

RVS COMMUNITY LEARNING CENTRE

**2017-2018 Annual Report
December 2018**



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MESSAGE FROM SCHOOL PRINCIPAL

As we looked at our results this year, many parts of the picture of our school have not changed. We continue to have excellent results in the safe and caring school category, in the quality of education category, in the work preparation category, the citizenship category and in the school improvement category. All stakeholders – parents, students and teacher – believe our campuses promote safe, caring, welcoming and supportive environments. Our stakeholders believe that we provide a strong educational program that meets student needs. We excel at preparing students for the world of work, mainly because we develop independent learning skills from the first day students begin at our school. We produce good citizens, and our stakeholders believe that we continually strive to make our school a better place and our program a better program for students.

This picture of RVSCLC continues to demonstrate that providing individual programming for every student who joins our school, and tailoring courses for individual learning styles and needs works strongly toward student success. Our staff has created campuses that are safe places for students to come, quiet places to work, and supportive places to get help, both academic as well as socio-emotional. With the addition of the Community Youth Outreach Workers, we have provided even more opportunities for our students to access support within and outside of our school.

There are other parts of our picture that have not changed either. We continue to be well below the provincial average in high school completion rate, as most of our students have completed three years of high school before they come to us and try to get through the requirements for a high school diploma. Our diploma exam participation continues to be low since more than 95% of our students only write the two required diploma exams. And our transition rate to post-secondary is very low as well. These elements of the picture have changed little. We continue to have low marks in Program of Studies, because we offer limited option courses due to limited space, equipment, and resources. To address this concern, though, we have been running credit clusters, with students being able to learn one class in two or three days and earn a couple of credits. This has improved our scores slightly, but are still low.

In our PATs, our scores show that only 30% of our Grade 6 and 9 students pass the tests. However, most of our students choose not to write these exams, so the percentage of those who write the tests that do pass is considerably higher. On the diploma exams, the percentage of students achieving the acceptable standard has steadily risen over the last three years, and now are only 4% below the provincial average. The level of the standard of excellence has room to improve though.

The result in this picture that is most evident is the steady increase in the School Improvement category. There continues to be a steady increase in this result over the three years, and it is 8% higher than the provincial results. Our school community works together to not just maintain our programs, but we are constantly working to improve our school. From our registration process to our expanding course offerings, from our learning support to our counselling support, and from our course enrolments to our course completions, we are ever striving to provide a better learning experience and a better life experience for our students. As we have begun the 2018-19 school year with expanded programs and staff, we look forward to continuing to see these improvements in the year ahead.

OVERVIEW OF ACHIEVEMENTS

A significant achievement this year was the addition of RVS specialty programs under the RVSCLC umbrella. *Building Futures* Cochrane and Airdrie, *RV Leadership Academy*, *Dual Credit*, *Off Campus Education*, and *RVS Mechanics Training Centre* program became a part of our larger roster of alternative ways to learn. The inclusion of the DL coordinators in our staff meetings and discussions improved our communication and successes in the *WeConnect* program. Any student in Rocky View can select a number of options to become successful at school whether with our school or from other RVS schools. The flexibility in the delivery and sites, as well as opportunities to be 'off-campus' provide students with many more possibilities to be engaged in their school and in their communities.

In most areas of the survey, RVSCLC improved over the 2016-17 year, and score above the average for other RVS schools. Our school improved in 29 of 34 categories in the survey.

Goal One – Learners are successful.

Students have been steadily more successful, in part due to the constancy of the teachers at each campus. With Learning Support and Counselling as well as subject area teachers at each site each day, relationships are created and students feel supported. More students participated in campus events, including credit recovery and condensed credit courses. Students' *Acceptable Diploma* results statistics have improved as a result. Students rate our school very highly in the *Safe and Caring* as well as the *Education Quality* categories, as always.

Goal Two – Learners are engaged.

Students in greater numbers than ever before have responded to the APORI surveys, giving voice to their experiences with the school. Parents were more involved as well. Students have indicated that teachers use a variety of ways to learn, much improved from previous years. Marks are better understood, feedback from teachers has improved, and the school uses meaningful real-life examples to help students learn best. Students indicated improvement in their enjoyment of learning and rate highly that they take responsibility for their learning.

Goal Three – Learners are supported.

Students indicated that RVSCLC helps them to do their very best. Most feel the teachers inspires them to learn and that the school prepares them for their future. Providing students with more on-campus events such as guest speakers, group activities and special events has provided the students with the opportunity to commit to our school and to their schooling, as well as build community so that they can address their issues. The Youth Outreach Workers have provided students with immediate responsiveness to student issues such as addictions, mental health and housing, to highlight just a few. Guidance counsellors and the Learning Support team work with groups of students as well, supporting students in their learning issues, investigating learning problems and failures, and setting them up for success again. Students feel the school cares about them, and they feel safe in our campus settings.

PRIORITY AREAS FOR FUTURE SCHOOL EDUCATION PLANS

Goal One – Learners are successful.

One priority area for RVSCLC/RVSO is to continue to work on course structure, delivery and choice, based on the learners registered in the various programs. The key to this will be providing the flexibility required for students to achieve success in alternative ways. We have been looking at strengthening our courses and using research-based strategies. We have been successful in connecting with others who are working in online/blended environments and are part of the larger school community in Alberta. We have learned a lot from our colleagues and will continue to build and maintain these connections. Promising practices are emerging as we work toward student success.

As the evidence shows, our students struggle writing the diploma exams. One of our priorities is to have students practice diploma type questions, to make the exam more familiar when they sit down to write. We will also continue to use balanced assessment though, inquiry, project-based, interdisciplinary, and experiential learning.

In addition, we need to focus on numeracy/literacy practices to increase achievement. Some of our Professional Learning time is dedicated to learning about and implementing strategies around literacy and numeracy across the disciplines. We want to focus on comprehension and interpretation. We want our students to invest and engage in a course rather than just completing checklists.

Goal Two – Learners are engaged.

With the addition of more programs in our school, and the expanding credit clusters we are offering, there are more and more options for students to be engaged beyond the core courses they need. We have expanded our list of option courses, so students have more choice in areas they want to pursue. Within the RVS high schools, the WeConnect coordinators are an integral part of engaging students in their courses, and maintaining that engagement to completion.

One of our discussions at the beginning of the year was on different ways to assess student learning, and teachers will continue to develop alternate assignments and alternate means of demonstrating their learning. Teacher feedback needs to be specific and encouraging, so that students relish the opportunity to show what they know, without necessarily have to write another exam.

To keep learners engaged in their learning, our staff needs to be engaged in their learning as well. One of our goals is to support our teachers in their pursuits of more education, to provide financial support beyond the PDLC money they are allocated, so that they can seek more learning opportunities. With our new programs and having our staff spread all over the division, keeping them connected to the school and the bigger vision will help them keep their students connected in their courses and programs as well.

Goal Three – Learners are supported.

