



Roland Michener Secondary School

Annual Education Results Report 2021-22

We are all RAMS! - **Respectful, Accepting, Motivated, and Successful.**



About Us

Roland Michener Secondary School is located in the Town of Slave Lake in northern Alberta, in the Municipal District of Lesser Slave River. It is located 257 km north of Edmonton on the southeast shore of Lesser Slave Lake at the junction of Highway 2 and Highway 88.

Roland Michener Secondary School is a Grade 7 to 12 school with an enrollment of approximately 620 students and 60 staff. We are committed to ensuring a welcoming, caring, respectful and safe learning environment that respect diversity and nurture a sense of belonging and a positive sense of self. Our school offers full academic and special education programs in an effort to foster hope and to inspire success. We are also proud to offer a wide range of options that includes Industrial Arts, Foods, Cosmo, Art, Drama, Instrumental Music and more.

Principal's Message

Welcome back RAMS! It is a pleasure to send a warm welcome to all new students and returning students and their families. The staff join me in saying we are happy to have all of you as part of our school community. This will be a successful year for all of you.

Our biggest goal is to help all students feel welcome and safe. We want each student to be successful and know that they are truly cared for at RMSS. As a community, we can fulfill our school core values by being **R**espectful, **A**ccepting, **M**otivated, and **S**uccessful. We are all RAMS!

Vision

Our vision is to forge strong, positive connections with students so they can achieve independence, build confidence, and gain academic knowledge.

Mission

Our purpose is to inspire hope and to foster success.



Roland Michener Secondary School would like to acknowledge that we work and learn in the ancestral and traditional territory of the Indigenous peoples in this area. This land has been and will continue to be home of the Cree, Dene, Métis, and other First Nations within the boundaries of Treaty 8. We also wish to acknowledge the traditional knowledge holders and Elders who are still with us today and those who have gone before us.

Staff List:

Name (Last, First)	Role	Name (Last, First)	Role
Adkins, Corinna	Teacher	Herbert, Kristoffer	Principal
Block, Cara	Teacher	Sloan, Deanna	Vice Principal
Bradley, Amanda	Teacher	Boyle, Tara	Vice Principal
Carrigan, Angela	Teacher	Burnett, Tracy	LRC
Court, Genevieve	Teacher	Edgar, Brenda	Secretary
Doetzel, Ian	Teacher	Thiessen, Jamie	Secretary
Doroshenko, Maria	Teacher	Vandusen, LaDawn	Secretary
Durling, Chad	Teacher	Warman, Janice	Secretary
Fehst, Andrew	Teacher	Briones, Ava	EA
Gaskell, Jasmine	Teacher	Butcher, Jenny-Lynn	EA
Gatto, Camille	Teacher	Cantada, Rose	EA
Ghatehora, Harsimrat	Teacher	Cline-Thera, Melanie	EA
Haines, Ryan	Teacher	Fernandes, Veena	EA
Hammond, Jane	Teacher	Kamar, Fatima	EA
Heather (Fish), Mackenzie	Teacher	Mitchell, Madison	EA
Hildingson, Kevin	Teacher	Rousselle, Kathleen	EA
Hollohan, Robyn	LST	Spencer, Thomas	EA
Jones, Linnea	LST	Toner, Rachel	EA
Kiil, Kalev	Teacher	Ward, Paulette	EA (PDLC Support)
Kolibaba, Natasha	Teacher	Young, Christopher	EA
McMahon, Lance	Teacher	Hook, Freida	Student Supports
Murphy, Hayley	Teacher	Jackson, Jenna	Wellness Coach
Owen, Phillip	Teacher	Soloshy, Kyla	Wellness Coach
Rowe, Chris	Teacher	Gall, Lisa	Career Coach
Rubisch, Brandon	Teacher	Stasow, Tayla	Career Coach
Schibler, Andrea	Teacher		
Smith, Michelle	Teacher		

Strickland, Ally	Teacher		
Sutton, Peter	Teacher		
Syslak, Tammy	Teacher		
Yaro, Judy	Teacher		
Young, Mikayla	Teacher		

Spring 2022 Required Alberta Education Assurance Measures - Overall Summary

Assurance Domain	Measure	Roland Michener Secondary 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
Student Growth and Achievement	Student Learning Engagement	78.8	76.3	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	65.5	69.6	64.3	81.4	83.2	83.1	Very Low	Maintained	Concern
	3-year High School Completion	80.5	67.0	74.4	83.2	83.4	81.1	Intermediate	Maintained	Acceptable
	5-year High School Completion	84.2	90.9	86.9	87.1	86.2	85.6	Intermediate	Maintained	Acceptable
	PAT: Acceptable	n/a	n/a	58.4	n/a	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	11.3	n/a	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	77.3	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	4.0	n/a	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	78.9	79.2	76.1	89.0	89.6	90.3	Very Low	Maintained	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	74.3	77.8	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	73.7	78.4	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	70.0	74.1	74.9	78.8	79.5	81.5	Very Low	Maintained	Concern

Spring 2022 Required Alberta Education Assurance Measures - Overall First Nation, Métis, and Inuit Summary

Assurance Domain	Measure	Roland Michener Secondary Sch (FNMI)			Alberta (FNMI)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	64.0	28.3	51.8	59.5	62.0	58.4	Very Low	Maintained	Concern
	5-year High School Completion	65.6	73.5	79.1	68.0	68.1	65.8	Very Low	Maintained	Concern
	PAT: Acceptable	n/a	n/a	51.1	n/a	n/a	54.0	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	8.7	n/a	n/a	7.4	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	88.2	n/a	n/a	77.2	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	2.9	n/a	n/a	11.4	n/a	n/a	n/a
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in the 2019/20 and 2020/21 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.
3. The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.
4. 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), Social Studies (Grades 6, 9, 9 KAE).
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020 and 2021. Caution should be used when interpreting trends over time.
6. 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.



DOMAIN 1: STUDENT GROWTH AND ACHIEVEMENT

High School Completion Rate

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.																																	
	School										Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
3 Year Completion	78	76.5	100	82.1	75	74.1	72	67.0	80	80.5	Intermediate	Maintained	Acceptable	248	63.0	260	64.4	252	60.1	246	60.8	263	61.3	44,982	78.7	44,978	79.7	45,354	80.3	46,245	83.4	47,675	83.2
4 Year Completion	100	83.3	79	80.9	100	88.6	73	83.2	70	76.7	Low	Declined	Issue	284	68.5	249	69.3	261	70.8	250	69.1	246	66.4	44,841	83.0	44,994	83.3	44,980	84.0	45,351	85.0	46,242	87.1
5 Year Completion	95	77.3	100	84.9	79	84.9	100	90.9	73	84.2	Intermediate	Maintained	Acceptable	249	73.9	283	71.5	249	71.1	265	73.0	250	70.8	43,736	83.8	44,842	85.2	44,988	85.3	44,972	86.2	45,344	87.1

First Nation, Métis, and Inuit High School Completion Rate

	Roland Michener Secondary Sch (FNMI)										Measure Evaluation			Alberta (FNMI)									
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
3 Year Completion	19	75.1	17	64.7	18	62.3	18	28.3	25	64.0	Very Low	Maintained	Concern	3,599	53.8	3,632	57.1	3,750	55.9	3,814	62.0	3,972	59.5
4 Year Completion	17	91.0	18	74.2	18	73.0	18	67.8	18	34.4	Very Low	Declined Significantly	Concern	3,318	60.1	3,453	60.8	3,524	64.2	3,670	63.6	3,729	68.6
5 Year Completion	19	69.6	18	85.4	17	78.5	18	73.5	17	65.6	Very Low	Maintained	Concern	3,199	60.6	3,266	64.5	3,407	65.0	3,469	68.1	3,593	68.0

