

ECOLE AIRDRIE MIDDLE SCHOOL

**2017-2018 Annual Report
November 2018**



MESSAGE FROM SCHOOL PRINCIPAL

The 2017-18 school year marked Ecole Airdrie Middle School's full implementation of the four pillars of the United Nations Education, Science and Cultural Organization (UNESCO). We had been working toward full accreditation as a UNESCO school for several years, and after receiving our official standing, we set about finding multiple ways to bring the UNESCO values to life. The pillars became visible throughout the school: Learning to Be, Learning to Do, Learning to Learn and Learning to Live Together. We engaged parents, students and staff to define the values to fit our middle school setting. We created a video of our work and showcased it to the RVS Board of Trustees. Once this work was compiled, we began presenting cards to students monthly in which the teacher documented the evidence of how the student had modeled the Falcon Values.

Why was this important? The UNESCO pillars were foundational in creating the Alberta Education 21st Century competencies. The alignment of the UNESCO pillars is evident both with these competencies and with the RVS Vision statement: *"We engage all learners through meaningful and challenging experiences, preparing them to understand, adapt and successfully contribute to our changing global community"*. An increasing number of struggles with cyber citizenship, mental health issues, students navigating their own gender identities, and the continuing issues of separation divorce and loss informed us that students needed a new model and increased attention on all that goes into a healthy school experience. We developed our understanding of the four UNESCO pillars to reflect to students healthy attitudes towards themselves, their learning, their environment, and healthy relationships with others. Our plan for the coming years is to further refine our understanding and communication of the UNESCO pillars, continuing with monthly card presentations to students, promotion of UNESCO values in our school assemblies, and postings to our school's Facebook page.

UNESCO recognizes the importance of acquisition of foundational skills of literacy and numeracy in order to succeed in the global community through the Learning to Do pillar. In literacy, we developed common assessments of student writing throughout the grades, reviewed and replaced novel studies, and began our study of Writers' Workshop. We co-sponsored a professional learning session with George McDougall High School, where we studied how to better teach literacy across the content areas of Science Social Studies and Math. In numeracy, we collected baseline data of our students' mastery of the basic facts. We worked to build on math fluency throughout the year. We implemented an assessment scheme that included complex problem solving. With the addition of funds from the Classroom Improvement Fund (CIF) initial year, we were able to purchase many materials to support literacy and numeracy. This fund also supported the hiring of an additional bilingual classroom assistant. In the coming years, we will be placing a significant focus on advancing numeracy skills in computations, fluency, communication and problem solving.

EAMS actively sought greater parental involvement in their child's education. In addition to the standing committee of School Council, EAMS invited parents to two Open House events. The feedback was favorable. In addition, EAMS structured a special evening for parents of students with IPPs to meet with teams of teachers to provide a meaningful

review of the IPP and to capture parental input. Many teachers found that parents were responding in greater numbers to the Remind App as opposed to asking them to look at our school website. Parents continued to support our school activities and events in great numbers. At each assembly, parent contributions were publicly recognized. In the coming years, we plan to continue to involve parents' active involvement in all areas of the school.

C. Ziegler,
Principal
Ecole Airdrie Middle School

OVERVIEW OF ACHIEVEMENTS

Goal One – Learners are successful.

Foundational skills: Literacy

EAMS students continued to demonstrate solid performance in tests of English reading and writing skills. A full 92.5% of students achieved the acceptable level of reading comprehension and 96.3% achieved the acceptable level in writing assessment on the PAT. In reading comprehension, 35.8% of students achieved excellence. We believe some of these gains may be attributed to our school-wide adoption of common approaches to writing and assessment of student writing. The common writing tasks are completed at all levels twice yearly at all grade levels and are scored according to commonly developed rubrics.

Foundational skills: Numeracy

EAMS made significant gains in gathering benchmark data on student mastery of foundational numeracy skills. Each trimester, teachers submitted the results of math facts mastery, and over time, there was significant improvement in student results. On the PAT, Math 6 Part A (computations without a calculator) 29.1% of students achieved excellence.

In the school-based summative assessments in May, Grade 7 and 8 students were required to complete a complex problem-solving task. This enhanced the students' ability to sustain focus and work through a multi-variable problem. We believe that this will set students up for success as they approach the higher levels of math.

Goal Two – Learners are engaged.

EAMS endeavors continuously to develop courses and activities that engage students and enhance excitement around learning. In 2017/18, we added studies of Agriculture, Travel and Tourism, Yoga, 3-D Printing, Recreational Leadership and Up-cycled clothing. Student leadership was re-configured to form the Falcon leaders. This group was a combination of the previous Student Council and Peer Support. These leaders embraced many activities supporting a positive climate in the school and improvements in our Airdrie community. The Learning Commons continued to operate as a Maker Space, and we developed our first STEAM projects. Mentorship class activities included 'Change Makers' where students designed and completed a project that would have a direct impact on the school or community. These projects required that the students actually complete the service without a focus on fundraising.

The Accountability Pillar reflects these engaging and innovative approaches through excellent results in Program of Studies (86.6% satisfaction), and high results in School Improvement (78.2% satisfaction).

Goal Three – Learners are supported.

EAMS continued to implement inclusionary practices in 2018/19, and during this year, student Individual Program Plans (IPPs) were developed by classroom teachers and supported by the learning support staff. A new structure to collaborate with parents was developed through the student led conferences held twice during the year. The ACOL 'Satisfaction with program access

measure' shows that our school is trending upward over the past four years, gaining over 10% in satisfaction from 2014- 2018.

EAMS made significant gains in supporting learners through parental involvement. Historically, there has been an active, committed School Council. Parents were recognized at each of our assemblies for their contributions to school events. We held two Open House days where parents were welcomed into the schools to see their children engaging in learning activities. In 2018, 83.7% of parents reported being satisfied with their level of involvement in their child's schooling. This is the highest result in recent years.