Our results clearly show that our learners are supported. We will continue to focus on student-centred planning and programs at each campus, and continue to provide individual programming for each student. The addition of our Community Youth Outreach Workers has been very helpful in supporting our students, and with the CIF money, we were able to increase their time slightly. Even more time for them is a priority for us as the needs of our students seem to be increasing.

At this time, we have about 2.5 counsellors, and it is evident that this support is very critical for our students. We have been working closely with RVS psychology supports, and have begun a few groups for students that allow them to get some support with addictions, with mental health concerns, and with life skills. This is a high priority for us, and we will continue to ask for more counselling and psychologist time for our students struggling with trauma, addictions and mental illness.

Supporting our teachers who daily support students is our final priority. We know that healthy teachers are able to provide support to students who may not be healthy, and we want to ensure that our teachers who are carrying the weight of struggling students know they are supported by the administration and our larger school community.

Appendix A: Rocky View Schools Accountability Pillar

Rocky View Schools Accountability Pillar

Goal	Outcome	RVS Community Learning Centre			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	77.51%	68.46%	75.52%	74.98%	74.76%	74.28%	Intermediate	Not Significant	Acceptable
	Learners build 21 st Century competencies (skills & knowledge)	81.75%	79.94%	83.48%	78.85%	78.11%	78.22%	Intermediate	Not Significant	Acceptable
	Learners take ownership of their learning	85.22%	82.03%	84.24%	80.05%	80.59%	79.88%	High	Not Significant	Good
Goal Two: Learners are engaged	Real-world, hands-on learning experiences engage learners	79.83%	72.67%	78.18%	77.74%	78.01%	77.68%	Intermediate	Not Significant	Acceptable
	Innovation and effective practices enrich learning	82.53%	71.79%	75.89%	71.74%	72.37%	72.52%	High	Not Significant	Good
	Partnerships enhance and fuel learning	75.95%	76.71%	80.62%	78.78%	78.34%	78.49%	Low	Not Significant	Issue
Goal Three: Learners are supported	Learners feel well, safe, valued and respected	90.57%	77.15%	83.83%	79.23%	78.97%	79.25%	Very High	Not Significant	Excellent
	Learning is accessible, individualized, and challenging	86.02%	73.84%	79.18%	71.09%	70.87%	70.94%	Very High	Not Significant	Excellent
	Student-centred decisions propel achievement	84.85%	75.78%	79.89%	72.81%	72.69%	72.72%	Very High	Not Significant	Excellent

Note: 2017 results (Previous Year) for RVS Community Learning Centre do not include parent results as fewer than 6 responses were received; Current Year (2018) results do include parents. Starting in 2017 Staff results include RVS Online staff. RVS Online staff were issued separately in 2016.

APPENDIX B: RVS SURVEY RESULTS
RVS STUDENT SURVEY – COMPARATIVE RESULTS BY YEAR

		2017/18		2016/17		2015/16	
		RVS Community Learning Centre	Other Rocky View Schools	RVS Community Learning Centre	Other Rocky View Schools	RVS Community Learning Centre	Other Rocky View Schools
1. I feel welcome at school.	Disagree		8%	8%	7%	20%	6%
	Undecided	1%	10%	15%	10%		10%
	Agree	99%	82%	77%	83%	80%	84%
2. Teachers help me when I need it.	Disagree	1%	7%	8%	7%	10%	7%
	Undecided	4%	11%	23%	11%	10%	11%
	Agree	95%	82%	69%	82%	80%	82%
3. Students care about each other at my school.	Disagree	4%	25%	23%	23%	33%	21%
	Undecided	23%	26%	38%	28%	33%	27%
	Agree	74%	49%	38%	50%	33%	51%
4. The staff at my school cares about me.	Disagree	1%	9%	8%	8%	10%	8%
	Undecided	5%	16%	15%	16%		17%
	Agree	94%	75%	77%	76%	90%	75%
5. I feel safe at school.	Disagree		10%	8%	9%	22%	8%
	Undecided	6%	14%	31%	12%	11%	12%
	Agree	94%	77%	62%	79%	67%	80%
6. I am treated fairly by adults in the school.	Disagree	1%	12%	15%	12%	20%	12%
	Undecided	6%	14%	8%	14%	20%	15%
	Agree	93%	73%	77%	74%	60%	73%
7. Students and adults show respect for each other at this school.	Disagree	2%	17%	23%	16%	22%	14%
	Undecided	7%	21%	31%	21%		23%
	Agree	90%	62%	46%	63%	78%	62%
8. I have access to quality technology to support my learning.	Disagree	1%	6%	8%	7%	20%	6%
	Undecided	4%	7%	8%	8%	10%	8%
	Agree	95%	87%	85%	85%	70%	86%
9. The use of technologies at school helps me do my school work better.	Disagree	1%	7%	8%	7%	10%	7%
	Undecided	15%	12%	23%	12%		13%
	Agree	83%	81%	69%	82%	90%	80%
10. Teachers make my class interesting.	Disagree	5%	16%	23%	17%	11%	17%
	Undecided	20%	19%	8%	18%		19%
	Agree	75%	65%	69%	64%	89%	64%
11. I am learning the skills I will need when I leave school.	Disagree	6%	18%	23%	16%	20%	16%
	Undecided	18%	18%	15%	19%		19%
	Agree	76%	64%	62%	65%	80%	65%
12. I can understand the language arts assignments my teachers provide me.	Disagree	5%	9%	8%	8%	10%	9%
	Undecided	16%	13%	15%	14%		14%
	Agree	79%	78%	77%	78%	90%	78%

		2017/18		2016/17		2015/16	
		RVS Community Learning Centre	Other Rocky View Schools	RVS Community Learning Centre	Other Rocky View Schools	RVS Community Learning Centre	Other Rocky View Schools
13. I can complete most of my math assignments with confidence.	Disagree	12%	16%	15%	16%	10%	14%
	Undecided	24%	14%	8%	14%	20%	15%
	Agree	64%	70%	77%	70%	70%	71%
14. Teachers use a variety of ways to help me learn.	Disagree	4%	13%	15%	13%	11%	12%
	Undecided	12%	16%	15%	16%	11%	17%
	Agree	85%	72%	69%	71%	78%	71%
15. I understand how my teacher determines my marks.	Disagree	2%	13%	8%	13%	30%	12%
	Undecided	13%	16%	23%	16%	10%	18%
	Agree	84%	71%	69%	71%	60%	70%
16. I get enough information and feel involved in on how my marks are calculated/worked out.	Disagree	4%	14%	8%	14%	10%	13%
	Undecided	18%	19%	31%	19%	10%	19%
	Agree	78%	67%	62%	67%	80%	68%
17. When teachers assess my work they give me the feedback I need to help me improve.	Disagree	2%	15%	23%	14%	30%	14%
	Undecided	10%	16%	15%	16%	10%	16%
	Agree	88%	70%	62%	70%	60%	70%
18. School staff is helping me to be a better citizen.	Disagree	2%	16%	15%	16%	10%	15%
	Undecided	16%	22%	15%	23%		23%
	Agree	82%	62%	69%	62%	90%	63%
19. I am confident I can succeed in school.	Disagree	7%	10%	15%	9%	10%	9%
	Undecided	16%	13%		13%		13%
	Agree	77%	78%	85%	78%	90%	79%
20. I take responsibility for my learning.	Disagree	4%	4%	8%	4%	10%	4%
	Undecided	9%	9%	8%	9%		9%
	Agree	88%	87%	85%	88%	90%	88%
21. The school helps me to do my very best.	Disagree	2%	13%	17%	12%	10%	11%
	Undecided	7%	19%	8%	18%	10%	19%
	Agree	90%	68%	75%	70%	80%	70%
22. My teacher is helping me to learn 21st C Competencies (i.e., critical thinking, problem solving, innovation, etc.)	Disagree	7%	12%	15%	12%	11%	11%
	Undecided	16%	20%	15%	20%	11%	21%
	Agree	77%	68%	69%	68%	78%	69%
23. My teacher(s) uses real-life, meaningful examples to help me learn.	Disagree	4%	12%	23%	12%	22%	12%
	Undecided	13%	15%	8%	15%		15%
	Agree	83%	73%	69%	74%	78%	73%
24. I enjoy learning at schools.	Disagree	6%	22%	31%	21%	30%	20%
	Undecided	20%	19%	15%	19%		19%
	Agree	74%	59%	54%	60%	70%	61%