Comments on Results

- We are pleased to see the increase in the 3 year completion rate. Our results in this category increased 13.5% and were comparable to the province average. This increase could be attributed to more consistent access to in person education compared to years prior and the impact of covid-19 pandemic.
- We believe the decrease in 4 & 5 year completion rates is directly related to the covid-19 pandemic. Students struggled to cope with the constant changes in education and life due to the pandemic over the last few years.
- We are very pleased to see the significant increase in the FNMI 3 year completion rate. Our results for completion increased 35.7% in this category and was above the provincial average. This increase could be attributed to more consistent access to in person education compared to years prior. We also had extra support with having an Indigenous Education Coach in place for most of the 2021-22 school year. In the previous year, this position was not filled. This role provided support to students/staff and focused on curriculum infusion.
- The decline in the 2021 FNMI 4 and 5 year completion rates correlates well to what we witnessed in the 2020 school year rates. It is also impacted by the covid-19 pandemic and students struggling to cope with the constant changes in education and life due to the pandemic.
- Overall, the covid-19 pandemic created difficult learning environments for students switching between online learning and in-person learning. We still were impacted by high levels of illness in the 2021-22 school year. This brought many interruptions to the flow of education.
- A big support to our school success is our Career Coaches. We have one and half positions at RMSS and this role is a continuous positive support for students to help them find a pathway to completion on a timeline that can work for the students.
- We also had a dedicated 2022 grad group formed at our school with staff and many students. It was a consistent conversation and goal to get students to graduation.

Citizenship

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.																																	
	School										Measure Evaluation			Authority										Province									
	2018		2019		2020		2021		2022					2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	217	62.8	208	61.1	217	67.5	198	69.6	211	65.5	Very Low	Maintained	Concern	1,178	77.4	944	73.2	1,084	78.3	876	80.3	993	77.8	253,727	83.0	265,614	82.9	264,413	83.3	230,843	83.2	249,770	81.4
Parent	23	51.8	27	48.5	25	56.5	19	54.7	19	56.4	Very Low	Maintained	Concern	251	73.1	157	69.1	177	73.0	89	71.0	95	73.6	35,482	81.7	35,247	81.9	36,891	82.4	30,905	81.4	31,689	80.4
Student	173	57.6	157	55.8	162	65.4	147	64.2	161	52.6	Very Low	Declined	Concern	741	71.5	620	64.4	714	72.0	605	76.3	721	69.6	185,623	73.9	197,090	73.5	193,577	73.8	169,741	74.1	187,120	72.1
Teacher	21	79.0	24	79.0	30	80.5	32	89.8	31	87.7	Intermediate	Maintained	Acceptable	186	87.6	167	86.0	193	90.0	182	93.4	177	90.3	32,622	93.4	33,277	93.2	33,945	93.6	30,197	94.1	30,961	91.7

Comments on Results

- Given the difficulties encountered during the global pandemic we are encouraged to see that our citizenship measures have remained static and have not drastically declined over the last few years. This is potentially due to our character education program based on the RAMS acronym which was created at the end of 2019 and instituted at the beginning of the 2020-2021 school year.
- The RAMS character education program revolves around:
 - Core values of school: What does it mean to be Roland Michener RAMS? We are all – Respectful, Accepting, Motivated, Successful
 - The creation of these values included the input from our staff, families, and students
 - Student recognition: Staff nominate students for positive behaviours every week, with one student winning the weekly student recognition award. These accomplishments are celebrated over our weekly announcements.
 - RAMS Cards: School based administrators hand out RAMS recognition postcards to students, written by staff, acknowledging positive behaviours.
 - Continued expectation within sport teams and extracurriculars: Ensure core values are articulated around conduct, discipline, and citizenship (regularly reviewed and revisited) and drive how we engage students, families, and staff.
 - Wellness Blitz: Our wellness coaches create targeted monthly character education blitzes based on the RAMS acronym and important themes for wellness.
 - the movement to create visuals of our acronym in classes and around the school to breed the culture.
- Mentorship option classes provide an opportunity to build strong student citizens and volunteerism in our school and community.
- We have a strong social media awareness.
- Community Engagement: Our students/staff fill a bus with donated food for the food bank every December. We also participate in yearly important events, such as Terry Fox Run/Walk, Orange Shirt Day, Bully Awareness and Prevention Week, Movember, support for breast cancer, pink shirt day, and more.
- The student results did have a decline in results from 2021. Normally, we have excellent transition support for our new grade 7 students but due to the restriction of covid-19 we were not able to do this for our new incoming RMSS students. This support allows for more awareness of the programs and initiatives at RMSS. We were happy to have this back in place for the end of the 2022 school year and hope to see an increase in the student results next year.

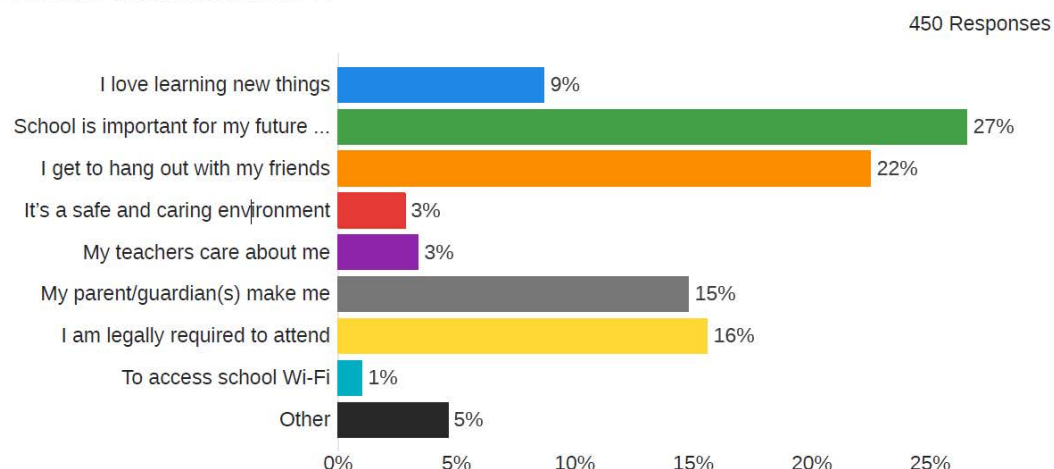
Student Learning Engagement

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.																																	
	School													Authority										Province									
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	198	76.3	211	78.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	877	83.1	993	85.3	n/a	n/a	n/a	n/a	n/a	n/a	230,956	85.6	249,740	85.1
Parent	n/a	n/a	n/a	n/a	n/a	n/a	19	63.2	19	82.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	90	79.2	96	90.9	n/a	n/a	n/a	n/a	n/a	n/a	30,994	89.0	31,694	88.7
Student	n/a	n/a	n/a	n/a	n/a	n/a	147	72.0	161	63.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	605	74.1	720	71.0	n/a	n/a	n/a	n/a	n/a	n/a	169,789	71.8	187,102	71.3
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	32	93.8	31	90.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	182	96.1	177	94.1	n/a	n/a	n/a	n/a	n/a	n/a	30,173	96.0	30,944	95.5

Comments on Results

- Overall we see the results remain static over the last two years in regards to student learning engagement.
- In the 2021-22 school year, we were still impacted by the covid-19 pandemic. Though we did not have major switches from in-person learning to online, the school was still impacted by an increase in illness. Increased illness or time away from classes due to covid-19 symptom requirements, quarantine measures, created breaks in education. All of this had an impact on consistent in person learning and can have an impact on the flow of regular engaging learning time. Students were still able to connect via Google Classrooms when ill but were expected to complete this task independently and were not able to have an option to access live in-person teaching as in the past when forced to switch to online education.
- Due to an increase in student population compared to teacher ratio we were not able to offer as many options as desired in 2021-22. This programming is favoured by students and supports an overall increase in engagement in learning. This is something we addressed when timetabling for the 2022-23 school year in hopes to offer more choice for learning and engaging programming.
- To get more specific information regarding student learning engagement, students were surveyed in a RMS student survey. See results below to why students attend school. This survey was completed by the majority of students attending school in the 2021-22 school year.

