



# ANNUAL EDUCATION RESULTS REPORT 2023-2024





## MESSAGE FROM THE PRINCIPAL

On behalf of the staff and students of Menno-Simons Community School, it is my pleasure to present an overall summary of student achievement data for literacy, numeracy, and inclusionary practice in the 2023-24 school year. These three strategic goals are the hallmark of PRSD's Three Year Educational Plan.

As a school community, Menno-Simons' staff work collaboratively with PRSD's coordinators to support student growth and learning in literacy, numeracy, and inclusionary practice.

The student data in each category help inform our work as educators. By tracking these achievement results we are informed about our successes, our strengths, and our challenges. As a team we can celebrate together our academic success and plan together to address any challenges.

A sincere thank you to the entire school community for your continued support every day of the school Year! Student success is our main work in school and it is a work that requires a constant focus on teaching and learning.

All the best

Kathleen Roul  
Menno-Simons Community School



## ABOUT

# MENNO-SIMONS COMMUNITY SCHOOL

Menno Simons Community School (MSCS) is the most westerly located school within Peace River School Division. We are located approximately 100 kilometers west of Fairview on Highway 64 in the small hamlet of Cleardale. MSCS is a K-12 school which, offers a public school program in accordance with the Alberta Curriculum and also maintains a sensitivity toward the distinct cultural needs of many within our community.

### OUR MISSION:

At Menno-Simons Community School our Mission is to Achieve Growth - Success For All

### OUR VISION:

A school where students engage in life long learning, to achieve their full potential, and become responsible citizens.



## FOUNDATION STATEMENTS

### PANTHERS ARE:

P PERSEVERING  
A AMBITIOUS  
N NEIGHBOURLY  
T TRUSTWORTHY  
H HUMBLE  
E ENTHUSIASTIC  
R RESPECTFUL  
S SINCERE

## SCHOOL VALUES:

**Respect** - We believe that mutual respect is essential for fostering a safe and caring environment.

**Responsibility** - We believe that everyone is responsible for taking an active part in his or her learning.

**Collaboration** - We believe in all stakeholders working together as a community of learners.

**Learning** - We believe that when you have high expectations, you achieve great results.

**Growth** - We believe in continuous improvement and life-long learning

**Success** - We believe that success builds self-esteem and creates positive futures.



## **SCHOOL GOAL ONE:**

**ALL STUDENTS ARE LITERATE**

## **OUTCOME:**

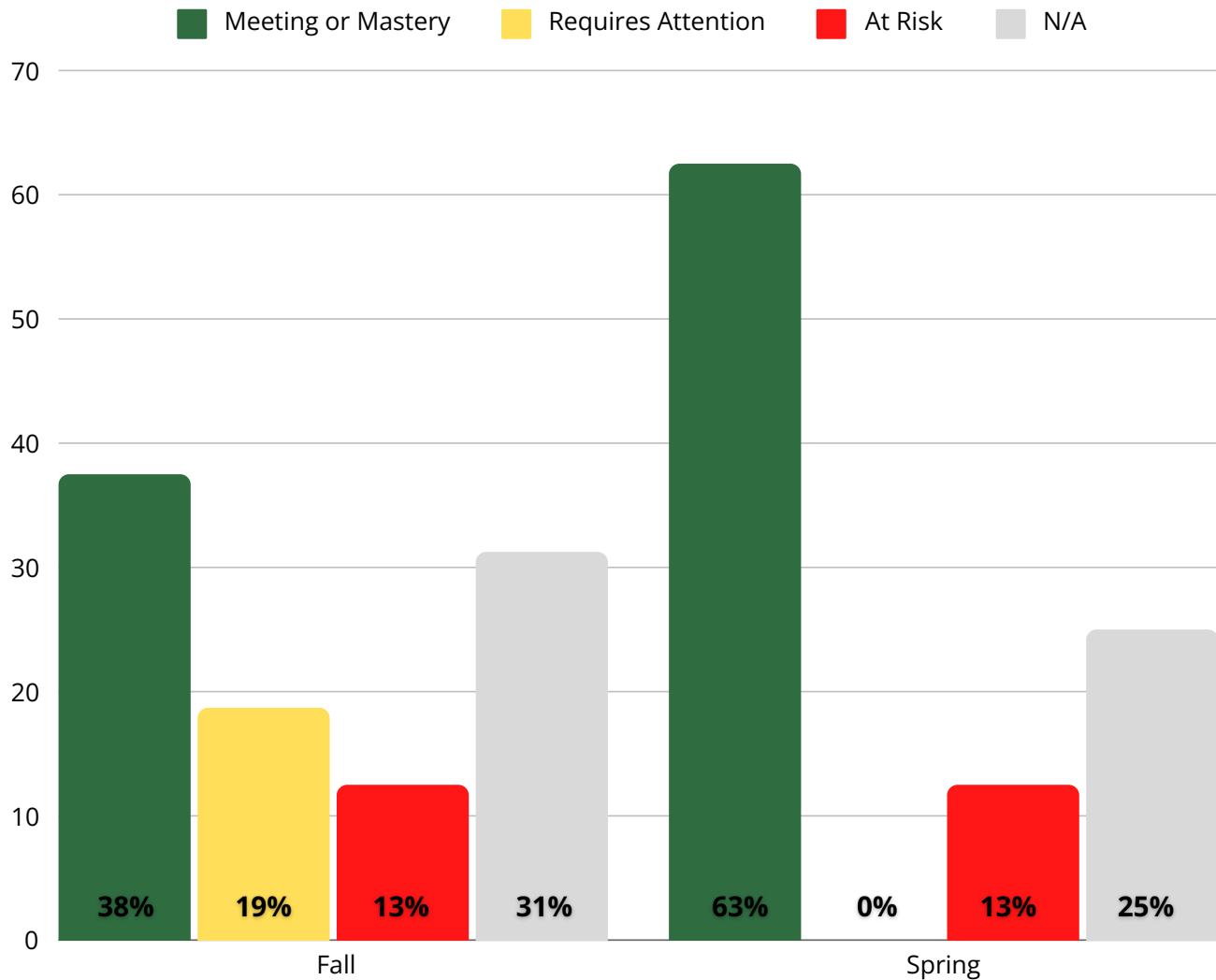
**ALL STUDENTS ARE READING AND WRITING AT OR ABOVE GRADE LEVEL OR MEETING THEIR INDIVIDUALIZED PROGRAM GOALS.**

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The School uses Fountas and Pinnell resources for Grades 1-8 to allow teachers to complete Running Records at key times throughout the year to measure students' overall progress in reading and make informed decisions regarding targeted instruction. The School also used the Reading Comprehension Assessment Tool (RCAT) to measure growth over time. The school also uses a Writing Assessment Tool (WAT) which is an internally developed assessment that measures proficiency in Organization, Mechanics and Content.