		2017/18		2016/17		2015/16	
		RVS Community Learning Centre	Other Rocky View Schools	RVS Community Learning Centre	Other Rocky View Schools	RVS Community Learning Centre	Other Rocky View Schools
25. My teacher(s) inspires me to learn.	Disagree	7%	18%	23%	18%	22%	18%
	Undecided	12%	21%	15%	21%	11%	22%
	Agree	80%	61%	62%	61%	67%	61%
26. I am happy to go to school.	Disagree	9%	25%	23%	23%	40%	22%
	Undecided	20%	20%	23%	21%	10%	20%
	Agree	72%	55%	54%	56%	50%	58%
27. My school teaches me how to live a balanced, healthy lifestyle.	Disagree	5%	18%	15%	18%	22%	17%
	Undecided	22%	19%	23%	19%	11%	20%
	Agree	73%	63%	62%	62%	67%	63%
28. I feel I have a voice in my education.	Disagree	4%	23%	8%	22%	10%	21%
	Undecided	20%	19%	38%	20%	20%	20%
	Agree	77%	58%	54%	58%	70%	59%
29. I feel safe on the school bus.	Disagree	13%	17%	15%	16%	25%	15%
	Undecided	48%	19%	38%	18%	25%	18%
	Agree	39%	64%	46%	66%	50%	68%
30. Students on my bus show respect for each other.	Disagree	27%	39%	31%	36%	100%	36%
	Undecided	45%	25%	38%	25%		25%
	Agree	27%	36%	31%	39%		39%
31. Discipline and rules on the bus are fair.	Disagree	14%	19%	23%	18%	25%	18%
	Undecided	50%	20%	15%	18%	25%	19%
	Agree	36%	61%	62%	64%	50%	64%
32. (Grade 8-12 only) I know how to access information regarding university and other post-secondary education.	Disagree	14%	24%	43%	25%	33%	23%
	Undecided	14%	17%	14%	17%	33%	18%
	Agree	71%	59%	43%	58%	33%	60%
33. (Grade 8-12 only) My school helps me plan for my future after I leave school.	Disagree	5%	26%	14%	27%	33%	24%
	Undecided	24%	21%	29%	20%		21%
	Agree	71%	53%	57%	53%	67%	55%
34. (Grade 8-12 only) I have sufficient opportunities to be involved in decisions that affect student life.	Disagree	7%	19%	14%	20%	33%	17%
	Undecided	15%	21%	29%	20%		21%
	Agree	79%	60%	57%	59%	67%	61%

Areas of Strength:

- Our students feel welcome and safe at school
- Our students feel they are treated well by teachers, and 75% feel they are treated well by other students, which is significantly higher than the RVS average
- Discounting the bus questions because our students do not ride the bus, our students rated our school higher than other RVS schools on 29 or 31 measures.

Future Priorities:

- Math confidence is one area we are below the RVS average. We will continue to work on ways to make Math practical and understandable to our students

RVS PARENT SURVEY – COMPARATIVE RESULTS BY YEAR

		2017/18		2016/17		2015/16	
		RVS Community Learning Centre	Other Rocky View Schools	RVS Community Learning Centre	Other Rocky View Schools	RVS Community Learning Centre	Other Rocky View Schools
1. with the way you are welcomed when you visit your child's school?	Dissatisfied		5%		6%		5%
	Undecided	11%	5%		6%		6%
	Satisfied	89%	90%	100%	88%	100%	89%
2. with the opportunities you have to be involved in school decision-making that affects your child?	Dissatisfied		9%		11%		10%
	Undecided	22%	18%		19%	5%	18%
	Satisfied	78%	73%	100%	70%	95%	71%
3. that staff at your child's school builds positive relationships with parents?	Dissatisfied		9%		11%		11%
	Undecided	22%	10%		11%	15%	11%
	Satisfied	78%	81%	100%	79%	85%	79%
4. with the way the school keeps you informed about your child's progress and achievement?	Dissatisfied	11%	14%		16%	10%	15%
	Undecided	11%	10%		11%	10%	10%
	Satisfied	78%	76%	100%	74%	80%	75%
5. that your child is demonstrating reading and writing skills appropriate to his/her grade level?	Dissatisfied		10%		10%	5%	10%
	Undecided	11%	8%		8%		9%
	Satisfied	89%	82%	100%	82%	95%	81%
6. that your child is demonstrating numeracy skills appropriate to his/her grade level?	Dissatisfied		10%	50%	10%	5%	9%
	Undecided	11%	8%		7%	5%	9%
	Satisfied	89%	82%	50%	83%	90%	82%
7. that your child is interested in learning?	Dissatisfied		10%		10%	15%	10%
	Undecided	11%	9%	50%	8%		9%
	Satisfied	89%	82%	50%	82%	85%	82%
8. with the safety of the school environment?	Dissatisfied		7%		7%	5%	7%
	Undecided		8%		8%	5%	8%
	Satisfied	100%	85%	100%	85%	90%	85%
9. that there is a caring atmosphere at the school?	Dissatisfied		7%		8%		8%
	Undecided		9%		9%		10%
	Satisfied	100%	84%	100%	82%	100%	82%
10. that respectful relationships are encouraged amongst all staff and students?	Dissatisfied		8%		9%		8%
	Undecided	11%	9%		8%	10%	9%
	Satisfied	89%	83%	100%	82%	90%	83%

11. that your child is treated fairly by adults at the school?	Dissatisfied		7%		8%		7%
	Undecided		8%		9%	10%	9%
	Satisfied	100%	85%	100%	83%	90%	83%

