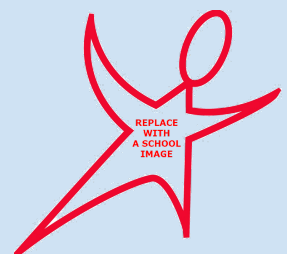
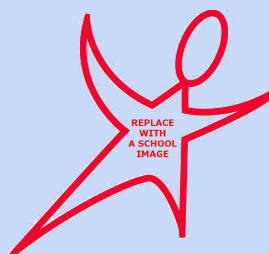
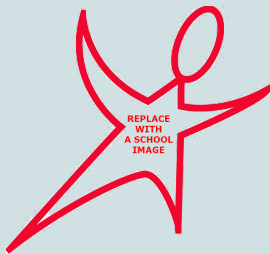
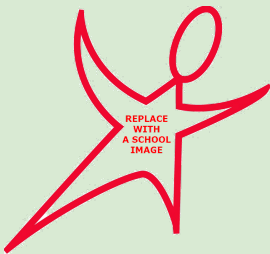




# School Results Report

2017/2018

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: Giselle Ruest  
Gord Strowbridge

### Student Profile:

- Grade 6 = 204
- Grade 7 = 177
- Grade 8 = 165
- Total Students = 546
- ESL Students = 86
- FNMI Students = 40
- French Immersion Students = 243

### Staff Profile:

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

## **New Directions:**

- Pyramid of Supports
  - Tier 2 supports for Literacy and Numeracy as part of our POST
  - Tier 3 supports that include Levelled Literacy Intervention (LLI), Basic Math Skills, Peer Reading for our Level 1, 2 ELL students.
- Levelled Literacy Classes for all English students based on Fountas and Pinnell (based on benchmark)
- Guided reading for all french students based on GB+ (based on benchmark)
- Physical Education benchmarking
- LAT's for English, French and ELL/ESL

## **Opportunities and Challenges:**

We have many exciting opportunities and challenges ahead of us in the 2018-19 school year. We will begin year three of our embedded **Pyramid of Support (POST)** Our POST intervention will run 40 times in the school year and once again centred around literacy and numeracy. We have made some slight changes to the program as we are committed to running sessions with targeted students with fewer than 15 students in both French, English and English Levelled Learners. Secondly, we have reemphasized our **Literacy** focus. We are committed to benchmarking all students in the fall and and spring. We will use a levelled literacy intervention program (LLI) to ensure all students are improving in this critical area of learning. We will continue to benchmark our French Immersion students in both the fall and spring. We are excited about our new direction with our addition of a ELL Learning Assistant teacher to assist our growing number of English language learners at CMS.

## **Mission and Vision of Red Deer Public and Central Middle School**

Red Deer Public Schools 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.”

### **CMS MISSION STATEMENT:**

Central Middle School is striving for excellence by providing the best curriculum, instruction and learning opportunities in order to maximize the potential of all students.

### **CMS VISION STATEMENT:**

Building Our Future Today

The following are values, characteristics, and attributes we strive for in our community:

- **Equity:** Includes equality, fairness, balance, consistency, safety and the opportunity to have a voice.
- **Safety:** Safety in our actions and environment
- **Acceptance:** A sense of belonging, openness, open doors, friends, freedom.
- **Choice:** Of opportunities, interests, teachers, courses, options.
- **Spirit:** Enthusiasm, comfort, humor
- **Integrity:** Trust, responsibility, focus, honesty
- **Achievement:** For each of us, for all of us

# Alberta Education Accountability Pillar Overall Summary



Accountability Pillar Overall Summary  
 Annual Education Results Reports - Oct 2018  
 School: 4437 Central Middle School

Measure Category	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	Safe and Caring	84.1	89.6	89.6	89.0	89.5	89.4	Intermediate	Declined	Issue
Student Learning Opportunities	Program of Studies	88.0	90.2	87.2	81.8	81.9	81.7	Very High	Maintained	Excellent
	Education Quality	89.1	90.8	88.0	90.0	90.1	89.9	High	Maintained	Good
	Drop Out Rate	*	*	0.0	2.3	3.0	3.3	*	*	*
	High School Completion Rate (3 yr)	n/a	n/a	n/a	78.0	78.0	77.0	n/a	n/a	n/a
	PAT - Acceptable	81.7	72.0	69.7	73.6	73.4	73.3	High	Improved Significantly	Good
Student Learning Achievement (Grades K-9)	PAT - Excellence	10.3	10.6	10.5	19.9	19.5	19.2	Intermediate	Improved Significantly	Good
	Diploma - Acceptable	n/a	n/a	n/a	83.7	83.0	83.0	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma - Excellence	n/a	n/a	n/a	24.2	22.2	21.7	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	55.7	54.9	54.7	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	63.4	62.3	61.5	n/a	n/a	n/a
	Transition Rate (6 yr)	n/a	n/a	n/a	58.7	57.9	59.0	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Work Preparation	79.8	85.5	76.1	82.4	82.7	82.4	High	Maintained	Good
	Citizenship	79.6	88.7	87.4	83.0	83.7	83.7	High	Declined Significantly	Issue
Parental Involvement	Parental Involvement	78.1	78.3	73.4	81.2	81.2	81.0	Intermediate	Maintained	Acceptable
Continuous Improvement	School Improvement	81.2	88.0	87.1	80.3	81.4	80.7	Very High	Declined	Good

