



Mount Saint Agnes Academy Through Faith and Learning

ANNUAL EDUCATION RESULTS REPORT

2014/2015

For

MOUNT SAINT AGNES ACADEMY



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Annual Education Results Report (AERR) is the evaluation of the school goals identified in the school plan. It is also used to report on and respond to measurement information and evaluations received from Alberta Education. This includes information from the annual Accountability Pillar performance measures gathered from students, parents and teachers. Some guiding questions include: Have strategies been developed to address success for all students at the school? Have strategies been developed to address any issues or concerns as indicated on the Accountability Report? Will the identified strategies meet the targets in a systematic and timely manner?

BOARD OF GOVERNORS INVOLVEMENT

The Annual Education Results Report for Mount Saint Agnes Academy for the 2014/2015 school year includes Achievement Test results for grades 6 and 9 and grade 12 Diploma Exam results. The Board of Governors approved the Annual Education Results Report for the 2014/2015 school year on November 18, 2015

INFORMATION ABOUT MOUNT SAINT AGNES ACADEMY

Mount Saint Agnes Academy is a private K-12 school that was founded in 1890 by the Sisters of Charity of St. Vincent de Paul (Halifax). The school is owned and operated by the Roman Catholic Diocese of Hamilton, Bermuda assisted by a Board of Governors. Enrollment for the 2014/2015 school year was 337 students. Mount Saint Agnes Academy adopted the Alberta curriculum in 2009 and received official accreditation status from Alberta Education in 2013.

MISSION STATEMENT

The Mission of Mount Saint Agnes Academy is to provide quality education in a caring, Christian environment. Belief in Christ and fidelity to the Roman Catholic Church form the foundation upon which all academic learning and social interaction take place. To this end we make a strong commitment to recognize each child as an individual and to help him/her develop according to his/her own potential in order to become a responsible member of the community.

Goals and Objectives

Mount Saint Agnes leads and guides each student to the knowledge and maturity required to assume a position of Catholic Christian leadership by:

- Bearing witness, through example, to the message of Jesus, teaching the doctrine of Roman Catholic Faith through providing opportunities for faith experiences, and community service, and promoting the richness, depth and goodness of Catholic moral traditions and values;
- Striving to develop each student's academic, physical, social and aesthetic skills in a happy, safe environment;
- Fostering a Christian community which is sensitive to the needs, dignity and rights of others;
- Fostering a standard of behavior which encourages self-discipline, a positive self-image and sound moral character;
- Strengthening an appreciation of all students' cultures and heritage and inspiring all to make a lifelong commitment to their individual learning;
- Encouraging respect for bodily health and exercise, a joy in team endeavor, and confidence in physical abilities, along with a mature sense of sportsmanship.

Mount Saint Agnes Academy will continue to keep its traditions alive, and will meet the challenge to make whatever changes are necessary to ensure that it always provides a quality Catholic education. Our success in providing this will be measured not solely by tests and academic achievement but also by the happy, productive lives of our graduates using their faith and talents to contribute to their community.

LOCAL SCHOOL GOAL: CATHOLICITY

SCHOOL VISION STATEMENT: FAITH DEVELOPMENT

SCHOOL GOAL ONE: ENHANCE THE CATHOLICITY OF MSA-RESPONSE TO THE BISHOP’S LETTER RENEWING SPONSORSHIP OF MSA

LOCAL OUTCOME 1.1: ENHANCE AND SUPPORT CATHOLICITY IN THE SCHOOL.

THREE YEAR EDUCATION PLANNING AND RESULTS FOR SCHOOL GOAL ONE:

Initiatives/Projects	Strategies	Result
<p>1. Remind Catholic teachers of the importance of practicing their faith and attending church regularly.</p>	<p>Meetings held with Catholic teachers to remind them of the obligation to their faith.</p>	<p>Administration met individually with all teachers in June. A discussion was held to reinforce this message at the opening Staff Meeting in September..</p>
<p>2. Participation of MSA Faculty and Staff in the faith formation activities of the Diocese...</p>	<p>Teachers participating as Lectors, Eucharistic Ministers, Ministers of Hospitality, etc.</p>	<p>Several teachers participate as Ministers of hospitality, Lectors, Eucharistic Ministers, and as volunteers in the CCD program.</p>
<p>3. Greater collaboration between MSA Religion teachers and CCD Catechists especially in the area of professional development.</p>	<p>Parishes invite teachers to participate in special liturgies, for example: Mass of the Chrism, etc. Increased attendance of Faculty and Staff at Diocesan events for faith formation. Increased attendance at CCD Workshops.</p>	<p>A growing number of teachers and students are attending daily prayer sessions in the school chapel and attending Mass regularly in their parish.</p>
<p>4. Find creative and effective ways to engage all Pastors in</p>	<p>Contact Pastors and meet with them individually to determine areas of interest in our school.</p>	<p>It is believed that a greater number of teachers have participated in various Diocesan events for faith formation and in CCD workshops.</p> <p>All pastors were invited to a school tour, luncheon and collaboration session on February 5, 2015. The aim was to at increase awareness</p>

<p>the life of the school community.</p>	<p>Engage Pastors in areas of the school that they would feel of level of comfort.</p>	<p>of what MSA has to offer and explore how the school and diocese can work more closely to benefit Catholic education.</p>
<p>5. Spiritual formation and theological updating professional development activities.</p>	<p>Host a Professional Development Day run by the leadership of the Diocese.</p>	<p>Pastors were encouraged to visit the school at any time and have been receiving school information such as the 'Comings and Goings' and Blue and White newsletters.</p> <p>A faith formation professional development day was attended by all teachers on April 25, 2015. Fr. Paul led a presentation featuring Four Signs of A Dynamic Catholic. The faith in action component of the day was to serve a nutritious sit down lunch to the homeless and working poor.</p>
<p>6. Utilize Pastors and their theological knowledge know and experience to enhance Religion class in the Senior High.</p>	<p>Connect Religion Teachers and Pastors to collaborate on opportunities of sharing.</p>	<p>Students were provided with opportunities to practice readings and other parts of their involvement in Liturgy and Mass.</p>
<p>7. Involve the Music Director in collaborating with the Music teacher to plan liturgical celebrations.</p>	<p>Provide the Music Director with a calendar of pre-arranged Masses for the year.</p> <p>Provide time to practice with students prior to Mass.</p> <p>Encourage Music teacher to utilize skills and experiences of the Music Director.</p>	<p>The Music teacher and the Diocesan Music Director met with leaders of song to prepare for Liturgical Celebrations collaborated.</p>
	<p>Paint wall and door. Paint outside wooden panel.</p>	<p>The Chapel refurbishment was undertaken in early</p>

<p>8. Renovate and redecorate the Chapel and make it a special place for prayer with our School.</p>	<p>Remove glass with whole and replace. Have students decorate glass with stain glass. Hang new curtains.</p>	<p>2015. Many positive comments have been received about the “new” Chapel.</p>
<p>9. Use the Chapel to celebrate class masses.</p>	<p>Arrange for classes Masses to be celebrated in the Chapel.</p>	<p>The size of the Chapel limits whole class use. Students have been encouraged to go to the chapel individually or in small groups to pray,</p>

PROVINCIAL GOAL ONE: AN EXCELLENT START TO LEARNING

REQUIRED PROVINCIAL MEASURES AND DATA:

- **PROVINCIAL OUTCOME 1.1** STUDENTS ACHIEVE STUDENT LEARNING OUTCOMES
- **PROVINCIAL OUTCOME 1.2** STUDENTS DEVELOP COMPETENCIES FOR SUCCESS AS ENGAGED THINKERS AND ETHICAL CITIZENS WITH AN ENTREPRENEURIAL SPIRIT

PROVINCIAL OUTCOME 1.1: STUDENTS ACHIEVE STUDENT LEARNING OUTCOMES

THREE YEAR EDUCATION PLANNING AND RESULTS FOR PROVINCIAL GOAL ONE:

Initiatives/Projects	Strategies	Result
Develop an Early Learning program		
1. Visit early learning programs in Alberta and make key contacts.	Visit ELP programs in Alberta.. Contacts made with consultants and teachers.	Sue Moench visited two programs in Alberta in Summer of 2013.
2. Seek Board approval to move forward with preliminary planning.	Board motion to establish program.	The program was officially approved by the Board for a startup date of September 3, 2015.
3. Research the regulations, licensing, personnel and facility requirements necessary of providing a program for four year olds at MSA for the 2015-2016 school year.	Tony Makowski contacted Health Department personnel to discuss compliance with regulations.. Health Department official visited school and made recommendation on the use of the current facilities.	Permission received from regulatory bodies in Bermuda to establish ELP at MSA.
4. Research and compare the offerings and costs of existing programs in Bermuda.		Documentation is in place which describes the local area program and pricing structures. Visitation made to Saltus Open House to review program. All planning was finalized and a budget was drafted and approved.

<p>5. Prepare facilities plan and finalize preliminary budget. Establish pricing structure.</p>	<p>Secure information on programs in Hamilton and surrounding parishes. Securing information what other private schools are offering. Enrollment numbers Tuition Staffing</p>	<p>Facilities plan was finalized and communicated to the Department of Health for approval. Programs and pricing structure for other private school were reviewed</p>
<p>6. Arrange for an expert with proven experience to come to Bermuda to assist in our planning.</p>	<p>Secure a contact in Alberta.</p>	<p>Raelene Finlayson was secured and visited Bermuda in November 2013 to provide assistance and recommended the development of the Reggio Emilia Program.</p> <p>Raelene Finlayson returned to Bermuda during the week of August 17th, 2015 to run a workshop for teachers of ELP, kindergarten and grade 1. The goal was to help teachers more fully understand the Reggio Emilia program and to provide training in Early Years Evaluation.</p>
<p>7. Work with the ELP Committee to complete a Business Plan.</p>	<p>Present Business Plan to Board Executive by October.</p>	<p>The Business Plan was completed and all of the necessary steps were taken to ensure that the program would be operational in September, 2015.</p>
<p>8. Seek out prospective parents of early learning students (3 and 4 year olds) to determine interest. Test the market.</p>	<p>By end of October: Advertise for interested parents of children who are currently 3 years old. Use the census data from the Diocese to contact Catholic parents with children who are 3 years old. Contact parents of siblings at MSA.</p>	<p>Parents of siblings at MSA were contacted and informed about our ELP. Considerable interest was shown by prospective parents and a list of potential children was created.</p>

<p>9. Review facilities and requirements.</p>	<p>Determine if current facilities can be utilized in year 1.</p> <p>Prepare building blueprints on Woodmont for future use.</p>	<p>A plan was executed to modify existing facilities to meet the requirements of the Department of Health and to permit effective “flow” for the teacher and children.</p> <p>Construction to modify the ELP and kindergarten classrooms was completed in August 2015</p>
<p>10. Prepare a timetable to ensure program can be introduced in September 2015.</p>	<p>ELP committee to complete timetable plan by end of October, 2014</p>	<p>A timetable was established by the ELP Committee.</p>
<p>11. Develop communications plan to support the timetable</p>	<p>ELP committee in collaboration with Director of Development prepare Communications Plan for Early Learning Program</p>	<p>A communication plan was developed. It proved to be effective as enrolment came close to reaching the maximum number of 20 available spots. The inaugural ELP class has 17 children in it.</p>

Measure #1: Overall percentage of students who achieved the acceptable standard and the standard of excellence on Achievement Tests and Diploma Examinations.

ACHIEVEMENT TEST	NUMBER WRITING	ACCEPTABLE STANDARD	STANDARD OF EXCELLENCE
Gr. 6 ELA	24	100%	12.5%
Gr. 6 Math	24	83.3%	8.3%
Gr. 6 Science	24	76.4%	25.3%
Gr. 9 ELA	27	88.9%	7.4%
Gr. 9 Math	32	70.4%	25.9%
Gr. 9 Science	27	70.4%	22.2%