		2017/18		2016/17		2015/16	
		RVS Community Learning Centre	Other Rocky View Schools	RVS Community Learning Centre	Other Rocky View Schools	RVS Community Learning Centre	Other Rocky View Schools
12. that your child is learning 21st C Competencies (i.e., critical thinking, problem solving, innovation, etc.)?	Dissatisfied		6%		7%	12%	7%
	Undecided	33%	13%		15%	6%	15%
	Satisfied	67%	80%	100%	78%	82%	78%
13. that your child enjoys learning at school?	Dissatisfied	11%	10%		11%	18%	10%
	Undecided	22%	9%		9%	12%	9%
	Satisfied	67%	81%	100%	81%	71%	80%
14. that the school staff is helping your child to become a good citizen?	Dissatisfied		5%		6%	6%	5%
	Undecided	22%	11%		10%	12%	11%
	Satisfied	78%	85%	100%	84%	82%	84%
15. that staff at your child's school builds partnerships with the community?	Dissatisfied		5%		6%	12%	5%
	Undecided	44%	21%		22%	18%	19%
	Satisfied	56%	74%	100%	72%	71%	76%
16. that the needs of learners drive decision- making at your child's school?	Dissatisfied	11%	10%		12%	6%	12%
	Undecided	11%	23%		23%	6%	21%
	Satisfied	78%	67%	100%	65%	88%	67%
17. that schools shows your child how to live a balanced, healthy lifestyle?	Dissatisfied		7%		8%	6%	8%
	Undecided	33%	17%		18%	18%	16%
	Satisfied	67%	76%	100%	74%	76%	76%
18. that the feedback your child gets from his/her teachers helps him/her improve?	Dissatisfied	11%	11%		12%	6%	12%
	Undecided	11%	12%		13%	12%	13%
	Satisfied	78%	76%	100%	74%	82%	75%
19. that your child has access to instruction that meets his/her needs?	Dissatisfied		12%		12%	12%	13%
	Undecided		11%		11%		11%
	Satisfied	100%	76%	100%	77%	88%	76%
20. that your child takes responsibility for his/her learning?	Dissatisfied	11%	8%		8%	18%	8%
	Undecided	11%	13%	50%	12%	6%	12%
	Satisfied	78%	79%	50%	80%	76%	80%
21. that teachers use a variety of ways to help your child learn?	Dissatisfied		9%	50%	10%	6%	10%
	Undecided	22%	13%		13%	12%	14%
	Satisfied	78%	78%	50%	77%	82%	76%
22. that your child's teacher(s) inspires him/her to learn?	Dissatisfied	11%	10%	50%	11%	12%	11%
	Undecided	11%	12%		13%	18%	13%
	Satisfied	78%	77%	50%	76%	71%	76%
23. that your child is meeting the goals established in his or her Individual Program Plan (I.P.P.)?	Dissatisfied		11%		13%	8%	12%
	Undecided		23%		24%	15%	21%
	Satisfied	100%	66%	100%	63%	77%	67%

Areas of Strength:

- Significantly more parents completed the survey than last year
- In five areas – meeting IPP goals, access to instruction that meets student needs, safe atmosphere, caring atmosphere, and students treated fairly by adults – 100% of our parents who completed the survey are satisfied with our school
- 89% of our parents feel their students are demonstrating literacy and numeracy skills appropriate to their grade level

Future Priorities:

- Communication with parents is an area that we need to focus on more. Parents are welcome at our school, but few come, and even fewer know what activities their students can participate in. We have decided to move our campus calendars to the school website, so all parents have access to upcoming events.

RVS STAFF SURVEY – COMPARATIVE RESULTS BY YEAR

		2017/18		2016/17		2015/16	
		RVS Community Learning Centre	Other Rocky View Schools	RVS Community Learning Centre	Other Rocky View Schools	RVS Community Learning Centre	Other Rocky View Schools
1. that you feel a part of a learning community at your school / workplace?	Dissatisfied	4%	8%		7%		6%
	Undecided		7%	4%	7%	5%	7%
	Satisfied	96%	85%	96%	86%	95%	87%
2. with the opportunities you have to be involved in school / workplace decision-making?	Dissatisfied	8%	14%		13%	5%	12%
	Undecided	12%	13%	11%	12%	5%	14%
	Satisfied	80%	73%	89%	75%	91%	74%
3. with the safety of the school / workplace environment?	Dissatisfied	4%	4%	7%	4%	5%	3%
	Undecided	12%	6%	4%	4%	5%	4%
	Satisfied	84%	91%	89%	92%	91%	94%
4. that there is a caring atmosphere at the school / workplace?	Dissatisfied	4%	7%		8%		4%
	Undecided		6%		6%	5%	7%
	Satisfied	96%	87%	100%	86%	95%	88%
5. that respectful relationships are encouraged amongst all staff and/or students?	Dissatisfied	4%	8%		8%		7%
	Undecided		7%	4%	6%		7%
	Satisfied	96%	85%	96%	85%	100%	87%
6. with the quality of professional learning opportunities in RVS?	Dissatisfied	4%	11%		8%		9%
	Undecided	4%	11%		10%		12%
	Satisfied	92%	78%	100%	82%	100%	79%
7. that the technologies available in your school / workplace meets 21st Century standards?	Dissatisfied	4%	10%	4%	10%	5%	12%
	Undecided	4%	7%		6%	9%	9%
	Satisfied	92%	83%	96%	84%	86%	80%
8. that your school/site is a good place to work?	Dissatisfied	4%	6%		6%	5%	4%
	Undecided		6%		7%		6%
	Satisfied	96%	89%	100%	87%	95%	90%
9. with the involvement of parents within the school community?	Dissatisfied	5%	12%	11%	10%	5%	10%
	Undecided	33%	15%	19%	13%	10%	15%
	Satisfied	62%	73%	70%	77%	86%	75%
10. that the needs of learners drive decision-making at the this school?	Dissatisfied	5%	9%	7%	10%	14%	8%
	Undecided	5%	12%	4%	11%	14%	13%
	Satisfied	90%	79%	89%	79%	71%	79%
11. that students are treated fairly by adults at the school?	Dissatisfied		2%		3%		1%
	Undecided		3%	4%	3%		4%
	Satisfied	100%	95%	96%	94%	100%	94%
12. that the school staff is helping students to become good citizens?	Dissatisfied		3%		3%		3%
	Undecided		5%	4%	5%		5%
	Satisfied	100%	92%	96%	91%	100%	92%

