



School Education Results Report

2015/2016

Central Middle School



The Year in Review

Fast Facts:

Central Middle School
5121 48 Ave
Red Deer, Alberta T4N 6X3
Phone: 403-346-4397
Fax: 403-342-3783
Website: <http://Central.rdpsd.ab.ca/>

Principal: Darrin DeMale
Vice Principal: Erin Lerouge
Gord Strowbridge

Student Profile:

- Grade 6 = 164
- Grade 7 = 170
- Grade 8 = 161
- Total Students = 495
- ESL Students = 58
- FNMI Students = 38
- French Immersion Students = 293

Staff Profile:

- 30 Teachers = 29.20 FTE
- 8 Classified Staff = 8.0 FTE
- 3 Facility Services Staff = 3.0 FTE
- 40.20 Total Staff

New Directions:

- Pyramid of Supports (Literacy and Numeracy)
- Literacy
- French Immersion / ESL

Opportunities and Challenges:

We have many exciting opportunities and challenges ahead of us in the 2016-17 school year. We will implement an embedded **Pyramid of Support** class twice a week. This targeted time will be centred on literacy and numeracy. Secondly, we have restructured our **Literacy** focus in the building. We are committed to benchmarking all students in the fall and then using a levelled learning program to ensure all students are improving in this critical area of learning. We will undertake a second benchmarking in the spring to determine the effectiveness of our program. Third, we are committed to improving the overall effectiveness of our **French Immersion and ESL programming** we offer. We will be looking at similar schools in the province to enhance our own teaching and learning opportunities, and to ensure CMS is at the leading edge of developing opportunities.

A Year of Success:

We are excited to learn that once again CMS scored extremely high on the Safe and Caring Schools and Continuous Improvement categories from our Accountability Pillar Survey Results. Our entire staff is committed to ensuring the culture at CMS is positive and rewarding for all students.

Central Middle School continues to provide high quality learning opportunities for our students. We are proud of the achievements of our students and of the learning opportunities provided for them, reflecting both our vision: "A culture of respect, inclusion, caring and excellence, where every student succeeds" and the mission of the Red Deer Public Schools: "Striving for excellence by inspiring learning and nurturing hope in every student."

Accountability Pillar Overall Summary
 Annual Education Results Reports - Oct 2016
 School: 4437 Central Middle School



Measure Category	Measure Category Evaluation	Measure	Central Middle 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
Safe and Caring Schools	Excellent	Safe and Caring	90.3	89.0	87.0	89.5	89.2	89.1	Very High	Improved	Excellent
		Program of Studies	83.3	88.2	87.0	81.9	81.3	81.4	Very High	Declined	Good
		Education Quality	87.2	85.9	84.9	90.1	89.5	89.5	Intermediate	Maintained	Acceptable
		Drop Out Rate	0.0	*	0.0	3.2	3.5	3.5	Very High	Maintained	Excellent
		High School Completion Rate (3 Yr)	n/a	n/a	n/a	75.5	76.5	75.5	n/a	n/a	n/a
Student Learning Opportunities	n/a	PAT: Acceptable	70.4	66.8	68.6	73.6	72.9	73.4	Intermediate	Maintained	Acceptable
		PAT: Excellence	12.1	8.8	9.8	19.4	18.8	18.6	Low	Maintained	Issue
		Diploma Acceptable	n/a	n/a	n/a	85.0	85.2	85.1	n/a	n/a	n/a
		Diploma Excellence	n/a	n/a	n/a	21.0	21.0	20.5	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	54.6	54.4	53.5	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	Issue	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	60.8	n/a	n/a	n/a	n/a	n/a
		Transition Rate (6 Yr)	n/a	n/a	n/a	59.4	59.7	59.3	n/a	n/a	n/a
		Work Preparation	66.9	75.9	69.8	82.6	82.0	81.1	Very Low	Maintained	Concern
		Citizenship	85.3	88.1	84.9	83.9	83.5	83.4	Very High	Maintained	Excellent
		Parental Involvement	67.2	74.8	74.8	80.9	80.7	80.5	Very Low	Maintained	Concern
Parental Involvement (Grades 10-12)	Concern	Parental Involvement	67.2	74.8	74.8	80.9	80.7	80.5	Very Low	Maintained	Concern
		Citizenship	85.3	88.1	84.9	83.9	83.5	83.4	Very High	Maintained	Excellent
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Work Preparation	66.9	75.9	69.8	82.6	82.0	81.1	Very Low	Maintained	Concern
		Citizenship	85.3	88.1	84.9	83.9	83.5	83.4	Very High	Maintained	Excellent
Continuous Improvement	Excellent	Parental Involvement	67.2	74.8	74.8	80.9	80.7	80.5	Very Low	Maintained	Concern
		School Improvement	88.4	84.9	84.5	81.2	79.6	80.0	Very High	Improved	Excellent

District Goal

Literacy

Outcome

- Each learner is a proficient reader and writer across the curriculum.
- Each learner is numerate.
- Each learner will discover, develop and apply competencies across the curriculum.

