



ROCHESTER SCHOOL

Annual Education Results Report 2023-24

Engage Learning. Ignite Potential. Inspire Success.

“Aspen View Public Schools is committed to preparing our students to achieve success and reach their unique potential through the provision of meaningful learning opportunities.”



Introduction

Alberta Education’s Assurance Framework came into effect on September 1, 2020. The Assurance Framework is a system for schools and school authorities to consistently assess progress and demonstrate success. The framework has five assurance domains with related performance measures that enable schools and school authorities to show their communities how they are performing each year:

Student Growth & Achievement

The ongoing progress of students’ learning, relative to identified provincial learning outcomes that enable them to engage intellectually, grow continuously as learners, and demonstrate citizenship.

Teaching & Leading

Teachers and leaders apply appropriate knowledge and abilities to make decisions that demonstrate professional practice standards, which result in quality teaching, leading, and optimum learning for all students.

Learning Supports

Using resources to create optimal learning environments where diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.

Governance

Processes that determine strategic direction, establish policy and manage fiscal resources.

Local & Societal Context

Engagement practices that enable the education system to proactively respond to the learning needs and diverse circumstances of all students.

One of the key ways that schools demonstrate accountability and provide assurance is through the development and publication of their **Education Plans** and **Annual Education Results Reports (AERRs)**. Education Plans identify priorities, outcomes, measures and strategies to improve in key areas, while the AERR provides the results achieved from implementing the plan.

This document, the 2023 - 2024 Annual Education Results Report, is based on the Priorities, Outcomes, Goals and Performance Measures identified within the 2023-2026 Education Plan.

Rochester School Overview 2023-2024

Student Enrolment: 38

Staff Profile:

- 4.0 teachers (FTE)
- 3.0 educational assistants (FTE)
- 1.0 support staff (FTE)

Vision and Values

Vision

To provide unique opportunities to empower students to learn and grow in a welcoming, caring, respectful and safe learning environment.

Values

- We believe in making learning fun and enjoyable.
- We believe in discovering and nurturing everyone's gifts.
- We value respect and the need to understand and be patient.
- We believe that vision is based on knowledge, perspective and equality.
- We value caring and compassion.
- We believe in both emotional and physical safety.
- We value strong relationships.
- We value dedication to family, community, students, co-workers and our jobs.

Opportunities and challenges:

Rochester School has a small enrollment that presents opportunities and challenges. Challenges include combined classes and limited opportunities for team sports. Opportunities include small class sizes and a family atmosphere.

Fall 2024 Required Alberta Education Assurance Measures – Overall Summary

Assurance Domain	Measure	Rochester School			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	84.1	73.2	78.0	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	89.8	69.7	78.6	79.4	80.3	80.9	Very High	Improved	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	75.0	33.3	33.3	68.5	66.2	66.2	Intermediate	Improved	Good
	PAT6: Excellence	0.0	0.0	0.0	19.8	18.0	18.0	Very Low	Maintained	Concern
	PAT9: Acceptable	*	*	n/a	62.5	62.6	62.6	*	n/a	n/a
	PAT9: Excellence	*	*	n/a	15.4	15.5	15.5	*	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a	
Teaching & Leading	Education Quality	89.1	74.7	81.3	87.6	88.1	88.6	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	94.6	70.6	79.3	84.0	84.7	85.4	n/a	Improved	n/a
	Access to Supports and Services	87.6	75.2	81.7	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	92.3	77.8	85.4	79.5	79.1	78.9	Very High	Maintained	Excellent