I attend school because:





Drop Out Rate

Drop Out Rate - annual dropout rate of students aged 14 to 18																																	
	School													Authority										Province									
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Drop Out Rate	341	2.3	317	1.1	329	2.2	315	0.9	320	3.6	High	Declined	Acceptable	1,058	5.5	977	6.2	1,015	6.3	1,050	5.5	1,001	8.3	182,062	2.3	182,832	2.6	184,812	2.7	186,228	2.6	189,713	2.3
Returning Rate	14	17.0	11	52.2	5	*	8	0.0	3	*	n/a	n/a	n/a	58	25.0	67	25.0	66	13.5	69	15.8	62	19.0	7,626	19.9	6,800	22.7	6,750	18.2	6,720	18.1	6,408	17.3

Comments on Results

- This result corresponds with our 4 and 5 year graduation rates encountered in 2021. We believe that the difficulties surrounding Covid-19 and inconsistencies with education due to the pandemic over the last few years has impacted our dropout rate overall. Lost learning time has been a big factor for our students when making decisions on staying in school.
- We believe this result will continue to have positive improvements over the next year or two due to the supportive work of our Career Coaches, continuing to increase CTS courses we are offering, and opportunities for programs such as work experience, dual credits opportunities and RAP placements.

Program of Studies

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.																																	
	School													Authority										Province									
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	217	81.9	208	80.9	217	81.7	198	82.2	211	81.4	High	Maintained	Good	858	84.1	647	78.5	825	82.1	594	80.5	694	82.4	175,907	81.8	181,846	82.2	184,393	82.4	157,680	81.9	172,339	82.9
Parent	23	79.7	27	74.9	25	80.9	19	81.1	19	82.7	Very High	Maintained	Excellent	252	83.6	157	77.0	177	77.8	90	78.6	95	81.5	35,489	79.9	35,252	80.1	36,901	80.1	30,817	81.7	31,625	82.4
Student	173	80.8	157	77.1	162	83.6	147	79.6	161	77.6	Very High	Maintained	Excellent	420	80.2	323	71.1	455	80.0	322	76.2	422	77.8	107,780	77.2	113,304	77.4	113,541	77.8	96,676	74.9	109,776	76.9
Teacher	21	85.1	24	90.6	30	80.4	32	85.8	31	83.9	Intermediate	Maintained	Acceptable	186	88.6	167	87.3	193	88.6	182	86.8	177	87.9	32,638	88.4	33,290	89.1	33,951	89.3	30,187	89.2	30,938	89.3

Comments on Results

- We are pleased to see the consistency with these results over the last few years and that our results are very comparable to the overall province.
- We have strong CTS programs in both Jr. and Sr. High School - Industrial Arts, Foods, Cosmetology, Art, Drama, and more. We have recently made commitments to adding new CTS courses that connect directly to Finance and Coding.
- To continue to support the growth of our program of studies for this coming school year we have added programming specific to health education, cultural studies, and offering French 10/20/30 again.
 - Dual Credit Programming:
 - We offer dual credit programming in association with: Northern Lakes College, Lakeland College, Olds College, University of Lethbridge, Athabasca University, Southern Alberta Institute of Technology and Northern Alberta Institute of Technology.
 - We have revised our work experience & Registered Apprenticeship Program contracts and we've increased our site visits to our students' work experience employers.

- We have a Vice-Principal who facilitates Registered Apprenticeship Programs and Work experience.
- Career Coaches:
 - All grade levels will access my blueprint to engage students in potential career paths.
 - Career coaches work with whole classes, individual students and with parents. They deliver information on academics, pre-requisites, course selection and post secondary institutions.
 - They organize post-secondary career fairs, campus tours and in conjunction with administration host course selection evenings with our grade 9, 10 and 11 students.
 - Forming partnerships with local businesses to increase job opportunities with RAP, pre-employment dual credit, and work experience.
 - In conjunction with the principal the career coaches meet with graduating students and parents, regarding graduation requirements and the Rutherford scholarship.

Rutherford Eligibility Rate

Percentage of Grade 12 students eligible for a Rutherford Scholarship.																																	
	School													Authority										Province									
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Rutherford Scholarship Eligibility Rate	81	63.0	116	66.4	95	55.8	82	63.4	88	56.8	Intermediate	Maintained	Acceptable	306	51.6	355	50.1	368	48.9	307	45.9	305	48.5	60,127	63.4	60,559	64.8	58,970	66.6	59,357	68.0	58,631	70.2

Comments on Results

- Over the last few years there has been an increase in division wide collaboration meetings that helped support teacher assessment growth and pedagogical practice during the pandemic.
- We do believe that in the last few years the removal of diploma exams is also a large contributing factor to these results. This past year, the province brought back the diploma exams for the final semester at a 10% weighting.
- Career coaches were a positive support for students to help them find a pathway to completion on a timeline that can work for the students.

Safe and Caring

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.

	School													Authority										Province									
	2018		2019		2020		2021		2022					Measure Evaluation			2018		2019		2020		2021		2022		2018		2019		2020		2021
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	217	78.4	208	74.6	217	80.8	198	81.5	211	80.5	Low	Maintained	Issue	1,178	86.8	944	84.1	1,083	86.5	877	87.3	994	87.4	253,494	89.0	265,382	89.0	264,204	89.4	230,987	90.0	249,835	88.8
Parent	23	71.3	27	63.4	25	73.4	19	69.6	19	78.7	Intermediate	Maintained	Acceptable	252	85.1	157	82.1	177	83.6	90	81.6	96	86.8	35,486	89.4	35,247	89.7	36,899	90.2	30,969	90.5	31,707	89.5
Student	173	76.2	157	72.1	162	81.0	147	78.8	161	66.8	Very Low	Declined	Concern	740	81.4	620	77.3	713	80.7	605	83.5	721	79.6	185,384	82.5	196,856	82.3	193,364	82.6	169,813	84.0	187,165	82.4
Teacher	21	87.6	24	88.3	30	87.9	32	96.2	31	96.1	Very High	Improved	Excellent	186	93.9	167	92.9	193	95.1	182	96.7	177	95.7	32,624	95.0	33,279	95.1	33,941	95.3	30,205	95.4	30,963	94.2

Comments on Results

- Overall our results remained static with previous years.
- We are pleased to see that our parent data has increased by almost 10%. The Parent/Guardian body has been limited in their ability to enter the school and interact with staff and school community due to Covid-19 restrictions and this started to lift near the end of last school year. We believe this opened up opportunities for better connection with the school and staff. We were able to welcome our families back into the building.
- The data for students did decline and this is something we need to continue to address as a staff and school community. We hope that as we move forward that our RAMS character education program, RAMS values, and our staff prioritizing relationships first will help increase these results in years to come.
- Our school went to great measures to ensure we were following all Alberta and Divisional expectations for safety due to covid-19 pandemic.
- An area of concern and something we constantly want to address and work on is the reports of students feeling bullied and access to support. Below are the results from our RMS student survey. We believe improvement in these areas will impact our overall results for safe and caring schools.