PRIORITY AREAS FOR FUTURE SCHOOL EDUCATION PLANS

Goal One – Learners are successful.

Learning to be Literate: A Common Understanding of Becoming Readers and Writers

Writing continues to be an area for focused improvement at EAMS. In English Language Arts (ELA) and French Language Arts (FLA), common writing tasks and common writing final assessments have been implemented and are being reviewed for effectiveness. Teachers in these areas are engaged in the creation, administration, and analysis of these benchmark assessments in both November and May with the use of a common rubric. This common understanding of writing provides continued focus for both teachers and students in the development of students as confident readers and writers. Vocabulary is a focus in teacher professional growth plans including the use of word walls and targeted vocabulary instruction across all curricular areas. Literacy support blocks are embedded into specific teachers' schedules to provide targeted support to help all students achieve success.

Learning to be Numerate: Changing Mindsets and Developing Deep Understanding

While 81% of parents surveyed were satisfied that their child was demonstrating numeracy skills appropriate to grade level, only 57% of students surveyed believe they can complete most of their math assignments with confidence. PAT results, while similar to last year's results reveal that some student misconceptions go deeper than grade 6 concepts and are related to foundational concepts from previous grades. To address this, EAMS will expand the plan for numeracy improvement to include not only an assessment of basic fact fluency, but also the administration of a bilingual Edmonton Public Math Assessment at each grade level (including grade-appropriate assessments for students below grade level). Teachers will engage in an item analysis to determine individual and group misconceptions about math concepts to inform future instruction and measure student growth and retention of knowledge from year to year. Professional learning will be designed around the RVS Numeracy Framework with focus on fluency, formative assessment, problem-solving, reasoning, differentiation and mathematical mindsets. Professional learning days will include support from math specialist Rosalind Carson and teachers will participate in professional learning opportunities offered by the divisional Numeracy Specialists. Common complex problem-solving assessments will be reviewed and improved for the second year of implementation. As teachers develop stronger math teaching practice and become more aware of individual student misconceptions, students will become more confident in their ability to learn math. Additional teacher support is embedded into the schedule to provide targeted numeracy assistance.

Learning to be a Learner: Developing for the 21st Century

Teaching students to learn how to learn is a priority at EAMS. All students need to work towards developing competencies for the 21st Century. This will be embedded within curricular courses and Mentorship classes. Teachers will speak to and assess 21st Century competencies more explicitly and provide opportunities for students to both develop and demonstrate these competencies. Programs focused on student ownership such as Accountability and Study Skills options will continue while exploring other areas for 21st Century skill development is a priority going forward.

Goal Two – Learners are engaged.

Learning to Connect: Engagement, Experience, and Intention

Student engagement continues to be an area of focus for EAMS. In 2018/2019, EAMS continues to explore ways to engage students in their learning, connect students with their learning environment, and involve students in the design their learning experience. The Learning Commons provides makerspace materials that continue to be more accessible and are increasingly utilized in a variety of content areas. With the help of passionate teachers who design unique learning experiences through design cohorts, STEAM continues to be a focus in our school including a weekly STEAM Team. Students have opportunities to engage with their community through Mentorship volunteer opportunities to the Calgary Drop In Centre. Course offerings continue to expand to provide students opportunity to connect with their passions. Option courses such as Agriculture, Travel and Tourism, Yoga, 3-D Printing, and Recreational Leadership are in their second year of development and include a variety of field trips and other hands on experiences. The Kiosk option continues to provide opportunities for students to acquire business, financial, and numeracy skills in a unique hands-on environment with real financial consequences. New GarageBand, Coding, and Global Hockey Academy options provide increased opportunity for students to pursue learning in areas of passion while learning valuable technological or leadership skills.

EAMS continues to value the engagement of learners in goal-setting including the use of dynamic portfolios and exploration of digital platforms such as My Blueprint. Parental engagement is crucial to helping students be engaged in their learning. Communication through Facebook, Twitter, School Website, PowerSchool and other avenues help to keep parents informed and engaged in their child's learning. 3-Way Conferences, IPP meetings, and the continued development of Open House provide parents with a window into their child's learning and engage as partners in goal-setting. Volunteer opportunities continue to be encouraged and expanded as ways for parents to become engaged and involved in the learning at EAMS.

Goal Three – Learners are supported.

We Are All Falcons: Continued Development of a Safe and Caring School Environment

Creating a safe and caring school environment continues to be essential to supporting student learning. While survey results are slowly improving, continued development of initiatives should result in future growth in this area. The Mentorship program, revised last year, continues to evolve into a dynamic integration of student skills, health, and character education. A student citizenship model, based on UNESCO's 4 pillars was implemented part-way through the 2017-18 school year and is central to creating a common understanding of citizenship at EAMS. Falcon Values cards that recognize student citizenship were implemented part-way through last year and create a common language among staff and students that is currently being revised. Falcon Leaders, a combination of peer support and student council, is now in its second year and is becoming an active leadership group within the school. Guest speakers have been booked to speak on safe and caring environments aligned with the UNESCO pillar, "Learning to Live Together".

Learning To Be Well: Health and Wellness

Wellness is an essential component to success for students and it continues to be a priority at EAMS. Various health and wellness topics will be integrated into the Mentorship Program through teacher lessons, guest speakers, and peer supports. The Child Development Advisor will continue

to provide a wide variety of programs and supports related to health and wellness. A Gay-Straight Alliance (GSA), run by the CDA, continues to be well-attended on a weekly basis. Continued partnerships will help to provide food for students when needed. In March, a Health Fair will be organized to engage students in learning about physical, emotional, mental, and spiritual health. This will include community partnerships to enhance learning about health and wellness.