# LITERACY ACHIEVEMENT RESULTS

## Early Years Assessments - Percentage of Students Considered at Risk

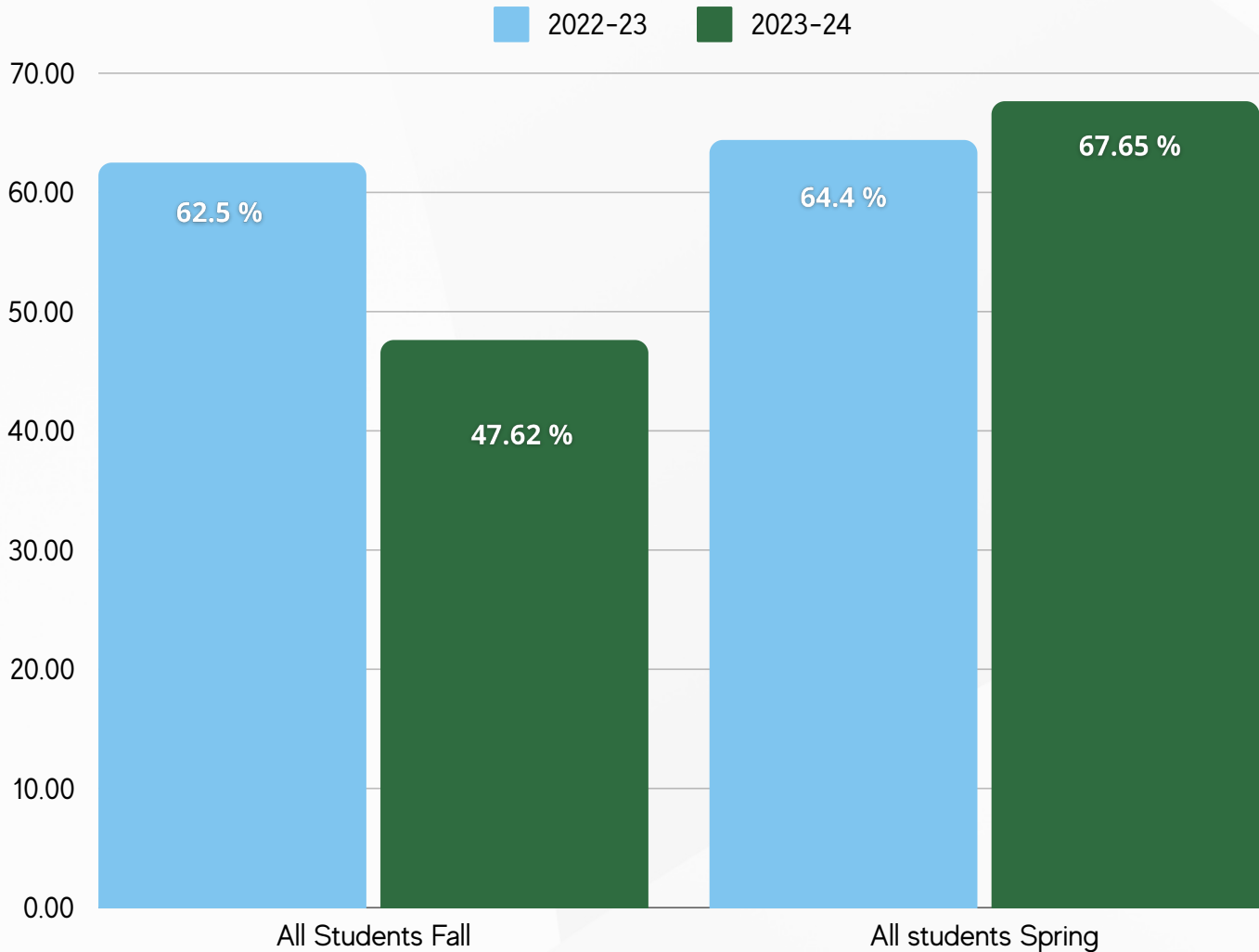


### Summary

The Elk Island Catholic Schools Phonological Assessment (EICS PA) is a screening tool that assesses students' knowledge in various areas of phonological awareness and phonics. It was adapted from various assessments, including Heggerty's Phonemic Awareness Skills Screener Assessments, the Letter Name-Sound (LeNS) and Castles and Coltheart 3 (CC3) assessments, the Reading Readiness Screening Tool (RRST), and Kilpatrick's Phonological Awareness Screening Test (PAST).

# LITERACY ACHIEVEMENT RESULTS

Menno Simons Fountas & Pinnell BAS I and II Data



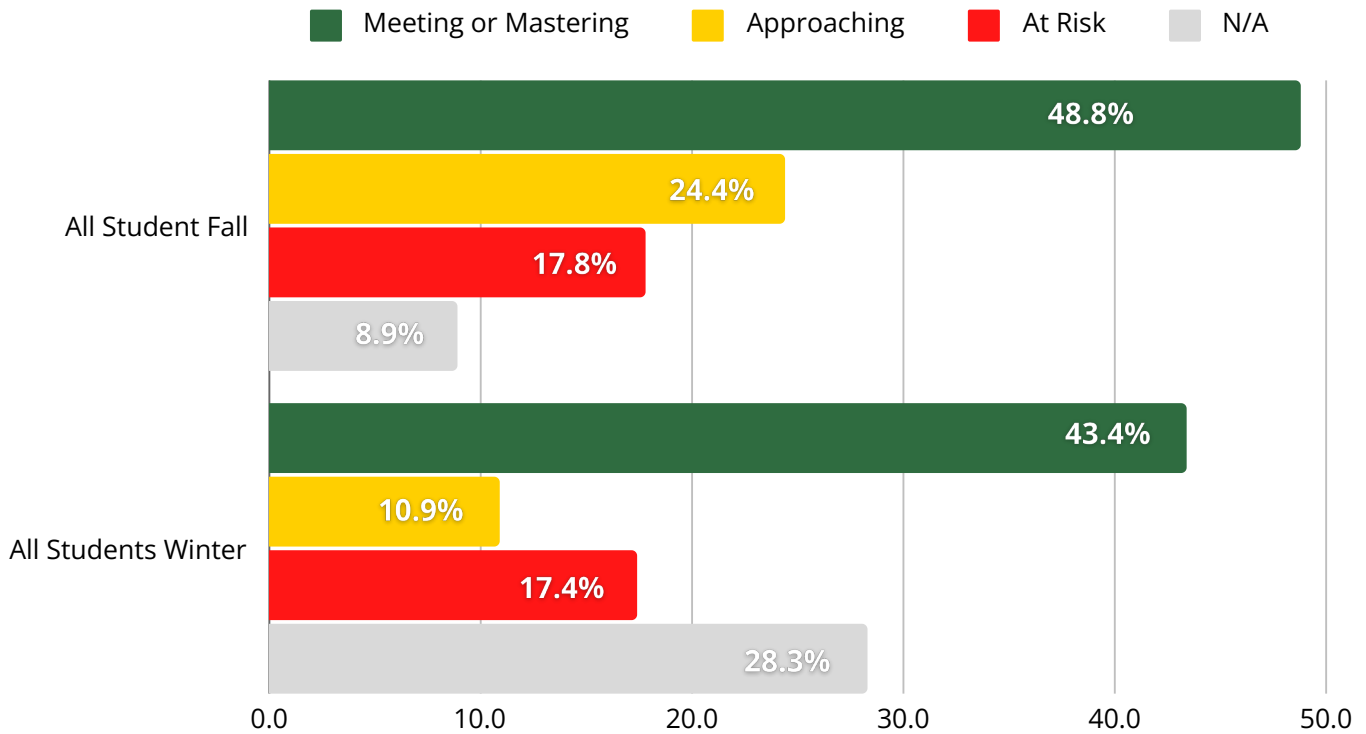
## Summary

The F & P Benchmark Assessment System has established expected reading levels at each grade level that increase from the beginning of the school year to the end. As such, any increase in reading performance from the Fall to the Spring represents significant growth.



