

Mannville School Combined 3-Year Education Plan and
Annual Education Results Report (AERR)
2018-2019 Results

Our Mission:

Mannville School engages and empowers a community of continuous learners by creating opportunities for maximizing student growth and leadership, in a safe and caring environment.



Each school authority establishes requirements for the content and process for school education plans and annual reports as part of its accountability system. Schools prepare their education plans and annual reports based on specifications provided by their school authority. For details please refer to the Policy and Requirements for Planning and Results Reporting: <https://open.alberta.ca/publications/1923-0257>

Combined 2019 Accountability Pillar Overall Summary

Measure Category	Measure	Mannville 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	86.8	87.2	87.5	89.0	89.0	89.3	High	Maintained	Good
Student Learning Opportunities	Program of Studies	66.4	62.9	63.4	82.2	81.8	81.9	Low	Maintained	Issue
	Education Quality	87.5	89.6	89.6	90.2	90.0	90.1	High	Maintained	Good
	Drop Out Rate	0.0	0.0	0.0	2.6	2.3	2.9	Very High	Maintained	Excellent
	High School Completion Rate (3 yr)	92.3	86.5	91.0	79.1	78.0	77.5	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	72.8	72.6	73.2	73.8	73.6	73.6	Intermediate	Maintained	Acceptable
	PAT: Excellence	9.8	4.8	10.0	20.6	19.9	19.6	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	81.6	86.8	84.8	83.6	83.7	83.1	Intermediate	Maintained	Acceptable
	Diploma: Excellence	18.4	21.1	17.3	24.0	24.2	22.5	Intermediate	Maintained	Acceptable
	Diploma Exam Participation Rate (4+ Exams)	46.2	43.3	40.6	56.3	55.7	55.1	Intermediate	Maintained	Acceptable
	Rutherford Scholarship Eligibility Rate	62.5	58.3	45.8	64.8	63.4	62.2	Intermediate	Maintained	Acceptable
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	73.2	53.7	71.2	59.0	58.7	58.7	Very High	Maintained	Excellent
	Work Preparation	84.2	67.9	80.4	83.0	82.4	82.6	High	Maintained	Good
	Citizenship	79.0	76.2	79.3	82.9	83.0	83.5	High	Maintained	Good
Parental Involvement	Parental Involvement	81.3	83.9	85.5	81.3	81.2	81.1	High	Maintained	Good
Continuous Improvement	School Improvement	77.7	82.7	82.4	81.0	80.3	81.0	High	Declined	Acceptable

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 (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
6. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
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; and 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 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
11. 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.

Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)			Target			Evaluation		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	72.5	69.0	78.0	72.6	72.87	74	Intermediate	Maintained	Acceptable
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	10.8	12.9	12.1	4.8	9.8	7	Very Low	Maintained	Concern

Comment on Results:

These results reflect daily academic achievement as assessed by current teaching staff. There was a decline in standards in 2018, however, and upswing again in 2019, from which we can build on, including a 5% increase in standard of excellence achievement.

Strategies:

Continue to develop students' areas of strength, and support areas of challenge, through professional development of teachers, and differentiated instruction for students, in order to attain levels of acceptable and excellence that are reflective of the group.



Performance Measure	Results (in percentages)					Target	Evaluation		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	69.2	85.3	82.2	86.8	81.6	82	Intermediate	Maintained	Acceptable
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	7.7	17.6	13.3	21.1	18.4	20	Intermediate	Maintained	Acceptable

Comment on Results:

We maintained similar numbers of students in Diploma exam classes, and these results reflect daily academic achievement as assessed by current teaching staff. Achievement levels have remained close to those of the province and previous years.

Strategies:

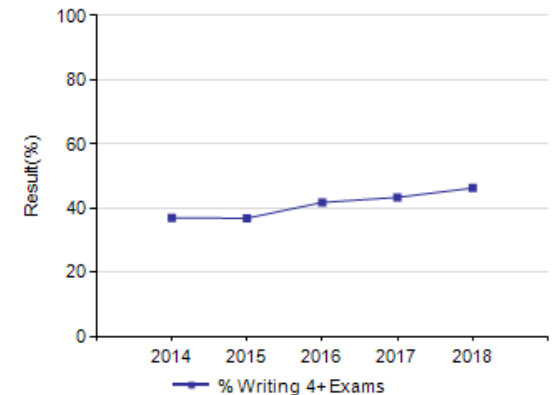
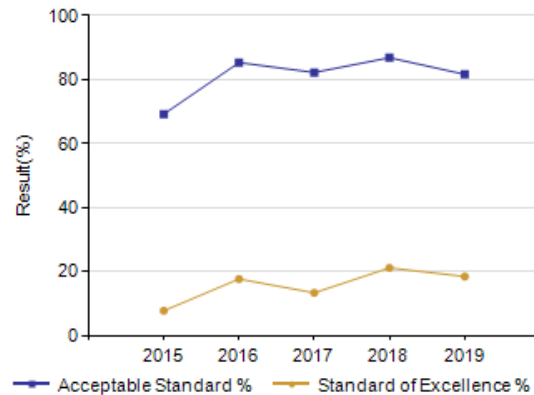
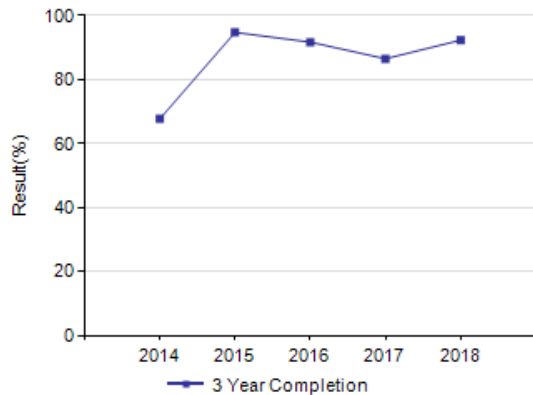
Continue to work with students to determine individual and group needs in order to achieve at levels of excellence. Maintain professional development in order to keep up with current curricular demands, and to stay on top of current events, so students are prepared for their exams as well as their future education and careers.



Performance Measure	Results (in percentages)			Target			Evaluation		
	2014	2015	2016	2017	2018	2019	Achievement	Improvement	Overall
High School Completion Rate (Percentage of students who completed high school within three years of entering Grade 10).	67.7	94.7	91.7	86.5	92.3	98	Very High	Maintained	Excellent
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	36.9	36.8	41.7	43.3	46.2	75	Intermediate	Maintained	Acceptable
Drop Out Rate (Annual dropout rate of students aged 14 to 18).	0.3	0.0	0.0	0.0	0.0	0	Very High	Maintained	Excellent
High school to post-secondary transition rate of students within six years of entering Grade 10.	79.8	86.5	73.5	53.7	73.2	75	Very High	Maintained	Excellent
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	33.3	*	58.3	62.5	75	Intermediate	Maintained	Acceptable

Comment on Results:

We continue to see an increase in students completing more academic courses and preparing for post-secondary education. We are projecting a large number of students to complete four or more Diploma exams this year, and qualify for Rutherford Scholarship.



Strategies:

Continue to offer a variety of courses in house, as well as through video conferencing, Students' Online, Lakeland College (dual credit and CTS courses), RAP, work experience and other opportunities as they become available. Also continue to support students in attending events such as Skills Alberta and Skills Canada competitions, Try-A-Trade, Take Your Kid to Work, Open Houses, and so forth, in order to peak interest in long-term education and graduation.



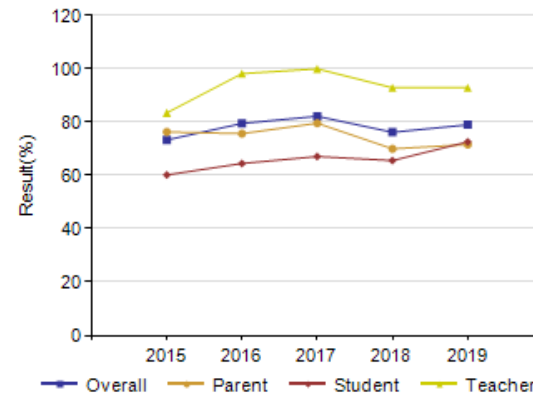
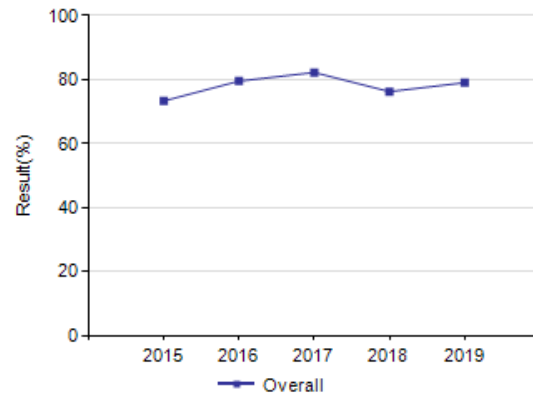
Notes:

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. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. 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; and Social Studies 30-2.
5. 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.
6. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
8. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
9. 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.