Supporting All Students For Success

Ensuring that learning is accessible, individualized, and challenging continues to be a priority at EAMS. At the start of the year, teachers engaged in file reviews of students and continued learning related to IPPs and the Dossier IPP platform. Teachers provide targeted in-class support through embedded literacy and numeracy blocks. Educational assistants provide support to students both inside the classroom and in flexible small group settings. The learning support team was restructured to include a specific French Immersion learning support teacher. Classroom improvement funds were used to hire a bilingual learning assistant. Teachers will continue to use background information, data, pre-assessments, and classroom observations to inform differentiated curriculum for all students. Enrichment is an area of focus including offering the Odyssey of the Mind program. School Learning Support Group will continue to use embedded time to meet regularly to identify and prioritize needs, explore solutions, and partner with RVS supports and specialists to ensure each student is moving towards success. At EAMS the Child Development Advisor will continue to be an important asset who provides a variety of programs to support to students' social, emotional, organizational, and learning needs.

Rocky View Schools Accountability Pillar 2017/18 EAMS

Goal	Outcome	École Airdrie Middle			Rocky View Schools			Measure Evaluation		
		Current	Previous Year	3 Year Average	Current	Previous Year	3 Year Average	Achievement	Improvement	Overall
Goal One: Learners are successful	Learners are literate and numerate	69.27%	75.10%	71.63%	74.98%	74.76%	74.28%	Low	Significant Decline	Concern
	Learners build 21- Century competencies (skills & knowledge)	73.76%	73.92%	74.96%	78.85%	78.11%	78.22%	Very Low	Not Significant	Issue
	Learners take ownership of their learning	78.68%	79.56%	78.43%	80.05%	80.59%	79.88%	Intermediate	Not Significant	Acceptable
Goal Two: Learners are engaged	Real-world, hands-on learning experiences engage learners	70.96%	71.17%	71.91%	77.74%	78.01%	77.68%	Very Low	Not Significant	Issue
	Innovation and effective practices enrich learning	66.79%	66.59%	68.11%	71.74%	72.37%	72.52%	Very Low	Not Significant	Issue
	Partnerships enhance and fuel learning	76.76%	75.85%	77.50%	78.78%	78.34%	78.49%	Low	Not Significant	Issue
Goal Three: Learners are supported	Learners feel well, safe, valued and respected	70.54%	76.07%	75.05%	79.23%	78.97%	79.25%	Very Low	Significant Decline	Concern
	Learning is accessible, individualized, and challenging	65.25%	71.22%	69.69%	71.09%	70.87%	70.94%	Very Low	Significant Decline	Concern
	Student-centered decisions propel achievement	64.01%	68.28%	67.41%	72.81%	72.69%	72.72%	Very Low	Not Significant	Issue

RVS STUDENT SURVEY – COMPARATIVE RESULTS BY YEAR

		2017/18		2016/17		2015/16	
		Ecole Airdrie Middle	Other Rocky View Schools	Ecole Airdrie Middle	Other Rocky View Schools	Ecole Airdrie Middle	Other Rocky View Schools
1. I feel welcome at school.	Disagree	11%	8%	8%	7%	8%	6%
	Undecided	13%	10%	13%	10%	11%	10%
	Agree	76%	82%	79%	83%	81%	84%
2. Teachers help me when I need it.	Disagree	10%	7%	8%	7%	9%	7%
	Undecided	14%	10%	17%	11%	12%	11%
	Agree	76%	82%	74%	82%	79%	82%
3. Students care about each other at my school.	Disagree	29%	24%	23%	23%	22%	21%
	Undecided	29%	26%	35%	27%	38%	27%
	Agree	42%	49%	42%	50%	40%	52%
4. The staff at my school cares about me.	Disagree	10%	8%	9%	8%	11%	8%
	Undecided	20%	16%	22%	16%	18%	17%
	Agree	70%	75%	69%	76%	71%	76%
5. I feel safe at school.	Disagree	14%	9%	10%	9%	10%	8%
	Undecided	19%	13%	19%	12%	12%	12%
	Agree	67%	77%	71%	79%	79%	80%
6. I am treated fairly by adults in the school.	Disagree	12%	12%	12%	12%	13%	12%
	Undecided	16%	14%	16%	14%	13%	15%
	Agree	72%	74%	71%	74%	74%	73%
7. Students and adults show respect for each other at this school.	Disagree	18%	17%	17%	16%	15%	14%
	Undecided	20%	21%	32%	21%	25%	23%
	Agree	62%	62%	52%	63%	60%	63%
8. I have access to quality technology to support my learning.	Disagree	10%	6%	8%	7%	7%	6%
	Undecided	10%	7%	9%	8%	9%	8%
	Agree	81%	87%	83%	85%	83%	86%
9. The use of technologies at school helps me do my school work better.	Disagree	7%	7%	5%	7%	9%	7%
	Undecided	15%	12%	17%	12%	15%	13%
	Agree	78%	82%	78%	82%	76%	81%
10. Teachers make my class interesting.	Disagree	16%	16%	20%	17%	18%	17%
	Undecided	19%	19%	24%	18%	23%	19%
	Agree	65%	65%	56%	65%	59%	64%
11. I am learning the skills I will need when I leave school.	Disagree	17%	18%	17%	16%	13%	16%
	Undecided	21%	18%	22%	18%	23%	19%
	Agree	61%	65%	62%	65%	64%	65%
12. I can understand the language arts assignments my teachers provide me.	Disagree	8%	9%	5%	9%	7%	9%
	Undecided	13%	13%	14%	14%	14%	14%
	Agree	80%	78%	81%	78%	79%	78%

