
Normandeau School
Results Reports for 2008/09

October 2009 Accountability Pillar Overall Summary

Goal	Measure Category	Measure Category Evaluation	Measure	Normandeau School			Alberta			Measure Evaluation		
				Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Goal 1: High Quality Learning Opportunities for All	Safe and Caring Schools	Excellent	Safe and Caring	94.0	88.9	89.1	86.9	85.1	84.6	Very High	Improved	Excellent
	Student Learning Opportunities	n/a	Program of Studies	84.1	85.1	85.7	80.3	79.4	78.7	Very High	Maintained	Excellent
			Education Quality	96.2	94.7	95.4	89.3	88.2	87.8	Very High	Maintained	Excellent
			Drop Out Rate	n/a	n/a	n/a	4.8	5.0	4.9	n/a	n/a	n/a
			High School Completion Rate (3 yr)	n/a	n/a	n/a	70.7	71.0	70.6	n/a	n/a	n/a
Goal 2: Excellence in Learner Outcomes	Student Learning Achievement (Grades K-9)	Good	PAT: Acceptable	75.9	77.3	78.3	76.8	75.3	75.6	Intermediate	Maintained	Acceptable
			PAT: Excellence	16.1	3.6	8.9	19.2	18.3	18.3	Intermediate	Improved	Good
	Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	84.4	84.4	84.5	n/a	n/a	n/a
			Diploma: Excellence	n/a	n/a	n/a	19.1	19.4	20.3	n/a	n/a	n/a
			Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	53.3	53.6	53.6	n/a	n/a	n/a
			Rutherford Scholarship Eligibility Rate (Revised)	n/a	n/a	n/a	57.3	56.8	55.8	n/a	n/a	n/a
	Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	n/a	n/a	n/a	60.7	60.3	59.1	n/a	n/a	n/a
			Work Preparation	87.9	84.2	78.8	79.6	80.1	78.1	Very High	Maintained	Excellent
Citizenship			87.0	83.6	88.7	80.3	77.9	77.1	Very High	Maintained	Excellent	
Goal 4: Highly Responsive and Responsible Jurisdiction (Ministry)	Parental Involvement	Good	Parental Involvement	80.7	84.8	84.3	80.1	78.2	77.9	High	Maintained	Good
	Continuous Improvement	Excellent	School Improvement	92.0	83.9	88.3	79.4	77.0	76.7	Very High	Maintained	Excellent

Goal One: High Quality Learning Opportunities for All

Outcome: Schools provide a safe and caring environment.

Performance Measure			Results (in percentages)				
			2005	2006	2007	2008	2009
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.	Overall	School	86.0	85.8	92.6	88.9	94.0
		Authority	82.1	84.1	85.2	87.4	86.6
		Province	83.1	84.4	84.2	85.1	86.9
	Teacher	School	98.6	*	98.8	94.8	96.0
		Authority	93.0	94.2	93.5	94.9	94.4
		Province	92.3	92.8	92.6	93.1	93.8
	Parent	School	80.0	84.4	100.0	88.0	100.0
		Authority	80.0	79.6	83.1	85.8	85.4
		Province	79.9	82.1	81.7	83.2	85.3
	Student	School	79.4	87.1	79.0	83.8	86.0
		Authority	73.3	78.4	78.9	81.6	80.1
		Province	77.2	78.4	78.5	79.1	81.7

Comment on Results

The continued support by staff, parents and students of our EBS program enables Normandeau School to maintain a culture of a safe and caring school. Some of the strategies are listed below:

- Support / facilitate Effective Behaviour Supports that teach and enhance social skills and promote character education and citizenship.
- Effective Behaviour Supports team to attend a conference which focuses on individual, small group, classroom, school and district-wide systems to promote student success.
- Implementation of strategies through AISI Character Education to help students that underachieve, decrease the number of unmotivated students, and eliminate negative behaviour and increase positive behaviour.
- Implementation of School-Wide Information System (SWIS) to help track behaviour referrals and to assist in planning for appropriate solutions.

Outcome: The education system meets the needs of all K–12 students, society and the economy.