DIPLOMA EXAM	NUMBER WRITING	ACCEPTABLE STANDARD	STANDARD OF EXCELLENCE
ELA 30-1	16	87.5%	3.6%
ELA 30-2	14	85.7%	0
SOCIAL STUDIES 30-1	17	35.3%	0
SOCIAL STUDIES 30-2	15	86.7%	0
MATH 30-1	9	88.9%	11.1%
MATH 30-2	8	75%	12.5%
BIOLOGY 30	10	80%	10%
CHEMISTRY 30	8	37.5%	0
PHYSICS 30	5	80%	0

Additional Performance Measures:

- ❖ High School completion rate within 3 years of entering grade 10.
Result: 100%
- ❖ Annual dropout rate of students aged 14 to 18.
Result: 0
- ❖ High school to post-secondary transition rate of students within 6 years of entering grade 10.
Result: 98%
- ❖ Percentage of Grade 12 students eligible for a Rutherford Scholarship.
Result: NA
- ❖ Percentage of students writing 4 or more Diploma Examinations within 3 years of entering grade 10.
Result: 43%
- **PROVINCIAL OUTCOME 1.2: STUDENTS DEVELOP COMPETENCIES FOR SUCCESS AS ENGAGED THINKERS AND ETHICAL CITIZENS WITH AN ENTREPRENEURIAL SPIRIT.**

Measure #1: Overall teacher and student agreement that students model the characteristics of active citizenship.

Result: 246 teachers and students responded to the Accountability Pillar survey questions relating to this outcome. 81.1% of respondents indicated that they are in agreement that students model the characteristics of active citizenship. Up from 76.5% the previous year.

Measure #2: Overall teacher agreement that students are taught attitudes and behaviors that will make them successful at work when they finish school.

Result: Of the 23 teachers who responded, 91.3% agreed with the statement. Up from 81.1% the previous year.

Measure #3: Overall teacher agreement that students demonstrate the knowledge, skills and attitudes for lifelong learning.

Result: Of the 23 teachers who responded, 89.1% agreed with the statement. Up from 81.1% the previous year.

PROVINCIAL GOAL #2: SUCCESS FOR EVERY STUDENT

SCHOOL VISION STATEMENT: ACHIEVEMENT

SCHOOL GOAL TWO: MOUNT SAINT AGNES ACADEMY STRIVES TO ACHIEVE CONTINUOUS IMPROVEMENT ON STANDARDIZED TESTS.

LOCAL OUTCOME 2.1: ALL STUDENTS WILL MEET THE ACCEPTABLE STANDARD ON ACHIEVEMENT TESTS AND DIPLOMA EXAMINATIONS

THREE YEAR EDUCATION PLANNING AND RESULTS FOR PROVINCIAL GOAL TWO:

Initiatives/Projects	Strategies	Result
1. Examine current practices related to registering high school students in academic courses.	Careful consideration be given to balancing out diploma exam courses when timetabling. The 4 Year Education Planning process for high school students, that begins in grade 8, ensures that students and parents are well aware of program requirements, rigor and exam expectations. This results in students enrolling in the proper courses.	A large majority of grade 12 students wrote a maximum of 2 diploma exams per semester. High school students are able to explain the pro's and cons of taking a course at a dash 1 or dash 2 level and the consequences of successful completion of specific courses for post-secondary education and future employment.
2. Ensure teachers have the required experience, knowledge and skills to support student success in preparing to write diploma exams.	The hiring process of new teachers takes into account the expectations and demands that come with standardized external testing. Teachers are provided with personalized professional development from outstanding Alberta teachers who have taught diploma/achievement test courses and have demonstrated proven success on the exams.	All 6 of the teachers of diploma subjects had previous experience with diploma exams. Teachers engaged in ongoing professional development to help better prepare students for diploma exams and achievement tests.