		2017/18		2016/17		2015/16	
		Ecole Airdrie Middle	Other Rocky View Schools	Ecole Airdrie Middle	Other Rocky View Schools	Ecole Airdrie Middle	Other Rocky View Schools
13. I can complete most of my math assignments with confidence.	Disagree	22%	16%	22%	16%	12%	14%
	Undecided	21%	14%	16%	14%	14%	15%
	Agree	57%	70%	62%	70%	74%	71%
14. Teachers use a variety of ways to help me learn.	Disagree	14%	13%	16%	13%	14%	12%
	Undecided	19%	15%	22%	16%	21%	17%
	Agree	67%	72%	62%	71%	65%	71%
15. I understand how my teacher determines my marks.	Disagree	13%	13%	11%	13%	12%	12%
	Undecided	19%	16%	23%	16%	22%	18%
	Agree	69%	71%	66%	71%	66%	70%
16. I get enough information and feel involved in on how my marks are calculated/worked out.	Disagree	16%	14%	14%	14%	12%	13%
	Undecided	18%	19%	25%	19%	21%	19%
	Agree	66%	67%	61%	67%	67%	68%
17. When teachers assess my work they give me the feedback I need to help me improve.	Disagree	22%	14%	21%	14%	18%	13%
	Undecided	18%	16%	26%	16%	18%	16%
	Agree	60%	70%	52%	70%	63%	70%
18. School staff is helping me to be a better citizen.	Disagree	17%	15%	17%	16%	13%	15%
	Undecided	27%	22%	30%	22%	24%	23%
	Agree	56%	62%	53%	62%	63%	63%
19. I am confident I can succeed in school.	Disagree	14%	9%	11%	9%	9%	9%
	Undecided	14%	13%	16%	12%	16%	12%
	Agree	72%	78%	73%	79%	75%	79%
20. I take responsibility for my learning.	Disagree	4%	4%	2%	4%	3%	4%
	Undecided	12%	9%	12%	8%	12%	8%
	Agree	84%	87%	86%	88%	85%	88%
21. The school helps me to do my very best.	Disagree	19%	12%	13%	12%	10%	12%
	Undecided	21%	19%	28%	18%	22%	18%
	Agree	60%	69%	59%	70%	68%	70%
22. My teacher is helping me to learn 21st C Competencies (i.e., critical thinking, problem solving, innovation, etc.)	Disagree	11%	12%	14%	12%	12%	11%
	Undecided	24%	19%	28%	19%	27%	20%
	Agree	65%	68%	58%	69%	62%	69%
23. My teacher(s) uses real-life, meaningful examples to help me learn.	Disagree	11%	12%	16%	12%	9%	12%
	Undecided	17%	14%	21%	14%	17%	15%
	Agree	72%	73%	63%	74%	74%	73%
24. I enjoy learning at schools.	Disagree	27%	22%	23%	20%	19%	20%
	Undecided	20%	19%	24%	19%	22%	19%
	Agree	52%	60%	53%	61%	59%	61%

		2017/18		2016/17		2015/16	
		Ecole Airdrie Middle	Other Rocky View Schools	Ecole Airdrie Middle	Other Rocky View Schools	Ecole Airdrie Middle	Other Rocky View Schools
25. My teacher(s) inspires me to learn.	Disagree	21%	18%	20%	18%	19%	18%
	Undecided	24%	20%	28%	21%	23%	22%
	Agree	55%	61%	53%	61%	58%	61%
26. I am happy to go to school.	Disagree	29%	25%	25%	23%	23%	22%
	Undecided	18%	20%	28%	20%	21%	20%
	Agree	53%	55%	47%	56%	56%	58%
27. My school teaches me how to live a balanced, healthy lifestyle.	Disagree	18%	18%	20%	18%	14%	17%
	Undecided	26%	19%	29%	19%	25%	20%
	Agree	57%	63%	51%	63%	61%	63%
28. I feel I have a voice in my education.	Disagree	30%	22%	27%	22%	20%	21%
	Undecided	18%	19%	23%	20%	22%	20%
	Agree	53%	58%	49%	58%	58%	59%
29. I feel safe on the school bus.	Disagree	20%	17%	19%	16%	18%	14%
	Undecided	20%	19%	17%	18%	19%	18%
	Agree	61%	64%	65%	66%	63%	68%
30. Students on my bus show respect for each other.	Disagree	52%	38%	44%	36%	40%	36%
	Undecided	24%	25%	28%	24%	29%	24%
	Agree	24%	37%	28%	40%	31%	39%
31. Discipline and rules on the bus are fair.	Disagree	29%	18%	22%	18%	19%	17%
	Undecided	20%	20%	17%	18%	20%	19%
	Agree	51%	62%	62%	64%	61%	64%
32. (Grade 8-12 only) I know how to access information regarding university and other post-secondary education.	Disagree	39%	24%	33%	24%	28%	23%
	Undecided	25%	16%	23%	17%	23%	17%
	Agree	36%	60%	44%	59%	50%	60%
33. (Grade 8-12 only) My school helps me plan for my future after I leave school.	Disagree	35%	25%	25%	28%	32%	24%
	Undecided	18%	21%	27%	19%	29%	20%
	Agree	47%	54%	48%	53%	39%	56%
34. (Grade 8-12 only) I have sufficient opportunities to be involved in decisions that affect student life.	Disagree	22%	19%	14%	21%	23%	17%
	Undecided	25%	21%	36%	20%	27%	21%
	Agree	53%	60%	50%	60%	50%	62%

Areas of Strength:

- Students feel teachers are helpful
- Improving respect between adults and students
- Teachers make class interesting (improved results)
- I understand how teacher determines my mark (improved from last year)
- Feedback/formative assessment (improved from last year)
- Real-life examples (improved from last year)