Bullying is a common experience at my school

441 Responses



Staff help students who have been bullied

214 Responses



School Improvement

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.																																	
	School													Authority										Province									
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	214	64.1	206	69.7	216	74.2	192	71.3	206	55.5	Very Low	Declined Significantly	Concern	1,166	79.3	934	77.4	1,083	81.1	850	76.7	974	71.1	251,246	80.3	263,364	81.0	262,079	81.5	224,041	81.4	243,980	74.2
Parent	20	50.0	25	52.0	24	70.8	16	68.8	18	38.9	Very Low	Declined	Concern	240	78.8	150	73.3	176	76.7	79	68.4	92	56.5	34,237	79.3	34,159	80.3	35,896	80.0	28,016	81.7	30,147	70.0
Student	173	66.2	157	61.2	162	75.1	145	67.8	161	46.0	Very Low	Declined Significantly	Concern	741	79.8	617	73.1	714	81.0	600	79.8	718	72.6	185,106	80.2	196,592	79.4	192,917	79.6	167,992	79.1	185,107	76.3
Teacher	21	76.2	24	95.8	30	76.7	31	77.4	27	81.5	High	Maintained	Good	185	79.5	167	85.6	193	85.5	171	81.9	164	84.1	31,903	81.5	32,613	83.4	33,266	85.0	28,033	83.4	28,726	76.3

Comments on Results

- We see a significant decline in our parent and student data measurements compared to our teachers with regards to teachers. There is a disconnect to what we see between these groups.
- While the data is not what we would have hoped for, our school remains committed to continuous improvement.
- Our school is committed to collecting student voice through our student government and parent voice from our school council. We want to get ideas on how to continue to improve these results overall. We also put out staff surveys at the end of the 2021-22 school year to gain insight to next steps for improvement.
- It is also important to continue to promote and share our improvements with families regularly.
- We will form a staff "school improvement committee" this coming school year to address this decline and hopefully have positive outcomes for the future.

Work Preparation

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.																																	
	School													Authority										Province									
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	42	50.0	51	59.7	54	73.1	50	67.9	48	69.0	Low	Maintained	Issue	419	78.4	317	73.2	359	80.3	261	80.7	266	82.5	65,186	82.4	66,088	83.0	68,221	84.1	58,109	85.7	59,488	84.9
Parent	21	33.3	27	44.4	25	60.0	18	38.9	17	41.2	Very Low	Maintained	Concern	236	69.9	151	59.6	169	71.6	82	65.9	92	70.7	33,176	74.6	33,423	75.2	34,944	76.0	28,862	77.8	29,553	77.3
Teacher	21	66.7	24	75.0	29	86.2	32	96.9	31	96.8	Very High	Improved Significantly	Excellent	183	86.9	166	86.7	190	88.9	179	95.5	174	94.3	32,010	90.3	32,665	90.8	33,277	92.2	29,247	93.7	29,935	92.5

Comments on Results

- We are happy to see an increase in the parent response data related to work preparation but would still like to see this improve more in the years to come. We believe the last two years of results are due to parents having little involvement within the school environment due to Covid-19 restrictions.
- The data for parents is also limited to only 17 parents. Below are the results from our RMS parent survey conducted. This gives a better understanding of how parents are feeling about work preparation at the school (76 respondents compared to 17). These results show that 60% of parents are very satisfied or satisfied with this area of data measurement. This aligns better with the results from a year ago.
- We are happy to see teacher opinion has steadily increased over the past 5 years. This positive trend is in line with the creation of the RAMS values created in 2019-2020.
- We have made a commitment this coming school year to our health programming and student success with work preparation attitudes and behaviours. Our hope is this programming will have a positive impact on the students' success when they finish school and our overall results in this data measurement.
- Dual Credit Programming:

- We offer dual credit programming in association with: Northern Lakes College, Lakeland College, Olds College, University of Lethbridge, Athabasca University, Southern Alberta Institute of Technology and Northern Alberta Institute of Technology.
- We have revised our work experience & Registered Apprenticeship Program contracts and we've increased our site visits to our students' work experience employers.
- We have a Vice-Principal who facilitates Registered Apprenticeship Programs and Work experience.
- Career Coaches:
 - All grade levels will access my blueprint to engage students in potential career paths.
 - Career coaches work with whole classes, individual students and with parents. They deliver information on academics, pre-requisites, course selection and post secondary institutions.
 - They organize post-secondary career fairs, campus tours and in conjunction with administration host course selection evenings with our grade 9, 10 and 11 students.
 - Forming partnerships with local businesses to increase job opportunities with RAP, pre-employment dual credit, and work experience.

Your child is taught the knowledge, skills, and attitudes necessary for learning throughout their lifetime? (i.e. critical thinking skills, digital literacy, citizenship)



Your child is taught attitudes and behaviours to be successful at work when they leave school? (i.e. work ethic, problem-solving, working independently and with a team)



High School to Post-secondary Transition Rate

High school to post-secondary transition rate of students within four and six years of entering Grade 10.																																	
	School													Authority										Province									
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
4 Year Rate	100	51.0	79	44.4	100	53.2	73	39.9	70	29.9	Low	Declined Significantly	Concern	284	42.9	249	33.5	261	38.0	250	36.0	246	33.7	44,841	39.4	44,994	40.2	44,980	40.9	45,351	40.5	46,242	41.2
6 Year Rate	71	60.8	95	57.3	100	64.3	79	68.1	100	63.1	High	Maintained	Good	238	54.6	249	52.6	282	53.5	250	48.2	265	47.7	44,182	59.0	43,728	59.1	44,832	60.3	44,983	60.0	44,966	60.3

Comments on Results

- We attributed the decline in our 4 year post-secondary transition rate to the increased pressures associated with the pandemic as well as the different avenues of work available in our location (eg. Oil, gas, trades, lumber, etc). Furthermore, while our 4 year transition rate has dropped considerably it is still in line with our authority average. Many students in our school also look at upgrading their courses for post-secondary once they have achieved their high school diploma. This trend is apparent in our 6 year transition rate data.
- Another trend that could be considered is many of the students that would enter into post secondary schooling did not attend due to reasons associated with the covid-19 pandemic, like online courses as opposed to in person, decline in onsite residential facilities, etc.

Lifelong Learning

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.																																	
	School										Authority										Province												
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	42	62.4	51	54.6	55	62.0	51	70.4	49	76.1	High	Improved	Good	423	73.9	317	66.1	367	73.2	265	76.9	269	79.5	66,144	70.9	66,943	71.4	69,182	72.6	59,478	82.1	60,822	81.0
Parent	21	41.5	27	25.9	25	49.0	19	48.6	18	58.8	Intermediate	Improved	Good	240	62.4	150	51.4	174	62.7	84	63.9	94	69.3	33,714	64.0	33,876	64.0	35,454	64.6	29,693	75.3	30,314	74.6
Teacher	21	83.3	24	83.3	30	75.0	32	92.2	31	93.3	Very High	Improved	Excellent	183	85.4	167	80.9	193	83.6	181	89.8	175	89.7	32,430	77.8	33,067	78.8	33,728	80.6	29,785	88.9	30,508	87.4

Comments on Results

- We are pleased to see a continuous improvement in all categories with regards to lifelong learning.
- We believe that a large factor in our parent response data is related to their inability to be involved in the school environment for the last two years.
- Furthermore, in relation to our post-secondary transition rate data, we have a strong majority of students that continue their lifelong learning journey several years after graduation.
- We also believe that the strong presence and focus on our RAMS values throughout our school helps support positive attitudes towards lifelong learning and success.

