Introduction

As part of the accountability system, Alberta Education requires schools to prepare a report of the school’s results each year and share these results with their school community.

This report includes results relative to the achievement targets set in the 2018-19 School Development Plan, the school’s Accountability Pillar results, and provincial testing results.

School Council Involvement

The School Development Plan is discussed with parent council on a regular basis, with opportunities for feedback throughout the year. Draft and approved copies are shared with parent council in October and November.

School Development Plan Highlights

Achievement Goal

For 2018-19 our school’s goals were:

- Student achievement in reading and writing will improve
- Student achievement in understanding of mathematical problem solving will improve.

Achievement Targets

The targets we set for the goals stated above were:

- Literacy:
  - In June 2019, 72.0% of students in Gr. 1-3 will achieve grade level expectation (2 or higher) on the report card stem ‘Reads to explore, construct, & extend understanding.’ Increase of 1.8% point from June 2018 result of 70.2%
  - In June 2019, 44.0% of students in Gr. 4-6 will achieve a 3 or 4 on the report card stem ‘Writes to develop, organize and express information and ideas’.
  - In June, 2019, 10.0% of Gr. 6 students will achieve the Standard of Excellence on the ELA, Writing PAT. Increase of 2.7% from June 2018 results of 7.3%.

- Math
  - In 2018-19, 41.0% of students in Gr. 1-6 will achieve a 3 or 4 on the report card stem “Uses mathematical reasoning to analyze and solve problems”. Increase of 2% point from June, 2018 results of 39.0%
  - PAT Part B - In June, 2019 73.6% of Gr. 6 students will achieve the Acceptable Standard on the Gr. 6 Math PAT - Part B, Problem Solving. Increase of 2.2% point from June 2018 results of 71.4%
Student Results

Reporting on Achievement Targets

- A 1.8% increase in the number of students achieving a 2 or higher on the report card stem “Reads to explore, construct, & extend understanding.”
  - Previous year’s result: 70.2%
  - Current year result: 75.7%
  - This target was met.
  - Factors that contributed to changes in results: use of strategies identified in the CBE literacy strategy; professional learning through a series of sessions during; classroom improvement funding that allowed the hiring of a grade 1-2 literacy teacher; Resource teacher targeted grade 3 reading group.

- A 2.8% increase in the number of students achieving a 3 on the report card stem “Writes to develop, organize, and express information”.
  - Previous year’s result: 41.2%
  - Current year result: 35.5%
  - This target was not met.
  - Factors that contributed to changes in results: classroom improvement funding that allowed for the hiring of a part time grade 4-6 literacy teacher; use of formative assessment strategies

- A 2.7% increase in the number of students achieving the Standard of Excellence on the ELA writing PAT.
  - Previous year’s result: 10%
  - Current year result: 15%
  - This target was met.
  - Factors that contributed to changes in results: classroom improvement funding that allowed for the hiring of a gr 4-6 writing teacher; a focus on formative assessment and feedback, providing exemplars and non- exemplars.

- A 2% increase in the number of students achieving a 3 or 4 on the report card stem “Uses mathematic reasoning to analyze and solve problems”.
  - Previous year’s result: 41%
  - Current year result: 36.5%
  - This target was not met.
  - Factors that contributed to changes in results: a focus on word-based math problem solving using a Freyer model.

- A 2.2% increase in the number of students achieving the acceptable level Math, Part B in June 2019 PATs.
  - Previous year’s result: 71.4%
  - Current year result: 75%
  - This target was met.
  - Factors that contributed to changes in results: a focus on formative assessment strategies that identified gaps in learning and informed next steps in instruction; implementation of whole school biweekly math computation assessments provided spaced practice that led to increased achievement.
Alberta Education Accountability Pillar Results

The Accountability Pillar evaluates school improvement by comparing the current year result with the school’s previous three-year average for each measure, using a statistical test to determine the extent of change. More information can be found on Alberta Education’s Accountability Pillar page.

- Summary of Accountability Pillar Results:

- Improvements
  - PAT scores improved in both the acceptable and standard of excellence. Both the acceptable and standard of excellence levels were higher than the provincial average. See the provincial achievement test results below for details.
  - School Improvement is another area of improvement. The current result is 6.9 percentage points higher than the three-year average. This is due to a focus on improved task design and assessment in our PLC work.
  - Safe and Caring School scores also indicate high results, 9.7 percentage points higher than the previous school year.
  - Education Quality was an area of growth from 82.5% to 87.1%. The 2018-19 result is below the provincial average and therefore continues to be a focus of improvement.