Future Priorities:

- Student need to build confidence in math assignment completion
- Career focus, plans beyond schooling. Consider implementing 'my blueprint' student portfolios

RVS PARENT SURVEY – COMPARATIVE RESULTS BY YEAR

		2017/18		2016/17		2015/16	
		Ecole Airdrie Middle	Other Rocky View Schools	Ecole Airdrie Middle	Other Rocky View Schools	Ecole Airdrie Middle	Other Rocky View Schools
1. with the way you are welcomed when you visit your child's school?	Dissatisfied	14%	5%	18%	6%	19%	5%
	Undecided	13%	5%	14%	5%	2%	6%
	Satisfied	73%	90%	68%	89%	79%	90%
2. with the opportunities you have to be involved in school decision-making that affects your child?	Dissatisfied	11%	9%	13%	11%	14%	10%
	Undecided	24%	18%	26%	19%	14%	18%
	Satisfied	65%	73%	62%	71%	72%	72%
3. that staff at your child's school builds positive relationships with parents?	Dissatisfied	23%	9%	17%	10%	13%	11%
	Undecided	21%	10%	16%	10%	16%	10%
	Satisfied	56%	82%	68%	79%	71%	79%
4. with the way the school keeps you informed about your child's progress and achievement?	Dissatisfied	14%	14%	18%	16%	14%	15%
	Undecided	14%	10%	15%	11%	9%	10%
	Satisfied	71%	76%	67%	74%	77%	75%
5. that your child is demonstrating reading and writing skills appropriate to his/her grade level?	Dissatisfied	18%	10%	18%	10%	16%	10%
	Undecided	10%	8%	5%	8%	4%	9%
	Satisfied	73%	82%	77%	82%	80%	81%
6. that your child is demonstrating numeracy skills appropriate to his/her grade level?	Dissatisfied	10%	10%	14%	10%	15%	9%
	Undecided	10%	8%	10%	7%	2%	9%
	Satisfied	81%	82%	76%	83%	82%	82%
7. that your child is interested in learning?	Dissatisfied	17%	10%	19%	10%	14%	10%
	Undecided	11%	9%	10%	8%	9%	9%
	Satisfied	71%	82%	71%	82%	76%	82%
8. with the safety of the school environment?	Dissatisfied	11%	7%	5%	7%	6%	7%
	Undecided	16%	8%	10%	8%	11%	8%
	Satisfied	73%	85%	85%	85%	84%	85%
9. that there is a caring atmosphere at the school?	Dissatisfied	21%	7%	16%	8%	14%	8%
	Undecided	17%	9%	14%	9%	11%	10%
	Satisfied	62%	84%	70%	83%	75%	82%
10. that respectful relationships are encouraged amongst all staff and students?	Dissatisfied	17%	8%	13%	9%	14%	8%
	Undecided	17%	9%	15%	8%	5%	9%
	Satisfied	65%	84%	72%	83%	81%	83%
11. that your child is treated fairly by adults at the school?	Dissatisfied	16%	7%	10%	8%	15%	7%
	Undecided	17%	8%	10%	9%	5%	10%
	Satisfied	67%	85%	79%	83%	80%	83%

		2017/18		2016/17		2015/16	
		Ecole Airdrie Middle	Other Rocky View Schools	Ecole Airdrie Middle	Other Rocky View Schools	Ecole Airdrie Middle	Other Rocky View Schools
12. that your child is learning 21st C Competencies (i.e., critical thinking, problem solving, innovation, etc.)?	Dissatisfied	16%	6%	12%	7%	11%	7%
	Undecided	19%	13%	22%	15%	12%	15%
	Satisfied	65%	81%	66%	78%	77%	78%
13. that your child enjoys learning at school?	Dissatisfied	23%	10%	18%	10%	14%	10%
	Undecided	13%	9%	14%	8%	11%	9%
	Satisfied	65%	81%	67%	81%	75%	81%
14. that the school staff is helping your child to become a good citizen?	Dissatisfied	8%	5%	7%	6%	6%	5%
	Undecided	23%	10%	18%	10%	11%	11%
	Satisfied	69%	85%	76%	84%	83%	84%
15. that staff at your child's school builds partnerships with the community?	Dissatisfied	6%	5%	11%	6%	8%	5%
	Undecided	34%	21%	31%	22%	20%	19%
	Satisfied	60%	74%	59%	72%	71%	76%
16. that the needs of learners drive decision-making at your child's school?	Dissatisfied	16%	10%	18%	11%	13%	11%
	Undecided	33%	23%	33%	23%	30%	21%
	Satisfied	51%	67%	49%	66%	56%	68%
17. that schools shows your child how to live a balanced, healthy lifestyle?	Dissatisfied	19%	7%	16%	8%	12%	8%
	Undecided	23%	17%	26%	18%	18%	16%
	Satisfied	58%	76%	58%	74%	70%	76%
18. that the feedback your child gets from his/her teachers helps him/her improve?	Dissatisfied	16%	11%	18%	12%	22%	12%
	Undecided	25%	12%	25%	13%	12%	13%
	Satisfied	59%	76%	57%	75%	66%	75%
19. that your child has access to instruction that meets his/her needs?	Dissatisfied	15%	12%	14%	12%	17%	12%
	Undecided	24%	11%	18%	11%	14%	11%
	Satisfied	61%	77%	67%	77%	69%	77%
20. that your child takes responsibility for his/her learning?	Dissatisfied	13%	8%	16%	8%	10%	8%
	Undecided	8%	13%	17%	12%	7%	12%
	Satisfied	79%	79%	67%	80%	83%	80%
21. that teachers use a variety of ways to help your child learn?	Dissatisfied	13%	9%	18%	10%	13%	10%
	Undecided	29%	13%	25%	13%	13%	14%
	Satisfied	58%	78%	57%	77%	73%	77%
22. that your child's teacher(s) inspires him/her to learn?	Dissatisfied	15%	10%	16%	11%	15%	11%
	Undecided	23%	12%	29%	13%	17%	13%
	Satisfied	63%	78%	55%	76%	68%	76%
23. that your child is meeting the goals established in his or her Individual Program Plan (I.P.P.)?	Dissatisfied	14%	11%	15%	13%	15%	12%
	Undecided	50%	23%	45%	23%	17%	21%
	Satisfied	36%	66%	39%	64%	68%	67%