Required Alberta Education Assurance Measures: 5-Year Data

Assurance Domain	Measure	Rochester School					Alberta				
		2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Student Growth and Achievement	Student Learning Engagement	n/a	91.5	82.8	73.2	84.1	n/a	85.6	85.1	84.4	83.7
	Citizenship	77.8	92.7	87.5	69.7	89.8	83.3	83.2	81.4	80.3	79.4
	PAT 6: Acceptable	n/a	n/a	*	33.3	75	n/a	n/a	67.8	66.2	68.5
	PAT 6: Excellent	n/a	n/a	*	0.0	0.0	n/a	n/a	20.1	18.0	19.8
	PAT 9: Acceptable	n/a	n/a	75.0	*	*	n/a	n/a	62.9	62.6	62.5
	PAT 9: Excellent	n/a	n/a	25.0	*	*	n/a	n/a	16.8	15.5	15.4
Teaching & Leading	Education Quality	80.6	93.6	88.0	74.7	89.1	90.3	89.6	89.0	88.1	87.6
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments	n/a	91.9	88.1	70.6	94.6	n/a	87.8	86.1	84.7	84.0
	Access to Supports and Services	n/a	95.4	88.2	75.2	87.6	n/a	82.6	81.6	80.6	79.9
Governance	Parental Involvement	85.9	93.0	93.1	77.8	92.3	81.8	79.5	78.8	79.1	79.5

* Results suppressed when sample sizes are less than 6.

Priority One	Student Success and Completion
Alberta Education Assurance Area	Student Growth and Achievement
Students are successful from the time they enter school until high school completion, and beyond.	
Outcomes	<p>Students are able to read fluently for meaning and enjoyment.</p> <p>Students are able to express clear and interesting ideas through writing.</p> <p>Students use math fact and procedural fluency to solve problems.</p> <p>Students build knowledge and evaluate information to become independent thinkers.</p>

Provincial Achievement Tests (Standards Demonstrated by All Students)					
Subject	Number of Students	Rochester School Acceptable (%)	Alberta Acceptable (%)	Rochester School Excellent (%)	Alberta Excellent (%)
PAT Overall	8	75			
English Language Arts 6	Not administered				
Math 6	Not administered				
Science 6	8	75	68.8	25	25.6
Social Studies 6	8	75	68.7	0	20.4

Provincial Achievement Tests: Observations and Next Steps

Provincial Achievement Test (PAT) results are difficult to analyze at Rochester School due to low enrollments. In reviewing the data supplied by Alberta Education, areas of strength for our grade 6 students include Ancient Athens in Social Studies and Sky Science in Science. Areas of concern for grades 6 include Local and Provincial Government for Social Studies and Inquiry and Problem Solving and Aerodynamics and Flight for Science. In response to this, one area we are working on for the 2024-2025 school year is concerning the scientific method (Inquiry and Problem Solving). Students will work on science fair projects for the first 3 months of the school year, providing them with learning and application of the scientific method. This should help students in grade 6 on the Inquiry and Problem Solving section of the Science 6 PAT (currently called Scientific Methods in the new curriculum). Concerning Local and Provincial Government, we will re-examine that unit and how we can improve the understanding of students with that topic. One possible outcome of this could be a field trip to the Provincial Legislature.

When reviewing the grade 9 PAT results, we can make some comments on trends, yet there was a very small sample size, so they must be viewed from that perspective. For mathematics, no specific topics showed a lot of strength, but rather all topics show concern. Recognizing that our junior high students in general are struggling with the understanding of number, there is time spent each Friday reviewing foundational skills. An increase in numeracy routines in all grades (counting collections, subitizing, number line, etc.) is a priority over the 2024-2025 school year. In Language Arts, our grade 9 students showed strength with reading and struggled with writing. We have noticed that students may be very creative verbally, but getting their thoughts on paper is more difficult. Whether students are writing stories, essays or answering long answer questions, we are looking at methods to increase the amount and depth that is written. In science, grade 9 students showed strength both in Biological Diversity and Environmental Chemistry. What is interesting is that the unit on Matter and Chemical Change was an area of struggle, which is related to the unit on Environmental Chemistry. For Social Studies, strengths for grade 9 students included Individual and Collective Rights and the topic of Immigration. An area of concern was the Political and Judicial System. This follows what was seen for the grade 6 social studies PAT, a more thorough look at how this topic is examined will be part of our process this school year.