Performance Measure	Results (in percentages)					Target	Evaluation		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	73.3	79.5	82.2	76.2	79.0	80	High	Maintained	Good

Comment on Results:

We have shown growth over the past four years, with a small dip, and an upward rise again. We are confident that there has been a positive shift in culture in the school community, and that students are more and more understanding what it means to portray characteristics of active citizenship. We expect to see this number increase once again.



Strategies:

Continued and long term goals of positive culture-based programming including 7 Habits of Highly Effective People, VIA Strength Surveying, and a focus on our Assurance Elements which include topics of relationship development, collaboration, and resiliency.



Notes:

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2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.

Outcome Two: First Nations, Métis, and Inuit students in Alberta are successful

Comment on Results:

While we do not have the required statistical number of students who self-declare as First Nations, Métis, or Inuit, we recognize that there are many cultures represented in our school community. We appreciate the diverse populations and enjoy learning about each other through various opportunities in and outside of the school walls. We continue to grow in our understanding of cultures and appreciation of their values and beliefs through professional learning, guest speakers, presentations and events. We ensure all students have supports they require to learn.

Strategies:

We continue to educate our staff and students through a variety of ways of learning. We have three dedicated staff members who have a keen interest in this area and are learning and sharing knowledge. We learn from our students and community members daily, and do the best we can to educate the school community on truth and reconciliation. We participate in a variety of webinars, tutorials, presentations, professional development and First Nations, Métis, and Inuit celebrations such as Orange Shirt Day and Indigenous Peoples' Day to show respect, and to honour other cultures. We will continue to work to ensure ALL students are given the supports they require to learn.

<h3>Connections</h3> <ul style="list-style-type: none">• I've canoed before.• I know people who are bad• book $\left\{ \begin{array}{l} \text{When I was Eight} \\ \text{Kookum's Red Shoes.} \\ \text{Not My Girl.} \end{array} \right.$• both go to school, have teachers.• rivers.• helped build a canoe	<h3>Concepts</h3> <ul style="list-style-type: none">• Residential schools• treated children poorly.• Teachers were often unkind.• It was the law to go to school.••
<h3>Challenges</h3> <ul style="list-style-type: none">• children taken away without permission.• poor food• worked too hard $\left\{ \begin{array}{l} \text{couldn't talk} \\ \text{to family} \end{array} \right.$• cut hair $\left\{ \begin{array}{l} \text{couldn't speak} \\ \text{their language} \end{array} \right.$• beaten/punished $\left\{ \begin{array}{l} \text{culture} \end{array} \right.$	<h3>Changes</h3> <ul style="list-style-type: none">• Residential school have been shut down.• Children treated better at school• Reconciliation \rightarrow Sorry \rightarrow make it better.••

Outcome Three: Alberta has excellent teachers, school leaders, and school authority leaders

Performance Measure	Results (in percentages)					Target	Evaluation		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	50.1	61.2	66.0	62.9	66.4	70	Low	Maintained	Issue

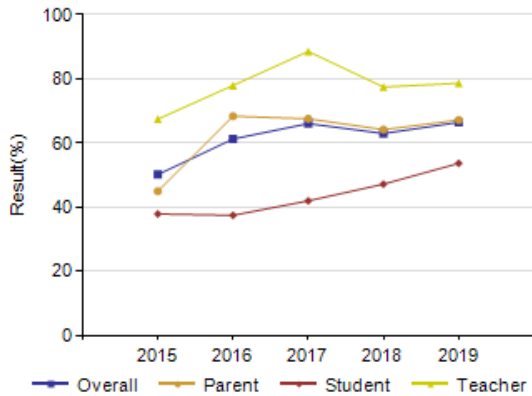
Comment on Results:

We have been trying to offer more opportunities for students to have access to courses such as art, various CTS, health and PE. There has been a 16% growth over the last 3 years, which is a large increase, even if this area is still considered “low.”

Strategies:

We will continue to ask students what they wish to study, and have available at the school, or through other avenues of learning and teaching, and to communicate the variety of options already available to our students, our to our parents and community members.