# LITERACY ACHIEVEMENT RESULTS

## Reading Comprehension Assessment Tool (RCAT)



### Overall RCAT Results

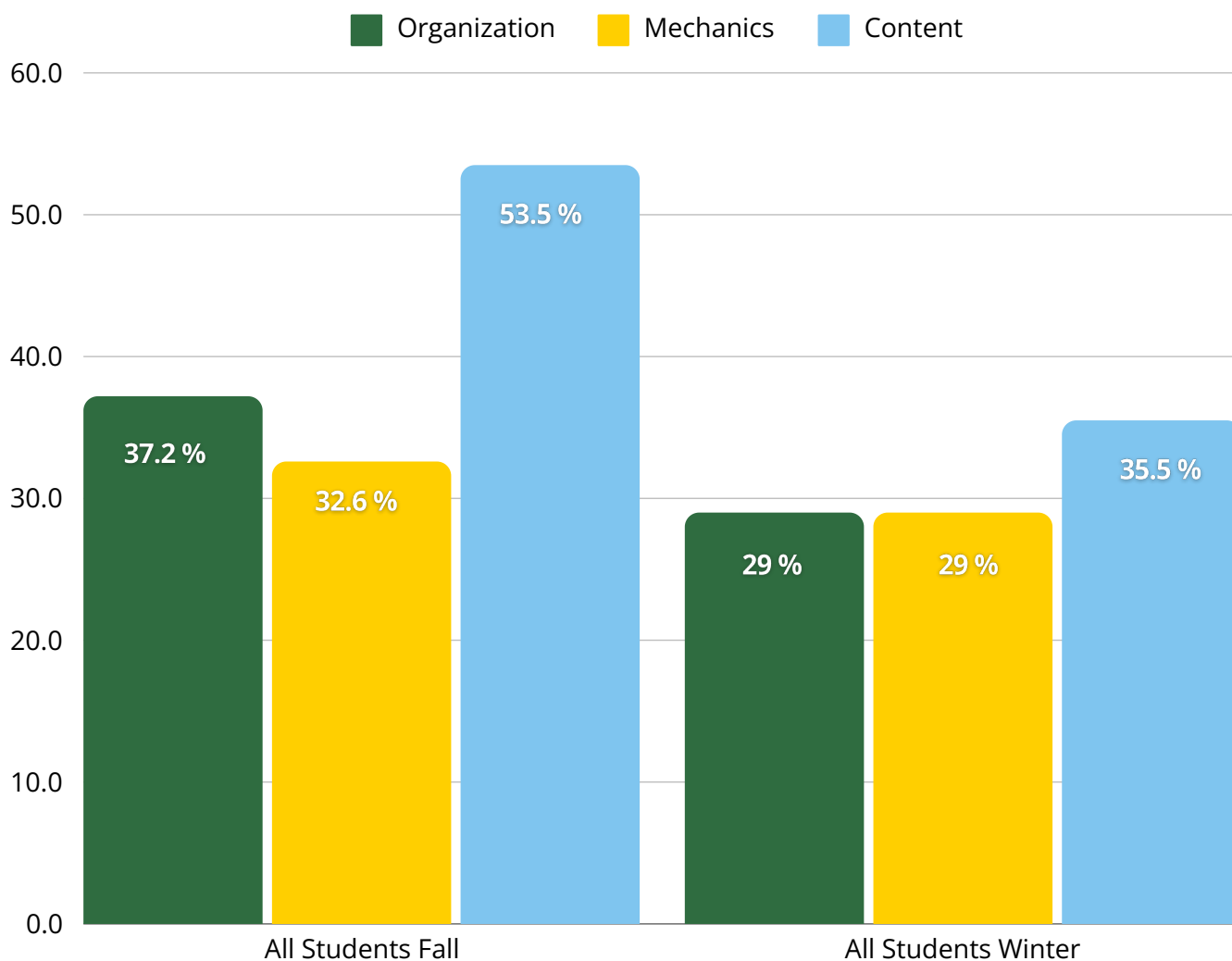
#### Summary

The RCAT is an on-line assessment tool that provides grade-level reading passages from narrative, informational, and poetic readings to assess students' comprehension abilities in the five major skills required for reading comprehension. Results indicate that 73.2% of students in the Fall were meeting, mastering, or approaching grade level comprehension reading abilities. These results dropped to 54.35 in the Winter Semester. However, NA data of 17.4% could account for this change. The RCAT assessment will continue to provide meaningful data regarding reading comprehension skills to inform instruction.



# LITERACY ACHIEVEMENT RESULTS

## Writing Assessment Tool (WAT) Data



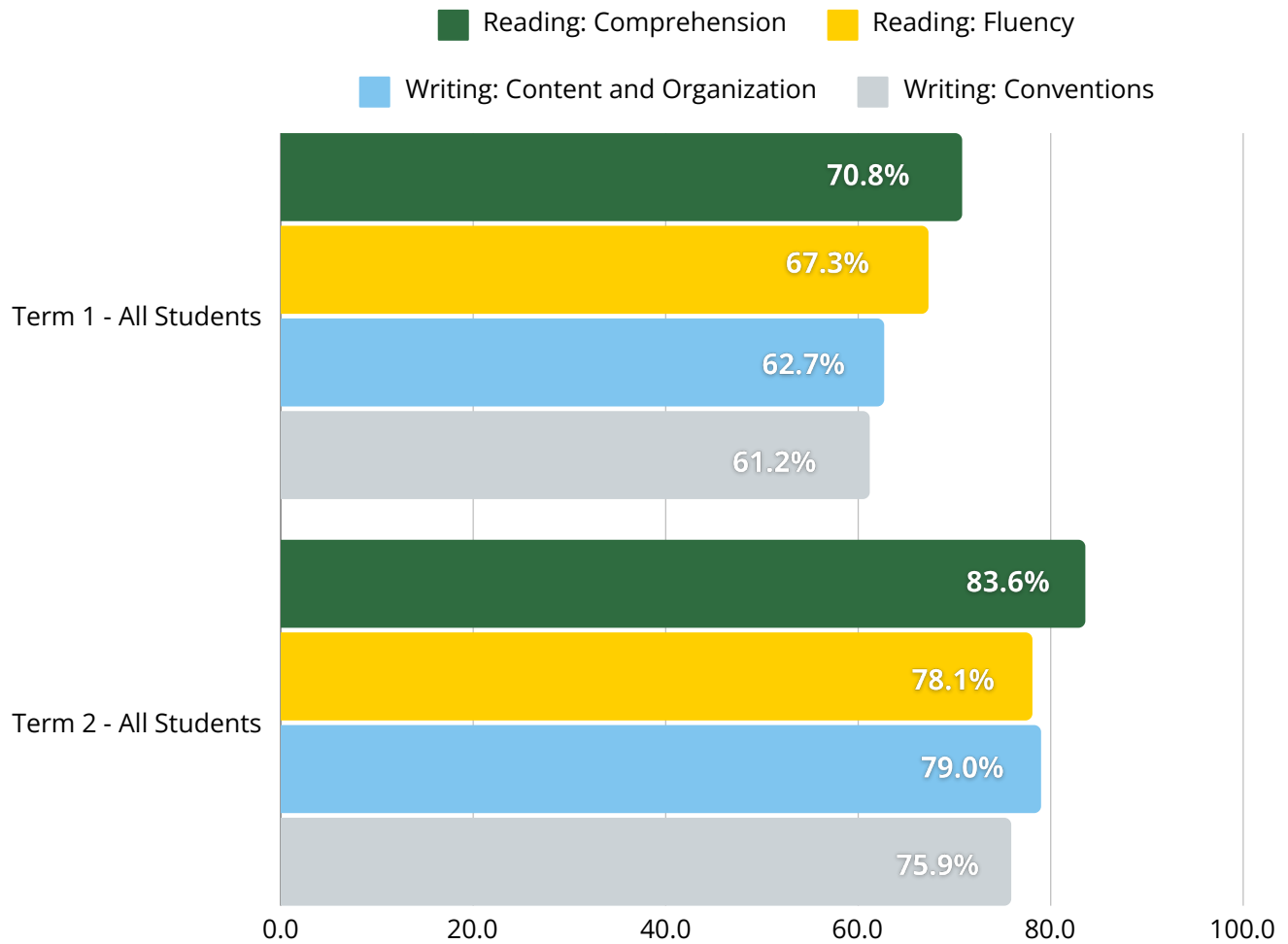
### Summary

The School uses a Writing Assessment Tool (WAT) which is an internally developed assessment that measures proficiency in organization, mechanics and content. WAT data are primarily used to inform instruction throughout the year. The Fall data is based on curricular outcomes from the previous grade level and the Winter data is based on current grade-level outcomes. The results show that while 53.5% were meeting grade level expectations in content on the fall results this result decreased to 35.5 % in winter. Moving forward, continued efforts will be made to ensure students become more proficient in writing in Mechanics, Organization and Content.