		2017/18		2016/17		2015/16	
		RVS Community Learning Centre	Other Rocky View Schools	RVS Community Learning Centre	Other Rocky View Schools	RVS Community Learning Centre	Other Rocky View Schools
13. that students enjoy learning at school?	Dissatisfied		3%		3%		3%
	Undecided	10%	8%	7%	7%		8%
	Satisfied	90%	89%	93%	90%	100%	90%
14. with the resources and supports provided by the jurisdiction to assist schools in meeting student needs?	Dissatisfied	19%	24%	22%	21%	19%	20%
	Undecided	5%	17%	11%	15%	5%	16%
	Satisfied	76%	59%	67%	64%	76%	64%
15. that students have access to instruction that meets their needs?	Dissatisfied	5%	8%	7%	10%	10%	9%
	Undecided	10%	10%		8%	10%	10%
	Satisfied	86%	82%	93%	82%	81%	80%
16. that staff at your school builds positive relationships with parents?	Dissatisfied		2%		2%		1%
	Undecided	10%	7%	4%	7%		8%
	Satisfied	90%	91%	96%	91%	100%	91%
17. that staff at your school builds partnerships with the community?	Dissatisfied		4%		3%		3%
	Undecided	5%	10%	15%	12%	10%	11%
	Satisfied	95%	86%	85%	85%	90%	86%
18. that schools teach students how to live a balanced, healthy lifestyle?	Dissatisfied	5%	5%	4%	5%		5%
	Undecided		11%	7%	11%	5%	12%
	Satisfied	95%	84%	89%	83%	95%	83%
19. that the school has a student-centered focus?	Dissatisfied		4%	4%	4%		2%
	Undecided		6%		6%	5%	7%
	Satisfied	100%	90%	96%	90%	95%	91%
20. that students take responsibility for their learning?	Dissatisfied		19%	7%	19%	5%	20%
	Undecided	14%	17%	11%	17%	10%	18%
	Satisfied	86%	64%	81%	64%	86%	62%
21. with the involvement of parents in their child's education?	Dissatisfied	25%	16%	15%	14%	23%	16%
	Undecided	19%	14%	30%	12%		15%
	Satisfied	56%	71%	55%	74%	77%	69%
22. with the support students receive through RVS' learning specialists and support services, if required?	Dissatisfied	6%	22%	15%	22%	8%	22%
	Undecided	6%	16%	5%	14%	8%	15%
	Satisfied	88%	62%	80%	63%	83%	64%
23. that you understand the elements of inquiry and project-based learning?	Dissatisfied	6%	2%		2%		3%
	Undecided		5%	15%	5%		7%
	Satisfied	94%	93%	85%	93%	100%	90%
24. that student assessment information is used to help improve instruction?	Dissatisfied	6%	3%	5%	2%		3%
	Undecided		7%	15%	6%	8%	10%
	Satisfied	94%	90%	80%	92%	92%	87%

		2017/18		2016/17		2015/16	
		RVS Community Learning Centre	Other Rocky View Schools	RVS Community Learning Centre	Other Rocky View Schools	RVS Community Learning Centre	Other Rocky View Schools
25. that students are demonstrating literacy skills appropriate to their grade level?	Dissatisfied	6%	18%	15%	19%	15%	21%
	Undecided	19%	11%	25%	11%	15%	14%
	Satisfied	75%	72%	60%	70%	69%	65%
26. that students are demonstrating numeracy skills appropriate to their grade level?	Dissatisfied	13%	17%	15%	18%	15%	20%
	Undecided	19%	16%	25%	15%	15%	19%
	Satisfied	69%	67%	60%	67%	69%	61%
27. that student assessment information is used to help improve student performance?	Dissatisfied	6%	3%	5%	3%		5%
	Undecided	6%	9%	15%	8%	8%	11%
	Satisfied	88%	88%	80%	89%	92%	84%
28. that students are learning 21st C Competencies (i.e., critical thinking, problem solving, innovation, etc.)?	Dissatisfied	6%	5%		6%		7%
	Undecided	6%	10%	15%	9%		12%
	Satisfied	88%	85%	85%	85%	100%	80%
29. that students with special needs are meeting their IPP goals?	Dissatisfied	6%	12%	10%	11%	8%	13%
	Undecided	13%	18%	20%	18%	15%	19%
	Satisfied	81%	71%	70%	71%	77%	69%
30. that student assessment information is used to help inform instruction?	Dissatisfied		2%	5%	3%		4%
	Undecided	13%	8%	15%	7%	15%	9%
	Satisfied	88%	90%	80%	90%	85%	88%
31. that you use inquiry-based or project-based learning to facilitate inter-disciplinary practices?	Dissatisfied	13%	4%	15%	4%	8%	5%
	Undecided	13%	11%	20%	10%	23%	14%
	Satisfied	75%	85%	65%	86%	69%	81%
32. with the support students receive through community agencies, if required?	Dissatisfied	6%	9%	15%	11%	31%	10%
	Undecided	6%	26%	20%	23%	8%	27%
	Satisfied	88%	65%	65%	65%	62%	63%

Areas of Strength:

- In 26 of 32 areas, our staff are more satisfied than the average RVS school staff
- 100% of our staff feel we are student-centered, that students are treated fairly by adults, and that we are helping students become good citizens
- Our staff is very satisfied in feeling part of a learning community, that there is a caring atmosphere at school, and that respectful relationships are encouraged among staff and students

Future Priorities:

- Like parents, our staff note the lack of parental involvement with our students. We would like to draw more parents into conversations beyond which courses students are taking, and include more involvement in their learning.

APPENDIX C: ALBERTA EDUCATION ACCOUNTABILITY PILLAR OVERALL SUMMARY

Accountability Pillar Overall Summary
Annual Education Results Reports - Oct 2018
School: 0404 Airdrie Learning Connection

Measure Category	Measure	Airdrie Learning Connection			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	100.0	92.8	93.2	89.0	89.5	89.4	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	64.6	46.3	56.2	81.8	81.9	81.7	Very Low	Maintained	Concern
	Education Quality	93.3	90.4	92.1	90.0	90.1	89.9	Very High	Maintained	Excellent
	Drop Out Rate	15.3	11.2	12.1	2.3	3.0	3.3	Very Low	Maintained	Concern
	High School Completion Rate (3 yr)	8.2	25.9	22.1	78.0	78.0	77.0	Very Low	Declined	Concern
Student Learning Achievement (Grades K-9)	PAT: Acceptable	45.0	30.8	30.7	73.6	73.4	73.3	Very Low	Maintained	Concern
	PAT: Excellence	12.5	7.7	6.0	19.9	19.5	19.2	Low	Maintained	Issue
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	81.1	79.1	76.7	83.7	83.0	83.0	Intermediate	Maintained	Acceptable
	Diploma: Excellence	15.6	10.8	9.8	24.2	22.2	21.7	Intermediate	Improved	Good
	Diploma Exam Participation Rate (4+ Exams)	4.1	15.5	9.2	55.7	54.9	54.7	Very Low	Maintained	Concern
	Rutherford Scholarship Eligibility Rate	36.0	37.2	31.8	63.4	62.3	61.5	n/a	Maintained	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	28.2	23.9	12.2	58.7	57.9	59.0	Very Low	Improved	Issue
	Work Preparation	100.0	100.0	96.7	82.4	82.7	82.4	Very High	Maintained	Excellent
	Citizenship	95.7	87.2	85.8	83.0	83.7	83.7	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	77.8	84.0	84.4	81.2	81.2	81.0	Intermediate	Maintained	Acceptable
Continuous Improvement	School Improvement	88.9	87.2	83.6	80.3	81.4	80.7	Very High	Maintained	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. 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.
5. 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).
6. 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.
7. 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.
8. 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.
9. 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.
11. 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.