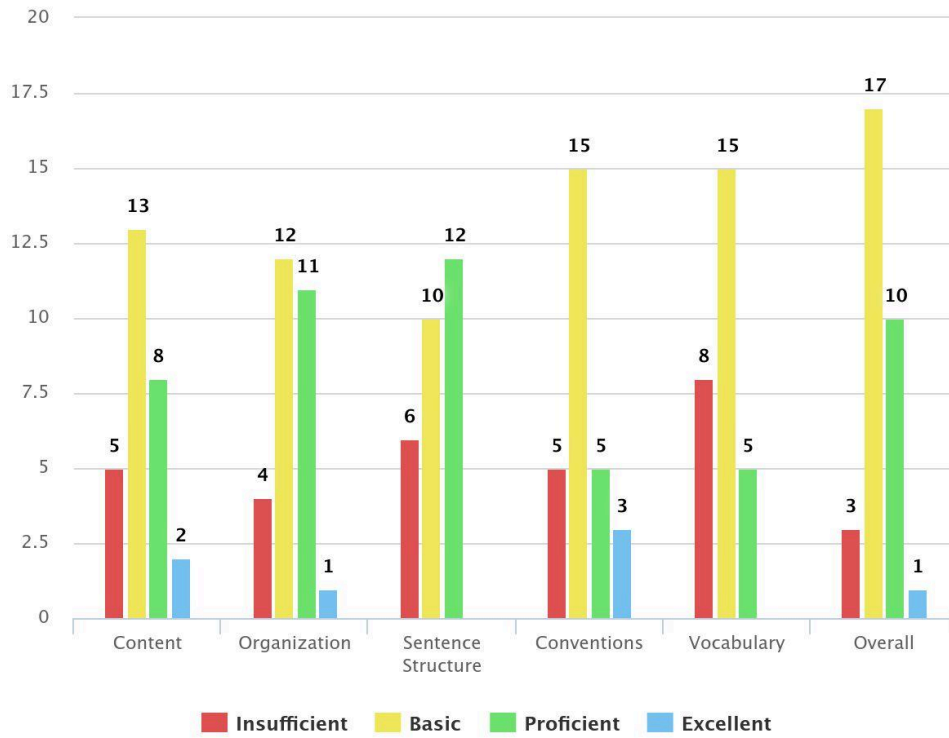
Fountas and Pinnell Literacy Assessment June 2024

Grade	Insufficient (%)	Basic (%)	Proficient (%)	Excellent (%)
Gr. 1-6	30.5	13	17.5	39

Common Writing Assessment June 2024				
Grade Level	Insufficient (%)	Basic (%)	Proficient (%)	Excellent (%)
Gr. 1-9	10	55	32	3

CWA Results

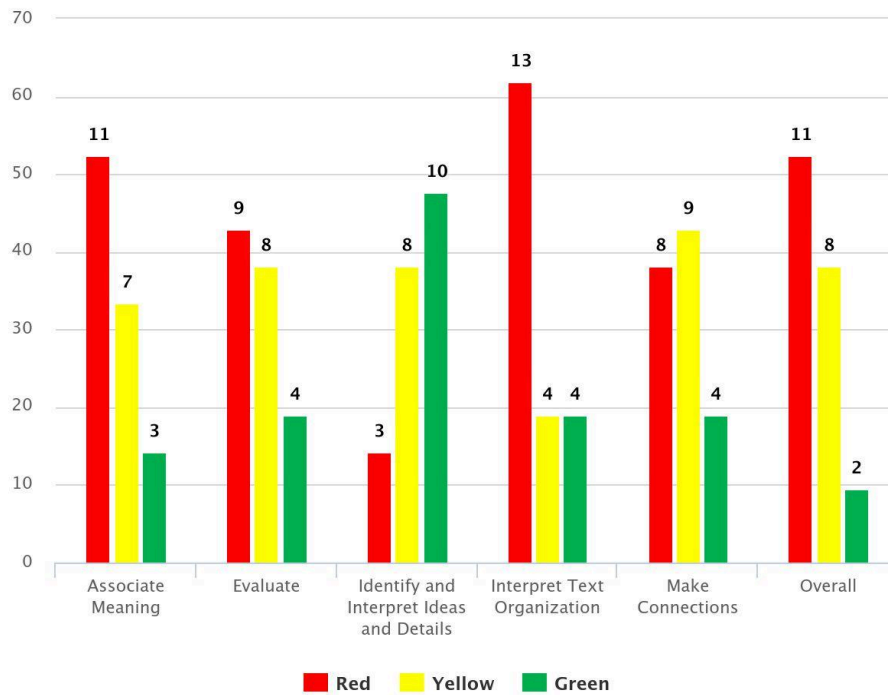
Count of Students – 31 Students. School Year: 2023 – 2024; School: Rochester School; Period: June