# LITERACY ACHIEVEMENT RESULTS

## Menno Simons Report Card Data for Literacy

Percentage of Grades 1-6 students meeting or mastering expectations in 2023-2024



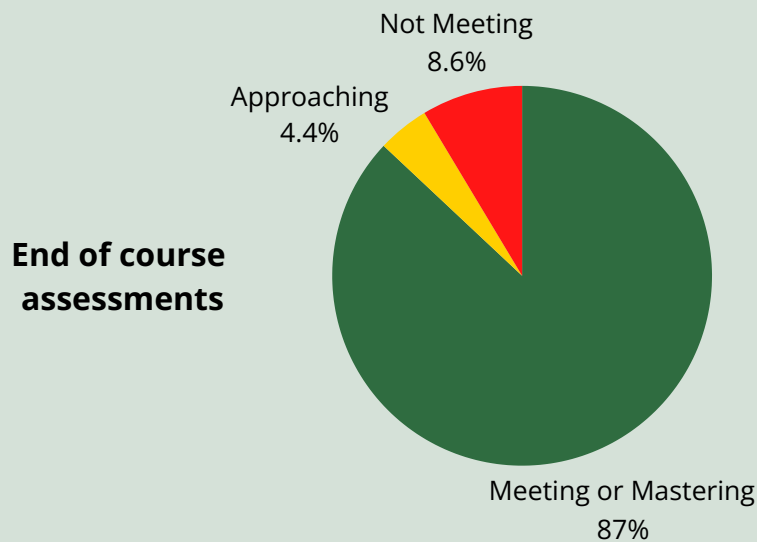
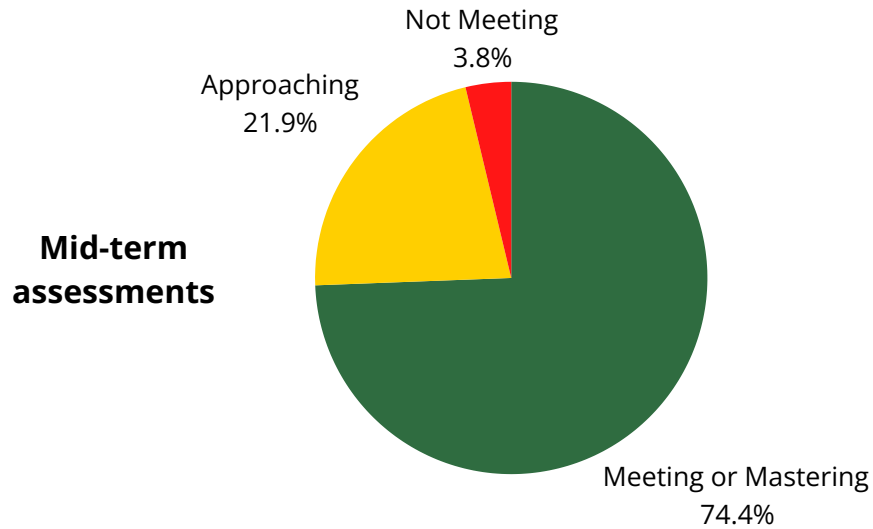
### Summary

The report card data indicate that from the Term 1 report to the Term 3 report there was an increase in the percentage of Grades 1-6 students meeting grade-level expectations in all areas of Reading and Writing. While this is very positive, the overall data suggest further important work is required to ensure our students are meeting program expectations.

# LITERACY ACHIEVEMENT RESULTS

## Menno Simons Report Card Data for Literacy

Percentage of Grades 7-12 students meeting or mastering expectations: 2023-2024



### Summary

The Grades 10-12 school report card data indicate that students met or mastered grade-level expectations at the end of their courses.



## **SCHOOL GOAL TWO**

ALL STUDENTS ARE NUMERATE

### **OUTCOME:**

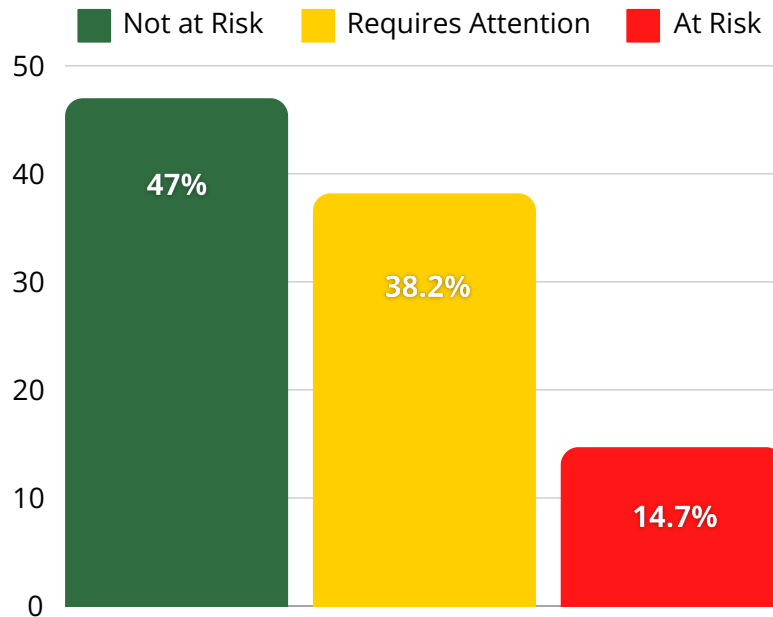
ALL STUDENTS ARE PERFORMING AT OR ABOVE GRADE LEVEL IN NUMERACY OR MEETING THEIR INDIVIDUALIZED PROGRAM GOALS.

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The School used the Mathematics Intervention/Programming Instrument (MIPI) to benchmark student comprehension of core numeracy content at the beginning of the year and also used the Numeracy Common Assessment Tool (NCAT) to assess proficiency in core areas of mathematics, and these assessments complement report card data as well as provincial assessment data.

# NUMERACY ACHIEVEMENT RESULTS

## Menno Simons the Elk Island Catholic Schools Math Assessment Data (Grade 1-7)



Percentage of students considered "Not At-Risk"

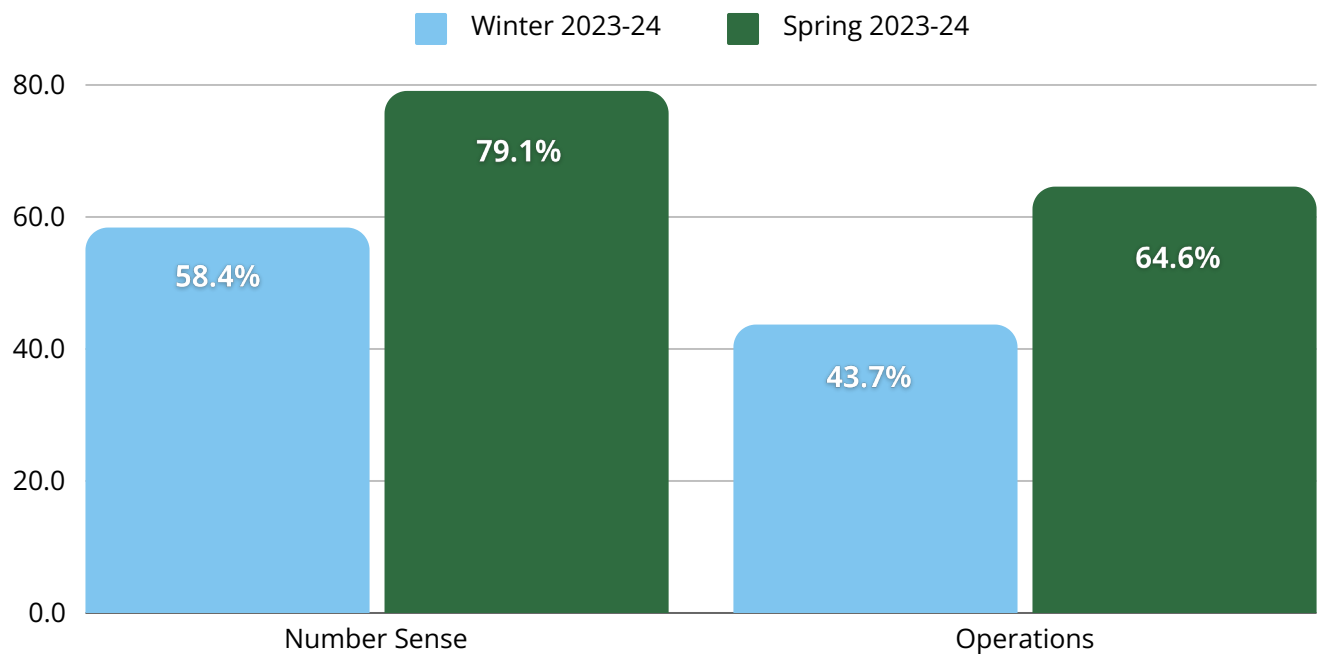
### Summary

The EICS was administered at the beginning of the year to determine how well students understand key concepts from previous year's work, which provides a useful starting point for the current year's instruction. 85% of students are Not at Risk while 14.7% of grades 1-7 students will require support and monitoring moving forward in the school year.