## District Goal

# Literacy and Numeracy

*Literacy refers to the ability of students to effectively and confidently work with words and numbers.*

## Outcomes

- Each learner is proficient in the areas of reading, writing, speaking and listening.
- Each learner has the ability to proficiently reason and apply numerical concepts.

## Alberta Education Performance Measures

- **Percentage of students who achieved the acceptable standard and the standard of excellence on Grade 6 Language Arts Provincial Achievement Tests:**

Performance Measure	Results (in percentages)				
	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall percentage of students who achieved the acceptable standard on Grade 6 English Language Arts Provincial Achievement Tests.	77.1	82.2	83.4	80.8	<b>85.7</b>
Overall percentage of students who achieved the standard of excellence on Grade 6 English Language Arts Provincial Achievement Tests.	13.7	15.5	16.0	14.7	<b>13.8</b>

- **Percentage of students who achieved the acceptable standard and the standard of excellence on Grade 6 Mathematics Provincial Achievement Tests:**

Performance Measure	Results (in percentages)				
	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall percentage of students who achieved the acceptable standard on Grade 6 Mathematics Provincial Achievement Tests.	57.2	65.3	68.7	63.1	<b>80.3</b>
Overall percentage of students who achieved the standard of excellence on Grade 6 Mathematics Provincial Achievement Tests.	8.1	5.2	9.2	6.3	<b>16.3</b>

## District Performance Measures

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

Number of Students	Students reading within one year of Grade Level	Percentage
<b>512</b>	<b>359</b>	<b>70.1</b>

- **Survey result scores for literacy measurements by students, parents, and staff**

Performance Measure	Results (in percentages)		
	2015-2016	2016-2017	2017-2018
Overall percentage of parents who feel their children are able to read and write what is expected in school.	91.7	94.8	<b>96.9</b>
Overall percentage of students who feel they are able to read and write what is expected of them in school.	94.9	91.8	<b>93.5</b>
Overall percentage of teachers who feel students are provided with appropriate programming and levels of instruction.	83.3	78.6	<b>92.6</b>

## Comment on Results: Analysis and Action

- We are excited with the direction our school has moved in regards to Literacy and Numeracy and it's apparent that the hard work of staff and students is paying large dividends in the learning. The results on our PAT's have improved for the third straight year in English and French Language Arts and have taken a giant leap forward in numeracy. We have continued to focus on Literacy at CMS by using benchmarking to more effectively target students that require supports. We have used professional development to provide our staff with increased knowledge of comprehension and fluency strategies. In 2018-19 we will once again benchmark all of our students in English and French Language Arts.

### District Goal

## Equity

***Equity is fairness for all students through:  
excellence in instruction, support for students, and a reduction of barriers..***

### Outcomes

- All staff have the ability to meet the diverse needs of all students through excellent instruction.
- Students are supported in their academic, behavioural, social and emotional well-being.
- Students are able to access the supports and services they need to achieve success through the reduction of barriers.

### Alberta Education Performance Measures

- **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)				
	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
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.	87.2	89	90.3	89.6	<b>84.1</b>

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

Performance Measure	Results (in percentages)				
	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
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.	84.1	84.9	88.4	88	<b>81.2</b>

### District Performance Measures

- **Survey result scores for equity measurements by students, parents, and staff**

Performance Measure	Results (in percentages)		
	2015-2016	2016-2017	2017-2018
Overall percentage of parents who feel their children are learning in ways that are meaningful and appropriate.	100	94.8	<b>93.5</b>
Overall percentage of students who feel they are learning in ways that are meaningful and appropriate.	95.2	93.6	<b>98.1</b>

Overall percentage of teachers who feel they have the skills to support the learning needs of students.	87.5	85.7	<b>88.9</b>
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Performance Measure	Results (in percentages)		
	2015-2016	2016-2017	2017-2018
Overall percentage of parents who feel their children are cared for, accepted, and usually happy and healthy at school.	100	89.7	<b>95.7</b>
Overall percentage of students who feel they are cared for, accepted, and usually happy and healthy at school.	89.4	82.1	<b>93.7</b>
Overall percentage of teachers who feel students are cared for, accepted, and usually happy and healthy at school.	95.8	100	<b>92.6</b>