Areas of Strength:

- Students are taking responsibility for their learning

Future Priorities:

Parent:

- Increase completion of parent survey
- School safety; caring atmosphere, respectful relationships
- Continue working on collaborative IPP/Individualized Programming

RVS STAFF SURVEY – COMPARATIVE RESULTS BY YEAR

		2017/18		2016/17		2015/16	
		Ecole Airdrie Middle	Other Rocky View Schools	Ecole Airdrie Middle	Other Rocky View Schools	Ecole Airdrie Middle	Other Rocky View Schools
1. that you feel a part of a learning community at your school / workplace?	Dissatisfied	13%	8%		7%	7%	6%
	Undecided	10%	7%	3%	7%	7%	7%
	Satisfied	77%	86%	97%	86%	86%	87%
2. with the opportunities you have to be involved in school / workplace decision-making?	Dissatisfied	26%	14%	3%	13%	7%	12%
	Undecided	19%	12%	6%	12%	7%	14%
	Satisfied	55%	74%	91%	75%	86%	74%
3. with the safety of the school / workplace environment?	Dissatisfied	3%	4%		4%	2%	3%
	Undecided	3%	6%	3%	4%	2%	4%
	Satisfied	94%	91%	97%	92%	95%	94%
4. that there is a caring atmosphere at the school / workplace?	Dissatisfied	10%	7%		8%		4%
	Undecided	7%	6%		6%	7%	7%
	Satisfied	83%	87%	100%	86%	93%	88%
5. that respectful relationships are encouraged amongst all staff and/or students?	Dissatisfied	13%	8%		8%	2%	7%
	Undecided	10%	7%	3%	6%	5%	7%
	Satisfied	77%	86%	97%	85%	93%	87%
6. with the quality of professional learning opportunities in RVS?	Dissatisfied	10%	11%	3%	8%	5%	9%
	Undecided	3%	12%		10%	10%	12%
	Satisfied	87%	78%	97%	82%	86%	79%
7. that the technologies available in your school / workplace meets 21st Century standards?	Dissatisfied	16%	9%	9%	9%	12%	12%
	Undecided		7%		6%	7%	9%
	Satisfied	84%	83%	91%	85%	81%	80%
8. that your school/site is a good place to work?	Dissatisfied	6%	6%		6%	2%	4%
	Undecided	6%	5%		7%	5%	6%
	Satisfied	87%	89%	100%	87%	93%	90%
9. with the involvement of parents within the school community?	Dissatisfied	4%	12%		10%	3%	10%
	Undecided	4%	16%	17%	13%	8%	15%
	Satisfied	93%	73%	83%	77%	90%	75%
10. that the needs of learners drive decision-making at the this school?	Dissatisfied	14%	9%	3%	10%	8%	8%
	Undecided	14%	12%	3%	11%	8%	13%
	Satisfied	71%	79%	93%	79%	85%	79%
11. that students are treated fairly by adults at the school?	Dissatisfied	4%	2%		3%	3%	1%
	Undecided	11%	3%	7%	3%		4%
	Satisfied	86%	95%	93%	94%	98%	94%
12. that the school staff is helping students to become good citizens?	Dissatisfied		3%		3%	5%	2%
	Undecided	7%	5%	3%	5%	3%	5%
	Satisfied	93%	93%	97%	91%	93%	92%

		2017/18		2016/17		2015/16	
		Ecole Airdrie Middle	Other Rocky View Schools	Ecole Airdrie Middle	Other Rocky View Schools	Ecole Airdrie Middle	Other Rocky View Schools
13. that students enjoy learning at school?	Dissatisfied	7%	3%		3%	5%	3%
	Undecided	7%	8%	10%	7%	5%	8%
	Satisfied	86%	89%	90%	90%	90%	90%
14. with the resources and supports provided by the jurisdiction to assist schools in meeting student needs?	Dissatisfied	26%	24%	14%	21%	18%	20%
	Undecided	30%	16%	18%	15%	15%	16%
	Satisfied	44%	59%	68%	64%	67%	64%
15. that students have access to instruction that meets their needs?	Dissatisfied	18%	8%	3%	10%	15%	9%
	Undecided	7%	10%	7%	8%	8%	10%
	Satisfied	75%	82%	90%	82%	77%	81%
16. that staff at your school builds positive relationships with parents?	Dissatisfied	4%	2%		2%	3%	1%
	Undecided	11%	7%		7%	3%	8%
	Satisfied	86%	91%	100%	91%	95%	91%
17. that staff at your school builds partnerships with the community?	Dissatisfied	4%	3%		3%	3%	3%
	Undecided	7%	10%	3%	12%	10%	11%
	Satisfied	89%	86%	97%	84%	88%	86%
18. that schools teach students how to live a balanced, healthy lifestyle?	Dissatisfied	7%	5%		5%	3%	5%
	Undecided	7%	11%	7%	11%	8%	12%
	Satisfied	86%	84%	93%	83%	90%	83%
19. that the school has a student-centered focus?	Dissatisfied	4%	4%		4%		2%
	Undecided	11%	6%	3%	6%	5%	7%
	Satisfied	86%	90%	97%	90%	95%	91%
20. that students take responsibility for their learning?	Dissatisfied	25%	19%	14%	19%	33%	20%
	Undecided	18%	17%	21%	17%	15%	18%
	Satisfied	57%	64%	66%	64%	51%	62%
21. with the involvement of parents in their child's education?	Dissatisfied	5%	16%	10%	14%	14%	16%
	Undecided	5%	14%	15%	12%	10%	15%
	Satisfied	90%	70%	75%	74%	76%	69%
22. with the support students receive through RVS' learning specialists and support services, if required?	Dissatisfied	20%	22%	15%	22%	17%	22%
	Undecided	20%	15%	10%	14%	10%	15%
	Satisfied	60%	63%	75%	63%	72%	64%
23. that you understand the elements of inquiry and project-based learning?	Dissatisfied		3%		2%	3%	3%
	Undecided	5%	5%		5%	7%	7%
	Satisfied	95%	93%	100%	93%	90%	90%
24. that student assessment information is used to help improve instruction?	Dissatisfied		3%		3%	3%	3%
	Undecided	5%	7%		6%	10%	10%
	Satisfied	95%	90%	100%	92%	86%	87%
25. that students are demonstrating literacy skills appropriate to their grade level?	Dissatisfied	30%	17%	15%	19%	34%	20%
	Undecided	5%	11%	10%	11%	7%	14%
	Satisfied	65%	72%	75%	70%	59%	65%