# NUMERACY ACHIEVEMENT RESULTS

## Menno Simons Numeracy Common Assessment Tool (NCAT) Data

Grade 1-9 year-over-year comparison of student meeting or mastering expectations



### Summary

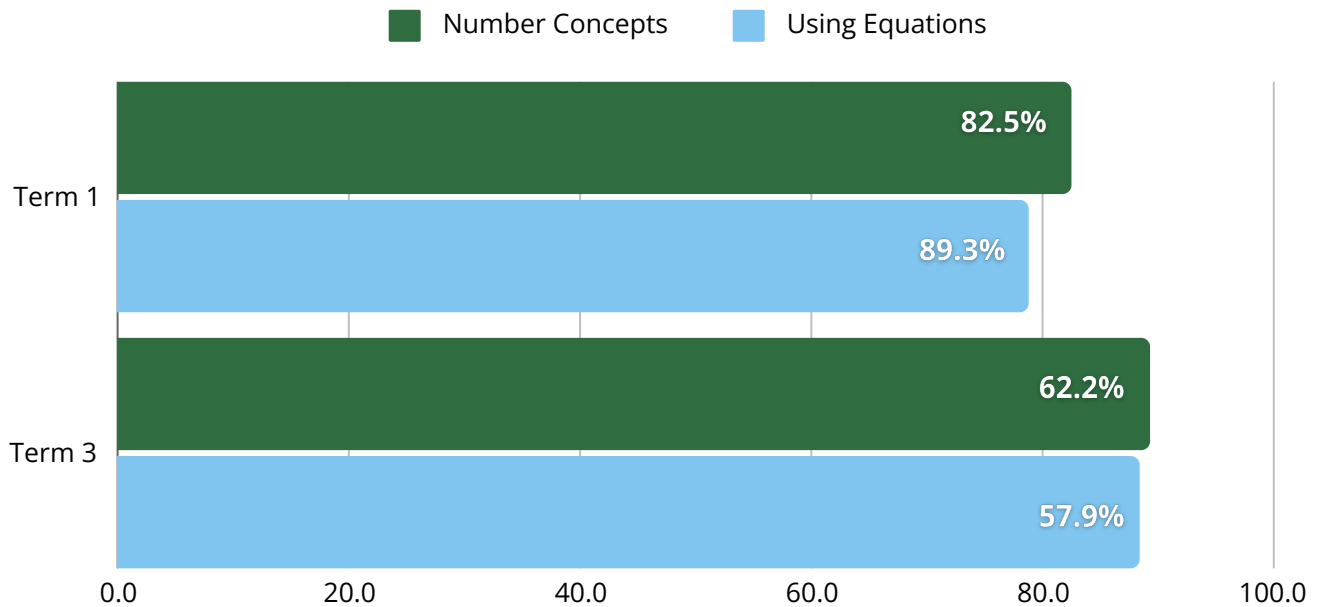
The NCAT is a summative assessment tool that assesses student proficiency in four core strands of mathematics. The assessments are administered at various points throughout the Grades 1-9 curriculum as key units of work are completed. These assessments provide a snapshot of student progress at points in time throughout the school year.



# NUMERACY ACHIEVEMENT RESULTS

## Menno Simons Year-End Report Card Data for Numeracy

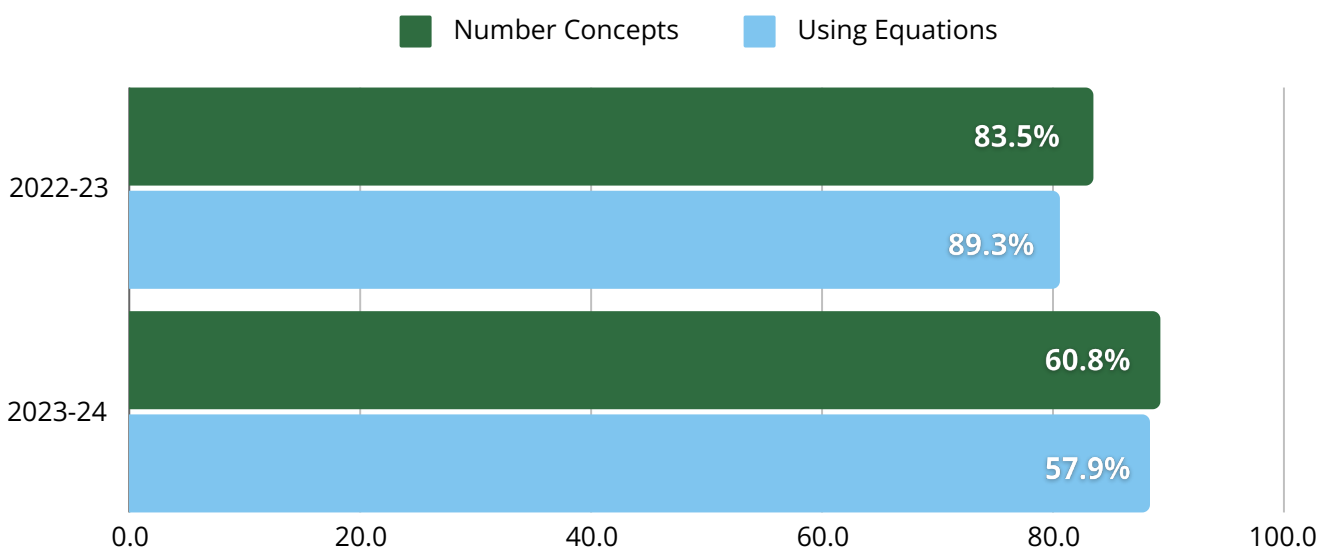
### Percentage of Grades 1-6 students meeting or mastering expectations in 2023-24



### Summary

The Report Card Data for the 2023-24 school year showed growth in the percentage of Grades 1-6 students who met or mastered the core learning outcomes in the Number Concepts strand of mathematics.

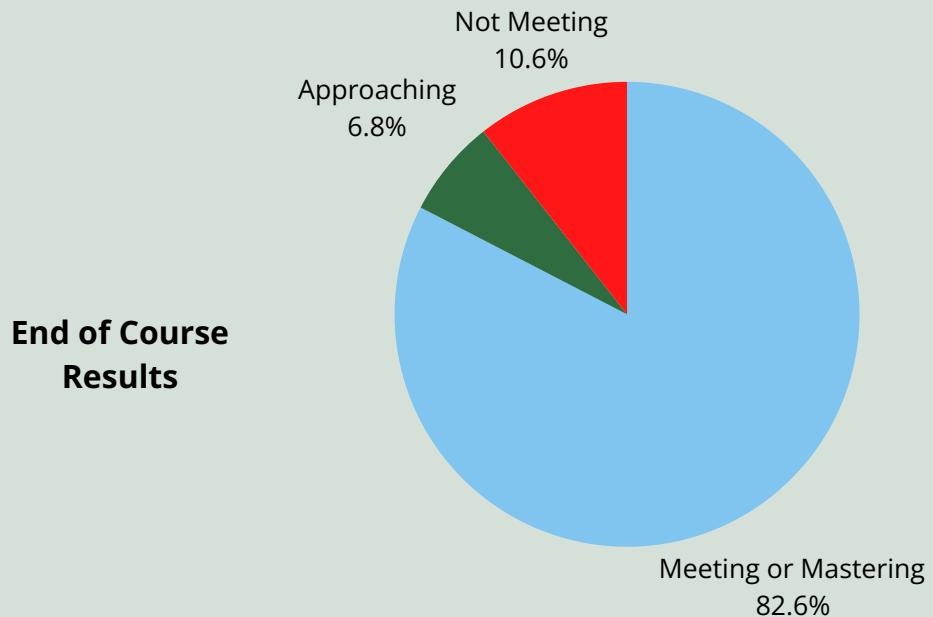
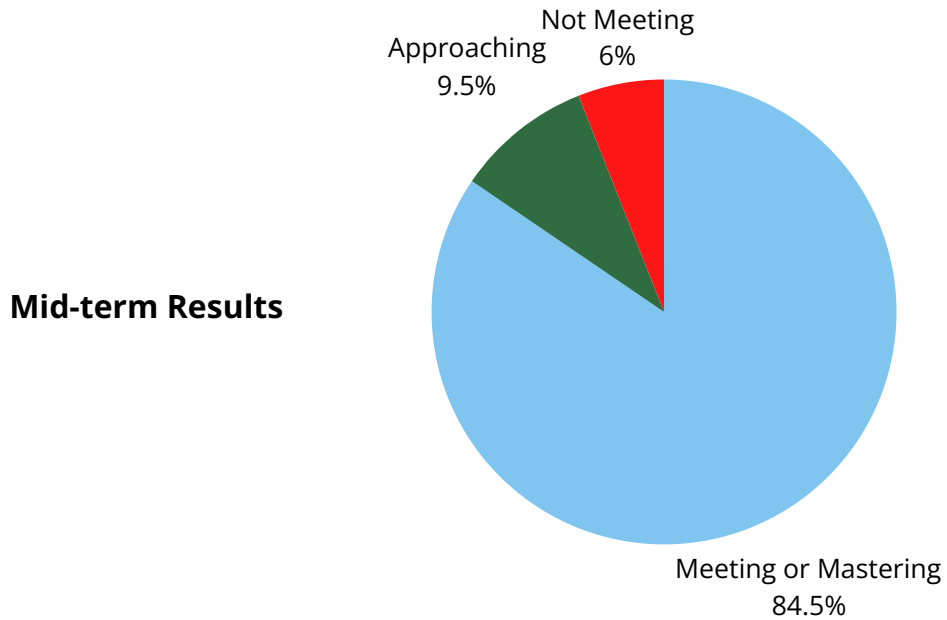
### Year-over-year comparison of the percentage of Grades 1-6 students meeting or mastering expectations in Term 3