Performance Measure	Results (in percentages)		
	2015-2016	2016-2017	2017-2018
Overall percentage of parents who feel their children are connected and feel a sense of belonging at school.	95.8	86.2	<b>93.5</b>
Overall percentage of students who feel they are connected and feel a sense of belonging at school.	87.6	86.0	<b>95.3</b>
Overall percentage of teachers who believe students have a sense of belonging through their involvement in school activities and the people they connect with.	87.5	96.4	<b>88.9</b>

### Comment on Results: Analysis and Action

- Overall, we are excited about our Equity results at CMS. Our percentages, for the most part, have increased and as a school community we continue to strive for improvement in all of these areas. We are particularly satisfied with the percent of students, parents, and teachers who feel our students are connected and feel a sense of belonging at school. The results in the Quality of Education are excellent as both percentages of our parents and students were above 90%. We will continue to work hard with Equity at CMS. Our culture at CMS is one of great diversity and we are committed to ensure that our staff have the strategies and supports in place to meet the needs of all learners.

## District Goal

### ***Student Success And Completion***

***Student success and completion is the successful journey students experience from early learning, through all grades, to high school completion, and beyond..***

### Outcomes

- Children have an excellent start to their learning journey in Pre-K and Kindergarten.
- Students at elementary and middle schools have a strong foundation in literacy and numeracy.
- Students experience effective transitions between grades and between schools.
- Students experience character education programming in Grades 1-9.
- Students in high school will be engaged in personalized and flexible learning environments while being supported by meaningful relationships in the school.

## Alberta Education Performance Measures

- **Percentage of students who achieved the acceptable standard and the standard of excellence on the cumulative composite scores of all Provincial Achievement Tests:**

Performance Measure	Results (in percentages)				
	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall percentage of students who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	66.4	66.8	70.4	72.0	<b>81.7</b>
Overall percentage of students who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	11.1	8.8	12.1	10.6	<b>18.3</b>

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

Performance Measure	Results (in percentages)				
	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	83.5	88.1	85.3	88.7	<b>79.6</b>

- **Overall agreement that students are taught attitudes & behaviour that make them successful when they finish school.**

Performance Measure	Results (in percentages)				
	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	57	75.9	66.9	85.5	<b>79.8</b>

- **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)				
	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
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.	86.3	88.2	83.3	90.2	<b>88</b>

### District Performance Measures

- **Students identified with attendance issues.**

Number of students whose attendance has been identified as an issue and attendance is impacting their academic achievement (Less than 50% attendance, and less than 50% achievement level).	21
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- **Survey result scores for completion and transition measurements by students, parents, and staff**

Performance Measure	Results (in percentages)		
	2015-2016	2016-2017	2017-2018
Overall percentage of parents who feel their children will be prepared for the next grade level.	100	93.1	<b>93.5</b>
Overall percentage of students who feel they will be prepared for the next grade level.	93.8	92.8	<b>95.3</b>
Overall percentage of teachers who feel the students will be prepared for the next grade level.	83.3	92.9	<b>88.9</b>



Performance Measure	Results (in percentages)		
	2015-2016	2016-2017	2017-2018
Overall percentage of parents who feel their children will complete high school.	100	93.1	<b>100</b>
Overall percentage of students who feel they will complete high school.	99.3	96.4	<b>99.1</b>
Overall percentage of teachers who feel that students are supported in the goal of finishing high school.	91.7	96.4	<b>96.3</b>

### Comment on Results: Analysis and Action

- We are satisfied with our results in the area of Success and Completion. All three groups (students, parents and teachers) ranked CMS high in all categories. The one issue we will continue to concentrate our efforts in is attendance. We continue to see an increase in the number of attendance issues with students that arrive at Central Middle in grade 6 and over the three years that students attend here. Our CMS Learning team, in our wrap around efforts, are committed to working with families in and out of our building to deal with attendance. We are accessing all available supports in our community and from our District to continue to support families.

### District Goal

## ***Success for First Nations, Métis and Inuit students***

### Outcome

- FNMI Students are engaged in learning.

### Comment on Results: Analysis and Action

- This has been an area of growth at CMS and we are satisfied with the participation and engagement of our FNMI students. We are in year 2 of running our Indigenous Studies Program and presently have a class size of 35 students. We are also providing a staff member with dedicated time to concentrate on resources and professional development to support our teachers to grow in their knowledge.

## 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.

- The School Results Report was reviewed and discussed at the November 27, 2018 meeting of the School Council
- The School Results Report is posted on the school website at: <http://central.rdpsd.ab.ca/>



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