		2017/18		2016/17		2015/16	
		Ecole Airdrie Middle	Other Rocky View Schools	Ecole Airdrie Middle	Other Rocky View Schools	Ecole Airdrie Middle	Other Rocky View Schools
26. that students are demonstrating numeracy skills appropriate to their grade level?	Dissatisfied	30%	17%	5%	19%	31%	20%
	Undecided	10%	16%	15%	15%	21%	19%
	Satisfied	60%	67%	80%	66%	48%	62%
27. that student assessment information is used to help improve student performance?	Dissatisfied		3%		4%	3%	5%
	Undecided	5%	9%		8%	7%	11%
	Satisfied	95%	88%	100%	89%	90%	84%
28. that students are learning 21st C Competencies (i.e., critical thinking, problem solving, innovation, etc.)?	Dissatisfied		5%		6%	3%	7%
	Undecided	5%	10%	5%	9%	10%	12%
	Satisfied	95%	85%	95%	85%	86%	80%
29. that students with special needs are meeting their IPP goals?	Dissatisfied	5%	12%	5%	11%	14%	12%
	Undecided	10%	18%	5%	18%	14%	19%
	Satisfied	85%	71%	90%	71%	72%	69%
30. that student assessment information is used to help inform instruction?	Dissatisfied		2%		3%	7%	4%
	Undecided	5%	8%		7%	3%	9%
	Satisfied	95%	90%	100%	90%	90%	88%
31. that you use inquiry-based or project-based learning to facilitate inter-disciplinary practices?	Dissatisfied		4%		4%	3%	5%
	Undecided	10%	11%	10%	10%	24%	14%
	Satisfied	90%	85%	90%	86%	72%	81%
32. with the support students receive through community agencies, if required?	Dissatisfied		9%		12%	3%	10%
	Undecided	25%	25%	5%	23%	24%	26%
	Satisfied	75%	65%	95%	65%	72%	63%

Areas of Strength:

- Parent Involvement
- Community Partnerships

Future Priorities:

- Staff Involvement in decision-making
- Greater support for teachers in meeting Learners' Needs
- Literacy and Numeracy

ALBERTA EDUCATION ACCOUNTABILITY PILLAR OVERALL SUMMARY

Accountability Pillar Overall Summary
Annual Education Results Reports -
Oct 2018 School: 5202 Ecole Airdrie
Middle School



Measure Category	Measure	Ecole Airdrie Middle School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	80.2	78.6	81.6	89.0	89.5	89.4	Low	Maintained	Issue
Student Learning Opportunities	Program of Studies	86.6	79.0	83.2	81.8	81.9	81.7	Very High	Maintained	Excellent
	Education Quality	85.3	81.3	82.6	90.0	90.1	89.9	Intermediate	Maintained	Acceptable
	Drop Out Rate	*	*	n/a	2.3	3.0	3.3	*	*	*
	High School Completion Rate (3 yr)	n/a	n/a	n/a	78.0	78.0	77.0	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	76.1	82.9	80.9	73.6	73.4	73.3	Intermediate	Maintained	Acceptable
	PAT: Excellence	8.7	13.7	14.5	19.9	19.5	19.2	Very Low	Declined	Concern
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.7	83.0	83.0	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24.2	22.2	21.7	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	55.7	54.9	54.7	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	63.4	62.3	61.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	58.7	57.9	59.0	n/a	n/a	n/a
	Work Preparation	74.1	70.5	72.5	82.4	82.7	82.4	Intermediate	Maintained	Acceptable
	Citizenship	78.7	72.1	73.6	83.0	83.7	83.7	High	Improved	Good
	Parental Involvement	83.7	69.4	74.5	81.2	81.2	81.0	Very High	Improved	Excellent
Continuous Improvement	School Improvement	78.2	64.8	68.1	80.3	81.4	80.7	High	Improved Significantly	Good

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
- Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
- 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 (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
- 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, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
- Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
- Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event. 10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
- Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available. 12. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