APPENDIX D: OVERALL SATISFACTION SURVEY – Alberta Education

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

OVERALL SATISFACTION LEVELS											
	2013/14		2014/15		2015/16		2016/17		2017/18		Target
	School	Prov	School	Prov	School	Prov	School	Prov	School	Prov	2017/18
Safe and Caring Schools	95.5	88.6	98	89.0	93.5	89.5	92.8	89.5	100	89.0	100
Program of Studies	54.7	80.7	60.8	81.5	77.3	81.9	46.3	81.9	64.6	81.8	70
Education Quality	93.4	89.4	95	89.8	89.1	90.1	90.4	90.1	93.3	90.0	94
Access to Services	80.9	71.6*	73.6	71.7*	60.1	72.7*	66.1	73.2*	85.7	72.8*	85
Work Preparation	94.1	79.7	90	80.3	94.5	82.6	100	82.7	100	82.4	100
Citizenship	85.3	82.5	92	83.4	83.7	83.9	87.2	83.7	95.7	83.0	95
Parental Involvement	80.7	79.7	78	80.3	66.6	80.9	84	81.2	77.8	81.2	80
School Improvement	100	80.0	88.9	80.6	78.6	81.2	87.2	81.4	88.9	80.3	90
Professional Learning	70.6	81.0*	88.9	82.4*	93.5	83.9*	95.6	84.5*	85.7	84.2*	90

*Found under ACOL Measure in APORI Report

Areas of Strength:

- Safe and caring – 100% of our respondents agreed that our school is a safe and caring place
- Work preparation – 100% of our respondents agreed that our school prepares students for the workplace
- Our results were higher than the provincial average in 7 or 9 categories, including Education Quality, Access to Services, Citizenship and School Improvement

Future Priorities:

- Although a significant improvement from the previous year’s results, our Program of Studies results continues to lag. With the introduction of Credit clusters (ways to earn credits in concentrated periods of time) and offering courses outside of the school building, we expect those results to improve.
- Our parental involvement has not been strong, and that continues to be a focus for us through regular home communication and instructing parents on how to use Moodle and PowerSchool to track their students’ work.

APPENDIX E: PROVINCIAL ACHIEVEMENT TEST RESULTS (COHORT)

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

PROVINCIAL RESULTS LANGUAGE ARTS:											
	2013/14		2014/15		2015/16		2016/17		2017/18		2018/19
	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	Target
L.A. GRADE 9:											
Acceptable Standard:	100	76.3	61.5	85.5	92.3	86.7	83.3	86.4	88.9	85.6	87
Standard of Excellence:	16.7	15.1	30.8	16.3	0	17.1	0	16.8	11.1	16.5	15

PROVINCIAL RESULTS MATHEMATICS:											
	2013/14		2014/15		2015/16		2016/17		2017/18		2018/19
	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	Target
MATH GRADE 9:											
Acceptable Standard:	72.7	67.1	33	65.3	68.8	67.8	33.3	66.7	44.8	65.8	75
Standard of Excellence:	0	17.3	0	18.0	18.8	17.5	16.7	17.6	0	16.4	10

PROVINCIAL RESULTS SCIENCE:											
	2013/14		2014/15		2015/16		2016/17		2017/18		2018/19
	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	Target
SCIENCE GRADE 9:											
Acceptable Standard:	100	73.2	50	74.1	72.7	74.2	50	73.8	88.9	84.1	85
Standard of Excellence:	9.1	22.1	8.3	22.9	9.1	22.4	16.7	22.4	33.4	27.4	25

PROVINCIAL RESULTS SOCIAL STUDIES:											
	2013/14		2014/15		2015/16		2016/17		2017/18		2018/19
	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	Target
SOCIAL GRADE 9:											
Acceptable Standard:	60	65.5	66.7	65.1	66.7	64.7	66.7	73.8	62.5	74.2	75
Standard of Excellence:	40	19.9	16.7	19.8	8.3	18.0	33.3	22.4	25	24.3	20

Areas of Strength:

- Students were stronger in writing than reading
- Narrative writing was stronger than functional writing
- In Science, Environmental Chemistry and Electrical Principles and Technology units were strongest. They were done in second semester
- The Science students achieved at or above the provincial average on the multiple choice questions, and were strongest in the skills-based questions
- In Math, the students’ highest scores were in the Statistics and Probability unit of study.

Future Priorities:

- Due to their anxiety levels, several students gave up on the test before they finished, leaving the last questions blank. We need to prepare them better with pre-test calming activities and PAT type writing activities.
- review functional writing strategies near PAT writing time
- In Science, review units done before Christmas before PAT writing time
- In Math, we need to focus on numeracy skills to improve acceptable standards.

APPENDIX F: GRADE 12 DIPLOMA MARKS RVSCLC

The charts below show Rocky View’s student achievement levels at both the “acceptable standard” and the “standard of excellence” for both school-awarded and diploma mark. The participation rate represents the percentage of students who wrote the exam compared to the total number of students in their third year of senior high programming. The “target” reflects the school’s best assessment of future student performance given the five-year trend and any applicable improvement initiative.

GRADE 12 DIPLOMA RESULTS:											
	2013/14		2014/15		2015/16		2016/17		2017/18		2018/19 School Target
	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	
ENGLISH 30-1											
School Awarded – Acceptable	97.6	97.2	88.2	97.5	92.1	97.8	89.2	97.9	93.3	97.9	90
Diploma – Acceptable:	68.3	87.6	88.2	86.5	78.9	86.8	70.3	86.5	86.7	87.5	90
School Awarded – Excellence	19.5	30.7	35.3	31.9	38.5	32.2	18.2	32.9	66.7	34.5	50
Diploma – Excellence:	0	11.8	0	11.4	7.9	10.7	2.7	11.7	13.3	13.2	25
ENGLISH 30-2											
School Awarded – Acceptable	100	94.7	76.9	94.4	88.9	95.6	88.9	95.6	92.6	95.9	90
Diploma – Acceptable:	95.5	89.8	84.6	88.6	81.5	89.1	100	89.5	85.2	88	90
School Awarded – Excellence	22.7	13.5	15.4	13.4	11.1	13.2	27.8	14.5	33.3	15.2	35
Diploma – Excellence:	9.1	13.1	23.1	11.2	18.5	12.3	11.1	11.4	25.9	13.1	30
SOCIAL 30-1											
School Awarded – Acceptable	100	98.6	100	98.8	97.6	99.0	97.6	98.9	96.3	99	90
Diploma – Acceptable:	53.6	85.6	85.7	87.1	81	84.9	81	86.0	77.8	86.2	80
School Awarded – Excellence	57.1	37.6	57.1	39.2	47.6	40.8	47.6	41.3	48.1	43.3	40
Diploma – Excellence:	0	14.2	0	16.2	7.1	14.3	7.1	14.8	3.7	17.7	20
SOCIAL 30-2											
School Awarded – Acceptable	95.7	94.3	100	95.2	90.7	95.6	100	95.8	87.5	95.8	85
Diploma – Acceptable:	87	93.9	81	81.3	69.8	81.1	87.5	80.6	79.2	78.8	80
School Awarded – Excellence	30.4	16.9	33.3	17.6	25.6	17.5	62.5	18.5	29.2	19.6	30
Diploma – Excellence:	21.7	14.8	9.5	12.5	7	13.1	25	12.6	8.3	12.2	20
MATH 30-1											
School Awarded – Acceptable	92.3	95.6	NA	95.9	92.9	96.4		96.4	88.9	96.1	90
Diploma – Acceptable:	69.2	75.1		76.1	57.1	70.7	n/a	73.1	77.8	77.8	85
School Awarded – Excellence	53.8	46.1		49.0	64.3	50.7		51.7	66.7	52.3	50
Diploma – Excellence:	15.4	27.9		31.6	14.3	25.9	n/a	30.7	22.2	35.3	25
MATH 30-2											
School Awarded – Acceptable	75	92.8	96.6	93.2	100	94.7	76.9	94.8	75	94.4	85
Diploma – Acceptable:	50	71.3	82.8	73.9	84.6	75.4	61.5	74.7	100	74.2	85
School Awarded – Excellence	20	21.1	13.8	23.8	23.1	24.9	15.4	27.3	50	26.9	50
Diploma – Excellence:	5	15.0	6.9	15.5	15.4	16.8	7.7	15.9	25	16.4	30
BIOLOGY 30											
School Awarded – Acceptable	85	96.2	92	96.4	100	97.1	87.5	97.0	92.3	97.1	90
Diploma – Acceptable:	45	85.3	52	85.8	58.3	85.1	87.5	84.2	69.2	86.6	80
School Awarded – Excellence	40	43.6	28	45.2	41.7	47.0	62.5	48.4	30.8	50.4	30
Diploma – Excellence:	10	31.8	8	33.0	16.7	32.4	37.5	32.3	23.1	36.6	25