<p>3. Ensure that students have the necessary supports to experience academic success.</p> <p>4. Provide timely intervention for “at risk“ students.</p> <p>5. Ensure students who qualify for</p>	<p>Maintain small class sizes.</p> <p>In-service teachers involved in diploma exams and achievement tests on all aspects of the testing process. Pay particular attention to resources available to support student success.</p> <p>Teachers are required to develop tests that are comparable to the standardized tests and to replicate the diploma exam and achievement test conditions and settings as much as possible.</p> <p>Castle Rock resources including: The Key: Study Guides, SNAP books and Class Notes were purchased for all diploma and achievement test subjects in grade 6, 9 and 12.</p> <p>Teachers identify struggling students and communicate this to parents. They also report to the Principal, Curriculum Coordinator, Guidance Counsellor and Learning Support teacher who follow up with students and parents to create intervention strategies.</p> <p>Apply for exam accommodations for students who qualify.</p>	<p>MS/HS class sizes ranged from 5 to 18 students.</p> <p>Teachers and students were shown how to use all of the supports afforded by Alberta Education including: general exam bulletins, subject area bulletins, released versions of past diploma exams and achievement tests, standards and exemplars for student writing, writing rubrics, test blueprints, Quest A Plus test questions, Exambank.ca etc. Students were provided with rigorous unit tests and midterms. Students wrote released versions of previous Achievement Tests and Diploma Exams on the Quest A Plus site.</p> <p>Many students purchased the Castle Rock study aids and have found them to be useful.</p> <p>Two meetings were held with all grade 12 parents and students. Administration, Guidance Counselor, Learning Support Teacher, Curriculum Coordinator and subject teachers engaged in numerous discussions with both students and parents.</p> <p>5 students received Diploma exam accommodations. 11 students were provided with</p>
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<p>exam accommodations receive them.</p> <p>6. Provide a thorough analysis of Achievement Test and Diploma Exam results.</p>	<p>Alberta Education provides a detailed analysis for each diploma exam and achievement test. The Curriculum Coordinator will review this analysis with teachers.</p> <p>Teachers will help to generate strategies that will lead to improvement in test results.</p> <p>Students and parents receive feedback on their performance.</p>	<p>achievement test accommodations and 18 students benefitted from an alternative environment for testing.</p> <p>The subject teachers reviewed standardized exam results with their colleagues and the Curriculum Coordinator to identify strengths, weaknesses and trends to facilitate continuous improvement.</p> <p>Teachers identified areas requiring improvement and incorporated this information into their long-range and short-range planning. Professional development initiatives have been implemented as a result of information identified in the analysis. A number of Teacher Professional Growth Plans have included plans aimed at addressing program weaknesses identified in the analysis sessions.</p> <p>All parents and students received a summary of their standardized test results.</p>
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Provincial Outcome 2.1: SUCCESS FOR EVERY STUDENT.

Measure #1: Percentage of teacher and student agreement that programs for children at risk are easy to access and timely.

Result: Of the 246 teachers who students who responded, 85.6% agreed with the statement. Up from 75.9% the previous year.

Measure #2: Percentage of teacher and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.

Result: Of the 246 teachers who students who responded, 78.1% agreed with the statement. Up from 74.5% the previous year.

PROVINCIAL GOAL #3: HIGH QUALITY EDUCATION THROUGH COLLABORATION AND INNOVATION

PROVINCIAL OUTCOME: 3.1 EFFECTIVE LEARNING AND TEACHING WITHIN CARING, RESPECTFUL, SAFE AND HEALTHY ENVIRONMENTS.

PROVINCIAL OUTCOME 3.2 THE EDUCATION SYSTEM DEMONSTRATES LEADERSHIP AND COLLABORATION.

ANNUAL EDUCATION RESULTS REPORTING - PROVINCIAL OUTCOME 3.1: EFFECTIVE LEARNING AND TEACHING WITHIN CARING, RESPECTFUL, SAFE AND HEALTHY ENVIRONMENTS.

Measure #1: Overall percentage of teacher and student satisfaction with the overall quality of basic education.

Result: Of the 246 teachers and students who responded to the Accountability Survey questions related to this outcome 89.6% were in agreement that the school met this goal. Up from 83.6% the previous year.

Measure #2: Overall teacher and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, and health and physical education.

Result: Of the 176 teachers and students who responded, 75.6% agreed with the statement. Up from 69.9% the previous year.

Measure #3: Overall teacher and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school.

Result: Of the 246 teachers and students who responded to the Accountability Survey questions related to this outcome 87.5% were in agreement that the school met this goal. Up from 82.2% the previous year.

PROVINCIAL OUTCOME 3.2: THE EDUCATION SYSTEM DEMONSTRATES LEADERSHIP AND COLLABORATION.