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											
	2013/14		2014/15		2015/16		2016/17		2017/18		Target
	School	Prov	School	Prov	School	Prov	School	Prov	School	Prov	2018/19
Safe and Caring Schools	88.5	88.6	81.5	89.0	84.7	89.5	78.6	89.5	80.2	89.0	85
Program of Studies	87.94	80.7	81.7	81.5	88.9	81.9	79.0	81.9	86.6	81.8	85
Education Quality	86.6	89.4	82.8	89.8	83.7	90.1	81.3	90.1	85.3	90.0	85
Access to Services	49.6	71.6*	56.1	71.7*	58.7	72.7*	62.5	73.2*	61.3	72.8*	65
Work Preparation	69.0	79.7	69.2	80.3	77.9	82.6	70.5	82.7	74.1	82.4	75
Citizenship	84.1	82.5	72.0	83.4	76.8	83.9	72.1	83.7	78.7	83.0	80
Parental Involvement	69.1	79.7	73.4	80.3	80.6	80.9	69.4	81.2	83.7	81.2	80
School Improvement	80.4	80.0	67.0	80.6	72.5	81.2	64.8	81.4	78.2	80.3	80
Professional Learning	67.9	81.0*	88.8	82.4*	80.7	83.9*	96.9	84.5*	88.9	84.2*	85

*Found under ACOL Measure in APORI Report

Areas of Strength:

- Program of Studies
- Parental Involvement
- Professional Learning

Future Priorities:

- Access to Services
- Work Preparation
- Safe and Caring
- Citizenship
- School Improvement

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:											
	2013/14		2014/15		2015/16		2016/17		2017/18		2018/19 Target
	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	
L.A. GRADE 6:											
Acceptable Standard:	94.4	81.9	92.3	82.8	87.3	82.9	94.8	82.5	89.3	83.5	89
Standard of Excellence:	16.0	17.6	23.7	19.5	17.2	20.4	15.7	18.9	12.1	17.9	15

PROVINCIAL RESULTS LANGUAGE ARTS FRENCH IMMERSION:											
	2013/14		2014/15		2015/16		2016/17		2017/18		2018/19 Target
	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	
L.A. GRADE 6 FI:											
Acceptable Standard:	84.8	88.0	82.8	87.5	80.0	87.7	84.1	85.1	73.2	85.2	80
Standard of Excellence:	15.2	15.6	13.8	13.6	7.7	14.2	7.3	13.5	1.2	12.3	10

PROVINCIAL RESULTS MATHEMATICS:											
	2013/14		2014/15		2015/16		2016/17		2017/18		2018/19 Target
	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	
MATH GRADE 6:											
Acceptable Standard:	80.8	73.5	76.9	73.3	73.1	72.2	73.9	69.4	65.5	79.5	75
Standard of Excellence:	7.2	15.4	10.9	14.1	6.0	14.0	6.5	12.6	1.8	15.0	10

PROVINCIAL RESULTS MATHEMATICS FRENCH IMMERSION:											
	2013/14		2014/15		2015/16		2016/17		2017/18		2018/19 Target
	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	
MATH GRADE 6 FI:											
Acceptable Standard:	83.1	83.9	81.6	82.4	76.6	82.0	75.3	80.8	70.4	86.9	75
Standard of Excellence:	6.2	16.7	11.5	17.9	4.7	16.8	4.9	16.2	2.5	19.7	10

**PROVINCIAL RESULTS
SCIENCE:**

	2013/14		2014/15		2015/16		2016/17		2017/18		2018/19 Target
	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	
SCIENCE GRADE 6:											
Acceptable Standard:	88.8	75.9	81.4	76.3	79.1	78.0	85.6	76.9	85.7	86.8	85
Standard of Excellence:	22.4	24.9	17.9	25.3	19.4	27.1	20.9	29.0	23.2	34.5	25

PROVINCIAL RESULTS SCIENCE FRENCH IMMERSION:

	2013/14		2014/15		2015/16		2016/17		2017/18		2018/19 Target
	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	
SCIENCE GR. 6 FI:											
Acceptable Standard:	86.2	82.7	82.8	80.3	75.0	83.8	85.2	81.5	76.5	85.6	80
Standard of Excellence:	7.7	19.4	11.5	18.4	7.8	19.1	8.6	21.9	8.6	23.3	15

PROVINCIAL RESULTS SOCIAL STUDIES:

	2013/14		2014/15		2015/16		2016/17		2017/18		2018/19 Target
	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	
SOCIAL GRADE 6:											
Acceptable Standard:	80.0	70.4	73.1	69.8	74.6	71.4	76.5	72.9	78.9	83.1	80
Standard of Excellence:	11.2	16.6	14.7	18.1	13.4	22.0	15.0	21.7	14.0	26.3	20

PROVINCIAL RESULTS SOCIAL STUDIES FRENCH IMMERSION:

	2013/14		2014/15		2015/16		2016/17		2017/18		2018/19 Target
	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	
SOCIAL GRADE 6 FI:											
Acceptable Standard:	76.9	73.8	75.9	72.1	65.6	75.1	74.1	76.2	67.9	79.3	75
Standard of Excellence:	6.2	10.9	10.3	9.9	6.3	13.7	9.9	12.8	8.6	17.3	15

Areas of Strength:

- Reading Comprehension
- Improved mastery of Math tasks without calculator

Future Priorities:

- Continue working on improving student writing in ELA/FLA with attention to excellence
- Continue working on Math especially in problem solving

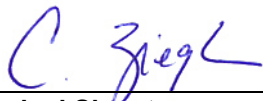
ANNUAL RESULTS REPORT (2017/18) APPROVAL FORM

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

There has been consultation with:

	Yes	Date(s)
School Staff	<input checked="" type="checkbox"/>	November 6, 2018
School Council	<input checked="" type="checkbox"/>	November 13, 2018

I, Cathy Ziegler, 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

November 13, 2018

Date




School Council Chair Signature

November 13, 2018

Date

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



Superintendent of Schools

March 6, 2019

Date