RCAT Overall Level of Achievement January 2024	Percent
Insufficient	38
Satisfactory/Proficient	43
Excellent	19

RCAT Percentage of Students: Category Performance

Count of Students – 21 Students. School Year: 2023 – 2024; Schools: Rochester School;
Period: End of Year; Genre: Overall



CC3 Word Reading Assessment			
	# Initially Assessed	# At Risk Initial Assessment	# At Risk Final Assessment
Grades 1-4	12	2	3

Alberta Education Numeracy Assessments			
	# Initially Assessed	# At Risk Initial Assessment	# At Risk Final Assessment
Grades 1-4	12	6	4

Literacy and Numeracy: Observations and Next Steps

When reviewing data from the Common Writing Assessments, the areas of moderate success are with respect to content and organization. Areas of need include vocabulary, sentence structure and conventions. Therefore, more explicit and direct instruction will be happening in Language Arts and ELAL classes with respect to conventions and sentence structure. We are also working at increasing the breadth of our vocabulary instruction to more than just Language Arts and ELAL classes. For example, taking time during Science, Social Studies, and Math classes to look at new terms from a morphological perspective. Our goal will be to increase students' range of vocabulary so that it is more accessible to them in their writing.

In looking at the data presented from RCAT assessments, our grade 4 to 9 students show strength concerning questions of the *Identify and Interpret Ideas and Details* type. The grade 4 to 6 class struggles more with *Associate Meaning* and *Interpret Text Organization*. The grade 7 to 9 class struggles most with *Evaluate* questions, followed by *Interpret Text Organization*. Using this information, teachers will be able to focus their instruction and practice of these reading comprehension skills. One method will be using RCAT resources, but could also include novel studies and modelling during read-alouds.

Based upon the literacy and numeracy assessments as well as in-class screening and assessments, Rochester School is committed to providing focused intervention for students struggling in literacy and numeracy. Some intervention happens within the classroom, such as phonological and phonics practice. Teachers use Educational Assistant (EA) support and literacy centres to work in small groups with students requiring extra support. We also have numeracy intervention pull-out groups for grades 1 to 6 students four days a week for 20-30 minutes with an EA. In addition, there is numeracy intervention time for junior high students once a week for one hour with a teacher.

In determining where to focus our intervention, students have been assessed and placed into small groups with similar struggles. Periodically we will review groupings and ensure that students are able to exit the program if they are caught up to grade level or not requiring intervention on a specific topic. The goal is to have fluidity but at the same time consistency.

With pull-out groups, we are aiming to ensure students are still able to remain with their regular classroom as much as possible so that they are not missing important or interesting learning (for example, science or music classes).

Student Learning Engagement						
	Number of Responses	Rochester School 2024	Rochester School Comparison to 2023 (+/-)	Rochester School Comparison to Alberta 2024 (+/-)	Rochester School 3 Year Average	Alberta 3 Year Average
Overall	32	84.1	+10.9	+6.1	78.0	84.8
Parent	8	91.7	+21.3	+5	83.1	87.6
Student	24	76.6	+0.6	+7.3	71.2	70.5

Citizenship						
	Number of Responses	Rochester School 2024	Rochester School Comparison to 2023 (+/-)	Rochester School Comparison to Alberta 2024 (+/-)	Rochester School 3 Year Average	Alberta 3 Year Average
Overall	32	89.8	+20.1	+10.4	82.3	80.4
Parent	8	92.5	+23.6	+13.8	83.0	79.5
Student	24	87.1	+16.5	+17.5	77.5	71.0



Observations and Next Steps

Results show a huge improvement with Student Learning Engagement and Citizenship. The largest increase in Student Learning Engagement was with parents. Students indicated that they do not like learning language arts (grades 4 to 6) and junior high students do not understand why the mathematics they are learning at school is useful or find it interesting when compared to the other core subjects (language arts, Science and Social Studies). Junior high students consider Science and Social Studies the most useful and Science is the most interesting. Parents also indicated that they believe students follow the rules at school, help and respect each other, and that students are encouraged to try their best and help others. These views were echoed by student responses. Respect and understanding have been topics of character trait assemblies and will continue to be a focus. Students were put into mixed-grade family groups in assemblies to encourage care for each other. Students are encouraged to think outside of their immediate circle of Rochester School by participating in various community events such as the Terry Fox Run and No Stone Left Alone as well as provide joy to the community by opening the school for events such as the Christmas Concert and Pancake Breakfasts.