Literacy Data			2018-19						2019-20 ¹						2020-21 ¹						2021-22 ²					
			Enrollment Total		Fall		Spring		Enrollment Total		Fall		Spring		Enrollment Total		Fall		Spring		Enrollment Total		Fall		Spring	
					%	#	%	#			%	#	%	#			%	#	%	#			%	#	%	#
OCA Edu-Best	Grade 7	Limited	100	65.8	52	78.4	40	108	93.2	68	ND	ND	100	58.5	48	46.4	39	117	47.9	45	61.5	50				
		Acceptable		32.9	26	21.6	11		5.5	4	ND	ND		41.5	34	53.6	45		40.4	38	38.5	35				
		Excellence		1.3	1	0.0	0		1.4	1	ND	ND		0.0	0	0.0	0		11.7	11	0.0	0				
	Grade 8	Limited	100	58.3	42	52.9	37	101	61.4	51	ND	ND	84	60.3	44	62.3	43	105	32.2	29	55.2	48				
		Acceptable		40.3	29	41.4	29		32.5	27	ND	ND		32.9	24	30.4	21		58.9	53	39.1	34				
		Excellence		1.4	1	5.7	4		6.0	5	ND	ND		6.8	5	7.2	5		8.9	8	5.7	5				
	Grade 9	Limited	83	69.7	46	63.6	42	100	70.1	54	ND	ND	88	62.5	45	69.0	49	96	53.9	41	41.6	35				
		Acceptable		27.3	18	36.4	24		29.9	23	ND	ND		36.1	26	29.6	21		43.4	33	57.1	44				
		Excellence		3.0	2	0.0	0		0.0	0	ND	ND		1.4	1	1.4	1		2.6	2	1.3	1				
	Grade 10	Limited	83	66.7	34	58.5	31	88	63.9	46	ND	ND	86	70.0	49	71.2	47	90	55.6	40	54.5	36				
		Acceptable		33.3	17	39.6	21		31.9	23	ND	ND		27.1	19	25.8	17		41.7	30	42.4	28				
		Excellence		0.0	0	1.9	1		4.2	3	ND	ND		2.9	2	3.0	2		2.8	2	3.0	2				
Edu-Best	Grade 11	Not Yet Meeting Grade Expectations	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	90	48.8	39	53.1	34				
		Approaching Expectations	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND		46.3	37	45.3	29				
		Meeting Expectations	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND		5.0	4	1.6	1				
	Grade 12	Not Yet Meeting Grade Expectations	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	106	26.0	20	61.0	36				
		Approaching Expectations	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND		39.0	30	39.0	23				
		Meeting Expectations	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND		35.1	27	0.0	0				
Legend: Fall: September - January ND: No data collected for the corresponding grade/school year Spring: February - June			Footnotes:																							
			¹ Schools only required to submit one assessment per student due to COVID complications																							
			² Participation rates may be lower for all assessments as a result of piloting the HLAT assessment for all grades																							

Comments on Results

- Overall, we see an improvement in our “acceptable” rating and decrease in the “limited” across all grade levels. We are pleased to see this upward trend.
- We have a school based literacy team, composed of all subject areas. This team is committed to literacy improvement at RMSS and will lead PD within their subject based Professional Learning Communities.
- We have staff who sit on the literacy divisional committee and collaborate with others across the division.
- Through the administration's supervision cycle one of our key “look fors” is whether or not teachers are using high effective literacy strategies. We believe that all our teachers are literacy champions.

Numeracy Data			2018-19			2019-20			2020-21			2021-22		
			Enrollment Total	Fall		Enrollment Total	Fall		Enrollment Total	Fall		Enrollment Total	Fall	
				%	#		%	#		%	#		%	#
MIPI	Grade 7	Requires Attention	100	60.3	41	108	29.7	19	100	47.5	38	117	62.2	51
		May Require Attention		17.6	12		39.1	25		35.0	28		23.2	19
		Does Not Require Attention		22.1	15		31.3	20		17.5	14		14.6	12
	Grade 8	Requires Attention	100	61.8	42	101	58.1	36	84	72.5	50	105	67.1	57
		May Require Attention		17.6	12		22.6	14		18.8	13		20.0	17
		Does Not Require Attention		20.6	14		19.4	12		8.7	6		12.9	11
	Grade 9	Requires Attention	83	65.6	42	100	35.8	24	88	46.9	30	96	55.6	30
		May Require Attention		17.2	11		25.4	17		35.9	23		29.6	16
		Does Not Require Attention		17.2	11		38.8	26		17.2	11		14.8	8
	Grade 10	Requires Attention	83	75.0	36	88	67.9	19	86	84.3	43	90	86.2	50
		May Require Attention		18.8	9		21.4	6		15.7	8		10.3	6
		Does Not Require Attention		6.3	3		10.7	3		0.0	0		3.4	2
	Grade 11	Not Yet Meeting Grade Expectations	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND
		Approaching Expectations	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND
		Meeting Expectations	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND
	Grade 12	Not Yet Meeting Grade Expectations	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND
		Approaching Expectations	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND
		Meeting Expectations	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND
Legend: Fall: September - January ND: No data collected for the corresponding grade/school year Spring: February - June														

Comments on Results

- Overall, we see there is a need to continue to make numeracy a school wide focus.
- We do believe that in the past three years the covid-19 pandemic has impacted some of the gaps in continuity of education.
- We now have an established school based numeracy team. This team is committed to numeracy improvement at RMSS and will lead PD within their subject based Professional Learning Communities.
- We have staff who sit on the numeracy divisional committee and collaborate with others across the division.

Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2018		2019		2020		2021		2022		2022	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 9	School	66.2	3.9	65.3	8.0	n/a	n/a	n/a	n/a	64.6	0.0	n/a	n/a
	Authority	66.0	4.9	59.6	5.3	n/a	n/a	n/a	n/a	52.9	2.2		
	Province	76.1	14.7	75.1	14.7	n/a	n/a	n/a	n/a	69.6	12.9		
K&E English Language Arts 9	School	*	*	*	*	n/a	n/a	n/a	n/a	30.8	0.0	n/a	n/a
	Authority	32.1	0.0	47.6	4.8	n/a	n/a	n/a	n/a	31.3	0.0		
	Province	55.7	5.9	57.4	5.4	n/a	n/a	n/a	n/a	50.5	5.0		
Mathematics 9	School	60.0	10.7	50.0	10.8	n/a	n/a	n/a	n/a	43.9	3.7	n/a	n/a
	Authority	51.9	8.2	44.3	6.9	n/a	n/a	n/a	n/a	29.8	3.1		
	Province	59.2	15.0	60.0	19.0	n/a	n/a	n/a	n/a	53.0	16.7		
K&E Mathematics 9	School	*	*	*	*	n/a	n/a	n/a	n/a	53.8	0.0	n/a	n/a
	Authority	29.6	7.4	55.6	2.8	n/a	n/a	n/a	n/a	50.0	0.0		
	Province	57.4	13.6	59.6	13.2	n/a	n/a	n/a	n/a	55.3	11.1		
Science 9	School	72.0	14.7	70.3	16.2	n/a	n/a	n/a	n/a	62.7	4.8	n/a	n/a
	Authority	69.5	11.5	62.9	17.4	n/a	n/a	n/a	n/a	48.2	7.5		
	Province	75.7	24.4	75.2	26.4	n/a	n/a	n/a	n/a	68.0	22.6		
K&E Science 9	School	*	*	*	*	n/a	n/a	n/a	n/a	50.0	33.3	n/a	n/a
	Authority	53.3	0.0	59.4	12.5	n/a	n/a	n/a	n/a	46.7	26.7		
	Province	64.6	12.3	61.7	10.7	n/a	n/a	n/a	n/a	57.8	11.0		
Social Studies 9	School	57.9	11.8	55.4	13.5	n/a	n/a	n/a	n/a	50.0	7.0	n/a	n/a
	Authority	55.7	8.9	49.2	7.9	n/a	n/a	n/a	n/a	38.4	5.6		
	Province	66.7	21.5	68.7	20.6	n/a	n/a	n/a	n/a	60.8	17.2		
K&E Social Studies 9	School	*	*	*	*	n/a	n/a	n/a	n/a	33.3	11.1	n/a	n/a
	Authority	25.0	3.6	33.3	9.5	n/a	n/a	n/a	n/a	33.3	11.1		
	Province	55.2	14.2	55.9	15.0	n/a	n/a	n/a	n/a	53.2	14.1		

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

		Roland Michener Secondary Sch							Alberta			
		Achievement	Improvement	Overall	2022		Prev 3 Year Average		2022		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	82	64.6	75	65.3	35,521	69.6	47,465	75.1
	Standard of Excellence	n/a	n/a	n/a	82	0.0	75	8.0	35,521	12.9	47,465	14.7
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	13	30.8	n/a	n/a	1,310	50.5	1,569	57.4

