



School Education Results Report

2015/2016

Aspen Heights Elementary School



The Year in Review

Fast Facts:

Aspen Heights School
5869 69 Street Drive
Red Deer, Alberta T4P 1C3
Phone: 403-347-2581
Fax: 403-347-6566
Website: <http://aspenheights.rdpsd.ab.ca/>

Principal: Braden Kilpatrick
Vice Principal: Crystal Kjelsberg

Student Profile:

- Kindergarten = 34
 - Grade 1 = 36
 - Grade 2 = 41
 - Grade 3 = 33
 - Grade 4 = 32
 - Grade 5 = 44
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- Total Students = 220
 - ESL Students = 26
 - FNMI Students = 20

Staff Profile:

- 13 Teachers = 12.3 FTE
- 7 Classified Staff = 7.1 FTE
- 1 Facility Services Staff = 1 FTE
- 21 Total Staff

New Directions:

This year the school is going to continue with MicroCollege and we have increased the number of sessions the students will be participating in throughout the school year. With the addition of our Literacy Coach, teachers are collaborating to implement literacy strategies to meet the needs of all students. The division one teachers are using the Jolly Phonics to teach the students beginning reading skills.

MicroSociety continues to provide students with real life learning opportunities. Students are encouraged to create their own ventures which fosters an entrepreneurial spirit. Staff have collaborated to provide a literacy and numeracy focus during the Micro Learning Days. These literacy and numeracy skills will be cyclical from Kindergarten to grade five while providing a common language throughout the school.

The students and staff at Aspen Heights are working towards creating a growth mindset culture in the school.

Opportunities and Challenges:

Our Community Liaison Worker and Administration continue to work with several families in the school for a variety of issues. There has been an increase in the number of families that are in need of support. The Administration and Community Liaison Worker are continuing to work with parents whose children are having a difficult time attending school. The Community Liaison and Administration continue to work with our FNMI Learning Services to make connections with our FNMI students and their families.

A Year of Success:

Aspen Heights School continues to work on providing a high quality of education for its students. Aspen Heights School was one of five school that received the 4 Star Award from MicroSociety International. The school was also nominated for an Emerald Award for its environmental projects. The breakfast program continues to provide students with a positive start their day. Our Community Liaison Worker has been able to make several connections with families and assist families in getting the supports they need to be successful.

The school was able to continue to maintain the high scores according to the Accountability Pillars.

Accountability Pillar Overall Summary
 Annual Education Results Reports - Oct 2016
 School: 4447 Aspen Heights Elementary School



Measure Category	Measure Category Evaluation	Measure	Aspen Heights Elementary Sch			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	88.9	94.1	91.9	89.5	89.2	89.1	Very High	Maintained	Excellent
		Program of Studies	91.0	92.5	90.6	81.9	81.3	81.4	Very High	Maintained	Excellent
		Education Quality	98.9	95.3	90.5	90.1	89.5	89.5	Very High	Improved	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
		PAT: Acceptable	n/a	n/a	n/a	73.6	72.9	73.4	n/a	n/a	n/a
		PAT: 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
Student Learning Achievement (Grades K-9)	n/a	Diploma: Excellence	n/a	n/a	n/a	21.0	21.0	20.5	n/a	n/a	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
		Work Preparation	90.0	88.7	92.1	82.6	82.0	81.1	Very High	Maintained	Excellent
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Citizenship	88.4	93.3	91.9	83.9	83.5	83.4	Very High	Maintained	Excellent
		Parental Involvement	84.9	91.6	92.4	80.9	80.7	80.5	Very High	Maintained	Excellent
Parental Involvement	Excellent	Parental Involvement	80.4	84.3	84.8	81.2	79.6	80.0	Very High	Maintained	Excellent
Continuous Improvement	Excellent	School Improvement									

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
186	153	82%

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	86.67%	66.67%	100%
	Numeracy	82.22%	83.33%	100%
	Use	86.67%	83.33%	100%

Comment on Results: Analysis and Action

- In grade 2 - 5 - 22% of the students are reading one year or more behind. We started to implement MicroCollege with a focus on reading skills. We are starting to use a team approach to literacy intervention. Kindergarten to grade 3 are implementing the same assessment and program for teaching sounds and reading.
- The Kindergarten and grades 1, 2, and 3 teachers will use a common tool to teach the students the sounds of the alphabet.
- The Literacy coach and an additional teacher will be providing extra support for grades 1-3 students for reading.
- Staff will collaborate on determining the best teaching practices and implementing the best teaching practices for teaching students to read.
- Staff will plan teaching strategies based on data provided through different assessment tools.
- Staff will participate in Language Arts professional development sessions during staff learning days.