Performance Measure			Results (in percentages)				
			2005	2006	2007	2008	2009
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.	Overall	School	90.9	83.1	89.0	85.1	84.1
		Authority	82.8	84.9	85.6	85.5	85.8
		Province	76.7	78.1	78.5	79.4	80.3
	Teacher	School	98.2	*	94.0	92.4	95.0
		Authority	91.4	92.9	93.4	92.3	90.7
		Province	83.6	85.2	85.7	86.4	86.8
	Parent	School	83.6	83.1	83.9	77.8	73.2
		Authority	83.8	84.8	84.1	83.2	85.5
		Province	75.0	76.6	76.9	77.6	78.7
	Student	Authority	73.1	76.9	79.4	81.0	81.1
		Province	71.5	72.6	72.9	74.1	75.3

Performance Measure			Results (in percentages)				
			2005	2006	2007	2008	2009
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	Overall	School	95.5	92.9	98.5	94.7	96.2
		Authority	88.5	89.3	90.2	90.5	89.4
		Province	86.1	87.7	87.6	88.2	89.3
	Teacher	School	100.0	*	99.0	98.3	97.5
		Authority	96.4	96.9	96.6	96.9	96.3
		Province	93.9	94.8	94.7	94.9	95.3
	Parent	School	92.6	87.0	97.6	90.0	95.2
		Authority	84.7	84.3	87.4	86.3	84.0
		Province	78.9	81.6	81.8	83.0	84.4
	Student	School	93.8	98.8	98.8	95.8	96.0
		Authority	84.6	86.8	86.6	88.4	87.9
		Province	85.6	86.6	86.4	86.6	88.3

Performance Measure			Results (in percentages)				
			2005	2006	2007	2008	2009
Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.	Overall	School	74.9	68.2	69.9	68.1	70.2
		Authority	68.6	71.7	70.1	70.0	69.9
		Province	67.2	68.5	68.2	69.2	70.3
	Teacher	School	72.8	*	61.9	63.2	59.7
		Authority	75.2	77.4	75.9	75.5	74.7
		Province	70.0	71.5	72.0	73.4	74.5
	Parent	School	64.1	44.7	60.0	50.9	61.9
		Authority	57.2	62.0	59.7	56.9	57.1
		Province	54.9	56.9	55.9	56.5	58.1
	Student	School	87.8	91.7	88.0	90.2	89.0
		Authority	73.6	75.6	74.6	77.8	78.0
		Province	76.7	77.1	76.8	77.7	78.4

Comment on Results

Although Normandeau School does well with this goal, parent satisfaction has declined in the performance measure of providing students with a broad program of studies, yet parents are extremely satisfied with the overall quality of basic education. Parents were disappointed with the DARE program being cut. Some of the strategies being implemented are listed below:

- Implementation and enhancement of the Balanced Literacy Program for grades one to five.
- Support/facilitate school site initiatives that teach and enhance social skills and promote character education/citizenship (eg Effective Behaviour Supports, SWIS).
- Collaborate with other service providers, parents, and the community at large to address the issue of drug use among young people, Grade 4 and Grade 5 focus.
- Collaborate with the RCMP in the implementation of the School Resource Officer Program at all grade levels
- Noon hour monitoring of students who have been identified as needing to make better choices.
- Kids Helping Kids (KHK) members promote playground games and spirit days.
- Enhance the healthy foods strategy in conjunction with our School Council and Lunch Program.

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- Continue with the partnership with RDC students in the implementation of the PLAS program.

Outcome: Children and youth at risk have their needs addressed through effective programs and supports.

Performance Measure			Results (in percentages)				
			2005	2006	2007	2008	2009
Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.	Overall	School	89.5	79.5	83.8	81.7	92.9
		Authority	80.7	83.9	82.9	83.2	83.5
		Province	76.9	78.6	78.3	79.5	81.4
	Teacher	School	100.0	*	94.1	93.2	96.7
		Authority	94.2	96.5	93.6	93.1	95.0
		Province	90.6	91.6	91.2	91.9	92.5
	Parent	School	89.6	74.1	76.2	66.7	100.0
		Authority	72.1	76.2	76.1	74.1	73.7
		Province	63.8	67.0	66.8	68.5	71.3
	Student	School	78.8	84.9	81.0	85.1	82.0
		Authority	75.7	79.2	79.1	82.5	81.9
		Province	76.1	77.1	77.0	78.0	80.3

Comment on Results

At risk students' programs are being effectively met at Normandeau School. All parties are in agreement that there is easy and timely access to the programs. Some of the strategies are listed below:

- Continue to identify, monitor and support students who are at risk of failure.
- Implement specialized early literacy programming with the grade one students
- Implement specialized programming and supports for needy children, such as Homework Club, Rainbows program, Loaves and Fishes.
- Collaborate with DTHR in monitoring the dental health of selected students.
- Continue kindergarten screening program to identify children with literacy needs and provide appropriate interventions as follow-up.
- Collaborate and support to First Nations, Métis and Inuit students.
- Intervention Services assists school staff in the planning/coordination of appropriate learning opportunities for students with special education needs and in the establishment of school-based learning teams.
- Participate in Level B testing and support for students with special needs.
- Use of educational assistants will enable all students to participate in learning.
- Strategy students are integrated back into the class for music, art, social studies and science.
- Collaborate with Big Brothers Big Sisters In-School Mentoring program.
- Assessment at Pre-Kindergarten and Kindergarten level to identify the needs of children.

Outcome: Students complete programs.

Performance Measure			Results (in percentages)			
			2006	2007	2008	2009
Promotion rate of students to the next grade level.	Overall	School	100	99.4	99.4	98.6

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Outcome: Students are well prepared for lifelong learning and employment, and model the characteristics of active citizenship.

Performance Measure			Results (in percentages)				
			2005	2006	2007	2008	2009
Percentage of teacher and parent satisfaction that high school graduates demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	Overall	School	68.5	50.0	62.5	66.3	65.4
		Authority	67.4	70.2	70.2	70.8	68.1
		Province	64.4	66.1	65.6	66.7	67.4
	Teacher	School	82.1	*	75.0	69.2	73.7
		Authority	75.9	78.2	76.4	78.5	76.0
		Province	73.7	74.2	74.1	73.8	74.0
	Parent	School	54.8	50.0	50.0	63.3	57.1
		Authority	58.9	62.1	64.0	63.0	60.2
		Province	55.1	57.9	57.1	59.5	60.8

Performance Measure			Results (in percentages)				
			2005	2006	2007	2008	2009
Percentages of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	Overall	School	84.4	66.7	85.7	84.2	87.9
		Authority	78.0	79.3	83.0	82.8	80.3
		Province	74.9	77.0	77.1	80.1	79.6
	Teacher	School	100.0	*	100.0	95.0	90.0
		Authority	90.7	92.3	92.9	92.1	88.1
		Province	89.1	89.4	89.2	89.3	88.9
	Parent	School	68.8	66.7	71.4	73.3	85.7
		Authority	65.4	66.4	73.2	73.4	72.5
		Province	60.8	64.6	65.1	70.9	70.2

Performance Measure			Results (in percentages)				
			2005	2006	2007	2008	2009
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	Overall	School	83.4	88.5	94.1	83.6	87.0
		Authority	75.3	78.0	79.3	80.2	80.0
		Province	75.3	76.8	76.6	77.9	80.3
	Teacher	School	98.6	*	97.6	98.0	93.0
		Authority	91.9	94.0	93.9	94.0	93.8
		Province	89.5	90.3	89.9	90.6	91.8
	Parent	School	76.3	88.9	100.0	74.7	91.4
		Authority	72.4	70.9	74.8	74.8	75.6
		Province	70.3	72.4	72.6	74.7	77.4
	Student	School	75.5	88.1	84.5	78.1	76.5
		Authority	61.6	69.2	69.1	71.8	70.7
		Province	66.1	67.5	67.1	68.5	71.8

Comment on Results

The level of support regarding the satisfaction of knowledge, skills and attitudes necessary for life-long learning of high school students' remains low, but level. Parents are very supportive of what the school is doing in regards to teaching attitudes and behaviours and having students model the characteristics of active citizenship. Some of the strategies are listed below:

- Each class will participate in field trips to see the community and learn from it.
- KHK (Kids Helping Kids) Team will be given an active role in assemblies, daily announcements, playground leadership, and special events.
- Student helpers will serve as noon hour receptionists.
- Safety Patrols will effectively monitor nearby crosswalks with the benefit of adult supervision.
- Students will receive instruction in social skills through Effective Behaviour Supports and weekly themes.
- Smart Days will provide variety and cross graded activities.
- Partnerships will be arranged to encourage paired reading activities among different grades.
- Effective Behaviour Supports to develop responsibility, respect and readiness.
- Continue performances by theatrical groups.
- School Council will assist with funding for field trips to benefit students.
- School Resource Officer will offer sessions to grades 1 through 5
- Focus on student achievement in all areas.