CHEMISTRY 30											
School Awarded – Acceptable Diploma – Acceptable:	100 27.3	96.3 81.5	100 71.4	96.2 82.1	NA	96.9 81.5	n/a	97.5 83.1	100 100	97.1 83.6	100 100
School Awarded – Excellence Diploma – Excellence:	81.8 0	46.1 35.2	14.3 14.3	46.9 34.2		40.5 34.5	n/a	51.4 38.6	66.7 33.3	52.7 38.3	65 50
PHYSICS 30											
School Awarded – Acceptable Diploma – Acceptable:	NA	96.3 83.2	NA	96.8 83.9	NA	97.3 85.5	n/a	97.5 85.7	n/a	97.4 86.2	n/a
School Awarded – Excellence Diploma – Excellence:		49.7 34.3		51.4 35.8		53.9 39.8	n/a	56.0 41.8	n/a	58.3 43.6	
SCIENCE 30											
School Awarded – Acceptable Diploma – Acceptable:	100 85.7	95.0 85.0	NA	96.1 83.9	NA	96.9 84.4	n/a	96.9 84.9	n/a	96.6 85.4	n/a
School Awarded – Excellence Diploma – Excellence:	57.1 0	32.0 25.4		33.5 26.6		36.5 27.6	n/a	37.9 28.4	n/a	39.6 31.5	

Areas of Strength:

- English 30-1: on the diploma exam in both acceptable and standard of excellence categories, our students are the same as the provincial average.
- English 30-2; twice as many of our students achieved the standard of excellence on the diploma exam than the provincial average
- Social: more than $\frac{3}{4}$ of our students achieved the acceptable level, similar to the province, but much fewer than the provincial average achieved the standard of excellence on the diploma exam.
- Math 30-2: all our Math 30-2 students passed the diploma exam, and 25% of them achieved the standard of excellence, both results higher than the provincial average
- Math 30-1: Increase in both categories in the last three years.
- Chemistry 30: all our students passed the diploma exam and 1/3 of them achieved the standard of excellence

Future Priorities:

- English: continue to spend time working with individual students to improve their writing skills
- Social: to increase students understanding of how the structure of a text influences the purpose
- Math: discuss our assessment practices, as the discrepancy between the number of students achieving the standard of excellence in the course and on the diploma exam is significant.
- Biology: the diploma marks dropped for almost all students; we are exploring some focused preparation on writing diploma exams.
- Although only a few students take Chemistry, we will continue to challenge them at the standard of excellence. This would include providing former diploma exam questions and diploma-type questions on their assignments.

GRADE 12 DIPLOMA RESULTS: RVSO

	2013/14		2014/15		2015/16		2016/17		2017/18		2018/19 School Target
	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	
ENGLISH 30-1											
School Awarded – Acceptable Diploma – Acceptable:	97.6 68.3	97.2 87.6	88.2 88.2	97.5 86.5	92.1 78.9	97.8 86.8	89.2 70.3	97.9 86.5	97.4 73.7	97.9 87.5	90 85
School Awarded – Excellence Diploma – Excellence:	19.5 0	30.7 11.8	35.3 0	31.9 11.4	38.5 7.9	32.2 10.7	18.2 2.7	32.9 11.7	26.3 2.6	34.5 13.2	25 25