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.	80.4	92.5	93.1	91.6	84.9

- **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.	97.1	n/a	95.7	94.6	81.0

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 developed District Survey - Equity Rubric			
Source/Process	Survey data – students, parents, staff			
Data	Item	Students	Parents	Staff
	Learning	97.78%	91.67%	100%
	Support	91.11%	91.67%	100%
	Well-Being	86.67%	100%	100%
	Connections	84.44%	100%	100%

Comment on Results: Analysis and Action

- The equity committee will begin to identify areas of inequity in our school. As a team we will analysis the areas of inequity and develop an action plan to address these needs.
- We also plan to meet with Stephen Pottage to look at our technology and how we can ensure equitable resources for students.
- Our Community Liaison Worker will continue to play a role in further developing the parent-school connection.
- The school will continue to provide a breakfast and snack program for the students and participate in the Backpack program from the Salvation Army.

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.	98.8	n/a	96.7	94.6	71.8

- **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.	85.8	84.1	95.3	92.5	91.0

- **Students identified with attendance issues.**

Number of students whose attendance has been identified as an issue and attendance is impacting their academic achievement.	8
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- **Survey results specific to high school completion and transitions.** Percentage of satisfied/very satisfied

Measure Definition	Survey scores for students, parents and staff based on the locally develop District Survey - High School Completion and Transitions Rubric			
Source/Process	Survey Data – Students, Parents, Staff			
Data	Item	Students	Parents	Staff
	Competencies	93.33%	91.67%	84.21%
	Transitions	91.11%	83.33%	84.21%
	High School Completion	95.56%	91.67%	100%
	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)
220	0	0	0	0

Comment on Results: Analysis and Action			
<ul style="list-style-type: none"> Attendance Letters were sent home to parents whose child had a 20% absenteeism. If there was not an improvement in the next month, the principal made a phone to the parents or the principal and/or Community Liaison Worker would visit the home and make a plan with the parents to assist them getting their child to school. The staff will continue to work on developing positive and meaningful relationships with the students. All classrooms will use the Zones of Regulations in their classrooms. The staff will continue to improve MicroSociety to ensure that the students are learning skills that will help them succeed throughout their lives. We are developing common language and a common focus for K - 5 students that builds their numeracy and literacy skills. 			

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.	100	n/a	98.9	97.3	96.8

- 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.	100	n/a	97.8	97.3	92.1

Comment on Results: Analysis and Action

We are pleased with our results and continue to look at ways to improve the quality of education we are providing our students. The staff are to going to work through the book Mindset by Carol Dwerk and implement some of the strategies into their classroom settings to create a growth mindset culture throughout the school with staff, students and parents. The staff are also going to be participating in professional development and collaborating to develop best strategies for teaching for students to read.

District Goal

Success for First Nations, Métis and Inuit students

Outcome

- FNMI Students are engaged in learning.

Comment on Results: Analysis and Action

- We organized three families night for the FNMI families.
- We had Brian St. Germaine in to present to the staff about Residential Schools.
- Brian St.Germaine also worked with FNMI groups throughout the year and provided lessons in the grade 4 classroom.
- Teachers tried to incorporate FNMI resources into various lessons. We are going to make connections with the FNMI families through other family nights.

Sharing Our Results

The School Results Report presents a summary of the progress and accomplishments of **Aspen Heights 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.

- the School Results Report was reviewed and discussed at the Nov. 21, 2016 meeting of the School Council
- the School Results Report is posted on the school website at: <http://aspenheights.rdpsd.ab.ca/>

School Council Involvement and Activities:

Aspen Heights School Council and Parent and Community Support Association Report 2015-2016

For 2015-2016 we worked really hard as a mostly new council to lay down some foundation for future councils. This included creating operating procedures and making a bit more of a division between our School Council and Parent Association.

Our school council organized a few different special events throughout the year including handing out brochures at parent/teacher interviews, stuffing the principal's office with donations at Christmas, teacher/staff appreciation, a family dance, and year-end barbecue.

We sent one council member to the Alberta School Council conference, gave feedback to administration and the district where requested, did a parent survey and planned for 2016/2017. We also started using "remind" to communicate with parents.

Our parent association worked a casino, did bake sales, and sold perogies, gift cards and greeting cards for fundraisers. We used some of these funds to support school council events, send some students to the Young Writers Conference, adopt one of our school families at Christmas and cover the expenses in our 2015/2016 budget.

Both the council and association worked closely with administration throughout the year. We are appreciative of the positive communication, support and opportunities for feedback that both Mr. Kilpatrick and Mrs. Kjelsberg offered. We are also appreciative of all the great teachers and staff that work so hard to make Aspen Heights a truly wonderful school!

For 2016/2017 we will be looking at how to reach even more of our parents through communication and special events, including two family fun nights. We hope to recruit some more members to share their thoughts and ideas with us and to continue our great working relationship as a team with the school.

**Aspen Heights Parent and Support Association Budget
2015-2016**

Field Trips	\$4,000.00
Classroom Allocations	\$1,500.00
Nyman's Artmarks Awards	\$400.00
Activity Programs	\$750.00
Grade 5 Camp	\$3,000.00
Babysitting	\$140.00
City-Wide School Council Meeting	\$200.00
Accounting Service	\$50.00
Dawe Run Water	\$40.00
Total Budget	\$10,080.00



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