Goal Three: Highly Responsive and Responsible Jurisdiction

Outcome: The authority demonstrates effective working relationships.

Performance Measure			Results (in percentages)				
			2005	2006	2007	2008	2009
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	Overall	School	87.8	75.6	92.6	84.8	80.7
		Authority	80.2	80.8	81.4	81.3	79.1
		Province	76.1	77.9	77.5	78.2	80.1
	Teacher	School	97.1	*	94.0	95.0	90.0
		Authority	90.1	88.6	89.1	89.9	87.4
		Province	87.0	87.6	87.1	87.5	88.0
	Parent	School	78.5	75.6	91.2	74.7	71.4
		Authority	70.3	73.0	73.7	72.6	70.7
		Province	65.2	68.1	67.9	69.0	72.2

Comment on Results

Parent satisfaction has decreased the last two years. We are trying to involve more parents in formal and informal manners to seek their thoughts and input. Some of the strategies are listed below:

- Parental participation in School Council through increased activities
- Continued School Wellness, and business partners
- Parental and community involvement in the K-8 Reconfiguration process.
- Establishment of a K-8 Implementation team at the school level consisting of staff, students, parents, and community members.
- Participate in: Central Alberta Regional Consortium, Family School Wellness, Aboriginal Family and School Frontline Program, Business Partnerships (SPCA, Save-On Foods, and Red Deer Museum), In-School Mentoring.
- Collaboration with the community in continuing activities such as Smart Days, Gardening, Aspen Heights and

Normandean Community Association and Normandean Park Re-development Committee to support the development of citizenship attitudes and skills among students.

Outcome: The authority demonstrates leadership and continuous improvement.

Performance Measure			Results (in percentages)				
			2005	2006	2007	2008	2009
Percentages of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	Overall	School	87.8	89.7	91.3	83.9	92.0
		Authority	76.3	81.4	81.1	83.1	80.0
		Province	73.9	76.8	76.3	77.0	79.4
	Teacher	School	92.3	*	100.0	75.0	80.0
		Authority	76.3	82.4	78.0	81.5	75.9
		Province	73.1	75.5	74.5	75.6	78.2
	Parent	School	87.5	88.9	83.3	86.7	100.0
		Authority	75.8	79.4	82.0	82.2	79.6
		Province	70.9	75.4	75.1	75.9	78.1
	Student	School	83.7	90.5	90.5	90.0	95.9
		Authority	76.7	82.5	83.3	85.6	84.4
		Province	77.9	79.4	79.3	79.5	81.8

Performance Measure			Results (in percentages)				
			2005	2006	2007	2008	2009
The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.	Overall	School	97.4	n/a	98.0	93.3	91.7
		Authority	87.1	91.3	82.7	86.4	85.5
		Province	76.5	78.2	78.8	80.4	81.5
	Teacher	School	97.4	*	98.0	93.3	91.7
		Authority	87.1	91.3	82.7	86.4	85.5
		Province	76.5	78.2	78.8	80.4	81.5

Comment on Results

Overall satisfaction in the area of continuous improvement has been maintained at the excellent level. Some of the strategies are listed below:

- Provide increased professional and leadership opportunities for staff in the areas of Balanced Literacy, EBS, Instructional Strategies, Middle School curriculum and practices, Threat/Risk Assessment
- Collaborate with the ATA, CARC and others to provide high quality professional opportunities
- All individuals have an Individual Professional Development Plan which is keyed to school goals and to personal goals.
- In Grade 1, extra support is given to provide individual or small group support for the students who have needs in terms of language development and will benefit from differentiated instruction. This extra support is provided through additional funding for Early Literacy.
- All staff will focus on allowing students opportunities to reflect on their learning and be aware of expectations.
- Common grade level expectations allows for greater consistency between all staff members.
- Common assessment language both assessment and with the writing process.
- Creating, modeling and enabling students in recognizing learner outcomes and being able to verbalize their achievement and their next steps in achieving those outcomes.
- Teachers will be using exemplars to help students understand the expectations.
- Enhancing the Balanced Literacy program in grades one to five. This program is a strategy-based approach that helps meet the needs of all students by addressing all areas of literacy learning: reading, writing, oral language, and word study.