For the next steps, we will seek clarification from students on what they are finding uninteresting with language arts and mathematics. We will also continue to participate in community events and provide opportunities for students to work together in family groups and work on character traits in assemblies.



Priority Two	Wellness
Alberta Education Assurance Area	Teaching and Leading Learning Supports
Learning and working environments are inclusive, safe, welcoming and healthy.	
Outcomes	Schools implement collaborative support processes to effectively address diverse learning needs.

Education Quality: Percentage of teachers, parents and students satisfied with the overall quality of basic education.						
	Number of Responses	Rochester School 2024	Rochester School Comparison to 2023 (+/-)	Rochester School Comparison to Alberta 2024 (+/-)	Rochester School 3 Year Average	Alberta 3 Year Average
Overall	32	89.1	+14.4	+1.5	83.9	88.2
Parent	8	83.3	+18.5	-0.5	77.2	84.8
Student	24	94.8	+10.2	+9.9	86.7	85.5

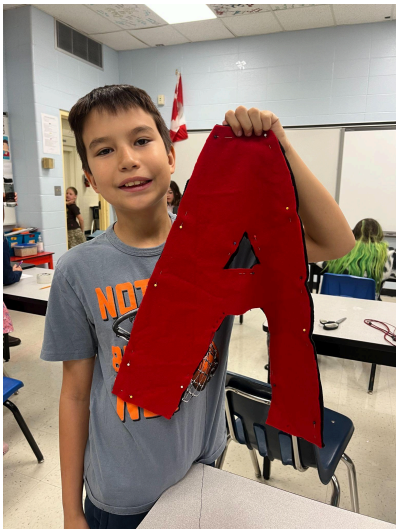


Welcoming, Caring, Respectful and Safe Learning Environments (WCERSLE) Percentage of teachers, parents and students who agree that their learning environments are welcoming, caring and safe.

	Number of Responses	Rochester School 2024	Rochester School Comparison to 2023 (+/-)	Rochester School Comparison to Alberta 2024 (+/-)	Rochester School 3 Year Average	Alberta 3 Year Average
Overall	32	94.6	+24	+10.6	84.4	84.9
Parent	8	93.8	+23	+8.5	84.3	85.9
Student	24	95.5	+25.1	+20.3	80.6	76.5

Access to Supports and Services: Percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

	Number of Responses	Rochester School 2024	Rochester School Comparison to 2023 (+/-)	Rochester School Comparison to Alberta 2024 (+/-)	Rochester School 3 Year Average	Alberta 3 Year Average
Overall	32	87.6	+12.4	+7.7	83.7	80.7
Parent	8	92.1	+14.3	+16.7	85.7	76.2
Student	24	83.0	+10.3	+4.3	77.7	79.6



Rochester School Professional Development 2023-2024

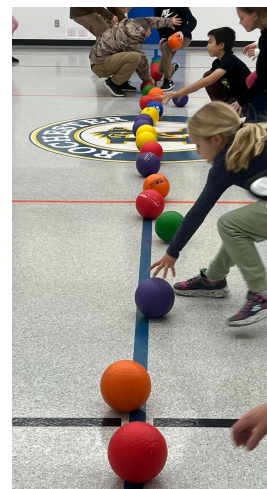
Professional Development at Rochester School in the 2023-2024 school year focused on two pieces: a book study on *Lost at School* by Ross Greene and continuing to develop our Collaborative Response practices. Both of these pieces focus on a similar goal - helping students achieve their best potential. For Collaborative Response, staff engaged in 3 team meetings over the year each with a focus on either numeracy, literacy or engagement. We also further developed our continuum of supports available at Rochester School in those three areas.