	Standard of Excellence	n/a	n/a	n/a	13	0.0	n/a	n/a	1,310	5.0	1,569	5.4
Mathematics 9	Acceptable Standard	n/a	n/a	n/a	82	43.9	74	50.0	32,890	53.0	46,764	60.0
	Standard of Excellence	n/a	n/a	n/a	82	3.7	74	10.8	32,890	16.7	46,764	19.0
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	13	53.8	n/a	n/a	1,746	55.3	2,190	59.6
	Standard of Excellence	n/a	n/a	n/a	13	0.0	n/a	n/a	1,746	11.1	2,190	13.2
Science 9	Acceptable Standard	n/a	n/a	n/a	83	62.7	74	70.3	31,215	68.0	47,489	75.2
	Standard of Excellence	n/a	n/a	n/a	83	4.8	74	16.2	31,215	22.6	47,489	26.4
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	12	50.0	n/a	n/a	1,185	57.8	1,536	61.7
	Standard of Excellence	n/a	n/a	n/a	12	33.3	n/a	n/a	1,185	11.0	1,536	10.7
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	86	50.0	74	55.4	30,108	60.8	47,496	68.7
	Standard of Excellence	n/a	n/a	n/a	86	7.0	74	13.5	30,108	17.2	47,496	20.6
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	9	33.3	n/a	n/a	1,167	53.2	1,466	55.9
	Standard of Excellence	n/a	n/a	n/a	9	11.1	n/a	n/a	1,167	14.1	1,466	15.0

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20. 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 9 in 2017/18.
5. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

Diploma Examination Results – Measure Details

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2018		2019		2020		2021		2022		2022	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	School	88.7	7.5	87.5	0.0	n/a	n/a	n/a	n/a	78.6	7.1	n/a	n/a
	Authority	77.5	6.3	84.7	0.9	n/a	n/a	n/a	n/a	64.5	3.2		
	Province	87.5	13.2	86.8	12.3	n/a	n/a	n/a	n/a	78.8	9.4		
English Lang Arts 30-2	School	84.4	8.9	96.8	3.2	n/a	n/a	n/a	n/a	83.3	5.6	n/a	n/a
	Authority	88.9	6.1	83.3	4.2	n/a	n/a	n/a	n/a	78.4	2.7		
	Province	88.0	13.1	87.1	12.1	n/a	n/a	n/a	n/a	80.8	12.3		
Mathematics 30-1	School	60.6	21.2	43.5	4.3	n/a	n/a	n/a	n/a	42.1	0.0	n/a	n/a
	Authority	66.7	25.0	42.4	5.1	n/a	n/a	n/a	n/a	38.1	0.0		
	Province	77.8	35.3	77.8	35.1	n/a	n/a	n/a	n/a	63.6	23.0		
Mathematics 30-2	School	56.5	4.3	68.4	5.3	n/a	n/a	n/a	n/a	42.1	0.0	n/a	n/a
	Authority	55.9	3.4	53.4	5.2	n/a	n/a	n/a	n/a	27.1	0.0		
	Province	74.2	16.4	76.5	16.8	n/a	n/a	n/a	n/a	61.5	11.8		
Social Studies 30-1	School	82.9	17.1	90.5	4.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Authority	73.9	12.5	71.6	3.7	n/a	n/a	n/a	n/a	66.7	8.3		
	Province	86.2	17.7	86.6	17.0	n/a	n/a	n/a	n/a	81.5	15.8		
Social Studies 30-2	School	81.4	5.1	83.7	0.0	n/a	n/a	n/a	n/a	72.2	11.1	n/a	n/a
	Authority	73.0	2.6	63.4	1.8	n/a	n/a	n/a	n/a	62.5	3.6		
	Province	78.8	12.2	77.8	12.2	n/a	n/a	n/a	n/a	72.5	13.2		
Biology 30	School	88.9	22.2	94.4	11.1	n/a	n/a	n/a	n/a	72.7	18.2	n/a	n/a
	Authority	76.9	20.0	77.4	13.1	n/a	n/a	n/a	n/a	71.1	17.8		
	Province	86.6	36.6	83.9	35.5	n/a	n/a	n/a	n/a	74.3	25.2		
Chemistry 30	School	62.5	12.5	30.8	7.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Authority	68.3	17.1	56.8	8.1	n/a	n/a	n/a	n/a	61.8	17.6		
	Province	83.6	38.3	85.7	42.5	n/a	n/a	n/a	n/a	77.1	31.1		
Physics 30	School	89.5	26.3	33.3	22.2	n/a	n/a	n/a	n/a	42.1	5.3	n/a	n/a
	Authority	88.5	30.8	45.5	13.6	n/a	n/a	n/a	n/a	53.1	3.1		
	Province	86.2	43.6	87.5	43.5	n/a	n/a	n/a	n/a	78.5	34.6		
Science 30	School	100.0	0.0	*	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Authority	72.7	4.5	80.0	24.0	n/a	n/a	n/a	n/a	77.8	0.0		
	Province	85.4	31.5	85.7	31.2	n/a	n/a	n/a	n/a	75.7	17.2		

Diploma Examination Results Course By Course Summary With Measure Evaluation

Course	Measure	Roland Michener Secondary Sch							Alberta			
		Achievement	Improvement	Overall	2022		Prev 3 Year Average		2022		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	14	78.6	40	87.5	17,372	78.8	29,832	86.8
	Standard of Excellence	n/a	n/a	n/a	14	7.1	40	0.0	17,372	9.4	29,832	12.3
English Lang Arts 30-2	Acceptable Standard	n/a	n/a	n/a	18	83.3	31	96.8	8,903	80.8	16,640	87.1
	Standard of Excellence	n/a	n/a	n/a	18	5.6	31	3.2	8,903	12.3	16,640	12.1
Mathematics 30-1	Acceptable Standard	n/a	n/a	n/a	19	42.1	23	43.5	9,102	63.6	19,389	77.8
	Standard of Excellence	n/a	n/a	n/a	19	0.0	23	4.3	9,102	23.0	19,389	35.1
Mathematics 30-2	Acceptable Standard	n/a	n/a	n/a	19	42.1	19	68.4	7,872	61.5	14,465	76.5
	Standard of Excellence	n/a	n/a	n/a	19	0.0	19	5.3	7,872	11.8	14,465	16.8
Social Studies 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	21	90.5	13,811	81.5	21,610	86.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	21	4.8	13,811	15.8	21,610	17.0
Social Studies 30-2	Acceptable Standard	n/a	n/a	n/a	18	72.2	49	83.7	11,131	72.5	20,758	77.8
	Standard of Excellence	n/a	n/a	n/a	18	11.1	49	0.0	11,131	13.2	20,758	12.2
Biology 30	Acceptable Standard	n/a	n/a	n/a	22	72.7	18	94.4	13,449	74.3	22,442	83.9
	Standard of Excellence	n/a	n/a	n/a	22	18.2	18	11.1	13,449	25.2	22,442	35.5
Chemistry 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	13	30.8	10,196	77.1	18,525	85.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	13	7.7	10,196	31.1	18,525	42.5
Physics 30	Acceptable Standard	n/a	n/a	n/a	19	42.1	9	33.3	5,560	78.5	9,247	87.5
	Standard of Excellence	n/a	n/a	n/a	19	5.3	9	22.2	5,560	34.6	9,247	43.5
Science 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,887	75.7	9,676	85.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,887	17.2	9,676	31.2

Notes:

6. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
7. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
8. Participation in the Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
9. A written-response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.

Comments on PATs and Diploma Results

- Overall, our PAT results did have a decline from the last time students wrote the provincial assessments in 2019. The decline is similar to what we see in the provincial results. Our K&E programming has increased significantly from 2019 from having no students to 13 in 2022.
- Overall, our Diploma results showed consistent decline from the last time students wrote the provincial assessments in 2019. The decline is similar to what we see in the provincial results.
- We believe that the difficulties surrounding Covid-19 and inconsistencies with education due to the pandemic over the last few years has impacted our provincial assessment data overall. Increased illness or time away from classes due to covid-19 symptom requirements, quarantine measures, created breaks in education. Our students' lost learning time has been a big factor for our students, as well as major switches from in-person learning to online. All of this had an impact on consistent in person learning and can have an impact on the flow of regular engaging learning time. Students were still able to connect via Google Classrooms when ill but were expected to complete this task independently and were not always able to have an option to access live in-person teaching as in the past.

