



Buck Mountain
Central School

Annual
Results Report
2018

Annual Results Report

The Annual Education Results Report is intended to demonstrate the performance of the school over the past year. The process that is used to develop this report involves considering the goals and priorities of the school as identified in the School Improvement Plan, then determine how well the school has addressed these areas.

This report is constructed with collected data from a variety of sources. We use the *Accountability Pillar* survey to collect much of our academic data. This survey measures the academic progress of students and collects responses from students, parents, and teachers regarding the quality of education offered at Alberta Schools. We use diploma and provincial achievement results to determine if our students are performing well when compared to other students in the province. We also use the voices of our students, collected from the *OurSCHOOL* survey, to inform us about the effectiveness of policies and programs in our school.

Buck Mountain Central has been engaged in High School Redesign for the past four years. The focus of the work being done with the High School Redesign project is to influence student engagement, levels of achievement, and quality teaching in schools across Alberta. Schools involved in the project have been given flexibility to explore new ways to meet the needs of students and enable them to experience learning in a personalized environment. By considering the learning environment, pacing, resources, assessment, and pedagogy, our teachers are working to create a student-centered learning environment that will lead to higher high school completion rates.

Another significant change process is the development of a Professional Learning Community. BMC has been working hard to develop collaborative teams in the areas of literacy, numeracy, and sense of belonging. The goal is to develop a systematic process in which staff work together to analyze and improve their practice. Several big ideas include: Ensuring students learn, creating culture of collaboration, focusing on results, hard work, and commitment. As the school moves forward, every professional in the building must engage with colleagues in the ongoing exploration of three crucial questions that drive the work of those within a professional learning community:

- What do we want each student to learn?
- How will we know when each student has learned it?
- How will we respond when a student experiences difficulty in learning?

In addition to being systematic and school-wide, the professional learning community's response to students who experience difficulty is:

- Timely → The school quickly identifies students who need additional time and support.
- Based on intervention rather than remediation → The plan provides students with help as soon as they experience difficulty rather than relying on retention and remedial courses.

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- Directive. Instead of inviting students to seek additional help, the systematic plan requires students to devote extra time and receive additional assistance until they have mastered the necessary concepts.

School Goals

1. BMC will increase the percentage of all students that complete high school within three years by 10% over a 5-year period.
2. BMC will increase the overall percentage of students who score at an Acceptable Standard by 10% and at Standard of Excellence by 5% on all Provincial Achievement Tests.
3. BMC will increase the overall percentage of students who score at an Acceptable Standard by 5% and at Standard of Excellence by 5% on all Diploma Examinations.



Measures of Student Success

Outcome One: Alberta's Students are Successful

Measure → Provincial Achievement Test Results

Measure → Diploma Exam Results

Measure → High School Completion

Measure → Drop-Out Rate

Measure → Students are Taught Attitudes and Behaviors That Will Make Them Successful

Outcome Two: Alberta's education system supports First Nations, Métis, and Inuit students' success

Measure → FNMI Drop-Out Rate

Outcome Three: Alberta's education system respects diversity and promotes inclusion

Measure → 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

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

Measure → Perception of Student Learning

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

Measure → Quality of Education Has Improved

The results from 2018 will be presented based on the outcomes and measures that are outlined above. All key initiatives and improvement strategies are described in the Buck Mountain Central School Improvement Plan 2018 – 2021.