In addition to our in-house professional development, staff were given online access to the Autism Conference sessions including two sessions led by Dr. Ross Greene. Teachers working on the new curriculum were provided time to attend professional development offered by Aspen View Public Schools and we also hosted a teacher from another small school to observe and collaborate with our staff.

Rochester School Wellness Continuum of Supports

Students are provided with many supports depending upon their needs within school hours. Supports can range from one-on-one counselling sessions to quiet spaces. Parents indicated a lot of satisfaction with the availability and types of support students can acquire at Rochester School, especially surrounding academics and learning. They did indicate some concern over how students obtain support with needs not related to school. Students in grades 4 to 6 echoed a similar concern, whereas grades 7 to 9 students felt quite confident about where to get extra support with topics not related to school.

Going forward, we will work at more directly explaining or providing opportunities for students to get support with any topic, school or not school-related. We will have more small group discussions within classes on where and how to get support. This is especially significant for the 2024-2025 school year as we have a focus on transition for students moving to new schools in the fall of 2025. Not only must we provide support this year, but we also must teach students how to find support in their new environment next year.



Priority Three	Engagement
Alberta Education Assurance Area	Governance Local and Societal Context
Students are interested and engaged in their learning, feel connected to their school, and have opportunities to pursue their passions.	
Outcomes	Positive community relations contribute towards student success Staff and students have a sense of belonging and are engaged in their learning.

Parental Involvement: Percentages of teachers and parents satisfied with parental involvement in decisions about their child’s education.						
	Number of Responses	Rochester School 2024	Rochester School Comparison to 2023 (+/-)	Rochester School Comparison to Alberta 2024 (+/-)	Rochester School 3 Year Average	Alberta 3 Year Average
Overall	8	92.3	+14.5	+12.8	87.7	79.1
Parent	8	92.3	+14.5	+17.9	85.4	73.1

Student Attendance Rates 2023 2024 (%)	90+	80 - 89	70 - 79	<70
Percentage of Students	43%	43%	11%	3%

Engagement Observations and Next Steps

Parents indicated satisfaction with their opportunities to be involved as well as their involvement in their child's education at Rochester School over the 2023-2024 school year. Parents and community members continued to support our hot lunch program by volunteering. Attendance at public events was regular or higher than normal. Attendance at School Council Meetings was higher than normal, especially when the school's viability was being examined.

Attendance statistics show that just over half of the students would be considered chronically absent according to Alberta Education's criteria (anything over 10% absent is considered chronic). Almost all students fell within 0% to 20% absent, which is encouraging. This also indicates that students want to be at school. In fact, the majority of our absences are due to illness or medical appointments. When excluding illness and medical appointment reasons for absences, our percentage of students with 90+ attendance increases to 77%.

Some of the methods we use and will continue to use when dealing with attendance are:

- Personally calling parents/guardians when a student is missing and we do not know the reason
- Offering interesting programming on days that tend to see higher absenteeism (for example Fridays)
- Making monthly or bimonthly phone calls to parents/guardians when absenteeism is greater than 10%. Part of these calls also includes offering support if needed
- Providing counselling support for students who are anxious about attending school



Strategic Priority	First Nations, Métis, and Inuit Student Success
Outcomes	All staff and students experience learning that builds an understanding of Indigenous knowledge and perspectives

Stakeholder Engagement Opportunities and Learnings/Assurance Reporting

The 2023-2024 school year was difficult for Rochester School. We saw enrollment decrease to a critical point and as a result, were given one more year to remain open (2024-2025). Over the 2023-2024 school year, there was a lot of interaction between school, parents, students and community members as the discussion of Rochester School’s viability. Some of the opportunities for engagement included monthly Rochester School Council meetings, a community meeting, pancake breakfasts and coffee/lunch at the student-run Royal Cafe. Much of the discussion over the year focused on how to prepare students for the change from attending Rochester School to a larger school in a larger centre, such as Athabasca.

As a result, the focus of the 2024-2025 school year is on the theme of transition planning. The goal is to prepare students as best as possible for the various scenarios they may encounter as they start at a new school.