Measure #1: Overall teacher satisfaction with parental involvement in decisions about their child's education.

Result: Of the 23 teachers who responded to the Accountability Survey questions related to this outcome 86% agreed with the statement. Up from 81% the previous year.

Measure #2: Overall percentage of teacher and students indicating that their school has improved or stayed the same over the last 3 years.

Result: Of the 244 teachers and students who responded to the Accountability Survey questions related to this outcome 83.8% were in agreement that the school met this goal. Up from 70.3% the previous year.

Measure #3: Overall percentage of teachers reporting that, in the last 3-5 years, the professional development and in-servicing received from the school has been focused, systematic and contributed significantly to ongoing professional growth.

Result: Of the 23 teachers who responded, 84.1% agreed with the statement. This result was consistent with the previous year's result.

THREE YEAR EDUCATION PLANNING AND RESULTS FOR PROVINCIAL GOAL THREE:

Initiatives/Projects	Strategies	Result
<p>1. Provide comprehensive, ongoing Professional Development for staff utilizing expert teachers administrators and specialists.</p>	<p>School-wide focus on improving reading comprehension, effective student writing and competence in mathematics.</p>	<p>All teachers completed he BEC requirement of completing a minimum of 50 hours of Professional Development in a 2 year period.</p> <p>According to Oct. '15 AERR figures 84.1% of teachers agree of strongly agree with the statement: "In the past 3 years the PD and in-servicing received from the school has been focused, systematic and</p>

<p>2. Utilize various programs to ensure students are acquiring the knowledge, skills and attributes necessary for success.</p> <p>3. Increase teacher confidence & competence in dealing with challenging student behaviors</p> <p>4. Continue utilizing 3 Diverse Learner Teachers to support all students.</p> <p>5. Organize meetings with parents to help them to better understand the Alberta Curriculum and to help their children to cope with the stress and demands of their educational program</p>	<p>Offer the Readak program for teachers and all middle school students. Utilize the Accelerated Reader resource Provide ELA enhancement classes to middle school students. Compilation of student writing portfolios from grades 5-12.</p> <p>Executive functioning and Behavior intervention workshops scheduled as part of Collaboration meetings.</p> <p>Early identification and interventions for "at risk" students. Collaborate with Yvonne West (SLP) and other Government personnel to support</p> <p>Grade 12 parent meeting in September. Transition meetings in the spring. Four-Year High School Plan meetings throughout the year.</p>	<p>contributed greatly to ongoing professional growth.”</p> <p>Approximately 80 MS students participated in the Readak Advanced Learning Skills course.</p> <p>Percentage of students who scored an Excellent, Proficient or Satisfactory score on Part A (writing) on Language Arts Achievement Tests: Grade 6: 95.8% (Alberta 90.2%) Grade 9: 96.3% (Alberta 91.2%)</p> <p>Teacher workshops were held for all teachers and Individual consultations were also provided for several teachers.</p> <p>MSA students achieving the acceptable standard on Achievement Tests exceeded the provincial results in 5 out of 6 subjects. 19 students in grades 6-12 received exam accommodations (including isolation) to facilitate success.</p> <p>Two large group meetings were held for grade 12 parents and both were well attended. In March and April all parents were invited to transition meetings and also to individual 4- Year Education Planning meetings. A large number of individual meeting were held with high</p>
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<p>6. Develop a strategy to create a positive school climate.</p> <p>7. Effective utilization of technology to enhance teaching and learning</p>	<p>Work with HS and MS Student Councils to provide more choices and activities for students. Raise the profile of the House league program and have more house challenges.</p> <p>Reach out to new students to ensure a smooth transition to MSA.</p> <p>Provide ongoing recognition of students who go above and beyond to help make MSA a great school. Develop a Citizenship Award.</p> <p>Improve the nominate process and preparation for external awards such as the Outstanding Teen Award and scholarships.</p> <p>Ensure that computer and media labs are always in good working order. Continue to provide effective PD in this area.</p> <p>Work collaboratively with the Technology Committee to address ongoing issues and needs.</p> <p>Purchase class sets of android Tablets to enable 1 to 1 mobile computer assisted learning.</p>	<p>school parents throughout the school year</p> <p>High school Student Council organized several events for high school students including a cruise, spirit day and sports day. Monthly activities were organized by middle school Student Council. Activities were well-supported by students. Monthly house challenges were also held and House points were collected throughout the year.</p> <p>All new students and their parents were contacted by the Guidance Counselor in September.</p> <p>Citizenship Awards were presented at middle school assemblies on a monthly basis. A grade 12 student from MSA was recognized with an Outstanding Teen Award.</p> <p>Regular technical support provided by ACT enabled technology issues to be addressed in a timely manner.</p> <p>All teachers attended a full day in-service in January, 2015 on how to use the Learn Pads.</p>
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Parent Satisfaction Survey