Outcome One: Alberta's Students are Successful

Provincial Achievement Test Results & Target

Performance Measure	Results (in percentages)					Target	Evaluation		
	2014	2015	2016	2017	2018	2019	Achievement	Improvement	Overall
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	71.3	77.5	77.4	79.8	71.2	81	Intermediate	Maintained	Acceptable
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	12.2	11.7	12.1	14.3	15.1	20	Intermediate	Maintained	Acceptable

PAT Results Course By Course Summary

Course	Measure	Buck Mountain Central School						Alberta				
		Achievement	Improvement	Overall	2018		Prev 3 Year Average		2018		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Language Arts 9	Acceptable Standard	Low	Declined	Issue	19	68.4	26	82.4	46,822	76.1	44,296	76.5
	Standard of Excellence	Very Low	Declined	Concern	19	0.0	26	5.9	46,822	14.7	44,296	14.9
Mathematics 9	Acceptable Standard	Intermediate	Maintained	Acceptable	18	61.1	26	74.0	46,603	59.2	43,851	66.8
	Standard of Excellence	Intermediate	Maintained	Acceptable	18	16.7	26	16.0	46,603	15.0	43,851	18.1
Science 9	Acceptable Standard	Very High	Maintained	Excellent	18	77.8	27	83.2	46,810	75.7	44,341	74.1
	Standard of Excellence	Very High	Improved	Excellent	18	38.9	27	15.9	46,810	24.4	44,341	22.2
Social Studies 9	Acceptable Standard	High	Maintained	Good	18	77.8	27	76.7	46,840	66.7	44,267	65.6
	Standard of Excellence	Very Low	Maintained	Concern	18	5.6	27	13.8	46,840	21.5	44,267	19.4

Comments on Results

Buck Mountain's results have remained fairly constant over the past few years, specifically in terms of the percentage of students achieving the Acceptable Standard on the Provincial Achievement Exam. Though the Standard of Excellence was considerably higher in Science than the previous 3-year school and provincial averages, the Standard of Excellence was lower in the other three subject areas. As a small school, the results of one or two students can significantly affect percentages.

Literacy and Numeracy are the focus for every student in grade 9. Each student receives additional literacy and numeracy classes in their timetables, the focus of which is to improve overall learning. Our literacy collaborative team is focused on improving the reading comprehension of our grade 9 students to the point that students are reading at grade level as they enter high school. Our numeracy collaborative team is focusing on improving student learning by scaffolding student skill building in grades 7 and 8. As we looked at our results, it was noted that an area for improvement is on the non-calculator portion of the PAT.

Diploma Exam Results & Targets

Performance Measure	Results (in percentages)					Target	Evaluation		
	2014	2015	2016	2017	2018	2019	Achievement	Improvement	Overall

Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	93.8	78.8	71.8	74.3	72.3	77	Low	Maintained	Issue
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	12.5	6.3	3.5	11.9	4.8	10	Very Low	Maintained	Concern

Diploma Examination Results Course By Course

Course	Measure	Buck Mountain Central School						Alberta					
		Achievement	Improvement	Overall	2018		Prev 3 Year Average		2018		Prev 3 Year Average		
					N	%	N	%	N	%	N	%	
English Lang Arts 30-1	Acceptable Standard	Intermediate	Maintained	Acceptable	16	87.5	13	84.4	30,393	87.5	29,349	86.6	
	Standard of Excellence	Low	Maintained	Issue	16	6.3	13	0.0	30,393	13.2	29,349	11.3	
English Lang Arts 30-2	Acceptable Standard	*	*	*	4	*	13	100.0	16,184	88.0	16,632	89.1	
	Standard of Excellence	*	*	*	4	*	13	0.0	16,184	13.1	16,632	11.7	
Mathematics 30-1	Acceptable Standard	n/a	n/a	n/a	6	33.3	10	80.0	20,148	77.8	20,605	73.3	
	Standard of Excellence	n/a	n/a	n/a	6	0.0	10	30.0	20,148	35.3	20,605	29.4	
Mathematics 30-2	Acceptable Standard	n/a	n/a	n/a	10	80.0	8	70.2	14,362	74.2	13,516	74.7	
	Standard of Excellence	n/a	n/a	n/a	10	10.0	8	17.3	14,362	16.4	13,516	16.1	
Social Studies 30-1	Acceptable Standard	Very Low	Maintained	Concern	15	60.0	14	52.6	21,793	86.2	21,941	86.0	
	Standard of Excellence	Very Low	Maintained	Concern	15	0.0	14	3.3	21,793	17.7	21,941	15.1	
Social Studies 30-2	Acceptable Standard	*	*	*	4	*	15	73.2	20,391	78.8	19,847	81.0	
	Standard of Excellence	*	*	*	4	*	15	1.6	20,391	12.2	19,847	12.7	
Biology 30	Acceptable Standard	Very High	Maintained	Excellent	10	100.0	12	91.7	23,026	86.6	22,263	85.0	
	Standard of Excellence	Very Low	Maintained	Concern	10	10.0	12	11.9	23,026	36.6	22,263	32.6	
Chemistry 30	Acceptable Standard	Very Low	Maintained	Concern	13	53.8	12	60.0	18,770	83.6	19,031	82.3	
	Standard of Excellence	Very Low	Declined	Concern	13	0.0	12	10.7	18,770	38.3	19,031	35.8	
Physics 30	Acceptable Standard	*	*	*	5	*	n/a	n/a	9,679	86.2	10,276	85.1	
	Standard of Excellence	*	*	*	5	*	n/a	n/a	9,679	43.6	10,276	39.1	