1 A printed copy of the school’s October 2018 Accountability Pillar is available in the Main Office.
- Citizenship results represent an area of growth from 67% to 76.9%. These scores are below the provincial average and will be an area of focus for the 2019-20 school year.
- School improvement results represent an area of growth from 79% to 82%. These results are higher than the provincial average and represent the results of professional development focused on improved task design and assessment as part of PLCs.

- Declines
  - Parental Involvement represents an area for future growth. Results show that there was a decrease in this result from 75.4% to 63.5%. This result is well below the provincial average, as a result this will be a focus during the 2019-20 school year.
  - Preparation for Lifelong Learning, Word of Work, and Citizenship was an area that had a decline in results from 74.6% to 72.8%. These results are below the provincial average and so continue to be an area of focus for the 2019-20 school year.

- Summary of Provincial Achievement Test Results:

![Graph of 2018-19 Provincial Achievement Tests / Diploma Examinations](image)
Successes
- Beddington Heights students scored above the provincial average in ELA, Math, Social Studies, and Science.

Areas for Improvement
- Beddington Heights students scored below the provincial average in the standard of excellence in Math, Social Studies, and Science.

Participation Rates

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Achievement Goals and Targets for 2019-20

Based on our results, we have targeted the following areas for improvement in our School Development Plan 2019-20:

Achievement Goals

For 2019-20 our school’s goals are:
- Student achievement in decoding and phonics will improve in grades 1-3
- Student achievement in reading comprehension will improve in grades 4-6
Achievement Targets

The targets we set for the goals stated above are:

- In June 2020, student achievement in the report card stem ‘reads to explore, construct, and extend’ will improve
- In June 2020, 80% of students will be successful in attaining their personal learning plan goal related to decoding in grades 1-3.
- In June 2020, student achievement in the report card stem "reads to explore, construct, and extend" will improve
- In June 2020, 80% of students will be successful in attaining their personal learning plan goal related to reading comprehension in grades 4-6.
- In June 2020, student achievement for grades 1-6 students in the report card stem "number sense" will improve
- In June 2020, 80% of students will be successful in attaining their personal learning plan goal related to number sense.

A detailed copy\(^2\) of our 2018-19 School Development Plan is on our school webpage at http://school.cbe.ab.ca/school/beddingtonheights/about-us/school/pages/default.aspx

Our School

Beddington Heights School is located in Area 2 of the Calgary Board of Education. The Area 2 Education Directors are Theresa Martin and Chris Meaden and our School Board Trustee in Ms. Althea Adams. Beddington Heights had a school population of 422 students ranging from Kindergarten to Grade 6. This includes 101 English Language Learners and 63 students identified with Alberta Learning codes working in an inclusive environment across all classrooms. We offer 2 kindergarten classrooms, 3 grade 1 classrooms, 4 grade 2 classrooms, 3 grade 3 classrooms, 3 grade 4 classrooms, 3 grade 5 classrooms, and 2.6 grade 6 classrooms. We also provided specialist instruction for our ELL students and in both Music and Physical Education.

We continue to focus on student engagement by enhancing learning through a variety of in-school activities such as: sports activities, Fine Arts Presentations and a variety of residencies, School spirit days and fun lunches. We are focused on building active citizenship through the Pillars of Care: Care for Self, Care for Others, Care for Learning, and Care for Place. Our students are encouraged to take responsibility for their learning by setting learning goals and participating in Student Involved Conferences in November and May, two report cards were distributed in December and June and parents were invited to share in the learning throughout the school year. In addition, the outstanding efforts of our School Council volunteers extend and enhance both the learning resources and the social environment at our school.

\(^2\) A printed copy of the school’s 2019-20 School Development Plan is also available in the Main Office
other reports

Class Size

For a detailed report on the school and CBE average class sizes go to:

School Fees³

The detailed Report to Parents/Guardians on Fees 2017-18 is on our school webpage at
http://school.cbe.ab.ca/school/beddingtonheights/registration/fees/pages/default.aspx

³ A printed copy of the school’s 2017-18 Report to Parents/Guardians on School Fees is also available in the Main Office.