April, 2015 Results

Number of Responses: 57

Response breakdown by grade level:

K- six; gr. 1- two; gr. 2-six; gr. 3-eight; gr. 4-eight; gr. 5-two; gr. 6-five; gr. 7-eight; gr. 9-three; gr. 10-one; gr.11-two; gr. 12- one

Question:

How satisfied or dissatisfied are you with:

The quality of education your child is receiving at school?

Very satisfied	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied	Don't know
53.5%	39%	5%	2%	0

With the quality of teaching at your child's school?

Very satisfied	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied	Don't know
55%	34%	7%	3.5%	0

With the variety of subjects available to your child at school?

Very satisfied	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied	Don't know
45%	42%	9%	4%	0

With the opportunities your child has to learn about the following topics at school?

	Very satisfied	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied	Don't know	
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Music	29%	53%	13%	4%	2%	
Drama	19%	41%	15%	6%	20%	
Art	31%	51%	5%	5%	7%	
Computers	44%	45%	5%	4%	2%	
Health	35%	49%	7%	4%	5%	
Another language	38%	45%	9%	7%	0	
Physical Education	45%	44%	7%	4%	0	

To what extent do you agree or disagree that...

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
Your child is learning what he/she needs to know	25%	62%	9%	2%	2%
Your child finds school work interesting	24%	58%	15%	4%	0
Your child finds school work challenging	20%	53%	18%	5%	4%
Your child clearly understands what he/she is expected to learn at school	35%	53%	9%	4%	0
Students at your child's school help each other when they can	29%	40%	13%	5%	13%
Students at your child's school respect each other	15%	52%	22%	7%	4%
Your child is encouraged at school to be involved in activities that help the community	37%	37%	17%	2%	7%
Your child Your child is encouraged at school to try his/her best	45%	51%	0	2%	2%
Children at your child's school follow the rules	23%	44%	12%	6%	10%
Your child is safe at school	53%	50%	6%	0	0
Your child is safe on the way to and from school	49%	42%	0	2%	0
Students treat each other well at your child's school	19%	49%	26%	4%	8%
Teachers care about your child	51%	43%	4%	2%	4%
Your child is treated fairly by adults at school	41%	40%	10%	2%	8%
Your child can easily access programs and services at school to get help with school work	25%	40%	2%	4%	11%

Your child can get help at school with problems that are not related to school work	20%	58%	10%	6%	20%
When your child needs it, teachers at your child's school are available to help him/her	40%	44%	12%	2%	2%

How satisfied or dissatisfied are you that...

	Very satisfied	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied	Don't know
High school students demonstrate the knowledge, skills and attitudes necessary for learning throughout their lifetime	6%	27%	2%	2%	63%
Your child is taught the knowledge, skills and attitudes necessary for learning throughout his/her lifetime	27%	58%	6%	2%	8%
Your child is taught attitudes and behaviors to be successful at work when he/she leaves school	25%	52%	8%	2%	13%
You have opportunities to be involved with decisions about your child's education	74%	26%	0	0	0
You have opportunities to be involved with decisions at your child's school	25%	53% %	10% %	4% %	8%
That your input into your child's school is considered	27%	49%	10%	4%	10%

In your opinion, has the quality of education that your child experienced at school improved, declined or stayed the same in the past 3 years?

Improved 55%	Declined 5%	Stayed the same 27%	Don't know 18%
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