results for Program of Studies remain consistently above the provincial average.
- Satisfaction in Professional Learning continues to be our highest-rated indicator for each of the last five years.

Future Priorities:
- Access to Services continues to be an area that scores well below the provincial average.
- Work Preparation scores suffered a dip in the last year. Work will be done to involve stakeholders in understanding how current programming is preparing our students for the world of work.

APPENDIX J: 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:

	2009/10		2010/11		2011/12		2012/13		2013/14		2014/15
	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:	88.9 (91.4)	83.3	90.2 (95.3)	83.0	88.5 (90.2)	83.3	84.8 (90.5)	82.5	85.4 (88.9)	81.9	88
Standard of Excellence:	19.4 (20.0)	18.9	16.1 (17.0)	18.5	13.5 (13.7)	18.9	12.5 (13.3)	16.3	11.7 (12.1)	17.6	12

PROVINCIAL RESULTS LANGUAGE ARTS FRENCH IMMERSION:

	2009/10		2010/11		2011/12		2012/13		2013/14		2014/15
	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:	78.3 (80.0)	88.3	89.1 (92.5)	89.4	89.8 (95.7)	89.3	85.7 (89.4)	88.6	77.1 (80.4)	88.0	88
Standard of Excellence:	13.0 (13.3)	15.9	10.9 (11.3)	17.1	4.1 (4.3)	17.3	10.2 (10.6)	16.3	10.4 (10.9)	15.6	10

PROVINCIAL RESULTS MATHEMATICS:

	2009/10		2010/11		2011/12		2012/13		2013/14		2014/15
	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	74.3	83.9	73.7	82.7	74.7	81.0	73.0	80.0	80.7	82
Standard of Excellence:	n/a	16.5	22.3	17.8	19.2	16.6	7.9	16.4	14.5	17.0	15

PROVINCIAL RESULTS MATHEMATICS FRENCH IMMERSION:

	2009/10		2010/11		2011/12		2012/13		2013/14		2014/15
	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:	86.7	86.6	96.3	85.5	87.8	83.8	87.8	85.2	62.5	85.3	80
Standard of Excellence:	15.6	18.8	31.5	21.4	24.5	19.2	22.4	18.5	10.4	16.9	22

PROVINCIAL RESULTS SCIENCE:

	2009/10		2010/11		2011/12		2012/13		2013/14		2014/15
	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:	93.3	76.8	79.2	76.2	72.7	77.8	77.8	76.9	76.4	84.2	80
Standard of Excellence:	36.7	26.4	11.3	25.0	27.3	28.2	25.4	26.5	21.8	28.2	28

PROVINCIAL RESULTS SCIENCE FRENCH IMMERSION:

	2009/10		2010/11		2011/12		2012/13		2013/14		2014/15
	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:	88.9	79.5	92.6	83.1	73.5	83.3	73.5	82.6	60.4	84.1	75
Standard of Excellence:	20.0	18.3	33.3	22.2	14.3	24.2	18.4	21.0	8.3	19.7	20

PROVINCIAL RESULTS SOCIAL STUDIES:

| | 2009/10 | | 2010/11 | | 2011/12 | | 2012/13 | | 2013/14 | | 2014/15 |
	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:	65.0	71.0	81.1	71.1	65.5	73.2	74.6	71.8	74.5	78.9	78
Standard of Excellence:	16.7	16.4	13.2	18.5	20.0	19.5	14.3	18.1	16.4	19.2	18

PROVINCIAL RESULTS SOCIAL STUDIES FRENCH IMMERSION:

| | 2009/10 | | 2010/11 | | 2011/12 | | 2012/13 | | 2013/14 | | 2014/15 |
	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:	60.0	72.3	77.8	73.7	57.1	76.5	71.4	78.7	58.3	75.1	75
Standard of Excellence:	2.2	12.0	3.7	12.8	4.1	10.3	10.2	15.1	6.3	11.1	8

Analysis of Cohort Provincial Achievement Results:
- English Language Arts results remained strong and above provincial averages
- Results in Mathematics written in English were above the provincial average
- Overall, French Immersion Language Arts results are lower than the provincial average, however, scores were high in the Writing component (91.3%) and much higher than the Reading component (71.7%).
- Test results for Mathematics, Science and Social Studies in French Immersion were lower than the provincial average.

Areas of Strength:
- Overall English Language Arts scores, and particularly Reading scores were very positive across both the English and French Immersion programs. A high percentage of students achieved Acceptable Standard in Reading portion of English Language Arts test (88.9%). Additionally, 36.4% of our students achieved the Standard of Excellence in Reading.
- Standard of Excellence in French Language Arts continues to close the gap in relation to the province
- Tests written in English were at or above provincial averages

Future Priorities:
- Investigating the reasons behind a dip in performance for this cohort of French Immersion students and implementing responsive teaching strategies (Numeracy block, hands-on learning)
- Continue to strive for a greater number of students who meet the Standard of Excellence

APPENDIX K: 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:											
	2009/10		2010/11		2011/12		2012/13		2013/14		2014/15
	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	Target
L.A.:	97.2	90.7	94.6	90.8	98.1	90.8	93.8	90.8	96.1	90.4	97
L.A. FI:	97.8	97.5	94.6	97.3	93.9	97.3	95.9	98.0	95.8	97.6	97
MATH:	n/a	88.3	94.6	90.7	96.4	91.0	95.2	90.9	94.5	90.1	95
MATH FI:	97.8	98.5	n/a	98.4	98.0	98.3	93.9	98.5	97.9	98.4	98
SCIENCE:	96.8	90.5	95.5	90.5	96.4	90.8	96.8	90.9	96.4	89.5	96
SCIENCE FI	97.8	98.5	n/a	98.2	93.9	98.4	91.8	98.4	97.9	98.4	98
SOCIAL:	96.8	90.3	95.5	90.5	90.7	90.7	95.2	90.1	96.4	88.9	96
SOCIAL FI:	97.8	98.4	n/a	98.5	98.0	98.7	91.8	98.0	100	98.3	98

Analysis of Provincial Achievement Participation Rates:
- Most of our students write the Provincial Achievement Tests
- All participation rates are above 94%

Areas of Strength:
- Participation rates match or exceed provincial averages on most tests
- Parents as a group continue to see participation as a positive learning experience

Future Priorities:
- Continue to maintain high participation rates

ANNUAL RESULTS REPORT (2013/14) 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	X	September and October PL days and staff meetings and grade 6 team on three days.
School Council	X	October 27th School Council Meeting, October 17th w School Council Chair.

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 17th, 2014 **Date**
School Council Chair Signature	October 17th, 2014 **Date**

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

Superintendent of Schools	December 9, 2014 **Date**