District Performance Measures

Measure Definition: Number of students who are more than 1.0 grade levels below through formal and informal assessment

Source/Process: School based survey of teachers. Teacher expertise and insights into students and those who do not require benchmarking. Use of Fountas and Pinnell or PM Benchmark – as appropriate

- **Percentage of students in grades 1 to 8 who are reading/literate within 1 year of grade level. (RDP)**

Number of students	Students who are reading/writing within one year	Percentage
467	327	70%

District Performance Measure	Survey result scores for literacy measurements by students, parents and staff. (RDP).			
Measure Definition	Survey scores for students, parents and staff based on the locally develop District Survey - Literacy Rubric			
Source/Process	Survey data – students, parents, staff			
Data	Item	Students	Parents	Staff
	Reading/Writing	94.89%	91.67%	83.33%
	Numeracy	90.15%	91.67%	83.33%
	Use	91.24%	91.67%	83.33%

Alberta Education Performance Measures

- **Percentage of students who achieve the acceptable level on English Language Arts Provincial Achievement Tests. (AE)**

Performance Measure	2012	2013	2014	2015	2016
Gr. 6 ELA PAT	82.4	86.2	77.1	82.2	83.4

Comment on Results: Analysis and Action

We are pleased to see that our percentage of students reaching the acceptable level on the PAT has increased, however, we are committed to seeing this result continue to increase. Literacy will continue to be one of our key goals in 2016-17. Our plan is to address literacy and numeracy achievement in our school

Strategies:

- We will implement Pyramid of Support time in our timetable to address the ongoing support required to address the deficiencies in these areas.
- Continue using our LAT's and ID teacher to work with our teachers to build efficacy as we focus on prioritizing the outcomes in all subject areas.
- All students will be benchmarked in language arts and mathematics twice in the school year. This will allow us to target our students who require additional supports.
- Support benchmarking to develop student profiles and provide best instructional practices for all students
- Review PAT and benchmarking data to help support strategies for building literacy and numeracy.
- Use Scholastic Resources to deliver balanced literacy programing, ie leveled literacy
- Ensure that we are using our LAT and EA supports equitably amongst all of our students. Use the iPads provided to support literacy and other inclusive needs.

District Goal

Equity For All Students

Outcome

- Each student is engaged in meaningful learning that is appropriate to his or her abilities and takes place in the most enabling environment.
- Each staff member has the ability to meet the diverse needs of all students.
- Each student is able to access the supports and services they need to achieve success.

Alberta Education Performance Measures

- **Teacher and parent satisfaction with parental involvement in decisions about their child's education.**

Performance Measure	Results (in percentages)				
	2012	2013	2014	2015	2016
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	80.5	77.2	72.5	74.8	67.2

- **Overall agreement that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school.**

Performance Measure	Results (in percentages)				
	2012	2013	2014	2015	2016
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.	69.2	79.5	89.6	92.7	87.8

District Performance Measures

- **Survey results specific to inclusion for all students.** Percentage of satisfied/very satisfied

Measure Definition	Survey scores for students, parents and staff based on the locally developed District Survey - Equity Rubric			
Source/Process	Survey data – students, parents, staff			
Data	Item	Students	Parents	Staff
	Learning	95.26%	100%	87.50%
	Support	93.07%	95.83%	91.67%
	Well-Being	89.42%	100%	95.83%
	Connections	87.59%	95.83%	87.50%

Comment on Results: Analysis and Action

We are pleased with our results from our surveys that address Equity, however, we fully realize as a staff that Equity in our school must continue to receive attention to detail.

What are we doing to support equity at CMS?

- With support of .7 counselling time and .3 Community Liason time we are working to establish and support a solid resiliency program in the school.
- We have several clubs and projects that run daily/weekly in our building to ensure our students are supported in their well being. These programs target different age groups, gender diversity, ethnic diversity, social demographics and overall connectivity to our school. (Inspire 2BME, Snaps, Cooking class, Stars Leadership, FNMI, Hope Mission, Fitness, Gender Diversity, etc)

What can we do to support wrap around services for students in our school?