ENGLISH 30-2											
School Awarded – Acceptable Diploma – Acceptable:	100 95.5	94.7 89.8	76.9 84.6	94.4 88.6	88.9 81.5	95.6 89.1	88.9 100	95.6 89.5	n/a	95.9 88	90 90
School Awarded – Excellence Diploma – Excellence:	22.7 9.1	13.5 13.1	15.4 23.1	13.4 11.2	11.1 18.5	13.2 12.3	27.8 11.1	14.5 11.4	n/a	15.2 13.1	25 25
SOCIAL 30-1											
School Awarded – Acceptable Diploma – Acceptable:	100 53.6	98.6 85.6	100 85.7	98.8 87.1	97.6 81	99.0 84.9	97.6 81	98.9 86.0	100 63.6	99 86.2	90 80
School Awarded – Excellence Diploma – Excellence:	57.1 0	37.6 14.2	57.1 0	39.2 16.2	47.6 7.1	40.8 14.3	47.6 7.1	41.3 14.8	27.3 4.5	43.3 17.7	25 20
SOCIAL 30-2											
School Awarded – Acceptable Diploma – Acceptable:	95.7 87	94.3 93.9	100 81	95.2 81.3	90.7 69.8	95.6 81.1	100 87.5	95.8 80.6	97 87.9	95.8 78.8	95 85
School Awarded – Excellence Diploma – Excellence:	30.4 21.7	16.9 14.8	33.3 9.5	17.6 12.5	25.6 7	17.5 13.1	62.5 25	18.5 12.6	24.2 27.3	19.6 12.2	25 25
MATH 30-1											
School Awarded – Acceptable Diploma – Acceptable:	92.3 69.2	95.6 75.1	NA	95.9 76.1	92.9 57.1	96.4 70.7	n/a	96.4 73.1	100 71.4	96.1 77.8	95 80
School Awarded – Excellence Diploma – Excellence:	53.8 15.4	46.1 27.9		49.0 31.6	64.3 14.3	50.7 25.9	n/a	51.7 30.7	42.9 14.3	52.3 35.3	40 20
MATH 30-2											
School Awarded – Acceptable Diploma – Acceptable:	75 50	92.8 71.3	96.6 82.8	93.2 73.9	100 84.6	94.7 75.4	76.9 61.5	94.8 74.7	100 73.7	94.4 74.2	90 80
School Awarded – Excellence Diploma – Excellence:	20 5	21.1 15.0	13.8 6.9	23.8 15.5	23.1 15.4	24.9 16.8	15.4 7.7	27.3 15.9	47.4 15.8	26.9 16.4	40 20
BIOLOGY 30											
School Awarded – Acceptable Diploma – Acceptable:	85 45	96.2 85.3	92 52	96.4 85.8	100 58.3	97.1 85.1	87.5 87.5	97.0 84.2	100 65	97.1 86.6	90 80
School Awarded – Excellence Diploma – Excellence:	40 10	43.6 31.8	28 8	45.2 33.0	41.7 16.7	47.0 32.4	62.5 37.5	48.4 32.3	55 15	50.4 36.6	40 25
CHEMISTRY 30											
School Awarded – Acceptable Diploma – Acceptable:	100 27.3	96.3 81.5	100 71.4	96.2 82.1	NA	96.9 81.5	n/a	97.5 83.1	n/a	97.1 83.6	n/a
School Awarded – Excellence Diploma – Excellence:	81.8 0	46.1 35.2	14.3 14.3	46.9 34.2		40.5 34.5	n/a	51.4 38.6	n/a	52.7 38.3	
PHYSICS 30											
School Awarded – Acceptable Diploma – Acceptable:	NA	96.3 83.2	NA	96.8 83.9	NA	97.3 85.5	n/a	97.5 85.7	n/a	97.4 86.2	n/a
School Awarded – Excellence Diploma – Excellence:		49.7 34.3		51.4 35.8		53.9 39.8	n/a	56.0 41.8	n/a	58.3 43.6	
SCIENCE 30											
School Awarded – Acceptable Diploma – Acceptable:	100 85.7	95.0 85.0	NA	96.1 83.9	NA	96.9 84.4	n/a	96.9 84.9	100 75	96.6 85.4	100 80
School Awarded – Excellence Diploma – Excellence:	57.1 0	32.0 25.4		33.5 26.6		36.5 27.6	n/a	37.9 28.4	37.5 25	39.6 31.5	35 25

Areas of Strength:

- Social 30-2: In both semesters last year, my 30-2 writers performed well above the provincial averages and extremely close to their course-awarded marks on average.
- Math 30-1: students did better on numerical response than the province
- Math 30-2: results in both acceptable and standard of excellence on the diploma exam were almost identical to provincial average
- Math 30-2: our students outperformed the provincial average on the multiple choice, numerical response, and problem solving.
- English 30-1: fairly consistent results over the last 3 years

- Science 30: all students passed the course with the combined school mark and diploma mark
- Biology 30: One student achieved 98% on the diploma exam, and 15% of the students achieved the standard of excellence

Future Priorities:

- Social 30-2: more focus given to writing skills and critical thinking
- Social 30-1: modified the resources/scaffolding leading into assignments that have students working on the skills required for the diploma and life
- Math 30-1: increase the level of difficulty in some assignments to challenge the level of excellence; the use of diploma type questions will help this.
- English 30-1: increase the discussion around what makes an excellent writing sample to increase the number of students achieving this level.
- Math 30-2: ongoing improvement of assessment questions to maintain this high standard of success.
- Science 30: in an online course, the student does most of the exam writing at home, so do not have practice writing supervised exams, and the diploma marks are much lower than the school-based marks; this practice will require further discussion
- Biology 30: The online course does not prepare students well to write a diploma exam. More diploma prep would help this factor.
- In all courses, we need to encourage consistent completion of course work rather than submitting much of the work at the end of the term.

APPENDIX G: PARTICIPATION RATE

The chart below illustrates the number of students writing four or more diploma exams within three years of entering Grade 10.

PARTICIPATION RATE:											
	2012/13		2013/14		2014/15		2015/16		2016/17		2017/18 Target
	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	
Participation Rate	14.4	50.5	6.9	54.9	5.1	54.6	15.5	54.9	4.1	55.7	10

APPENDIX H: DROP OUT RATE

The chart below illustrates the number of students who do not complete high school, after entering grade 10.

DROP-OUT RATE:											
	2012/13		2013/14		2014/15		2015/16		2016/17		2017/18 Target
	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	
Drop-Out Rate	15.6	3.3	14	3.4	17.3	3.2	11.2	3.0	15.3	2.3	15

APPENDIX I: HIGH SCHOOL COMPLETION

The chart below illustrates the number of students graduating from high school within three, four and five years of entering grade 10.

HIGH SCHOOL COMPLETION RATE:

	2012/13		2013/14		2014/15		2015/16		2016/17		2017/18 Target
	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	
Three Years	34.6	74.9	27.7	76.4	12.8	76.5	25.9	77.9	8.2	78.0	15
Four Years	13.1	79.6	30.7	80.0	43.2	81.0	23.2	81.2	39.2	82.6	40
Five Years	33.3	81.7	12.7	82.1	36.9	82.1	59.9	83.2	29.9	83.4	50

APPENDIX J: TRANSITION RATE

The chart below illustrates the number of students pursuing post-secondary training within four and six years of leaving the jurisdiction.

TRANSITION RATE:

	2012/13		2013/14		2014/15		2015/16		2016/17		2017/18 School Results (%)
	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	
Four Years	0	40.0	9.7	38.4	10.6	37.0	4.6	37.0	5	39.3	10
Six Years	8.7	59.2	12.7	59.8	0	59.4	23.9	57.9	28.2	58.7	35

APPENDIX K: RUTHERFORD SCHOLARSHIP

Each year, the Rutherford Scholarship is awarded to high school students, who attain 80 percent or better in five core subjects. The table below reports the percentage of students earning the scholarship over a five-year period.

RUTHERFORD SCHOLARSHIP:

	2012/13		2013/14		2014/15		2015/16		2016/17		2017/18 Target
	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	
Recipients	n/a	n/a	n/a	n/a	26.4	60.8	37.2	62.3	36	63.4	50

Areas of Strength on High School Completion Measures:

- Our drop-out rate is similar to what it was 5 years ago, and our transition rate to post-secondary has improved slightly over the last 5 years
- More than a third of our students qualify for the Rutherford scholarship

Future Priorities on High School Completion Measures:

- Because most of our students come to us after being in high school for 3 years, completion rates are poor measures of what we do.
- we will continue to create individual programs for each student that will allow that student to receive a high school diploma, even if it takes more than 3 years.

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"/>	September 24, 2018

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.

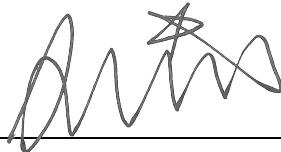


December 6, 2018

Principal Signature

Date

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



March 6, 2019

Superintendent of Schools

Date