



School Education Results Report

2015/2016

Annie L Gaetz Elementary School



The Year in Review

Fast Facts:

Address: 32 Mitchell Ave
Red Deer, AB T4N 0L6
Phone: 403-347-5660
Attendance Line: 403-347-5917
Fax: 403-342-5706
Email: algaetz@rdpsd.ab.ca
Website: <http://algaetz.rdpsd.ab.ca/>

Principal: Larry Hartel
Vice Principal: Carrie Tobler

Anticipated student enrollment = 296 FTE

Anticipated Staff Profile :

15 Teachers

8 Classified Staff

1 :LAT

2 Facility Services Staff

1 Community Liaison Worker

Accountability Pillar Overall Summary
 Annual Education Results Reports - Oct 2016
 School : 4436 Annie L Gaetz School



Measure Category	Measure Category Evaluation	Measure	Annie L Gaetz 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	Excellent	Safe and Caring	92.5	91.9	93.8	89.5	89.2	89.1	Very High	Maintained	Excellent
		Program of Studies	95.9	88.4	91.2	81.9	81.3	81.4	Very High	Maintained	Excellent
		Education Quality	95.4	96.3	96.0	90.1	89.5	89.5	Very High	Maintained	Excellent
Student Learning Opportunities	n/a	Drop Out Rate	n/a	n/a	n/a	3.2	3.5	3.5	n/a	n/a	n/a
		High School Completion Rate (3 Yr)	n/a	n/a	n/a	76.5	76.5	75.5	n/a	n/a	n/a
		P.A.T. Acceptable	n/a	n/a	n/a	73.6	72.9	73.4	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	n/a	P.A.T. Excellence	n/a	n/a	n/a	19.4	18.8	18.6	n/a	n/a	n/a
		Diploma Acceptable	n/a	n/a	n/a	85.0	85.2	85.1	n/a	n/a	n/a
		Diploma Excellence	n/a	n/a	n/a	21.0	21.0	20.5	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	n/a	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	54.6	54.4	53.5	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	60.8	n/a	n/a	n/a	n/a	n/a
		Transition Rate (6 Yr)	n/a	n/a	n/a	59.4	59.7	59.3	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Work Preparation	85.7	94.7	92.6	82.6	82.0	81.1	High	Maintained	Good
		Citizenship	92.7	92.0	93.3	83.9	83.5	83.4	Very High	Maintained	Excellent
		Parental Involvement	89.0	89.9	87.4	80.9	80.7	80.5	Very High	Maintained	Excellent
Continuous Improvement	Excellent	School Improvement	91.4	93.7	92.2	81.2	79.6	80.0	Very High	Maintained	Excellent

District Goal

Literacy

Outcome

- Each learner is a proficient reader and writer across the curriculum.
- Each learner is numerate.
- Each learner will discover, develop and apply competencies across the curriculum.

District Performance Measures

Measure Definition: Number of students who are more than 1.0 grade levels below through formal and informal assessment

Source/Process: School based survey of teachers. Teacher expertise and insights into students and those who do not require benchmarking. Use of Fountas and Pinnell or PM Benchmark – as appropriate

- **Percentage of students in grades 1 to 8 who are reading/literate within 1 year of grade level. (RDP)**

Number of students	Students who are reading/writing within one year	Percentage
295	265	90%

District Performance Measure	Survey result scores for literacy measurements by students, parents and staff. (RDP).			
Measure Definition	Survey scores for students, parents and staff based on the locally develop District Survey - Literacy Rubric			
Source/Process	Survey data – students, parents, staff			
Data	Item	Students	Parents	Staff
	Reading/Writing	86%	84.21%	100%
	Numeracy	91%	89.47%	100%
	Use	89%	94.74%	100%

Comment on Results: Analysis and Action

- Ensure staff are comfortable with learning services Refresh tiered support website and services
- Review and analyze data to inform future practice
- Move to using Fountas and Pinnell benchmarking in all classrooms
- Look at the use of spelling programs and other resources to enhance literacy in the classrooms
- Continue to use the learning community approach to develop common grade and school wide expectations in all content areas.
- Look at creating literacy blocks to enhance our tier 2 and 3 interventions
- Integrate art across the curriculum using art journals
- Continue to look at building staff capacity in some of the schools foundational support structures (Kagan Structures, RTI, Daily 5, Literacy Cafe, guided reading
- Support staff growth in the use of benchmarking data to inform instruction
- The focus this year will be to ensure a consistent approach to benchmarking and school wide expectations in numeracy and literacy.

District Goal

Equity For All Students

Outcome

- Each student is engaged in meaningful learning that is appropriate to his or her abilities and takes place in the most enabling environment.
- Each staff member has the ability to meet the diverse needs of all students.
- Each student is able to access the supports and services they need to achieve success.