- We will restructure our CMS Learning Team for the 2016-17 school year. We will meet on Wednesday mornings to review supports in place and suggest other supports for our high risk (red) students. The learning team includes the admin, counsellor, community liaison worker, LAT's and teachers. We will have Cindy Matheson, a Central services representative, at our weekly meetings.
- We will start an Equity Committee to represent the voices of CMS and its learning community.
- We will continue to work with our Central Services team and outside support agencies to provide wrap around services for all targeted students.
- We will have staff member as an FNMI contact support our students on a daily basis.

District Goal

High School Completion and Transitions

Outcome

- Students acquire the competencies needed for a changing and dynamic future.
- Students complete high school making successful transitions to lifelong learning, careers and active citizenship.
- All students from K to 12 are supported with the goal of high school completion and successful transitions.

Alberta Education Performance Measure

- **Overall agreement that students model the characteristics of active citizenship.**

Performance Measure	Results (in percentages)				
	2012	2013	2014	2015	2016
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	57.6	76.4	89.0	90.9	83.0

- **Overall satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology and health and physical education.**

Performance Measure	Results (in percentages)				
	2012	2013	2014	2015	2016
Percentage of teachers, parents and students satisfied with the opportunity for students to	76.8	82.4	93.0	94.8	87.1

receive a broad program of studies including fine arts, career, technology, and health and physical education.					
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- Students identified with attendance issues.**

Number of students whose attendance has been identified as an issue and attendance is impacting their academic achievement.	12
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- Survey results specific to high school completion and transitions.** Percentage of satisfied/very satisfied

Measure Definition	Survey scores for students, parents and staff based on the locally develop District Survey - High School Completion and Transitions Rubric			
Source/Process	Survey Data – Students, Parents, Staff			
Data	Item	Students	Parents	Staff
	Competencies	92.34%	95.83%	79.17%
	Transitions	93.80%	100%	83.33%
	High School Completion	99.27%	100%	91.67%
	Successful Transitions (High School Only)			

- Suspension rates.**

Students in school	Number of out of school suspensions for three or more days	Incident Rate (% of student count)	Number of individual students suspended out of school for three or more days	Incident Rate (% of student count)
465	4	0.86	2	0.43

Comment on Results: Analysis and Action

We are committed at CMS to providing a wide range of opportunities in the classroom and around the school to ensure that our students are being prepared to be active citizens in our community.

Our Stars Leadership program creates opportunities for our students to enhance our school's culture. Examples include: We Day, Pep Rallies, We Scare Hunger, Terry Fox Run, Guest Speakers, etc

We realize the importance of successful transitions from our elementary schools. We will continue to host our incoming grade 5 french immersion students early in 2017 to provide a local awareness of their future school. Additionally, we will work with Lindsay Thurber to increase the opportunities available for our Grade 8 students to visit their future school.

We have begun discussion with our high school and feeder schools to address transitions. We will specifically be working on our transition process and providing our students the opportunity to experience middle school, high school life and the world beyond it.

District Goal***Throughline Outcomes*****Alberta Education Performance Measure**

- Overall satisfaction with the quality of education.**

Performance Measure	Results (in percentages)				
	2012	2013	2014	2015	2016
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	77.2	83.5	89.0	91.7	88.1

- Overall percentage of stakeholders indicating that their school and schools in their jurisdiction have improved or stayed the same in the last three years.**

Performance Measure	Results (in percentages)				
	2012	2013	2014	2015	2016
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	69.1	83.1	91.1	93.5	92.4

Comment on Results: Analysis and Action

- Our parents, teachers and students continue to supportive of our endeavours to maintain a high quality of education in CMS.

District Goal

Success for First Nations, Métis and Inuit students

Outcome

- FNMI Students are engaged in learning.

Comment on Results: Analysis and Action

- We have initiated several initiatives specific to our FNMI population as well as our entire school community. We will focus on: sense of belonging, cultural celebration and academic success. Our primary goal, with the implementation of our FNMI plan, is to create understanding and healing. We have a staff member that will be the point of contact on a daily basis for FNMI population. She will provide students with both emotional and academic support on a timely basis.

Sharing Our Results

The School Results Report presents a summary of the progress and accomplishments of **Central Middle School**. As required under Section 13 of the School Councils Regulation, schools provide opportunities for their School Councils and stakeholders to be involved in the development of the report. A review and interpretation of Accountability Pillar measures are also communicated and shared with School Councils and are available at individual schools.

- o the School Results Report was reviewed and discussed at the **November 29th** meeting of the School Council
- o the School Results Report is posted on the school website at: <http://central.rdpsd.ab.ca/>

School Council Involvement and Activities:

The School Results Report



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