# NUMERACY ACHIEVEMENT RESULTS

Menno Simons Report Card Data for Numeracy:

Percentage of Grades 7-12 Students Meeting or Mastering Expectations



## Summary

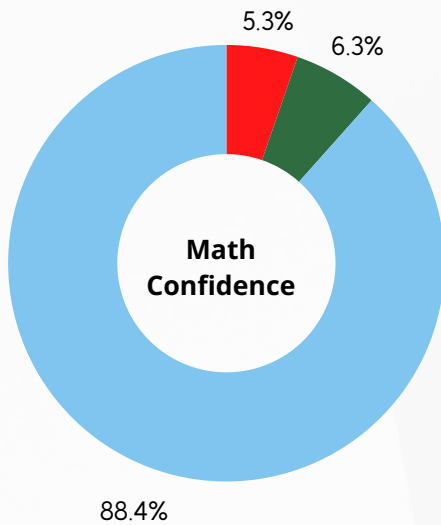
The Grades 7-9 report card data indicate that from the November reporting period to the June reporting period the percentage of all students meeting or mastering grade-level expectations in numeracy



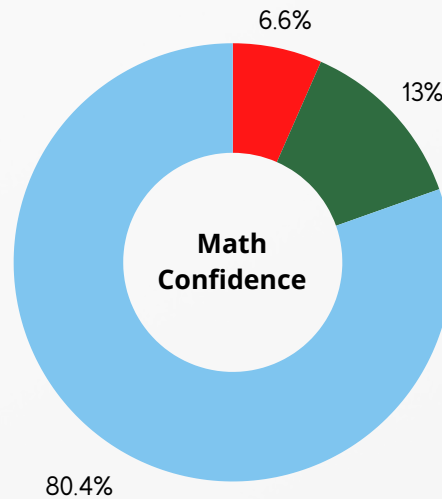
# NUMERACY ACHIEVEMENT RESULTS

## Menno Simons Education Assurance Survey Results: Goal Two - Numeracy

### Grades 3-6



### Grades 7-12



- Confident to Very Confident
- Less Confident
- Not Confident

### Summary

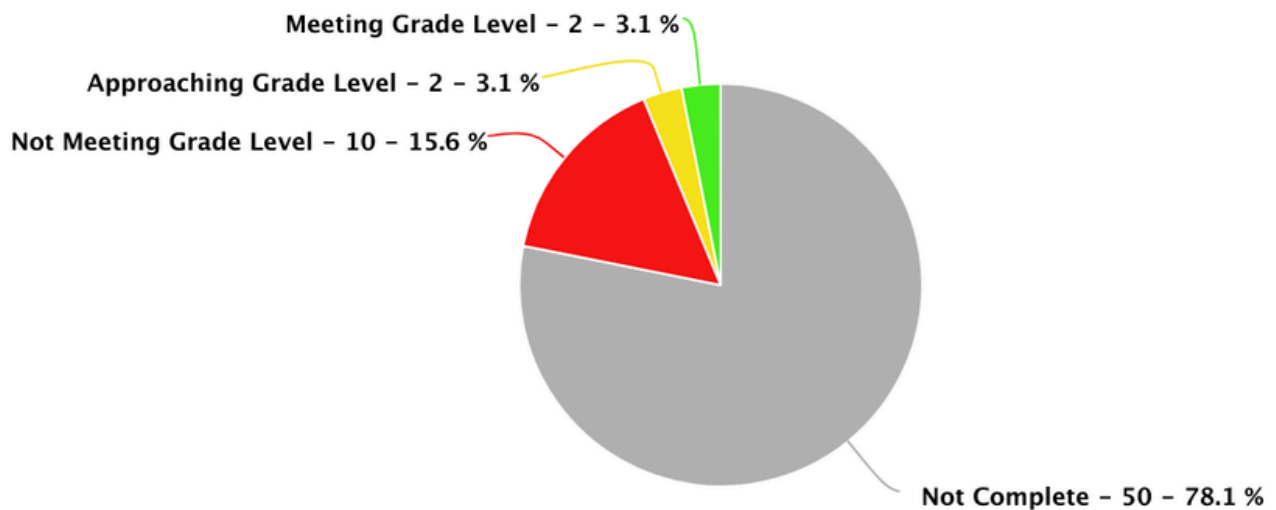
Students were asked to rate their level of confidence in their own math skills on a scale of 1 to 5, with 1 being not confident and 5 being very confident. As you can see in the above graphs, the Menno Simons Education Assurance Survey data indicated



# NUMERACY ACHIEVEMENT RESULTS

## Menno Simons Mathematics Intervention/Programming Instrument (MIPI) Data

### Expectation Breakdown Results for 64 students



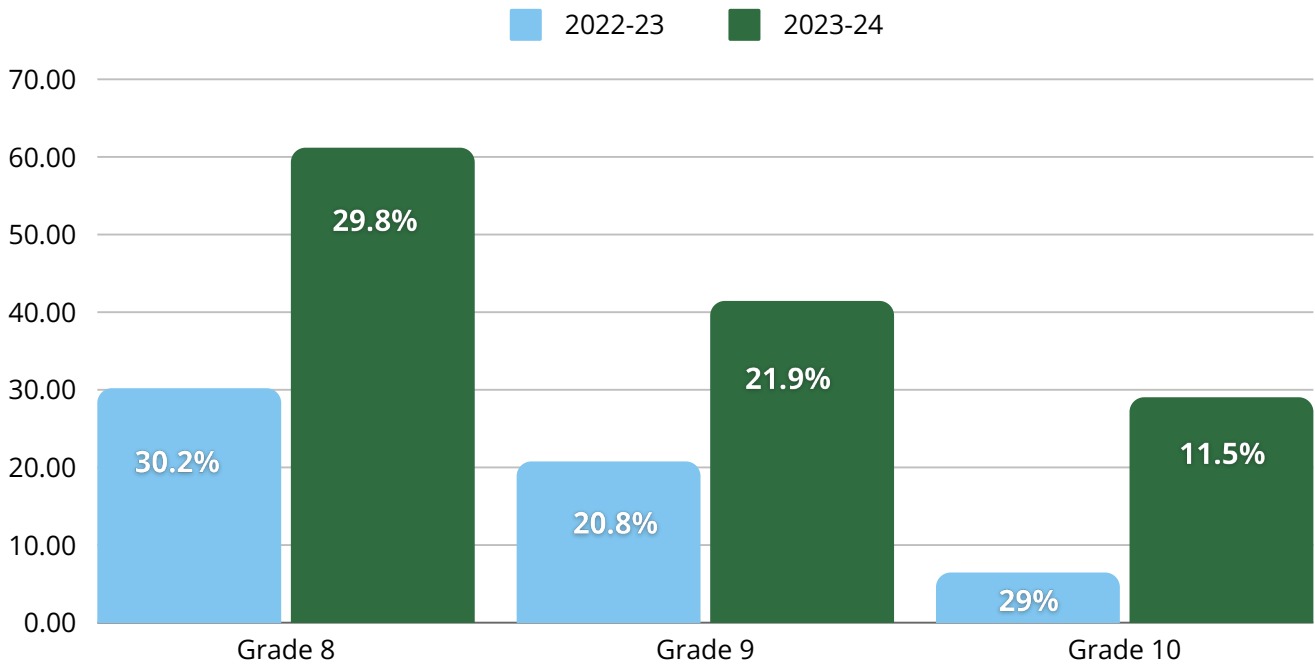
Percentage of students meeting or mastering core concepts from the previous grade level

### Summary

The MIPI is administered at the beginning of the year to determine how well students understand key concepts from previous year's work, which provides a useful starting point for the current year's instruction. The above graph demonstrates that a high percentage of students did not complete the MIPI last year.