Graph of Detailed School Results – Program of Studies



Notes:

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Outcome Four: Alberta's education system is well governed and managed

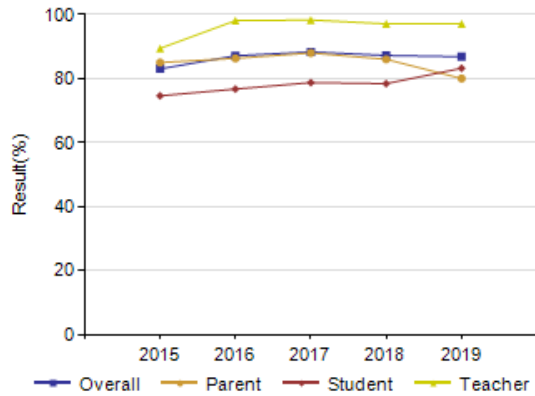
Performance Measure	Results (in percentages)			Target			Evaluation		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	83.0	87.1	88.3	87.2	86.8	90	High	Maintained	Good
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	81.3	88.3	90.9	89.6	87.5	90	High	Maintained	Good
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	75.6	85.7	87.5	67.9	84.2	85	High	Maintained	Good
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning. <i>(This measure is required for charter and private school authorities that do not have grades 10-12.)</i>	67.4	85.7	78.9	63.1	78.6	80	n/a	n/a	n/a
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	83.2	82.9	89.8	83.9	81.3	82	High	Maintained	Good
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	68.6	78.1	86.4	82.7	77.7	80	High	Declined	Acceptable

Comment on Results:

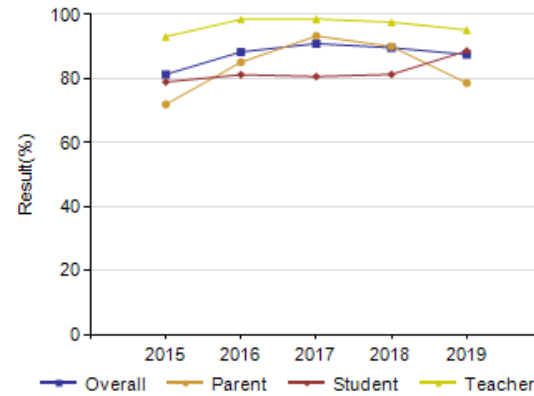
Communicating and educating our students and parents about opportunities within the school is a priority. Feedback from parents, students and community is welcomed by our staff, and relationships are formed to create new opportunities for our students. We have found that educating students and parents about the survey, and completing it with small groups has benefited us in terms of accuracy and depth of results. Publishing lists of the various activities and opportunities students can take part in has also provided parents, students and community members with a deeper understanding and knowledge of what their child may be participating in.

These areas are linked to our goals of creating positive relationships and school culture, as well as continued parental involvement in decision making and involvement. We continue to maintain high levels of achievement in these areas, and continue to see a rise in student satisfaction in all areas.

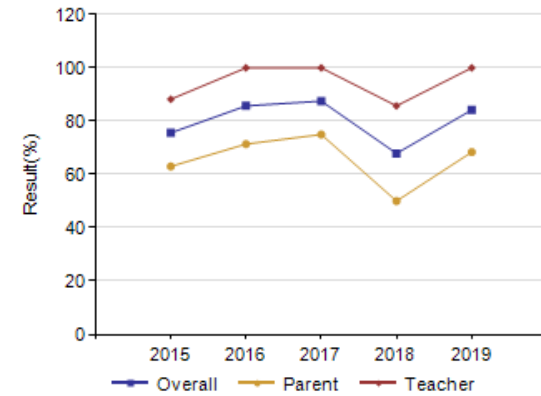
Graph of Detailed School Results – Safe and Caring



Graph of Detailed School Results – Education Quality



Graph of Detailed School Results – Work Place Preparedness



Strategies:

We continue to work alongside our School Council to create a space and opportunity for parent voice and to maintain welcoming and positive relationships with parents. One of our top priorities is to ensure students are being cared for and monitored for their needs being met, including feelings of belonging and safety. Staff continue to infuse daily lessons with opportunities for growth in competencies and inquiry in order to develop skills that will benefit students in further education and/or careers ahead. We will continue to gather and publish lists of the varied activities we do, and opportunities that are created, to ensure our students can grow and learn, and be prepared for their futures.



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