Comments on Results

As a small school, Buck Mountain is proud to offer a wide range of programming to ensure students have access to the course required for them to continue on into their post-secondary pursuits. Part of the challenge in offering a wide range of courses at a small school is that some of these courses must be offered together (ex: Math 30-1 offered in the same classroom with the same teacher as Math 30-2). High School Redesign and our PLC collaborative teams provide opportunity to address these challenges by providing a variety of learning opportunities such as Directed Learning and focused interventions.

Buck Mountain will continue to expose students to Diploma questions in order to practice the types of questions they may expect to see as well as the rigor with which the exams will be administered. Another area of focus in improving results will be to focus on pacing, ensuring all curricular content is covered and allowing for review of areas identified as points of challenge for students.

High School Completion and Drop-Out Rates & Targets

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2018	Achievement	Improvement	Overall	2019	2020	2021
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	87.4	72.6	92.3	84.5	81.3	84	High	Maintained	Good	86	88	91

Drop Out Rate - annual dropout rate of students aged 14 to 18	0.0	1.1	0.9	0.7	0.8	0.5	Very High	Maintained	Excellent			
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Comments on Results

As high school completion has been identified as a Board priority in WRPS, it is also a focus of BMC’s school improvement plan. Though results may be affected by our small school size, a goal of 10% improvement in our High School Completion Rate over a period of five years is seen as an attainable goal. This is due to strategies that have been put in place that include (but are not limited to) the following: implementation of job-embedded collaborative teams, Directed Learning, and Adverse Life Experience training.

Another key factor in working toward this goal is the team approach utilized at BMC. Administration works with teachers as part of a learning team to address individual student needs, as well as those of specific groups. Integral in the success of this team are also our Career Counselor, Family School Liaison Worker, Success Coach, and Educational Assistants.

Students are Taught Attitudes and Behaviors That Will Make Them Successful

Performance Measure	Results (in percentages)					Target	Evaluation		
	2014	2015	2016	2017	2018	2019	Achievement	Improvement	Overall
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	81.1	73.0	74.3	68.5	81.8	85	Very High	Improved	Excellent
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.	81.3	83.3	100.0	73.1	83.3	85	High	Maintained	Good

Comments on Results

BMC shows a marked improvement in this area over the past year. Much of this improvement can be attributed to the focus on modeling active citizenship within the school. This was done through our Leadership class, as well as community service projects facilitated by our Life Skills Coach done during our Passion Project afternoons.

These behaviors are also reinforced through our various Teacher Advisory Group (TAG) activities. These activities focus on specific targeted areas every month. These lessons were developed in collaboration with Pigeon Lake Regional School and are delivered in a common fashion. During this time, high school students also utilized myBlueprint, helping them engage in post-secondary planning.