# NUMERACY ACHIEVEMENT RESULTS

## Menno Simons Mathematics Intervention/Programming Instrument (MIPI) Data



Percentage of students meeting or mastering core concepts from the previous grade level

### Summary

The MIPI is administered at the beginning of the year to determine how well students understand key concepts from previous year's work, which provides a useful starting point for the current year's instruction.

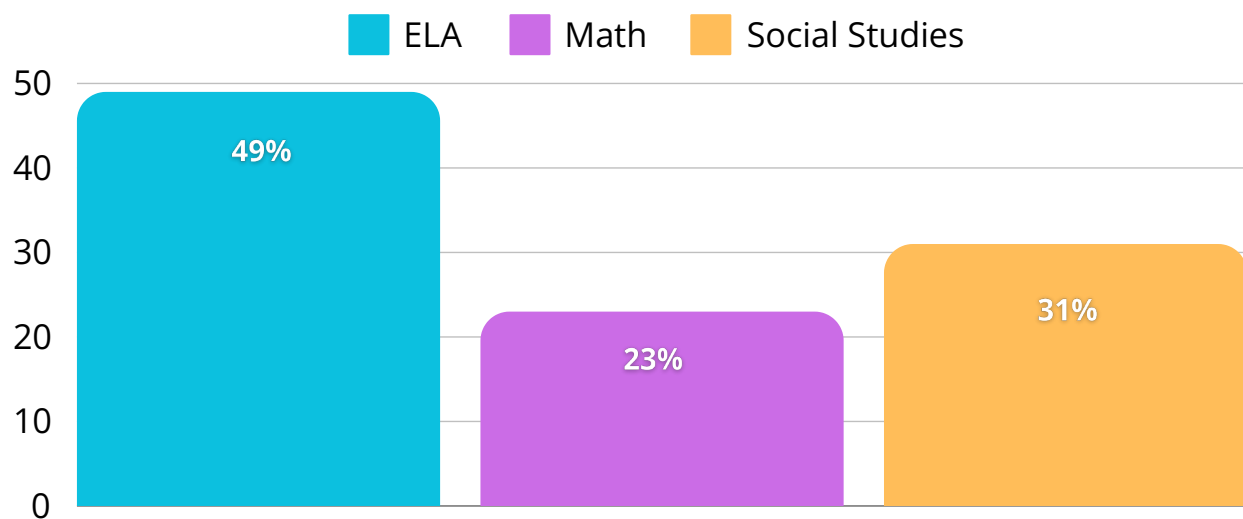
# PROVINCIAL ACHIEVEMENT RESULTS

Grade 6 Provincial Achievement Test (PAT) Results for Menno-Simons are suppressed as there are less than six students who wrote the test.

## Grade 9 Provincial Achievement Test (PAT) Results for Menno-Simons School Report 2023-24

### English Language Arts Achievement Test

Class Average Results for PATs Grade 9 in ELA, Math, Social Studies  
total test scores





## SCHOOL GOAL THREE

ALL STUDENTS ARE SUCCESSFUL THROUGH INCLUSIONARY PRACTICES

### OUTCOME:

ALL STUDENTS' ACADEMIC, PHYSICAL AND SOCIO-EMOTIONAL NEEDS ARE MET WITHIN A CULTURE OF INCLUSION.

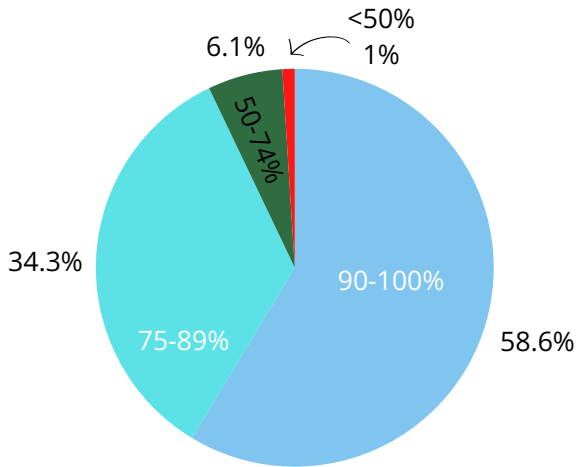
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In an effort to ensure the needs of all students are met, Learning Services team members support schools with the creation and implementation of educational program plans that are informed by Individual Program Plans (IPPs) and Behaviour Support Plans (BSPs). Through the work of collaborative response, differentiated instruction and partnerships with multiple agencies, efforts are made to ensure all students' needs are met.

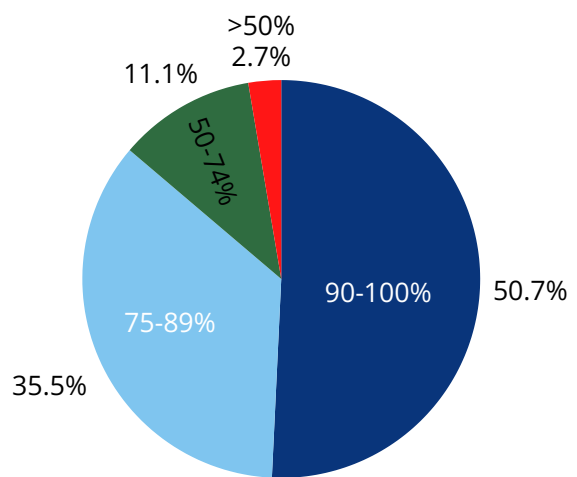
# INCLUSIVE EDUCATION PRACTICES

## Attendance Data

**MSCS**



**PRSD**



**Previous Year 90-100% Attendance**

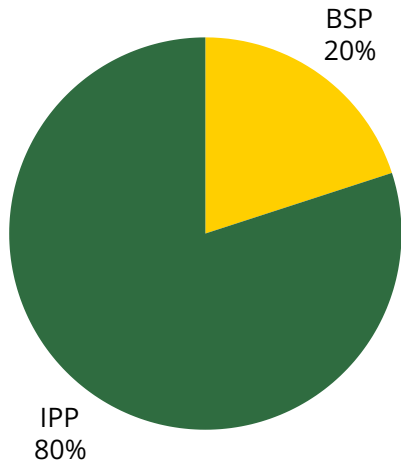


**Previous Year 90-100% Attendance**



# INCLUSIVE EDUCATION PRACTICES

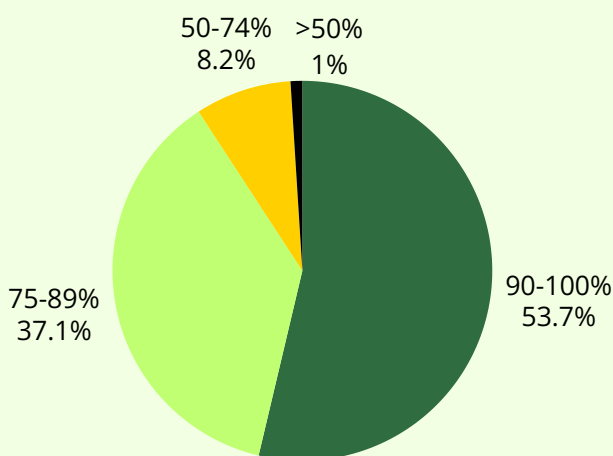
## Behavioral Support Plans and Individual Program Plans for Special Needs Students - MSCS Data



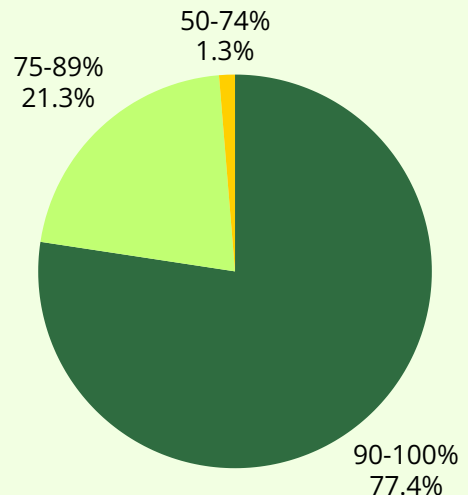
Regarding Division data for Behaviour Support Plans (BSPs) and Individual Program Plans (IPPs), there were 2 BSPs completed and 8 IPPs completed in the 2022-23 school year. The total population of students for Menno Simons Community School was 75 students.

This works out to approximately 1 in every 9 MSCS students requiring accommodations that enable them to be included in the classroom with their peers.