- Another factor that impacted the Diploma assessment results was the lower weighting of 10% for the exams compared to 30% in the past years. We found that students did not take this value of assessment as seriously.



DOMAIN 2: TEACHING AND LEADING

Education Quality

Percentage of teachers, parents and students satisfied with the overall quality of basic education.																																	
	School													Authority										Province									
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	217	72.9	208	70.5	217	81.7	199	79.2	211	78.9	Very Low	Maintained	Concern	1,181	87.7	946	84.3	1,086	88.1	876	86.7	994	87.8	254,026	90.0	265,841	90.2	264,623	90.3	230,814	89.6	249,532	89.0
Parent	23	55.2	27	50.9	25	76.7	19	65.5	19	78.8	Intermediate	Improved	Good	252	83.4	157	78.6	177	83.3	90	80.4	96	86.9	35,499	86.0	35,262	86.4	36,907	86.7	31,024	86.7	31,728	86.1
Student	173	77.9	157	74.0	162	82.4	148	78.2	161	69.2	Very Low	Declined	Concern	743	86.9	622	81.0	716	87.0	604	86.0	721	84.8	185,888	88.2	197,282	88.1	193,763	87.8	169,589	86.3	186,834	85.9
Teacher	21	85.7	24	86.6	30	86.1	32	93.8	31	88.6	Very Low	Maintained	Concern	186	92.9	167	93.3	193	93.9	182	93.7	177	91.7	32,639	95.8	33,297	96.1	33,953	96.4	30,201	95.7	30,970	95.0

Comments on Results

- Our data has remained static overall the last 3 years.
- We are pleased to see the improvement in the parents' response data. This could be as a result that families could start to enter the school environment again part way through last year. This allowed for better connection to the programming we were offering.
- The trend with the student responses data correlates with the data decline in school improvement. As mentioned earlier, this is something we plan to address in the years to come.
- Our staff is committed and continuously working to improve the quality of our education through monthly professional development, monthly collaborative team meetings, divisional collaboration focused on specific disciplines, continuous teacher supervision, coaching and evaluation and having a team vision of keeping a growth mindset and focusing on teaching the whole child.

In-service Jurisdiction Needs

The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.																																	
	School										Authority										Province												
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	21	57.1	24	52.8	30	58.9	31	67.7	30	75.6	Very Low	Improved	Issue	186	78.1	165	74.3	194	75.7	179	80.8	175	83.0	32,428	84.3	33,074	85.2	33,766	85.0	29,619	84.9	30,280	83.7
Teacher	21	57.1	24	52.8	30	58.9	31	67.7	30	75.6	Very Low	Improved	Issue	186	78.1	165	74.3	194	75.7	179	80.8	175	83.0	32,428	84.3	33,074	85.2	33,766	85.0	29,619	84.9	30,280	83.7

Comments on Results

- We are encouraged to see a positive growth in our teacher responses. Throughout the year we have prioritized teacher wellness and professional development that can directly impact their teaching practice with a focus on collaborative response.
- Division wide collaboration meetings have helped support teacher assessment growth and pedagogical practice during covid-19 years. We look forward to being able to focus more site based in the years to come and become very focused on our school needs according to our data results.

Professional Development:

- Professional development is offered by: administration, learning support teachers, and divisional staff
- Collaborative response models are built into the monthly calendar to focus on building capacity through collaboration.
- We encourage teachers to complete peer observations both in and out of our building.
- We encourage our teachers to access both category A and category B funds.

- Administration works with teachers to support their professional growth plans.
- Our learning support teachers are committed to increasing staff capacity in relation to tier 2 classroom supports and differentiation.

Supervision and Evaluation focused on growth:

- Administration bases their 6 week supervision cycle on three teams. Each administrator receives a team and focuses their supervision on those teachers. All supervision data is then collected and used to help continue growth in coaching sessions with teachers.
- Throughout the supervision/evaluation process administration coaches and supports teacher practice in all areas of the teaching quality standards.
- Administration makes a daily practice of regularly walking through all the classrooms in the school.



DOMAIN 3: LEARNING SUPPORTS

Welcoming, Caring, Respectful and Safe Learning Environments

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.																																	
	School										Measure Evaluation			Authority										Province									
	2018		2019		2020		2021		2022					2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	n/a	n/a	n/a	n/a	n/a	n/a	198	77.8	211	74.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	877	84.7	994	83.3	n/a	n/a	n/a	n/a	n/a	n/a	231,091	87.8	249,941	86.1	
Parent	n/a	n/a	n/a	n/a	n/a	n/a	19	66.9	19	70.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	90	79.0	96	81.3	n/a	n/a	n/a	n/a	n/a	n/a	30,980	88.2	31,715	86.9	
Student	n/a	n/a	n/a	n/a	n/a	n/a	147	72.7	161	59.4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	605	79.3	721	74.3	n/a	n/a	n/a	n/a	n/a	n/a	169,900	79.8	187,258	77.7	
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	32	93.7	31	93.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	182	95.7	177	94.4	n/a	n/a	n/a	n/a	n/a	n/a	30,211	95.3	30,968	93.6	

Comments on Results

- Given the difficulties encountered during the global pandemic we are encouraged to see these results stayed consistent overall.
- We do notice a decline in the results with regards to student data but this discrepancy between students and the teacher/parent group does coincide with the province and authority data.
- We believe that our character education program based on the RAMS acronym which was created at the end of 2019 and instituted at the beginning of the 2020-2021 school year will continue to have a positive impact on our results in years to come.
- As mentioned earlier, an area of concern and something we constantly want to address and work on is the reports of students feeling bullied and access to support. Those results from our RMS student survey were showcased above. We believe improvement in these areas will impact our overall results for safe and caring learning environments.
- The RAMS character educations program revolves around:
 - Core values of school: What does it mean to be Roland Michener RAMS? We are all – Respectful, Accepting, Motivated, Successful
 - The creation of these values included the input from our staff, families, and students
 - Student recognition: Staff nominate students for positive behaviours every week, with one student winning the weekly student recognition award. These accomplishments are celebrated over our weekly announcements.
 - RAMS Cards: School based administrators hand out RAMS recognition postcards to students, written by staff, acknowledging positive behaviours.
 - Continued expectation within sport teams: Ensure core values are articulated around conduct, discipline, and citizenship (regularly reviewed and revisited) and drive how we engage students, families, and staff.
 - Wellness Blitz: Our wellness coaches create targeted monthly character education blitzes based on the RAMS acronym and important themes for wellness.

Access to Supports & Services

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.																																	
	School										Measure Evaluation			Authority										Province									
	2018		2019		2020		2021		2022					2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	n/a	n/a	n/a	n/a	n/a	n/a	198	78.4	210	73.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	876	83.2	992	83.2	n/a	n/a	n/a	n/a	n/a	n/a	230,761	82.6	249,570	81.6	

Parent	n/a	n/a	n/a	n/a	n/a	n/a	19	60.6	19	61.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	90	74.7	96	78.4	n/a	n/a	n/a	n/a	n/a	n/a	30,936	78.9	31,684	77.4
Student	n/a	n/a	n/a	n/a	n/a	n/a	147	78.4	160	66.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	604	84.1	719	81.6	n/a	n/a	n/a	n/a	n/a	n/a	169,631	80.2	186,935	80.1
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	32	96.3	31	93.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	182	90.8	177	89.7	n/a	n/a	n/a	n/a	n/a	n/a	30,194	88.7	30,951	87.3

Comments on Results

- Even though we have a slight decrease in our results overall, we still feel our students have access to quality support and services throughout the year.
- Career coaches were a positive support for students to help them find a pathway to completion on a timeline that can work for the students.
- Wellness coaches helped students with targeted and universal supports and strategies for positive health and wellbeing.
- Our school has access to two School-based Learning Support Teachers (LSTs) engage in coaching conversations with staff regarding the ways and means of supporting a differentiated program of studies.