Alberta Education Performance Measures

- **Teacher and parent satisfaction with parental involvement in decisions about their child's education.**

Performance Measure	Results (in percentages)				
	2012	2013	2014	2015	2016
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	84.9	84.3	88.1	89.9	89.0

- **Overall agreement that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school.**

Performance Measure	Results (in percentages)				
	2012	2013	2014	2015	2016
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.	80.4	90.5	88.3	81.4	84.5

District Performance Measures

- **Survey results specific to inclusion for all students.** Percentage of satisfied/very satisfied

Measure Definition	Survey scores for students, parents and staff based on the locally develop District Survey - Equity Rubric			
Source/Processes	Survey data – students, parents, staff			
Data	Item	Students	Parents	Staff
	Learning	96%	92.11%	75%
	Support	95%	89.47%	100%
	Well-Being	96%	97.37%	100%

		Connections	97%	97.37%	93.75%	
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Comment on Results: Analysis and Action

- Ensure that we are using the resources that the district has in place on the pyramid of supports.
- Continue to work on best practices for use of the LAT / ID as support for our staff and students.
- Continue to use the PLC time to build solid universal supports for students and ensure our tiered support is in place.
- Work to ensure that we have a solid FMNI support structure in place in the school.
- Our school equity committee along with our staff will review our school survey data as well as other data to determine strategies we use to secure equity in our school.

District Goal

High School Completion and Transitions

Outcome

- Students acquire the competencies needed for a changing and dynamic future.
- Students complete high school making successful transitions to lifelong learning, careers and active citizenship.
- All students from K to 12 are supported with the goal of high school completion and successful transitions.

Alberta Education Performance Measure

- **Overall agreement that students model the characteristics of active citizenship.**

Performance Measure	Results (in percentages)				
	2012	2013	2014	2015	2016
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	87.0	90.0	89.2	88.6	87.4

- **Overall satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology and health and physical education.**

Performance Measure	Results (in percentages)				
	2012	2013	2014	2015	2016
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.	71.4	83.2	80.0	75.7	68.3

- **Students identified with attendance issues.**

Number of students whose attendance has been identified as an issue and attendance is impacting their academic achievement.	3
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- **Survey results specific to high school completion and transitions.** Percentage of satisfied/very satisfied

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Survey scores for students, parents and staff based on the locally develop District Survey - High School Completion and Transitions Rubric

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Survey Data – Students, Parents, Staff

D a t a	Item	Students	Parents	Staff
	Competencies	95%	89.47%	100%
	Transitions	95%	86.84%	93.75%
	High School Completion	95%	100%	93.75%
	Successful Transitions (High School Only)			

- **Suspension rates.**

Students in school	Number of out of school suspensions for three or more days	Incident Rate (% of student count)	Number of individual students suspended out of school for three or more days	Incident Rate (% of student count)
295	0	0	0	0

Comment on Results: Analysis and Action

- Continue to engage our students using our arts and music focus through intergrated universal programming..

- Work with our CLW to ensure strong family support where needed.
- Continue to develop a strong character education programming
- Ensure universal supports are in place using our learning support team to provide strong leveled supports
- Work with our CLW to build strong ties to the families experiencing attendance problems
- Work to build strong relationships with the students and families of at risk youth in our school
- Continue to provide a strong character education program
- Continue to provide preventative universal strategies within all classrooms. Provide targetted suppopts when necessary
- Develop a sensory room
- Work to ensure we have strong connections with our designated middle schools
- Support collaborative conversations between grade partners and grade levels.

District Goal***Throughline Outcomes*****Alberta Education Performance Measure**

- **Overall satisfaction with the quality of education.**

Performance Measure	Results (in percentages)				
	2012	2013	2014	2015	2016
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	97.9	97.2	96.5	96.9	92.7

- **Overall percentage of stakeholders indicating that their school and schools in their jurisdiction have improved or stayed the same in the last three years.**

Performance Measure	Results (in percentages)				
	2012	2013	2014	2015	2016
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.	91.7	90.9	91.9	86.4	89.6

Comment on Results: Analysis and Action

- Continue to work on building capacity using the Regional Collaborative Services Model
- Implement a school-wide comprehensive health strategy
- Build capacity using our Learning Assistance Team in collaboration with the classroom teacher and Central Service supports

District Goal

Success for First Nations, Métis and Inuit students

Outcome

- FNMI Students are engaged in learning.

Comment on Results: Analysis and Action

- Build connections with our FNMI community using our liaison Leslie Stonechild
- Build transitional connections with our Middle Schools
- Develop and grow our school capacity to use FNMI lessons and resources in the classrooms
- Develop an appreciation of the FNMI culture through targeted and universal activities and teachings like the development of our Medicine Garden and FNMI Mural work

Sharing Our Results

The School Results Report presents a summary of the progress and accomplishments of **Annie L Gaetz Elementary School**. As required under Section 13 of the School Councils Regulation, schools provide opportunities for their School Councils and stakeholders to be involved in the development of the report. A review and interpretation of Accountability Pillar measures are also communicated and shared with School Councils and are available at individual schools.

- o the School Results Report was reviewed and discussed at the **Oct 17th and Nov 21st** meetings of the School Council
- o the School Results Report is posted on the school website at: <http://algaetz.rdpsd.ab.ca/>

School Council Involvement and Activities:

The School Results Report



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