### Attendance Data: PRSD



### Attendance Data: MSCS



## Summary

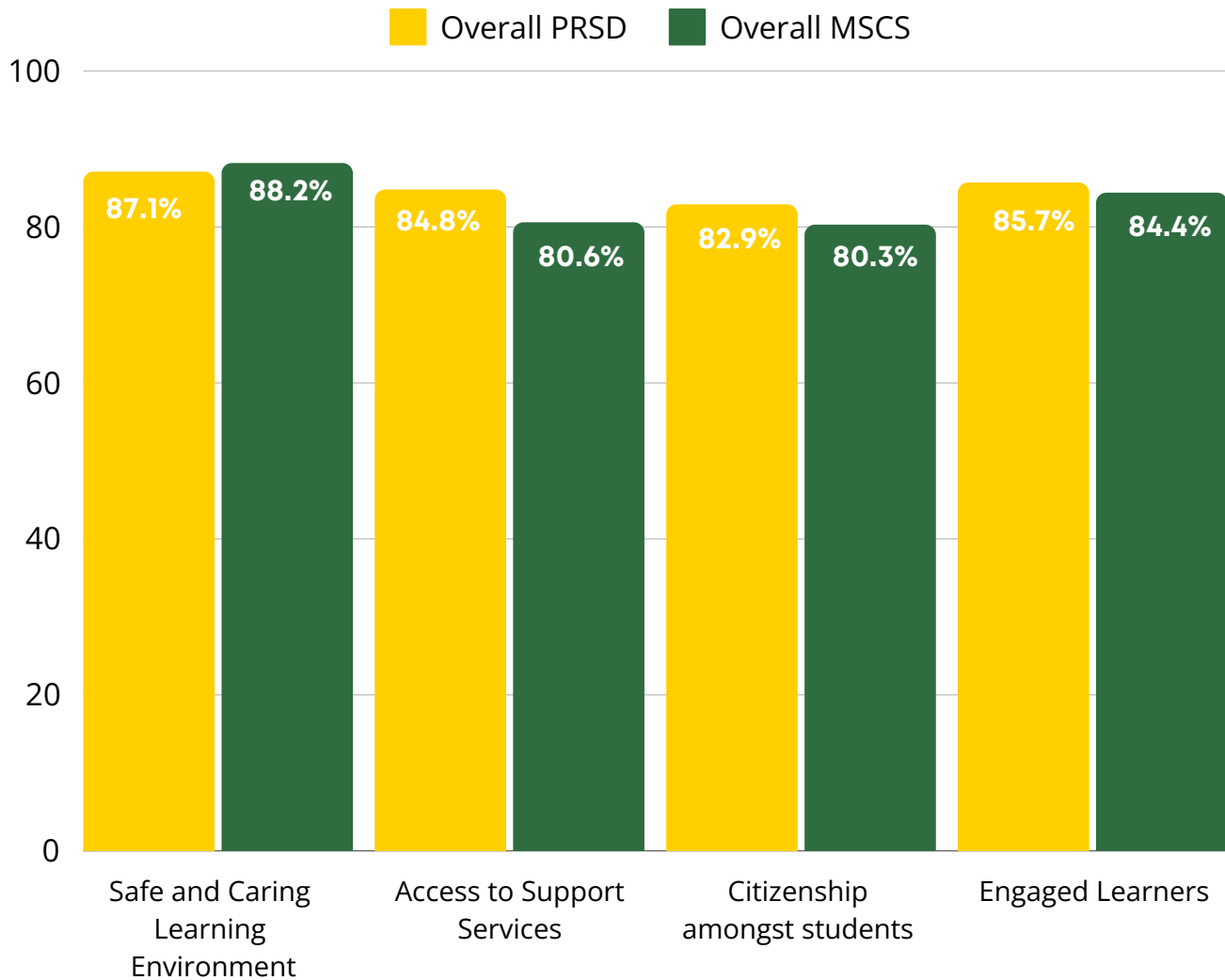
In the 2022-23 school year, MSCS student attendance was 77.4%. This is significantly higher than the school division's attendance.

The Division's target attendance rate is at least 90% as research suggests that an absenteeism rate of 10% or higher results in lower levels of academic achievement. While we are not where we want them to be, these numbers are an improvement from the 221-22 school year.

# INCLUSIVE EDUCATION PRACTICES

## Alberta Education Assurance Measures - Overall Summary Results

Authority: 1825: Menno Simons Community School



**Percentage of students, parents and teachers who agree**

### Summary

MSCS is comparative to the PRSD results in all four categories of safe and caring learning environments, access to support services, citizenship, and engaged learners.



# 2023-2024 ANNUAL EDUCATION RESULTS REPORT

1825 MENNO SIMONS COMMUNITY SCHOOL

This report provides an overall summary of the progress made with the three goals in the 3-Year Education Plan. It also identifies priority areas of emphasis for ongoing work. This report shares MSCS and Alberta Education data that align with the education plan's performance measures. These measures collectively serve as indicators of success for the three strategic goals centred on literacy development, numeracy development, and inclusionary practices.

The **data** shared in this report include the following:

Literacy: Early Years Assessments to assess for students considered at risk, **Fountas & Pinnell (F&P Benchmark Data from Grades 1-8, Reading Comprehension Assessment Tool (RCAT) Data for Grades 4-12, Divisional Report Card Data, and Divisional Survey Results Regarding Literacy Achievement;**

Numeracy: Early Years Assessments to assess for students considered at risk, **Math Intervention/Programming Instrument (MIPI) Data for Grades 2-10, Numeracy Common Assessment Tool (NCAT) Data for Grades 1-9, Divisional Report Card Data, and Divisional Survey Results Regarding Numeracy Achievement;**

Inclusionary Practices: Divisional Data Regarding Programming for Special Needs students, Divisional Data Regarding Student Absenteeism, and Divisional Survey Results Regarding Inclusionary Practices.

The **Provincial-level Alberta Education data** in this report include the following:

**Literacy:** Provincial Achievement Tests (PATs) Results for Grades 6 & 9 and Diploma Exam (DIPs) Results;

**Numeracy:** Provincial Achievement Tests (PATs) Results for Grades 6 & 9 and Diploma Exam (DIPs) Results;

**Inclusionary Practices:** Alberta Education Assurance Measures.

# 2023-2024 BUDGET SUMMARY

## Budget Report

Peace River School Division No. 10

2023-2024 Spring Budget

### SCHOOL: Menno Simons School

#### Revenue and Allocations to Budget Center

AB ED: Service & Supports	2023-2024 Spring Budget	2022-2023 Preliminary Budget
Funding Framework Allocation	\$21,014	
<b>Total AB ED: Service &amp; Supports</b>	<b>\$21,014</b>	
% of Revenue and Allocations to Budget Center	100%	

**Total Revenue and Allocations to Budget Center** **\$21,014**

#### Expenditures

Contracted Services	2023-2024 Spring Budget	2022-2023 Preliminary Budget
Pd Expenses - Certificated	\$1,400	
Pd Expenses-Uncertificated	\$0	
Professional Fees	\$0	
Staff & Public Relations	\$0	
Postage & Telephone	\$200	
Meeting Expenses	\$500	
Field Trips	\$1,000	
Bldg Ground Maintenance	\$600	
Equipment Maintenance	\$250	
<b>Total Contracted Services</b>	<b>\$3,950</b>	
% of Expenditures	19%	

Supplies	2023-2024 Spring Budget	2022-2023 Preliminary Budget
Supplies	\$11,954	
Library Supplies	\$500	
Furniture & Equipment	\$2,000	
<b>Total Supplies</b>	<b>\$14,454</b>	
% of Expenditures	69%	

Uncertificated	2023-2024 Spring Budget	2022-2023 Preliminary Budget
Uncertificated Subs	\$1,000	
<b>Total Uncertificated</b>	<b>\$1,000</b>	
% of Expenditures	5%	

Certificated	2023-2024 Spring Budget	2022-2023 Preliminary Budget
Certificated Subs	\$1,610	
Days of School Certified Subs	7.00 Days	
Certified: Substitute Teacher: Daily Rate	\$230.00	
<b>Total Certificated</b>	<b>\$1,610</b>	
% of Expenditures	8%	

**Total Expenditures** **\$21,014**

#### Summary

	2023-2024 Spring Budget	2022-2023 Preliminary Budget
Total Revenues and Allocations To Budget	\$21,014	\$0
Total Expenditures	\$21,014	\$0
<b>Variance</b>	<b>\$0</b>	<b>\$0</b>



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