Finally, training and a focus on working with students who have adverse life experiences in their backgrounds models compassion for students and treating one another with respect. In so doing, students learn to work together with one another.

Outcome Two: Alberta’s education system supports First Nations, Métis, and Inuit students’ success

FNMI Drop-Out Rate

Performance Measure	Results (in percentages)					Target	Evaluation		
	2013	2014	2015	2016	2017	2019	Achievement	Improvement	Overall
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	0.0	0.0	6.1	0.0	0.0	0.0	Very High	Maintained	Excellent

Comments on Results

The Indigenous program at BMC continues to evolve. Though our program focuses mainly on academic supports, we will look at sharing the focus with non-academic supports as well. That being said, the staff at BMC is focused on developing relationships with our Indigenous students and their families. In addition, we seek to engage our community for feedback on how to improve Indigenous programming through regular family meeting consultations and the Maskwacis Education Council.

As the number of students/respondents regarding Diploma Exam Results and High School Completion is less than 6, results are not available.

Outcome Three: Alberta’s education system respects diversity and promotes inclusion

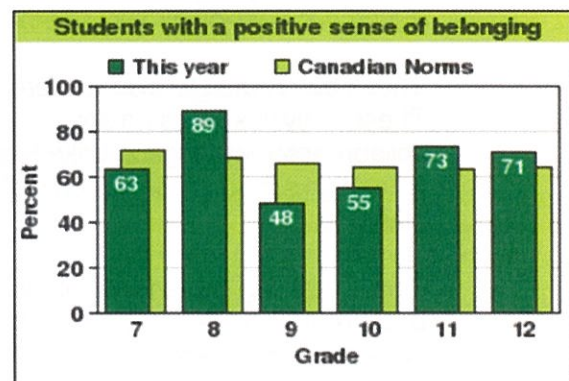
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

Performance Measure	Results (in percentages)					Target	Evaluation		
	2014	2015	2016	2017	2018	2019	Achievement	Improvement	Overall
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	89.5	89.0	84.7	80.4	89.2	90	Very High	Maintained	Excellent

Students with a positive sense of belonging

Students who feel accepted and valued by their peers and by others at their school.

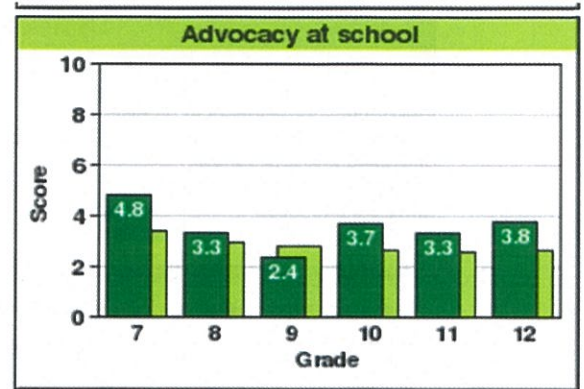
- 68% of students in this school had a high sense of belonging; the Canadian norm for these grades is 66%.
- 63% of the girls and 70% of the boys in this school had a high sense of belonging. The Canadian norm for girls is 62% and for boys is 71%.



Advocacy at school

Students who feel they have someone at school who consistently provides encouragement and can be turned to for advice.

- In this school, students rated advocacy at school 3.6 out of 10; the Canadian norm for these grades is 2.9.
- In this school, advocacy at school was rated 3.5 out of 10 by girls and 3.6 out of 10 by boys. The Canadian norm for girls is 2.7 and for boys is 3.1.

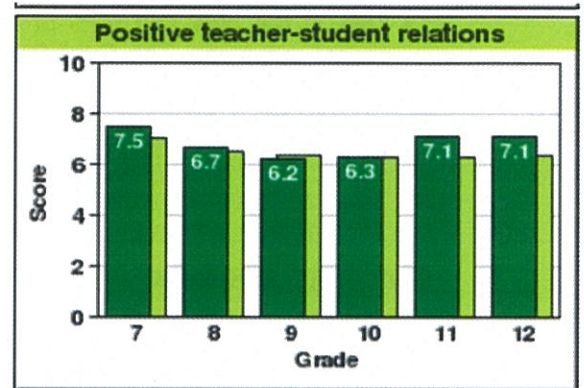


Positive teacher-student relations

Positive teacher-student relations

Students who feel teachers are responsive to their needs, and encourage independence with a democratic approach.