Program of Studies - At Risk Students

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.																																	
	School													Authority										Province									
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	217	78.7	208	77.9	217	82.5	198	77.9	210	74.6	Very Low	Declined	Concern	1,179	86.4	944	81.3	1,084	86.3	876	83.4	992	84.2	253,515	84.2	265,362	84.7	264,165	84.9	230,686	82.7	249,524	81.9
Parent	23	56.5	27	59.5	25	67.6	19	59.6	19	61.8	Very Low	Maintained	Concern	252	79.1	157	72.0	177	78.5	90	72.1	96	78.1	35,439	77.0	35,184	77.8	36,846	78.1	30,874	76.7	31,643	75.3
Student	173	82.8	157	75.7	162	85.6	147	78.4	160	66.3	Very Low	Declined Significantly	Concern	741	84.7	620	80.0	714	85.5	604	84.1	719	81.6	185,470	81.7	196,933	81.9	193,409	82.2	169,631	80.2	186,935	80.1
Teacher	21	96.8	24	98.6	30	94.3	32	95.8	31	95.7	Intermediate	Maintained	Acceptable	186	95.3	167	91.8	193	95.0	182	93.9	177	92.8	32,606	94.0	33,245	94.5	33,910	94.4	30,181	91.2	30,946	90.3

Comments on Results

- Our results overall have declined slightly but this is a direct connection to the students data results.
- We believe that this is a direct result of having a significant decrease in our wellness coach support part way through the year. These services were dropped by almost half the capacity, meaning less timely access for students.
- This has been improved for the 2022-23 school year and we have also incorporated a school based support team meeting that happens weekly to find more ways to support students.

Inclusion – Pyramid of Intervention

HPSD supports inclusion through a multi-tiered approach. All students have a continuum of needs that can be met, to a varying degree, by differentiated instruction. School-based Learning Support Teachers (LSTs) who engage in coaching conversations with staff regarding the ways and means of supporting a differentiated program of studies.

Each HPSPD school annually reviews their pyramid of intervention to include:

- the universal, targeted and intensive supports available
- the process by which teachers collaborate to implement strategies [Response to Intervention]
- a display of the pyramid of intervention in a designated area where staff have easy access
- development of a network of supports to enable conversations about the progress of students

A divisional Educational Assistant committee was founded with representatives from each school. The representatives surveyed their school's educational assistants to determine areas of interest to support students and professional development opportunities to reflect local context.

First Nation, Métis, and Inuit Programming (Indigenous Education Coaches)

The Indigenous Education Coach has shifted its focus from a student-centered approach to a Universal Education Model.

The goal of this model is that all students will have a deep understanding of our Canadian history, including Indigenous cultures, perspectives, Treaties and Land agreements, the Legacy of Residential Schools, and the contributions of Indigenous Culture in shaping our Canadian identity.

This model will support all staff in meeting the TQS #5 through monthly professional development sessions designed to build the capacity of our teachers to accurately and confidently deliver Indigenous materials in their classrooms. Moving future generations forward in creating a more inclusive Canada.

This model will allow Indigenous Learners to see themselves reflected in the curriculum. Classroom content across subject areas from Kindergarten to grade 12 will be respectful, authentic and genuine. Often including consultations with Elders and Knowledge Keepers.

The Indigenous Education Team has supported all the schools within the division. Some of the events and activities that took place in the 2020-21 school year included:

All schools received one hour of coach-led professional development each month.

Although we were unable to have Elders, Knowledge Keepers, and presenters come into our schools, we took advantage of technology by having division-wide virtual presentations. Some of these presentations included:

- Métis politician Inier Gauchier joined the Grade 9 classroom to discuss governance and rights.
- Storytellers and Indigenous educators joined High School Science classes to discuss the concepts of interconnection and Indigenous worldviews.
- Indigenous author Jessica Johns gave a presentation to High School English students in their poetry units.
- All Indigenous graduates took part in virtual Sacred Feather teachings and Sash teachings.

High School students participated in the virtual Indspire Youth Conference.

High School students met virtually with Indigenous professors and scholars from the University of Calgary as a kick-off to an Indigenous Mentorship Program with the goal of encouraging students to pursue a career in education.

Ongoing classroom presentations in all subject areas from Kindergarten to Grade 12 included treaty presentations, Kairos Blanket Exercises, 7 Grandfather Teachings, and medicine wheel teachings.

The Indigenous Education Team started the development of a Google Classroom, which is in place for the 2021-22 school year. It is filled with resources to support Kindergarten to Grade 12 classrooms in all subject areas.

DOMAIN 4: GOVERNANCE

Parental Involvement

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.																																	
	School													Authority										Province									
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	42	71.0	51	77.1	55	72.7	51	74.1	49	70.0	Very Low	Maintained	Concern	432	82.3	323	77.4	370	83.7	272	77.6	272	75.8	67,509	81.2	68,116	81.3	70,377	81.8	60,919	79.5	62,412	78.8
Parent	21	53.3	27	59.4	25	64.2	19	64.4	18	63.5	Intermediate	Maintained	Acceptable	247	75.5	156	67.1	177	77.4	90	68.5	95	69.5	34,998	73.4	34,944	73.6	36,556	73.9	30,886	72.2	31,598	72.3
Teacher	21	88.6	24	94.9	30	81.1	32	83.8	31	76.5	Very Low	Declined	Concern	185	89.0	167	87.7	193	90.0	182	86.7	177	82.2	32,511	88.9	33,172	89.0	33,821	89.6	30,033	86.8	30,814	85.2

Comments on Results

- We have remained relatively static without overall results over the years but want to continue to improve.
- Parents have not been able to be involved within the school environment the last two years due to covid-19 restrictions. This recently has been lifted at the end of the 2021-22 school year. These results were collected before those restrictions were lifted.
- School council moved to online zoom meetings to accommodate parent involvement during covid-19.

Satisfaction with Program Access

Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.																																	
	School													Authority										Province									
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	216	77.9	208	74.2	217	75.4	197	78.5	209	74.8	Intermediate	Maintained	Acceptable	1,165	80.8	937	75.6	1,081	83.2	870	81.0	986	83.7	251,836	72.8	263,978	73.1	262,662	75.2	228,281	71.8	247,744	72.6
Parent	23	60.9	27	52.2	25	58.6	19	62.5	19	67.1	Intermediate	Maintained	Acceptable	243	68.6	152	63.5	173	74.1	87	71.1	93	79.6	34,350	61.2	34,371	61.1	35,963	68.4	29,417	65.7	30,664	67.4
Student	172	83.9	157	75.9	162	82.1	146	88.6	159	71.2	Very Low	Declined	Concern	737	85.7	618	78.2	714	84.6	601	85.2	716	84.1	184,949	78.9	196,411	78.8	192,861	79.0	168,839	71.9	186,237	73.5
Teacher	21	88.8	24	94.4	30	85.6	32	84.4	31	86.0	High	Maintained	Good	185	88.0	167	85.0	194	90.8	182	86.7	177	87.5	32,537	78.3	33,196	79.3	33,838	78.1	30,025	77.8	30,843	77.0

Comments on Results

- We want to continue to improve our results but are satisfied that our results are above the provincial average. This could be due to many factors:
 - Physical Education provides a leadership component where students are expected to volunteer time in the community.
 - Our school offers a Mentorship option.
 - Entrepreneurship involves students with local businesses.
 - Access to community facilities through Physical Education and our joint-use agreement with the town.
 - Wellness coaches providing presentations with Alberta Health Services.
 - Working with partners in education like Community Futures.
 - Career Coaches provide trades and career fair opportunities within the community