- In this school, positive teacher-student relations were rated 6.8 out of 10; the Canadian norm for these grades is 6.5.
- In this school, positive teacher-student relations were rated 6.8 out of 10 by girls and 6.9 out of 10 by boys. The Canadian norm for girls is 6.4 and for boys is 6.5.



Comments on Results

The 2018 Accountability Pillar results indicate that 89.2% of students, parents, and teachers feel that students are safe at BMC, are learning the importance of caring for others, are learning respect for others, and are treated fairly in school. The largest positive increase was with the parent group (21.3%), but all groups are trending in a positive manner. With our continued focus on building positive relationships, communicating clearly, and social-emotional learning, we believe this measure will continue to trend positively. BMC is also focusing on increasing student sense of belonging, ensuring that every student has a positive connection with an adult in our school. By modeling this behavior, it is our hope that students will follow this lead and this will continue to be an area of strength.

Though the results from the OurSCHOOL survey do not reflect as well, it is important to note that they are higher than the Canadian norm and provide us with a baseline in these areas moving forward.

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

Perception of Student Learning

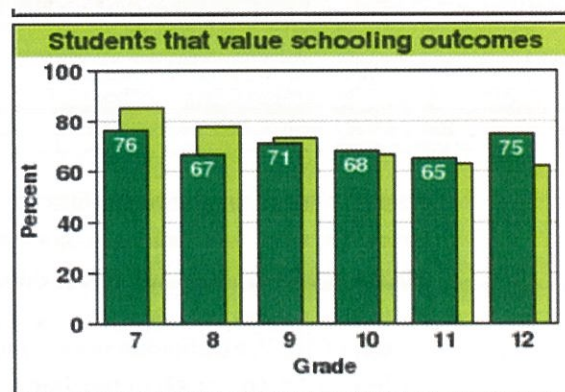
Performance Measure	Results (in percentages)	Target	Evaluation
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	2014	2015	2016	2017	2018	2019	Achievement	Improvement	Overall
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	70.3	75.6	73.6	80.2	81.5	83	High	Maintained	Good

Students that value schooling outcomes

Students who believe that education will benefit them personally and economically, and will have a strong bearing on their future.

- 70% of students in this school valued school outcomes; the Canadian norm for these grades is 71%.
- 83% of the girls and 63% of the boys in this school valued school outcomes. The Canadian norm for girls is 73% and for boys is 70%.



Comments on Results

As a small school, BMC offers a wide range of programming for all students. The geographic location of our school allows for easy access to a variety of Outdoor Education and Physical Education opportunities. BMC also has CTS opportunities in the areas of Food Studies, Construction, and Computers. Finally, BMC is able to offer Drama, Art, and Band all the way through grade 12. Our Fine Arts program is a source of pride in the greater community, as many schools in our demographic do not offer such opportunities,

Programs such as this not only draw students to BMC, but keep them in our building until they complete high school. As this has been identified as a WRPS Board priority, BMC has also identified it as one of our SMART goals over the course of the next five years.

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

Quality of Education Has Improved

Performance Measure	Results (in percentages)					Target	Evaluation		
	2014	2015	2016	2017	2018		2019	Achievement	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.	79.8	80.3	62.0	80.3	86.7	88	Very High	Improved Significantly	Excellent
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	82.2	76.3	69.8	75.0	60.3	70	Very Low	Maintained	Concern
Percentage of teachers, parents and students satisfied	87.3	85.6	91.0	86.3	89.5	90	High	Maintained	Good

